

PROGRAM REVIEW COVER PAGE	
<i>COLLEGE</i>	Sauk Valley Community College
<i>DISTRICT NUMBER</i>	506
<i>CONTACT PERSON</i> <i>(NAME, TITLE, CONTACT INFORMATION)</i>	Joe Strabala-Bright Director of Research and Planning Joe.a.bright@svcc.edu 815-835-6336
<i>FISCAL YEAR REVIEWED:</i>	AY 19-20 Program Review
DIRECTORY OF REVIEWS SUBMITTED	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	2-103
<i>ACADEMIC DISCIPLINES</i>	103-149
<i>CROSS-DISCIPLINARY INSTRUCTION</i>	149-170
<i>STUDENT AND ACADEMIC SUPPORT SERVICES</i>	170-190
<i>PRIOR REVIEW SUPPLEMENTAL INFORMATION</i>	
<i>OTHER ATTACHMENTS AS NECESSARY</i>	

Career & Technical Education

College Name: Sauk Valley Community College

Academic Years Reviewed: 14-15, 15-16, 16-17, 17-18, 18-19

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Digital Media Arts	Cert	24	500401	NA

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives

What are the overarching objectives/goals of the program?

The purpose of the Digital Media Arts curriculum is two-fold. First, those who earn the certificate have the minimum requirements needed to secure employment as graphic designers in firms that engage in specialized design services, advertising services, printing services, and publishing. Second, those who earn the certificate may also pursue further education in a number of fields and apply those skills and expertise to in-house advertising and graphic design needs for their employers, particularly those who operate as small businesses.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?

Our objectives are achieved through providing a balance of theory, practice with materials and techniques and experiential learning opportunities. Students practice proficiency in a variety of studio art courses, explore historic and contemporary related topics in art while developing critical thinking skills and creative problem solving methods.

Past Program Review Action

What action was reported last time the program was reviewed? Were these actions completed?

In the last program review, it was recommended that the college hire a full-time art faculty member. This action has been completed. The review also recommended additional marketing of arts programs, purchase of additional tech and increased dual-credit offerings. All of these have been completed as well.

<p>Review Team</p> <p>Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Program Review Faculty</p> <p>Glenn Bodish – Art Faculty Member</p> <p>Program Review Team</p> <p>Joe Strabala-Bright – Director of Research and Planning</p> <p>Dr. Jon Mandrell – Vice President of Academics and Student Services</p> <p>Kent Sorenson – Vice President of Business Services</p> <p>Janet Matheney – Dean of Student Services</p> <p>Josh West – Dean of CTE Programs</p> <p>Michelle Barkley – Dean of Transfer Programs</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Tom Irish – English Faculty</p> <p>Mandy Aldridge – Academic Advising</p> <p>Jane Verbout – Learning Commons – Tutoring Coordinator</p>
<p>Stakeholder Engagement</p> <p>Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Stakeholders around the college are represented in the review team.</p> <p>The Whiteside Area Career Center was consulted for this review.</p>

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	This is an entry level program. There are no pre-reqs, placement scores, or testing requirements for initial courses.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA
Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	There is some demand for employees who can utilize digital media for social media and small-scale marketing purposes. This program typically serves as an entryway for high school students into transfer level Art programs or for individuals who are simply wanting to pick up a few new skills.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has not changed. We do not see demand for this program growing or shrinking within the next five years. We have no major marketing or social media firms in our area. Most employees utilizing this degree have social media or marketing as a smaller component of their job.
1.3 What labor market information sources are utilized?	All CTE programs at SVCC utilize employer committees to influence curriculum changes and identify workforce demand.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited through area high schools and the Whiteside Area Career Center. Most students take these courses while at the Whiteside Area Career Center and are dual-enrolled with SVCC.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program faculty, Deans, and community stakeholders/partners convene regular meetings to discuss curriculum needs/changes for all CTE programs.

<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>One recommendation was that SVCC's art faculty work collaboratively with WACC staff to ensure that students taking courses in this program have the skills necessary to be successful in SVCC transfer art program courses.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>This program has run at a deficit, however, that is in-line with other Art programs. Significant investments in Art at SVCC have been made in recent years, ie. Hiring a new full-time instructor and purchasing new program equipment. Due to these investments, art enrollment has begun to increase. We believe that this program, along with other art programs, can be near cost-neutral or turn a small profit in future terms due to these initial investments.</p>
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>NA</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>As a result of this review, the Dean of CTE will work to ensure that the use of overload and independent studies are being used more effectively and sparingly in the program. These two issues contributed to increased costs over the previous few fiscal years. The Dean will also review adjunct lab hour pay.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Costs to students are minimal. All students can apply for SVCC foundation scholarships that can be used for course fees.</p>

2.5 Did the review of program cost result in any actions or modifications? Please explain.	As a result of this review, the Dean of CTE will work to ensure that the use of overload and independent studies are being used more effectively and sparingly in the program. These two issues contributed to increased costs over the previous few fiscal years. The Dean will also review adjunct lab hour pay.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	The main strength of the program is that it draws students into other Art programs at Sauk by giving students an opportunity to experience various art mediums and see how they are used in practice. Students in this program have the skills they need to assist with basic design needs at companies in the area.
3.2 What are the identified or potential weaknesses of the program?	Demand for jobs with this degree remain low in the area. Most students earn this degree to augment current skills, to take on new/additional roles at a company, or to prepare to enter an art related program at SVCC or another institution.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	All courses in this program are taught in a traditional format.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Yes, this program has been approved by the ICCB and meets Perkins requirements. Standards are reviewed to meet state requirements and adequately meet both academic and technical skills. This is reviewed by curriculum, is assessed, input is provided by an employer advisory council, and the program goes through routine program review. The advisory council also ensures that the program meets the needs of area employers and industry. There is a clear progression through the program, though the college is still working to ensure multiple entry and exit points. Upon completion of the program, students are granted a certificate.

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>SVCC is currently in the process of designing a pathways system that integrates k-12 coursework and that can be used by k-12 counselors to help students prepare for SVCC. This program fits into that as many courses are available to students during high school via the Whiteside Area Career Center. This program prepares students for careers in digital media and art.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>NA</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Dual credit is available for all courses in the certificate program through SVCC's partnership with the Whiteside Area Career Center.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Currently no work-based learning opportunities are integrated into the program, however, instruction and projects focus on real-world application.</p>

<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>NA</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>NA</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>NA</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>NA</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Courses in this program that also fall under the transfer Art program are articulated as other art courses would be.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>NA</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>All adjunct and full-time faculty are able to apply for institutional funds that can be used for training and professional development in their content area. Adjunct and full-time faculty also receive non-content specific training during faculty workshops and in-services. These trainings relate to technology, online learning, diversity and inclusion, etc.</p>

3.16 What is the status of the current technology and equipment used for this program?	The technology and equipment that this program uses are state of the art and housed at the Whiteside Area Career Center. The center received the tech and equipment as part of a large donation. SVCC students are able to use the equipment due to a long running partnership with WACC.
3.17 What assessment methods are used to ensure student success?	Assessment for this program is similar to assessment of other programs at SVCC. Students are assessed based on skills relevant to the program as well as GECC requirements and goals.
3.18 How are these results shared with others at the institution for continuous improvement?	The assessment committee notifies programs of gaps in assessment. Assessment is also discussed during the program review process.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	No curriculum revisions have so far been tied to assessment of learning outcomes.
3.20 How satisfied are students with their preparation for employment?	Based on alumni surveys, students are satisfied with the quality of education they receive and believe that the skills they learn are transferrable to a workplace setting.
3.21 How is student satisfaction information collected?	Student satisfaction is collected through alumni surveys and course evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged by recommending changes to the curriculum, evaluating the feasibility of the program and new potential programs, and by evaluating the need/efficacy of internships and other work-based learning opportunities.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee recommends changes to curriculum based on workplace demands and technology utilized in the workplace. At this time we do not believe engagement can be improved further.
3.24 How satisfied are employers in the preparation of the program's graduates?	Based on feedback from the employer advisory council and the area career center, employers are satisfied with the skills that students learn in this program.

3.25 How is employer satisfaction information collected?	Employer satisfaction information is collected via the advisory council. The college also surveys local employers on a three year cycle. The information collected in this survey is used to gauge employer satisfaction with various SVCC degree programs and skills students learn at SVCC.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The committee is recommending that CTE art lab hours be examined as they are having a higher instructor cost than other art courses. This results in lower profitability for CTE art courses.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

The main challenges encountered with this program are related to the location of the courses and the necessity of adjunct instructors. Most courses are taught at WACC and many of the students are dual-credit students also enrolled at WACC. The technology and space that they provide are, however, excellent quality. Also, due to the nature of the program and the low enrollment across all art courses, this necessitates the use of adjunct instructors. Due to the difference of location and in instructors, it can at times feel separate from the larger art program. Through this program review, however, efforts are being made to enhance communication between faculty and create more connections between this program and our transfer art programs.

Performance and Equity

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

CTE Program	Digital Media Art				
CIP Code	500401				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled (declared)	5	3	4	5	1
Number of Completers	10	18	23	14	7
Other (Please identify) Course Enrollees	224	370	308	315	302
How does the data support the program goals? Elaborate.	This is a program that offers students an opportunity to delve into the arts and explore the field as a career option. Many students from this program go on to transfer to other institutions or receive transfer art degrees from SVCC.				
What disaggregated data was reviewed?	Retention, completion, transfer, and other data was reviewed. Success rates were also reviewed, particularly as it pertains to ethnicity and online courses.				
Were there gaps in the data? Please explain.	Gaps in ethnicity success rates exist.				
What is the college doing to overcome any identifiable gaps?	The college is continuously exploring methods to increase success rates for students. These include the use of retention software and the creation of				

	additional support services to retain students and help them complete their degree on time.
Are the students served in this program representative of the total student population? Please explain.	Yes, the program data indicates that students who take courses in this program are representative of the student body at SVCC. Students of color are well-represented in this program.
Are the students served in this program representative of the district population? Please explain.	The students who participate in this program are very representative of the district population. When comparing program data to local census data, students from various races/ethnicities are well reflected.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program continues to attract students. A respectable number of them complete the certificate, and many continue on to attend a transfer program at SVCC or transfer to another institution. Furthermore, we have received feedback from community partners that a program like this is still needed in the area.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We would like to extend the advisory council for this program and we plan to review the use of lab hours for certain CTE Art lab courses. These will both be completed by the end of the 20-21 Academic year.
Resources Needed	NA

Responsibility Who is responsible for completing or implementing the modifications?	The full-time art faculty members is responsible for implementation in collaboration with the Deans of CTE and Transfer programs.
---	---

Career & Technical Education				
College Name:		Sauk Valley Community College		
Academic Years Reviewed:		14-15, 15-16, 16-17, 17-18, 18-19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Ag Mechanics, Ag Production Tech, Ag Business, Ag Production Tech Certificate	3 degrees , 1 certificate	Ag Mechanics -60, Ag Production Tech -60, Ag Business –60, Ag Production Tech Certificate - 29	010103 011201 010901 010201 010603 011103 010605 010101 521401 010102	Ag Production Tech Certificate

			010000 011101 010301 010603	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The overarching objectives/goals of these programs are as varied as the agricultural field itself. Ag Mechanics will prepare students to enter the workforce in Ag maintenance positions, general farm work, and even prepare students for mechanical fields outside of Agricultural. The Ag Production Technology A.A.S. degree and certificate prepare students for a variety of crop productions, and positions related to the support of production agriculture. The Ag Business A.A.S. degree prepares students to work in Ag lending, Ag sales, Ag economics, and farm business management.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		As these programs are in their infancy (beginning of the 3 rd year of Ag at SVCC, it is difficult to gauge how these objectives are being achieved. Once we add a number of graduates, we will survey both them, and our Ag partners in the community to gauge how the students' skill levels are matching business needs.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		This is the first program review for this program.		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.		Program Review Faculty Kevin Larsen – Ag Faculty Member Program Review Team Joe Strabala-Bright – Director of Research and Planning Dr. Jon Mandrell – Vice President of Academics and Student Services		

<p>Also describe their role or engagement in this process.</p>	<p>Kent Sorenson – Vice President of Business Services</p> <p>Janet Matheney – Dean of Student Services</p> <p>Josh West – Dean of CTE Programs</p> <p>Michelle Barkley – Dean of Transfer Programs</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Tom Irish – English Faculty</p> <p>Mandy Aldridge – Academic Advising</p> <p>Jane Verbout – Learning Commons – Tutoring Coordinator</p>
--	---

<p>Stakeholder Engagement</p> <p>Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Programs across the college, particularly student services and the learning commons, were consulted regarding this program review.</p> <p>The Ag advisory council was also consulted as part of this review process.</p>
--	---

CTE Program Review Analysis

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

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no specific placement requirements to enter into any Ag program at SVCC. This is not a competitive program, rather it is open enrollment. The only pre-reqs that exist, are ELA placement requirements for certain intro Ag courses.</p>
--	---

<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>NA</p>
--	-----------

<p>Indicator 1: Need</p>	<p>Response</p>
---------------------------------	------------------------

<p>1.1 What is the labor market demand for the program?</p>	<p>According to IDES, Local Farm Ranchers and Managers will total 59,450 in the state of Illinois, with a projected increase of 1 % from 2016 – 2026. Average starting wages for AG Inspectors, Ag Farm Workers, and Ag Equipment Operators is approximately \$15.00</p> <p>According to local WIOA office, for SVCC’s district in 2019, there are currently the following statistics:</p> <p>Crop Production – 905 total, \$74,000 avg. wage, 204 position demand.</p> <p>Farm Supply Merchant wholesalers, 599 total, \$56,500, 156 position demand.</p> <p>Farm Machinery & Equip. Manufacturing, 376 total, \$52,000, 109 position demand.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>As mentioned, Ag is anticipated to grow by approximately 1 percent in terms of hires until 2026 in the state. According to our local WIOA office’s 2019 data, Ag growth, in terms of employment in our district, is predicted to decrease by less than 1 %.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>The Ag advisory council is utilized as well as IDES, WIOA, and the US Bureau of Labor Statistics.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>SVCC is located in a predominantly agricultural district. Corn, soybeans, and other miscellaneous crops are grown here. According to our Ag Advisory Council, employers are in great need of employees with skills in various agricultural fields. One specific advisory council member often sites that he could hire 16 applicators today if they were available.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Program faculty, Deans, and community stakeholders/partners convene regular meetings to discuss curriculum needs/changes for all CTE programs.</p>

<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>As the program is still in its beginning phases and has recently hired a new faculty member, no major modifications will be made at this time. The current goals do include expanding industry partnerships and increasing recruitment efforts at area high schools.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>The program cost was \$166,258 for the past 5 years (however, the program is just in its 3rd year). This is primarily due to instructor costs and insurance. Additionally, the Sauk Valley Foundation offers financial support to the program for equipment, etc. Those numbers are not included in the \$166,258 figure. As this program has not yet reached a full five-year cycle and has had considerable startup costs, it is not yet possible to determine how these costs compare to other CTE programs at SVCC.</p>
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>NA</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>Costs should go down in the coming years, as our new Instructor does not have a PHD, and comes in at a lower payroll scale. The academic dean will also scrutinize course offerings to help eliminate courses running at a significant loss due to low enrollment.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Costs to students are minimal. All students can apply for SVCC foundation scholarships that can be used for course fees.</p>

2.5 Did the review of program cost result in any actions or modifications? Please explain.	NA
Indicator 3: Quality	Response
3.1 What are the program's strengths?	<p>The programs strengths include tremendous community support. An Ag advisory council helped build the program, and continue to meet consistently to help determine the path forward. Additionally, Sauk's new Ag instructor is very familiar with high school Ag teachers, so he has an advantage in terms of recruiting in their classrooms. Sauk also has a lot of land, as exemplified by the recent harvest of 22 acres on campus. Sauk also has an agreement with Dixon to farm approximately 56 acres of their land, which generates nominal revenue, but strengthens our relationship with a large local high school.</p>
3.2 What are the identified or potential weaknesses of the program?	<p>A main challenge is to build up enrollment. There are many strong community college programs in the state, where students have typically traveled to attend since SVCC did not have an Ag program. It will take some time to build up our reputation and the community's awareness of the solid education in Ag that they can receive locally. Additionally, we have had turn over, where our first instructor left after 2 years. This is always a challenge to retain current students, and to convince potential new students of the stability of the program.</p>
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	<p>The vast majority of the Ag courses offered at Sauk are traditional. There is currently one online course being offered – Ag Issues and Perceptions.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB²? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Yes, this program has been approved by the ICCB and meets Perkins requirements. Standards are reviewed to meet state requirements and adequately meet both academic and technical skills. This is reviewed by curriculum, is assessed, input is provided by an employer advisory council, and the program goes through routine program review. The advisory council also ensures that the program meets the needs of area employers and industry. There is a clear progression through the program and upon completion of the program, students are granted a certificate or degree depending on the specific program.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The Ag program sits in the Agriculture, Food, and Natural Resources career cluster in Illinois. Career Pathways within that cluster include Food Products and Processing Systems, Animal Science, Plant Systems, and Agribusiness Systems.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Ag classwork at SVCC is built around the team based learning concept. Students are assembled into teams, and make all decisions relating to purchasing, production, marketing, sales, and development of the Ag programs. Students, with assistance from the instructor, treat the Foundation as a bank in order to further mimic real life Ag practices. Team based learning also takes place while working through the curriculum, and students arrive at a consensus prior to learning the correct answer/approach to a problem. Students learn to build their background knowledge and present their perspectives to the class and instructor.</p>

² Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>There are indeed dual credit opportunities. Any student that qualifies for Ag courses in regards to ELA requirements can come on campus to take Ag courses in dual credit. Furthermore, Amboy offers dual credit in Ag Mechanics, and SVCC is working with Dixon high school on expanding dual credit Ag courses.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>This program is structured to facilitate employment/internships while enrolled. Ag courses are held on Tuesdays and Thursdays, giving the students 3 week days to work in the field and apply the knowledge they are learning in the classroom. As mentioned in number 5, students also make the farm management decisions, giving them real world experience while on campus.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Industry accreditation is not required for this program. However, our UAS 101 drones course does prepare students to pass the FAA small unmanned aircraft exam.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Only the drone class, as mentioned above, prepares students for an industry credential.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No, this program is not tied to apprenticeships. Industry internships are highly emphasized.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>NA</p>

<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The Illinois Association of Community College Agriculture Instructors (IACCAI) has worked out articulation agreements to University of Illinois – Urbana/Champaign, Illinois State, Western Illinois University, and Southern Illinois University at Carbondale on the following ag courses taught here at Sauk Valley Community College: Introductory Crop (Plant) Science and Introductory Agriculture Economics.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>With the relative infancy of the agriculture program, new partnerships happen often. The best current partnerships are with the Culver’s restaurant in Dixon, University of Illinois Extension office, Peabody’s New Holland equipment dealership in Sterling, Cornelius Seed, and the FS grain marketing cooperative. Goals for new relationships would include the area veterinary clinics, Agri-King animal nutrition research, other area agricultural equipment dealerships, other grain marketing and agronomy services companies, and various ag banking/ag lending companies. Many of these relationships are, or will be formed through the Ag Program Advisory Council.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development workshops are offered through the Illinois Association of Community College Agriculture Instructors (IACCAI) annual conference and the Illinois Association of Vocational Agriculture Teachers (IAVAT) annual conference. Other “job shadow” opportunities will be explored each summer.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Four large TV screen monitors for each team-based learning teams to display their collaborative work. Three Soil Scan 360 digital soil analysis machines. Four SawStop table saws, four Milwaukee compound sliding miter saws, and four digitally-controlled Craftsman drill presses for the ag mechanics classes, digital controls and monitor for the John Deere 7200 12-row planter, various soil testing probes, and three hydroponics tower gardens. The agriculture program also owns a 520-bushel grain cart to be used during harvest and an International 350-Utility tractor to be used for maintenance of the field plots and maintained by the agriculture mechanics classes. Several small gas engines are kept in inventory to be used by the agriculture mechanics classes as well.</p>

<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The college has each full-time faculty member do general education assessments to gauge student understanding of the gen ed core. Area or program assessments are also completed to measure student understanding within an area or program.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Assessment results are discussed within the assessment committee and are made part of the institutional program-review process.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>This is a CTE field, so area assessments have to be extremely general considering the wide range of subjects being taught. The past Ag instructor did not complete any area assessments prior to leaving the college. The new instructor will work with the Assessment coordinator and develop program level assessments going forward.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>SVCC has had no graduates as of yet for this new program. Therefore, we have not surveyed their satisfaction with their level of preparation for their Ag position since not one has completed the entirety of the curriculum for any of the AG programs.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Students are surveyed each semester to give feedback on the curriculum and instruction of each Ag class they take.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers are engaged in this program through an advisory council. This is the same advisory council that helped design the programs three years ago. The advisory council assists on curriculum content, work based learning opportunities, and overall direction of the Ag programs.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program advisory council meets every semester, as well as generally in the summer. The advisory council ensures that students are learning skills and knowledge in the program that is necessary for being successful in the workplace.</p>

3.24 How satisfied are employers in the preparation of the program's graduates?	Again, since this is a new program, we have not had the graduates to assess the satisfaction of their employers. However, we will discuss employer satisfaction with our advisory council, which may have relationships with a number of our students and can assess their knowledge as it relates to Ag.
3.25 How is employer satisfaction information collected?	Employer satisfaction is determined via the advisory council and regular employer surveys that the college conducts.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	In September, the Ag advisory council met to discuss programs and curriculum. It was determined that SVCC is offering the correct programs to meet industry need. However, there was discussion in regards to some overlap with Ag Mechanics and the Ag Production Technology degree. The new full-time faculty member will continue to assess if these two programs are redundant, and if so, merge the Ag Mechanics degree into Ag Production Technology.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Current challenges relate to enrollment and cost of the program. An increase in enrollment would obviously aid in improving program financials. The plan is for the new Ag instructor to utilize his connections with local FFA chapters to visit schools and increase the programs' visibility. The instructor and academic dean will also look for additional venues such as career fairs and other Ag related events to increase exposure. Lastly, the new instructor is looking to increase the school's emphasis in animal science, which may also attract a new set of students.

Performance and Equity

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

CTE Program	Ag Mechanics, Ag Production Tech, Ag Business, Ag Production Tech Certificate				
CIP Code	010103, 011201, 010901, 010201, 010603, 011103, 010605, 010101, 521401, 010102, 010000, 011101, 010301, 010603				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	39	64
Number of Completers	0	0	0	0	0
Other (Please identify)	NA	NA	NA	NA	NA
How does the data support the program goals? Elaborate.	This program is new, so data is still very limited. We have yet to have any completers, but the first ones should be working their way through within the next year or two. Enrollment does appear to be increasing.				
What disaggregated data was reviewed?	Retention, completion, transfer, and other data was reviewed. Success rates were also reviewed, particularly as it pertains to ethnicity and online courses.				
Were there gaps in the data? Please explain.	Due to limited data and the newness of the program, there are no identifiable gaps yet.				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program	The students served in this program are largely first generation, but these students are not representative				

representative of the total student population? Please explain.	of the racial/ethnic makeup of the student body at SVCC.
Are the students served in this program representative of the district population? Please explain.	These students are not representative of the racial/ethnic make up of the Sauk Valley region.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program is still new and developing, and a new instructor has been hired. The program needs to have more time pass before a proper assessment can take place.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The SVCC program review committee recommends the following: <ul style="list-style-type: none"> - Stabilize current curriculum, assess needs for course/degree offerings based off of advisory council and student enrollment – by end of AY 20-21 - Develop long-term capital/equipment/resource plan – by end of AY 20-21 - Develop a plan and monitor potential future partnerships with school districts, businesses, etc. – ongoing, first draft by end of AY 20-21
Resources Needed	NA

Responsibility Who is responsible for completing or implementing the modifications?	The full-time Agriculture faculty member is responsible for making these changes in collaboration with the Dean of CTE programs.
---	--

Career & Technical Education				
College Name:		Sauk Valley Community College		
Academic Years Reviewed:		14-15, 15-16, 16-17, 17-18, 18-19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Management, Marketing, Management Cert, Supervisory Management Cert, Marketing Cert, Entrepreneurship and Small Business Management Cert	Degrees and certificates	Management – 61, Marketing - 45, Management Cert – 19, Supervisory Management Cert – 15, Marketing Cert – 18, Entrepreneurship and Small Business	520803 080706 521804 231101 231303 270301 521003 520807 520205 520201	Management Cert, Supervisory Management Cert, Marketing Cert, Entrepreneurship and Small Business Management Cert

		Management Cert – 25-26	521101 520701 520101 521401 080705 521803 270501 090201 090903 450601 521001	
--	--	------------------------------------	---	--

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	The objective of this program is to prepare students to find entry-level employment in the fields of business. Additional course objectives are available to familiarize and educate students with areas of emphasis such as accounting, marketing, middle management, information technology, and human relations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	According to feedback from our Business Advisory Council, a couple of recommendations were made in regards to curriculum. Namely, to include etailing to the Retailing class, to add currency exchange and tariffs to the International Business class, and to switch out ECO 211 as a required courses in the Marketing and Management degrees to ECO 212 – Microeconomics. Otherwise, the objectives of the program reflect the curriculum being offered.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	SVCC added BUS 260 – Entrepreneurship Principles as a course, and as a part of a new Entrepreneurship and Small Business Management certificate. This is in response to a growing recognition of the importance of entrepreneurship in rural economies, exemplified by the CEO high school program. Additionally, SVCC set up an eight-week cohort model, where students have the option of taking two 8-

	<p>week courses at a time (online), rather than having to manage four courses at once. This gives added flexibility to students who are presumably working while going to school.</p>
<p>Review Team</p> <p>Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Program Review Faculty</p> <p>Emily Zimmerman – Business Faculty Member</p> <p>Program Review Team</p> <p>Joe Strabala-Bright – Director of Research and Planning</p> <p>Dr. Jon Mandrell – Vice President of Academics and Student Services</p> <p>Kent Sorenson – Vice President of Business Services</p> <p>Janet Matheney – Dean of Student Services</p> <p>Josh West – Dean of CTE Programs</p> <p>Michelle Barkley – Dean of Transfer Programs</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Tom Irish – English Faculty</p> <p>Mandy Aldridge – Academic Advising</p> <p>Jane Verbout – Learning Commons – Tutoring Coordinator</p>
<p>Stakeholder Engagement</p> <p>Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Programs across the college, particularly student services and the learning commons, were consulted regarding this program review.</p> <p>The Business advisory council was also consulted as part of this review process.</p>

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no program placement requirements to enter into any one of these reviewed programs. There are specific ELA requirements for intro level courses, such as Intro to Business and Financial Accounting. Each of these courses requires a placement into ELA 99.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The only programs over 60 credits are the Management AAS degree and the Marketing AAS degree – both at 61. SVCC is very cognizant of keeping credit hours of programs near the 60 credit hour minimal, and finds this course content of these programs justifiable of one extra credit hour above 60.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The occupational demand for students earning a nontransferable business degree is moderate. According to the US Department of Labor, entry-level positions such as bookkeepers, clerks, assistants, or other business related fields have “as fast as average” projected growth rates. At the state level, growth for positions such as management or marketing are estimated at about 2 percent from 2018-2020.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There has been a steady decline in the total number of sections offered as well as students enrolled in business courses related to these programs. We went from approximately 4300 students in 2015 to 3200 students in 2019, which is about a 26.5% drop. This aligns, nearly identically, with the overall drop of enrollment at SVCC – coming in at 26 %.
1.3 What labor market information sources are utilized?	The Business advisory council is utilized as well as IDES, WIOA, and the US Bureau of Labor Statistics.

<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Students are recruited to this program through the marketing and recruiting departments, focused on attracting students interested in completing two-year transfer or career degrees, or a certificate. Additionally, SVCC’s academic advisors provide guidance to students who are interested in accounting and business and direct them to an appropriate academic program.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Program faculty, Deans, and community stakeholders/partners convene regular meetings to discuss curriculum needs/changes for all CTE programs.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>There was discussion from the advisory board to potentially merge the two certificate programs into one management/supervisory certificate, and further discussion will happen in the Spring of 2020, to put this change into action in the fall of 2020 semester. It was determined by the advisory board that the current degrees are good as is.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Program costs mainly consist of salary, which will have dramatically decreased due to full time faculty recently retiring that were in a much higher paying tier (Doctorates at 30+ years teaching experience). Costs went from approximately \$170,000 in 2015 to \$94,000 in 2019, and will continue to decline in 2020 with the new full-time instructor who is at an Assistant Professor tier 1 pay scale. Costs for this program are on par with other programs at SVCC. No grants are utilized to fund this program.</p> <p>Costs in business compared to other lecture based programs are higher due to the fact that from 2015-2019, the full time faculty teaching the courses had 30+ years of experience along with a doctorate therefore having a substantially higher salary. This will change going forward with the new faculty member hired in August of 2019 with a significantly lower salary. There are not many expenditures outside occasional instructional supplies.</p>

2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The average net income of the program is approximately \$178,000/year. Again, with the decrease in faculty salaries along with the potential increase in program participants, there is expectation for considerable financial growth in the program.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Costs to students are minimal. All students can apply for SVCC foundation scholarships that can be used for course fees.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	While the overall cost of the program is more than covered by revenue, SVCC is committed to increasing enrollment in the CTE Business program, therefore generating additional revenue. Otherwise, no revision is necessary due to the decreased faculty costs – noted above.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Business courses can be an easy gateway for students who are unsure of a declared major and want to explore a variety of classes before deciding. There are also several certificate programs if they do not want to complete the entire AAS degree. The program can also be completed fully online for flexibility of non-traditional students. The program is generally inexpensive with low tuition and minimal to no class fees. Additionally, even though these programs are career oriented, if a student ultimately decides to earn a B.S., all of the courses transfer to four-year schools.

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Program enrollments and the number of declared business majors have steadily declined the past five years. Figuring out the root cause (ie: community population decrease, lack of funds, lack of community college interest) and seeing if it is something that SVCC can do to restore those numbers is important. Since the decline in business enrollment mirrors that of the overall decline in enrollment, it can be assumed that the reasons for both are closely linked.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>For each of these programs, the only business course that is currently offered face to face is BUS 103. Each of these reviewed programs can be completed entirely online. Or, if a student chooses, they can complete gen eds (for the two A.A.S. degrees) in person, along with BUS 103.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB³? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Yes, this program has been approved by the ICCB and meets Perkins requirements. Standards are reviewed to meet state requirements and adequately meet both academic and technical skills. This is reviewed by curriculum, is assessed, input is provided by an employer advisory council, and the program goes through routine program review. The advisory council also ensures that the program meets the needs of area employers and industry. There is a clear progression through the program and upon completion of the program, students are granted a certificate or degree depending on the specific program.</p>

³ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>These programs align with Illinois’s Career Clusters. Specifically, they are within the Business, Management, and Administration, as well as the Marketing clusters, under the Business, Marketing, and Computer Education Program of Study.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>This program can be completed fully online, with the option of having the instructor use the campus’s “lightboard” to take lecture-based videos and upload onto the canvas course. Additionally, as mentioned previously, many of the business courses can be completed online with eight weeks. The Management and Marketing AAS degrees are the only two degrees offered at the college that can be completed in this way. SVCC also offers additional benefits to its business students in that they have access to a Small Business Development Center (SBDC) where they can obtain resources, business advice, and other business related services.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Dual credit was just implemented for local area high schoolers who are in the WACC-CEO program to receive dual credit for the Entrepreneurship Principles (BUS 260) course, which is part of one of our certificate programs (Entrepreneurship and Small Business Management).</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Bus 231 and 235 are part of the CTE management and marketing degrees and provide internship opportunities for students.</p>

<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Industry accreditation is not required for any of these business programs.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>There is no industry-recognized credential aligning with any of these programs. Generally, industry credentials, such as the CPA and CFA, are obtained post bachelor's degree.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>There is no apprenticeship program aligned with any of these business programs.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>NA</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There is a cooperative agreement between SVCC and WACC for the Creating Entrepreneurial Opportunities (CEO) program to receive dual credit for the BUS 260 course. Otherwise, there is an articulation agreement with Ashford University for students to complete three years of courses (within Marketing and Management degrees), along with one additional years of gen eds, to then transfer to Ashford for their final year.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>For students enrolled in the BUS 260 course, they are referred to the SBDC if they want to learn the processes of starting their own business, or improving their small business practices.</p>

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>SVCC offers professional development funds, tuition reimbursement, and promotional credit to all full-time faculty. Professional development funding is also available to adjunct faculty.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The business program uses very little technology or equipment. It is very lecture based, utilizing canvas for coursework and exams.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The Business career programs employ two different types of assessment related to student success. The first assessment instrument or instruments relates to the ongoing college wide global assessment of students at the program level. The second assessment instrument or instruments relates to the assessment of students at the course level. Examples of assessments at the course level include exams, oral presentations, written discussions, quizzes, and written essays.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Assessment results are discussed within the assessment committee and are also a part of the institutional program review process.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>Currently, the college is performing a curriculum mapping exercise. While this is focused on general education courses, it also pertains to major courses as well. Instructors are assessing problem solving, writing, oral presentation, collaboration, reading, listening, technology, quantitative reasoning, research, and ethical reasoning. Once all of the business courses relating to these programs are evaluated on the above referenced sub competencies, the instructor will see if there are gaps in the program (take technology for example), which will need to be filled through instruction.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Based on feedback from program alumni, students are satisfied with the quality of education they receive and their preparation for the workforce.</p>

3.21 How is student satisfaction information collected?	Students have the opportunity to evaluate the instructor(s) and the business classes annually. These surveys help the instructor improve the quality of instruction in their classes. A survey was sent to graduates (see question 19).
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged with program participants with the required internship for the A.A.S. degrees in Management and Marketing. Additionally, an Advisory Council, made up in part of business leaders and employers, gives annual feedback on the direction and content of the programs.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council is scheduled to meet twice a year, once in the fall semester, and once in the spring.
3.24 How satisfied are employers in the preparation of the program's graduates?	According to the advisory board, which is made up of working professionals in the community, employers are satisfied with the recent SVCC graduates that are hired to work for their company.
3.25 How is employer satisfaction information collected?	Employer satisfaction is collected qualitatively through the Advisory Council, as well as through feedback from businesses taking students on as interns.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No actions or modifications to the certificate or degree program have been made thus far. There will be further discussions about the two certificate programs being merged into one certificate program in the fall semester of 2020.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

One challenge of this program is the fact that the vast majority of classes are online. This allows for access and convenience for those who are currently employed, but, in terms of academic success, online courses have been shown to have less of a success rate than in person. Our new business instructor is working to add some in class options to core business classes, such as Management.

Additionally, there have been minimal connections between past faculty and area businesses. Our response is to restart the Business Advisory Council, which has taken place, as well as establish a group that will work on internships for students based on the Multicraft Extended Internship Program model. This group, made up of bankers and insurance representatives, has already met and are very enthusiastic about the creation of an internship website to facilitate students connects to employers.

Performance and Equity

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

CTE Program	Management, Marketing, Management Cert, Supervisory Management Cert, Marketing Cert, Entrepreneurship and Small Business Management Cert				
CIP Code	520803, 080706, 521804, 231101, 231303, 270301, 521003, 520807, 520205, 520201, 521101, 520701, 520101, 521401, 080705, 521803, 270501, 090201, 090903, 450601, 521001				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	520	478	427	387	381
Number of Completers	36	34	43	31	37
Other (Please identify)	NA	NA	NA	NA	NA
How does the data support the program goals? Elaborate.	<p>Though enrollment has declined over the previous five years, completion has remained steady. Additionally, though enrollment has declined, that is consistent with overall college enrollment decline over the same period.</p>				
What disaggregated data was reviewed?	<p>Retention, completion, transfer, and other data was reviewed. Success rates were also reviewed, particularly as it pertains to ethnicity and online courses.</p>				
Were there gaps in the data? Please explain.	<p>Gaps exist, however, they are consistent with gaps that exist in other programs at SVCC. Gaps are present regarding success rates and retention in racial and ethnic minority groups.</p>				

<p>What is the college doing to overcome any identifiable gaps?</p>	<p>The college is continuously exploring methods to increase success rates for students. These include the use of retention software and the creation of additional support services to retain students and help them complete their degree on time.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Students served in this program do reflect the ethnic and racial diversity that is present in the SVCC student body.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>When examining census data, it appears that the ethnic/racial makeup of students in this program matches the makeup of the district as a whole.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale</p> <p>Please provide a brief rationale for the chosen action.</p>	<p>The program is continuing to make changes and is working to improve online success rates and enrollment. Additionally, through the advisory council, the program is continuing to provide content and skills that area employers value.</p>
<p>Intended Action Steps</p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The Program Review committee recommends the following:</p> <ul style="list-style-type: none"> - Pursue feedback from students regarding 8 week courses – by end of AY 20-21 - Investigate CEO partnership – by end of AY 20-21, continuing to evaluate partnership over time

	- Marketing assistance with work-based experience program for business – by end of AY 20-21
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	The full-time Business faculty member is responsible for implementation though they will be collaborating with the Dean of CTE programs.

Career & Technical Education				
College Name:		Sauk Valley Community College		
Academic Years Reviewed:		14-15, 15-16, 16-17, 17-18, 18-19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
CNA – Nurse Assistant	Cert	8	511614	NA
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				

<p>Program Objectives</p> <p>What are the overarching objectives/goals of the program?</p>	<p>This course is the introduction of theory and practice for beginning health care workers. Goal: students will successfully complete the state certification exam. Secondary goal: preparing students to continue their education in the nursing program for those who wish to continue. Nursing assistance will work directly with patient giving physical care and emotional support.</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>IDPH cluster score requirements: programs must have at least a mean score of 70% for first time pass rate. Below 70% requires a corrective action plan. Neither of the CNA programs are currently on a corrective action plan. Summer 2019- 100% of students passed the state exam on the first try. For Fall of 2019- the first time pass rate was 96.4%.</p>
<p>Past Program Review Action</p> <p>What action was reported last time the program was reviewed? Were these actions completed?</p>	<ol style="list-style-type: none"> 1. Work with the Marketing Department to create a new brochure/campaign to focus on quality of the program (high retention rates, high success rates on NCLEX, and high job placement). This is in response to increased competition for students. 2. Explore Med Tech certificate (an add-on to CNA) if passed as law in the State of Illinois. 3. Anticipate the addition of a B.S.N. within the next five years. 4. As accreditation preparation continues and requisite and prerequisite courses are examined for applicability to the nursing programs, create an impact study on social and natural science enrollment.
<p>Review Team</p> <p>Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Program Review Faculty</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Program Review Team</p> <p>Joe Strabala-Bright – Director of Research and Planning</p> <p>Dr. Jon Mandrell – Vice President of Academics and Student Services</p> <p>Kent Sorenson – Vice President of Business Services</p>

	<p>Janet Matheney – Dean of Student Services</p> <p>Josh West – Dean of CTE Programs</p> <p>Michelle Barkley – Dean of Transfer Programs</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Tom Irish – English Faculty</p> <p>Mandy Aldridge – Academic Advising</p> <p>Jane Verbout – Learning Commons – Tutoring Coordinator</p>
--	--

<p>Stakeholder Engagement</p> <p>Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Programs across the college, particularly student services and the learning commons, were consulted regarding this program review.</p> <p>The Nursing advisory council was also consulted as part of this review process.</p>
--	--

<p>CTE Program Review Analysis</p>	
---	--

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

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>NA</p>
--	-----------

<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>NA</p>
--	-----------

<p>Indicator 1: Need</p>	<p>Response</p>
---------------------------------	------------------------

1.1 What is the labor market demand for the program?	Based on information from IDES, WIOA, BLS, and the nursing advisory council, there is strong demand for CNA's in our region and across the state.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In the previous five years demand has increased and is expected to continue increasing in the future. This is due to the aging of the general population.
1.3 What labor market information sources are utilized?	The Nursing advisory council is utilized as well as IDES, WIOA, and the US Bureau of Labor Statistics.
1.4 How does the institution/program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The nursing program participates in many college and career fairs at local high schools. The nursing program also offers 7 to 8 informational meetings per semester, along with private informational meetings on a scheduled basis. Many high school groups tour the nursing area during the school year. The nursing program is also fortunate to work with a designated admissions counselor who ensures accurate academic planning.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program faculty, Deans, and community stakeholders/partners convene regular meetings to discuss curriculum needs/changes for all CTE programs.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	NA
Indicator 2: Cost Effectiveness	Response

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Fiscal resources for the nursing program is sufficient, sustainable and commensurate with other academic departments within the college. SVCC has demonstrated a steadfast commitment to the nursing programs needs by financing the staff and faculty, their professional development, and technological resources necessary to support the achievement of the student end-of-program outcomes. The college invested considerably in cutting-edge technology, most notably purchasing several medium to high fidelity manikins. This state-of-the-art technology has provided a robust teaching and learning tool for the programs' faculty and students.</p>
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>NA</p>

<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>Initially, the Health Professions Retention Coordinator salary was covered by a grant, which expired in 2016. The SVCC nursing program(s) is fortunate to have the support of two local hospitals. Community General Medical Center (CGHMC), understanding how important the retention coordinator is to the success of our nursing students, has funded the continuation of this service. Both Katherine Shaw Bethea (KSB) hospital and CGHMC have provided needed funding for student activities. CGHMC also provides 2 adjunct clinical instructors. The nursing program was able to reduce the number of full-time faculty from 7 to 6 in as a result of CGHMC's Retention Specialist and clinical instructor commitment, and the lab coordinator assuming additional teaching responsibilities. As of May 2020, an increase the number of students allowed for the acquisition of two nursing faculty who also assume the Retention Specialist role.</p> <p>The nursing programs are particularly critical to the overall financial stability of the college as many of the college's students are nursing majors who support the enrollment of many of our general education and science classes. Additionally, administration recognizes the importance of having a strong, healthy, professional nursing program as it clearly supports SVCC's mission of "teaching and scholarship while engaging the community in lifelong learning, public service, and economic development." The college is heavily invested in having high-quality nursing programs as it is critical to the mission and financial stability of the college.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Despite the additional students enrolled in each school year, the nursing program demonstrated fiscal responsibility by remaining within the allotted total budget. However, the addition of the simulation center has forced increased lab fees, implemented in fall of 2019, to generate additional income to support moderate- and high-technology warranty and maintenance costs, as well as the increased cost of consumables. These lab fees are higher than many other SVCC courses with incorporated labs; however, faculty and administration feel the opportunities offered by the state-of-the-art simulation center justify the increased fees.</p>

<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>After reviewing the costs associated with the simulation center, administration and faculty determined the need to create a separate simulation budget. State-of the art manikins require costly warranties and maintenance agreements, which need to be separated from the common lab budget.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program's strengths?</p>	<p>In 2018, the program coordinator position was filled allowing for better continuity in all sections of the course.</p> <p>The first time pass rate on the state exam has increased since the position was filled.</p> <p>The courses are offered through the high school and at the local career center for high school students.</p> <p>There are day and evening classes to accommodate the adult learners.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>One challenge is the inability to create the course as all online due to the clinical hour requirements in place from IDPH. Plans are in place to create a hybrid program starting in the Fall of 2020.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Traditional currently.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁴? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Yes, this program has been approved by the ICCB and meets Perkins requirements. Standards are reviewed to meet state requirements and adequately meet both academic and technical skills. This is reviewed by curriculum, is assessed, input is provided by an employer advisory council, and the program goes through routine program review. The advisory council also ensures that the program meets the needs of area employers and industry. There is a clear progression through the program and upon completion of the program, students are granted a certificate or degree depending on the specific program.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>This program falls under the health careers pathway and career cluster. This program is a certificate program that can lead to employment, but also can progress to the LPN and ADN programs at SVCC.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Plans are in place to create a hybrid program starting in the Fall of 2020.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Sterling High School offers dual credits and the students come to the College to complete the required courses. This helps high school students looking at nursing as a career to begin while in high school.</p>

⁴ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Clinical experience in a long-term care facility or hospital provides work-based learning opportunities as well as simulation scenarios in the lab.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>IDPH certifies the program and just completed a visit the fall or 2019 with no issues.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>IDPH certifies the program and just completed a visit the fall or 2019 with no issues.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>Summer 2019- High School - 100% and Adult - 96.4%, 2018 High School 72.3% and Adult 86.6%, 2017 High School 60% and Adult 93.3% first time pass rate on the state certification exam. Corrective action plan in place due to scores less than 70%. The corrective action plan hiring as a full time program coordinator which led to more consistency between the programs and each class. Scores have improved. We are no longer under a corrective action plan with the state.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are agreements in place with many local long-term care facilities and hospitals to provide sites for our clinical.</p>

<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Sauk continues to work with local long-term care facilities and high schools. We have even discussed with the acute care facilities the need for sending CNA students solely to their facilities is there is another issue with Covid in the fall.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>A training opportunity on the care of Alzheimer's patients would be beneficial for adjunct and full time faculty and with the implementing of hybrid that the faculty become more comfortable with online learning for the lecture component.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Equipment in the lab is in good working order. The beds have had parts replaced in the last year. In 2019, two lifts (hoyer and a stand lift) were purchased by a donor to replace outdated equipment this monies is coming from a family member of a patient that students cared for during their program.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessment methods used are testing in the lecture portion of the course and skills checks in the lab/clinical portion.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Results are shared through the program review process and via the assessment committee. This information is also reported and incorporated in annual operational planning.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>There was a plan in place to create a hybrid CNA course starting Fall 2020 to meet the diverse needs of our students. Due to COVID-19 in the Spring of 2020, we were forced to start this process earlier. With these circumstances, we are still working with IDPH as a hybrid course through Summer of 2020. By Fall of 2020, we plan to have official approval from IDPH to continue traditional courses along with hybrid CNA courses.</p> <p>Students applying for the nursing program will now be required to have a certification of CNA or MA (with VOC 121). This has changed in response to stockholders requests (internship).</p>

3.20 How satisfied are students with their preparation for employment?	Students are very satisfied with their preparation for employment. Usually there is at least 50% of the students are going into the Radiology or Nursing programs. The Spring cohorts were 80% sure that they were proceeding to the LPN, RN, and are employed as NA while they wait for testing.
3.21 How is student satisfaction information collected?	Satisfaction information is collected via post-completion surveys and course evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers offer work-based learning opportunities by allowing clinical rotations at their facilities. Many of the students go on to work at the clinical sites after completing the course.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A- however faculty meet no less than monthly to discuss student outcomes. With COVID-19 concerns, we have been meeting weekly.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers often comment that they would be happy to hire Sauk CNA students in their facilities. They often recruit students after they have seen them in clinical.
3.25 How is employer satisfaction information collected?	It has not been formally collected in the past been collected verbally and the willingness to take more students in upcoming semesters. We could look into a survey for administrators at the clinical sites we use.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Modifications with the program layout are being considered due to the COVID outbreak. We are considering moving the clinical days to earlier in the program to spread them out rather than having them at the end of each 8 week course. We still are required to follow IDPH rules with any changes that are made.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

If we continue to increase the number of student admitted to the nursing program, additional lab and lecture space is required. Currently, scheduling labs and lectures is challenging and space is limited.

Improved connectivity in the nursing labs and classrooms. Designated workstations for each bed in the labs. However, space may prove to be an issue.

Performance and Equity

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

CTE Program	CNA				
CIP Code	511614				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	378	364	322	312	271
Number of Completers	183	169	144	138	117
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data shows that we continue to produce a high number of CNA's each year despite enrollment declines across the institution and within the CNA program.				
What disaggregated data was reviewed?	Retention, completion, transfer, and other data was reviewed. Success rates were also reviewed.				
Were there gaps in the data? Please explain.	Gaps exist, however, they are consistent with gaps that exist in other programs at SVCC. Gaps are present regarding success rates and retention in racial and ethnic minority groups.				
What is the college doing to overcome any identifiable gaps?	The college is continuously exploring methods to increase success rates for students. These include the use of retention software and the creation of additional support services to retain students and help them complete their degree on time.				

<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Students enrolled in this program are not representative of the entire SVCC population as the program skews heavily female.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Students in this program are more female than the entire district population.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale</p> <p>Please provide a brief rationale for the chosen action.</p>	<p>The program review committee determined that the program is making satisfactory progress on key goals and can continue forward with minor improvements.</p>
<p>Intended Action Steps</p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The committee recommends the following:</p> <ul style="list-style-type: none"> - Explore creation of lecture space large enough to hold sixty students near the Allied Health area (FY 22) - Creation of additional lab space using existing nursing lecture space (FY 22) - Create a formalized retention plan for Nursing students using the two new faculty members (FY 22)
<p>Resources Needed</p>	<p>Funding (PHS, Funding Bonds)</p>

Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Health Programs is responsible for completing or implementing these modifications in conjunction with the Vice President of Academics and Student Services.
---	---

Career & Technical Education				
College Name:		Sauk Valley Community College		
Academic Years Reviewed:		14-15, 15-16, 16-17, 17-18, 18-19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
LPN – Practical Nursing	Cert	43	511613	NA
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	<p>The graduate of this program is eligible to take the National Council Licensure Examination (NCLEX) for Practical Nurses (PN). He or she will have acquired the skills needed to give bedside care to patients in a variety of health care settings.</p> <p>End of Program Student Learning Outcomes (EPSLO's)- have been developed for each</p>			

	<p>program and each course has SLO that progress within the program.</p> <ul style="list-style-type: none"> • Patient Centered Care: • Demonstrate respect for the diversity of patients, families, and communities. • Safety: • Demonstrate safe, competent nursing care as part of the interdisciplinary healthcare team. • Evidenced Based Practice: • Implement current evidence-based knowledge into practice. • Quality Improvement: • Apply the systems and policies that are essential in the delivery of healthcare. • Teamwork and Collaboration: • Participate in healthcare delivery to achieve quality individual, family and community outcomes. • Informatics: • Utilize technology as a tool for communication and documentation of patient care. • Professionalism: • Adhere to professional ethical and legal healthcare management principles.
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>Acknowledging feedback from the nursing workforce council, the PN program added two specific activities:</p> <ul style="list-style-type: none"> • An interview day • Student preceptorship. <p>Achievement is measured through standardized testing and first-time NCLEX pass rates.</p>
<p>Past Program Review Action</p>	<p>1. Work with the Marketing Department to create a new brochure/campaign to focus on quality of the program (high retention rates, high success rates on NCLEX, and high job placement). This is in response to increased competition for students.</p>

<p>What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>2. Explore Med Tech certificate (an add-on to CNA) if passed as law in the State of Illinois.</p> <p>3. Anticipate the addition of a B.S.N. within the next five years.</p> <p>4. As accreditation preparation continues and requisite and prerequisite courses are examined for applicability to the nursing programs, create an impact study on social and natural science enrollment.</p>
<p>Review Team</p> <p>Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Program Review Faculty</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Program Review Team</p> <p>Joe Strabala-Bright – Director of Research and Planning</p> <p>Dr. Jon Mandrell – Vice President of Academics and Student Services</p> <p>Kent Sorenson – Vice President of Business Services</p> <p>Janet Matheney – Dean of Student Services</p> <p>Josh West – Dean of CTE Programs</p> <p>Michelle Barkley – Dean of Transfer Programs</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Tom Irish – English Faculty</p> <p>Mandy Aldridge – Academic Advising</p> <p>Jane Verbout – Learning Commons – Tutoring Coordinator</p>
<p>Stakeholder Engagement</p> <p>Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p>	<p>Programs across the college, particularly student services and the learning commons, were consulted regarding this program review.</p> <p>The Nursing advisory council was also consulted as part of this review process.</p>

Also describe their role or engagement in this process.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.

Pre-requisites

- Student Information Form
- Filed official high school or GED transcript recommended
- Active CNA certificate on file with IDPH with verification of work history or documentation or documentation of successful completion of a state approved CNA program OR NRS 121 within the last two (2) years.
- Successful completion of MA program from an accredited school with current state certification and documentation of VOV 121 within the last two (2) years.
- TEAS Test score is valid for three years.
- GPA of at least 2.5.
- Filed official transcript from other colleges/ universities attended,
- English language Arts one of the following criteria must be met (SVCC placement test/ ACT/SAT, Completed ELA 99 or higher level English course with a grade of “C” or better.
- Math: Fulfill Mathematics by meeting program specific criteria. (The highest-level point standard achieved will be utilized. Applicants are encouraged to complete higher-level courses without risk to points earned.)

1. Required Courses

First Semester	
----------------	--

	BIO 108 – Introduction to Human Anatomy and Physiology, 4 semester hours	NRS 109 – Foundations of Nursing II and Reproductive Health, 4 semester hours	
	NRS 108 – Practical Nursing Fundamentals, 13 semester hours	NRS 110 – Practical Nursing – Medical Surgical Nursing, 13 semester hours	
	NRS 113 – Drug Dosage Calculations, 1 semester hour		
	NRS 115 – Intravenous Therapy, 2 semester hours		
	PSY 103 – Introduction to Psychology, 3 semester hours		
	Third Semester		Overall Credits
	NRS 111 – Practical Nursing – Foundations of Medical Surgical Nursing III, 6 semester hours	8 Credits General Education	
		36 Credits of Nursing	
		43 Credits Overall	

<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Illinois Community College Board (ICCB) requires certificate programs to be completed in less than 50 credit hours. The Illinois Nurse Practice Act states a practical nursing program must allow a student to complete the program in one calendar year. Although greater than 30 credit hours, the students maintain full-time financial aid status throughout the program by attending three semesters. One recent modification to the PN program is the addition of one-half credit hour to the summer semester, which allows students to qualify for financial aid. Additionally, since the practice of nursing directly affects the public health, safety, and welfare, the PN program dedicates 36 credit hours to core nursing courses.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program?</p>	<p>A U.S. Department of Health and Human Services report cited that in 2013, half of the LPN force was over 40 years old and more than 1/3 were over the age 50. PN's are needed in many communities. Since introducing the "Interview Day" in 2015, requested by the workforce council, 100% of our graduates who desire employment have secured jobs prior to completing the program.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>In the past five years, surrounding community colleges have abandoned the PN program. According to the Bureau of Labor Statistics, the need for LPN's is projected to grow nationally by 11% between 2018 and 2028; and in Illinois by 42% from 2018 to 2030; faster than the national average for all occupations. Based on Bureau of Labor Statistics predictions, job opportunities and growth of our program appears extremely promising.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>We utilized information from the Bureau of Labor Statistics, the U.S. Department of Health and Human Services, IDES, and the SVCC Nursing advisory council.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The nursing program participates in many college and career fairs at local high schools. The nursing program also offers 7 to 8 informational meetings per semester, along with private informational meetings on a scheduled basis. Many high school groups tour the nursing area during the school year. The nursing program is also fortunate to work with a designated admissions counselor who ensures accurate academic planning.</p>

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Program faculty, Deans, and community stakeholders/partners convene regular meetings to discuss curriculum needs/changes for all CTE programs.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The LPN program has adjusted to accommodate medical assistants who desire to become a licensed nurse. This addition to the LPN program was also suggested by and implemented for the nursing program stakeholders, who prefer LPNs because of their improved assessment skills.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:

- What are the costs to the institution associated with this program?
- How do costs compare to other similar programs on campus?
- How is the college paying for this program and its costs (e.g. grants, etc.)?

Fiscal resources for the nursing program is sufficient, sustainable and commensurate with other academic departments within the college. SVCC has demonstrated a steadfast commitment to the nursing programs needs by financing the staff and faculty, their professional development, and technological resources necessary to support the achievement of the student end-of-program outcomes. The college invested considerably in cutting-edge technology, most notably purchasing several medium to high fidelity manikins. This state-of-the-art technology has provided a robust teaching and learning tool for the programs’ faculty and students.

The nursing program has been able to stay within its allotted budget for the last decade. The two full-time faculty salaries comprise much of the nursing budget, at approximately \$115,000/year. The LPN program also has approximately \$19,000 in additional costs to cover student resources and instructional supplies.

Table 2A presents a comparison of the total budget, number of full-time faculty, and student enrollment for the Biology and Nursing Departments. The Biology Department is comparable in faculty size and contains both theory and lab components. The biology courses are a prerequisite for nursing courses.

Table 2A

Total Budget Comparison

Biology	2019-2020	2018-2019
Number of Full-time Faculty	4	4
Number of Students	630	670
Total Budget ⁵	\$448,642	\$403,031

	Nursing (ADN and LPN only)			
	Number of Full-time Faculty	5	7	6
	Number of LPN Students	21	21	24
	Number of ADN Students	101	75	73
	Total Budget ⁶	\$577,609	\$472,580	\$437,000
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	<p>Initially, the Health Professions Retention Coordinator salary was covered by a grant, which expired in 2016. The SVCC nursing program(s) is fortunate to have the support of two local hospitals. Community General Medical Center (CGHMC), understanding how important the retention coordinator is to the success of our nursing students, has funded the continuation of this service. Both Katherine Shaw Bethea (KSB) hospital and CGHMC have provided needed funding for student activities. CGHMC also provides 2 adjunct clinical instructors. The nursing program was able to reduce the number of full-time faculty from 7 to 6 in as a result of CGHMC's Retention Specialist and clinical instructor commitment, and the lab coordinator assuming additional teaching responsibilities. As of May 2020, an increase the number of students allowed for the acquisition of two nursing faculty who also assume the Retention Specialist role.</p>			

⁵ Budget Organization 353100

⁶ Budget Organizations 352200, 352400

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?

Funding for the nursing programs comes from the general operating fund (supported by local taxes, State apportionment, and tuition), lab fees, State/federal grants (most notably Perkins funds), and generous donations from community partners.

The nursing programs are particularly critical to the overall financial stability of the college as many of the college's students are nursing majors who support the enrollment of many of our general education and science classes. Additionally, administration recognizes the importance of having a strong, healthy, professional nursing program as it clearly supports SVCC's mission of "teaching and scholarship while engaging the community in lifelong learning, public service, and economic development." The college is heavily invested in having high-quality nursing programs as it is critical to the mission and financial stability of the college.

The nursing program has experienced moderate growth, increasing the number of students admitted to the LPN in 2017, 2018. Despite the additional students enrolled in each school year, the nursing program demonstrated fiscal responsibility by remaining within the allotted total budget. However, the addition of the simulation center has forced increased lab fees, implemented in fall of 2019, to generate additional income to support moderate- and high-technology warranty and maintenance costs, as well as the increased cost of consumables. These lab fees are higher than many other SVCC courses with incorporated labs; however, faculty and administration feel the opportunities offered by the state-of-the-art simulation center justify the increased fees.

Table 3A demonstrates recent fiscal allocations (represents CNA, LPN, and ADN programs).

Table 3A

Fiscal Allocation

	Fiscal Year	Institutional Budget ⁷	Nursing Budget ⁸	Nursing % of Institutional Budget
	2019-2020	\$12,722,902	\$1,041,537	8.2
	2018-2019	\$15,504,010	\$868,593	5.6
	2017-2018	\$15,127,366	\$820,659	5.4
	2016-2017	\$15,690,233	\$788,369	5.0
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	<p>The nursing program has experienced moderate growth, increasing the number of students admitted to the LPN programs in 2017. Despite the additional students enrolled in each school year, the nursing program demonstrated fiscal responsibility by remaining within the allotted total budget. However, the addition of the simulation center has forced increased lab fees, implemented in fall of 2019, to generate additional income to support moderate- and high-technology warranty and maintenance costs, as well as the increased cost of consumables. These lab fees are higher than many other SVCC courses with incorporated labs; however, faculty and administration feel the opportunities offered by the state-of-the-art simulation center justify the increased fees.</p>			
2.5 Did the review of program cost result in any actions or modifications? Please explain.	<p>After reviewing the costs associated with the simulation center, administration and faculty determined the need to create a separate simulation budget. State-of the art manikins require costly warranties and maintenance agreements, which need to be separated from the common lab budget.</p>			
Indicator 3: Quality	Response			

⁷ Operating Funds (Funds 01, 02), excluding State on-behalf payments

⁸ Budget Organizations 351000, 352100, 352200, 352210, 352300, 352310, 352400, 352510, 352520, 352700, 352900

3.1 What are the program's strengths?

- There is a solid alignment between the SVCC Mission, Vision, and Philosophy with that of the Nursing Programs.
- SVCC is committed to the Nursing Programs and has historically provided the support necessary to maintain and improve the programs.
- The College and Nursing Programs have strong community partnerships. One local hospital supports the Health Professions Retention Coordinator.
- The Dean of Health Professions participates in many college committees including Leadership Council, Deans Council, and Curriculum Committee.
- Program faculty are dedicated and committed to the Nursing Programs and to student success.
- College and program policies are followed to guide and support faculty in the administration of the program.
- All faculty possess the education, experience, and credentials to teach in the LPN and ADN Nursing Programs.
- Faculty maintain and improve expertise through a variety of professional development activities.
- Faculty-to-student ratio for the LPN Program is 27:1 or less.
- Both Nursing programs have preceptor agreements with multiple clinical sites and nurses.
- The Nursing Programs are an integral part of SVCC.
- Nursing students have access to a wide variety of activities and student support services that promote student achievement.
- The SVCC Admissions and Records department ensures the accuracy of student records and the privacy of those records.
- The current technology available to students is state-of-the-art and enhances learning.
- The LPN Program has few regional competitors and attracts qualified out-of-district students.
- The SVCC Nursing Programs are well respected in the community and local healthcare providers readily hire SVCC nursing graduates.
- The Nursing Programs provide a dedicated Health Professions Retention Coordinator that supports student success.
- Nursing students have an opportunity to participate in the SVCC chapter of the Illinois Nursing Student Association.
- **LPN Nursing Program first-time NCLEX pass rates consistently exceed state and national averages.**
- The Assessment Technologies Institute (ATI) standardized tests demonstrate student achievement of course and end-of-program student learning outcomes.
- Simulation was recently incorporated into lab activities and is guided by the NLN/Jeffries Simulation Theory and The International Nursing Association for Clinical Simulation and Learning (INACSL) standards of practice.

- SVCC has strong relationships with community healthcare partners, providing students with a variety of clinical learning experiences.
- The Nursing Programs have sufficient supplies, an innovative simulation center, and a Certified Healthcare Simulation Educator (CHSE) to provide and maintain a quality-learning environment.
- Resources (e.g., case studies, Evolve, consumables, and faculty) allow for implementation of multiple simulation scenarios in the medical-surgical courses.
- Affordable tuition and lab fees, and prudent use of available resources demonstrate fiscal responsibility.
- The nursing labs, with the addition of the simulation center have operated within the same allocated budget the last two academic years.
- The Nursing Programs have established assessment methods for measuring EPSLOs.
- A systematic plan for program evaluation and assessment schedule was developed by faculty.
- Job placement rates are exceptional for both LPN and ADN graduates, with most finding employment within the community.
- The SVCC Nursing Programs have consistently high retention rates.

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • The program has difficulty hiring and retaining qualified nursing faculty. • Improve new faculty orientation process. • Administration must develop a reliable method to track professional development (especially part-time). • Explore faculty development opportunities and means necessary to maintain and enhance the Nursing Programs and curricula. • The Nursing Admission, LPN Student Handbooks and grading policies updated May 2020. • Improve test item assessment and EPSLO evaluation methods. <ul style="list-style-type: none"> 1. One improvement made is evaluation tool for measuring knowledge related to Quality Improvement and Informatics. Test questions included on final exam. • Improve use of the Clinical Evaluation Tool by faculty and students. • Improve and increase quality lab and simulation activities in the Fundamentals and Med-Surg courses. • Offer NCLEX review course based on group ATI predictor results. • Opportunity to modify newly created simulation budget to meet supply and maintenance costs and allow for program growth. • Opportunity to collaborate with community partners for additional support of simulation center (e.g., offer simulation services). • Monitor graduate survey for improved response. Explore revision if poor response to graduate surveys.
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>The LPN program is taught in a traditional and hybrid formats.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Yes, this program has been approved by the ICCB and meets Perkins requirements. Standards are reviewed to meet state requirements and adequately meet both academic and technical skills. This is reviewed by curriculum, is assessed, input is provided by an employer advisory council, and the program goes through routine program review. The advisory council also ensures that the program meets the needs of area employers and industry. There is a clear progression through the program and upon completion of the program, students are granted a certificate or degree depending on the specific program.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>LPN Nursing fits into the health careers pathway at SVCC. After completing the LPN program, many students will find employment or continue into the ADN program. Students can bridge into the ADN program after completing the CNA and LPN programs. After completion of ADN, many students will pursue baccalaureate and other advanced degrees or certifications. There are Articulation to BSN with Army Reserves BSN Completion, Methodist College of Nursing, Northern Illinois Un, St Anthony’s College of Nursing, UIC Quad Cities Regional Program, Bradley Un, Indiana Wesleyan, Chamberlain College of Nursing, Mennonite College of Nursing and Western Governor’s Un.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The LPN program successfully integrated a preceptorship into the final nursing course. Students and clinical sites have verbalized satisfaction with the addition of this type of clinical rotation. Additionally, the SVCC nursing program hosts an “Interview Day”, for which students are required to prepare and participate. Our healthcare partners request to participate in “Interview Day” and the number of prospective employers has increased each year since its inception. Many students find employment via this activity.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>There are no dual credit opportunities.</p>

⁹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>All students attend a variety of clinical rotations and a preceptorship during the final nursing course.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Industry accreditation is not required; however, the program achieved ACEN (Accreditation Commission for Education in Nursing) accreditation on 4/20/2020.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Intravenous Therapy Certification. The LPN program requires all students to complete NRS 115, which leads to additional certification attractive to employers.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>NA</p>

3.12 If applicable, please list the licensure examination pass rate.	LPN Program – Traditional					
	Graduating Cohort	Qualified Applicants	Accepted to Program	Waiting List	Successful Completion	# of exams
	2015	40	20	20	95%	19
	2016	36	20	5	95%	20
	2017	35	20	1	100%	22
	2018	43	23	8	82%	20
	2019	37	23	0	96%	21
	2020	47	24	4		
	LPN Program – MA to LPN					
	Graduating Cohort	Qualified Applicants	Accepted to Program	Waiting List	Successful Completion	# of exams
2018	4	4	0	100%	4	
2019	3	3	0	100%	3	
2020	3	3	0			
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The nursing program maintains multiple clinical/preceptor site cooperative agreements, allowing faculty to change sites if necessary. In 2020, COVID-19 prevented LPN students from precepting at nursing homes. We were able to establish relationships with alternate clinical sites and placed all of the LPN students.					
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	NA					

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>The nursing program provided funding for the continued education required to achieve certification in simulation education. SVCC currently has one faculty with a CHSE and a second one pursuing certification. Each year 2-3 faculty members attend an ACEN conference to remain current with accreditation process and requirements. Faculty are currently looking into test writing and analysis (NEXGEN) and simulation professional development opportunities.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>SVCC and the nursing program strive to provide up-to-date technology to our students. The nursing program has two state-of-the-art simulation labs which have recording capabilities. Simulation lab activity is viewable from the debriefing room in real-time or can be played back during the debriefing session. The first lab holds an adult size high-technology manikin (SimMan 3G) and the second a child size (SimJr) high-technology manikin, which provide students with a more realistic simulation experience. The nursing program is also home to SimBaby.</p> <p>In 2019 one large classroom was converted to a collaborative classroom featuring 6 monitors positioned throughout the room to allow easy student access. The Information Technology Services (ITS) staff install and maintain all technological equipment, including the video and sound equipment in each classroom.</p> <p>The nursing program is trialing a virtual simulation platform because of COVID-19, which may be incorporated into all nursing courses.</p>

<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The nursing program developed and uses end-of-program student learning outcomes (EPSLOs) as a method to evaluate student success. The EPSLOs are based on the Quality and Safety Education for Nurses (QSEN) competencies: safety, patient-centered-care, evidence-based practice, quality improvement, informatics, and teamwork and collaboration. The faculty added professionalism. The clinical evaluation tool mirrors our EPSLOs, with the preceptorship course outcomes being the EPSLOs.</p> <p>Another source of evaluation data is gathered from the ATI Comprehensive Predictor Exam, which reliably predicts student and cohort potential for passing the NCLEX on the first attempt.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Results are shared through the program review process and via the assessment committee. This information is also reported and incorporated in annual operational planning.</p>

<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>The preceptor course uses a college area assessment tool. "Evaluation of Student by Preceptor", which assesses strengths and weaknesses related to student employability. The faculty recently created a second area assessment tool centered on safe medication administration.</p> <p>The college is currently reevaluating general and area assessments. The general assessments completed by faculty include ethics, listening, and collaboration. The preceptor course uses a college area assessment tool. "Evaluation of Student by Preceptor", which assesses strengths and weaknesses related to student employability. The nursing faculty felt the program needed more area-type assessments. One area of anticipated need was safe. A study conducted by the NCSBN found new graduates had a higher incidence of medication errors. As a result, the faculty, with the help of Dr. Chisholm, recently created a second area assessment tool centered on safe medication administration. The faculty have emphasized the importance of following the rights of medication administration and every student is evaluated using the new area assessment tool in the clinical setting. The ATI course proctored exams provide valuable data to faculty related to needed course revisions. The ATI Comprehensive proctored exam and the NCLEX results provide information related to our students' level of preparedness and/or the need for curricular revisions. The results of comprehensive exam are used to design a customized NCLEX live review for our LPN graduates.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>How satisfied are students with their preparation for employment? ACEN did not emphasize student satisfaction, so we removed those questions from the survey. However, the students show satisfaction by returning to SVCC ADN to continue their education in nursing. The student evaluation of the preceptorship indicates overwhelming satisfaction (90% or higher).</p>

<p>3.21 How is student satisfaction information collected?</p>	<p>The nursing program uses Survey Monkey. The 2019 graduating cohort of LPN's were asked, via written survey, if they plan to return to complete the ADN program. Of the 10 who responded, eight indicated plans to return within one to 5 years. Additionally, the eight students indicated SVCC as their college of choice. Three evaluations completed post preceptorship.</p> <ul style="list-style-type: none"> • Student satisfaction with preceptorship • Preceptor provides input regarding student performance • Preceptor and facility evaluate the preceptorship experience, noting strengths and weaknesses.
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers from all healthcare settings participate in the yearly workforce council meeting (held each April). Stakeholders share their needs (employment/educational), offer suggestions for improvement, and have helped mold our current curriculum. An example is "Interview Day" changing from a practice exercise to an opportunity for students and employers to connect and complete the interview process on campus. There is a constant open dialogue between the hospital CNO's and the Dean of Health Professions.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The Advisory Council is scheduled to meet twice a year, once in the fall semester, and once in the spring. Faculty meet no less than monthly and discuss EPSLO's. The faculty have met weekly since March of 2020.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Evidence indicates local employers are very satisfied with our graduates. The "Interview Day" has gone from practice to actual interviews and students are required to interview with 3-4 potential employers. Many of the students secure employment prior to graduation by participating in this activity. Employers indicate satisfaction with the students via the preceptor evaluation of the student.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>Employers share their satisfaction at the Workforce Council meeting and demonstrate their confidence in our graduates by the large number hired. Fifteen stakeholders attended the annual Workforce Council. Preceptor evaluations are reviewed and provide insightful data that assists faculty with course and program revisions.</p>

3.26 Did the review of program quality result in any actions or modifications? Please explain.

The program review process aligns with the ACEN required SPE, which focuses on achieving EPSLO's. We have improved some of our evaluation tools and added course activities.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

If we continue to increase the number of student admitted to the nursing program, additional lab and lecture space is required. Currently, scheduling labs and lectures is challenging and space is limited.

Improved connectivity in the nursing labs and classrooms. Designated workstations for each bed in the labs. However, space may prove to be an issue.

Performance and Equity

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

CTE Program	LPN				
CIP Code	511613				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	23	28	21	28
Number of Completers	19	20	19	22	20
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment and completion numbers have stayed steady despite SVCC total enrollment decline.				
What disaggregated data was reviewed?	Retention, completion, transfer, and other data was reviewed. Success rates were also reviewed, particularly as it pertains to ethnicity and online courses.				
Were there gaps in the data? Please explain.	Gaps exist, however, they are consistent with gaps that exist in other programs at SVCC. Gaps are present regarding success rates and retention in racial and ethnic minority groups.				
What is the college doing to overcome any identifiable gaps?	The college is continuously exploring methods to increase success rates for students. These include the use of retention software and the creation of additional support services to retain students and help them complete their degree on time.				

<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Students in this program skew more heavily female than the general student population.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Students in this program skew more heavily female than the SVCC district population.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale</p> <p>Please provide a brief rationale for the chosen action.</p>	<p>The program has been meeting program goals. The committee has determined that it can continue with minor improvements.</p>
<p>Intended Action Steps</p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The committee recommends the following:</p> <ul style="list-style-type: none"> - Explore creation of lecture space large enough to hold sixty students near the Allied Health area (FY22) - Creation of additional lab space using existing nursing lecture space (FY22) - Create a formalized retention plan for Nursing students using the two new faculty members (FY22)
<p>Resources Needed</p>	<p>Funding (PHS, and funding bonds)</p>

Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Health programs is responsible for completing or implementing modifications in conjunction with the Vice President of Academics and Students Services.
---	--

Career & Technical Education				
College Name:	Sauk Valley Community College			
Academic Years Reviewed:	14-15, 15-16, 16-17, 17-18, 18-19			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Nursing - ADN	Degree	62	513801	CNA, LPN
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	<p>The graduate of this program is eligible to take the National Council Licensure Examination (NCLEX) for Registered Nurse (RN). He or she will have acquired the skills needed to give patient care as an entry-level practitioner of professional nursing.</p> <p>End of Program Student Learning Outcomes (EPSLO's) were developed for each program and each course has SLO that progress within the program.</p>			

	<ul style="list-style-type: none"> • Patient Centered Care: • Validate individuals, families, and communities as partners in holistic care. • Safety: • Plan nursing care that encompasses competent individual performance within a system that assesses for safe practice. • Evidenced Based Practice: • Integrate current evidence-based knowledge into nursing care. • Quality Improvement: • Integrate systems and policies for continuous improvement in the delivery of healthcare. • Teamwork and Collaboration: • Integrate the contributions of healthcare professionals to achieve the health goals of the patient, family, and the community. • Informatics: • Utilize technologies to strengthen communication, manage information, and mitigate error in patient care delivery. • Professionalism: • Support the ideals of leadership, ethical principles, and legal healthcare delivery.
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>Acknowledging feedback from the nursing workforce council, the ADN program added two specific activities: An interview day and Student preceptorship. Achievement is measured through ATI standardized testing and first-time NCLEX pass rates.</p>
<p>Past Program Review Action</p> <p>What action was reported last time the program was reviewed? Were these actions completed?</p>	<ol style="list-style-type: none"> 1. Work with the Marketing Department to create a new brochure/campaign to focus on quality of the program (high retention rates, high success rates on NCLEX, and high job placement). This is in response to increased competition for students. 2. Explore Med Tech certificate (an add-on to CNA) if passed as law in the State of Illinois. 3. Anticipate the addition of a B.S.N. within the next five years. 4. As accreditation preparation continues and requisite and prerequisite courses are examined for applicability to the nursing programs, create an impact study on social and natural science enrollment.

<p>Review Team</p> <p>Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Program Review Faculty</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Program Review Team</p> <p>Joe Strabala-Bright – Director of Research and Planning</p> <p>Dr. Jon Mandrell – Vice President of Academics and Student Services</p> <p>Kent Sorenson – Vice President of Business Services</p> <p>Janet Matheney – Dean of Student Services</p> <p>Josh West – Dean of CTE Programs</p> <p>Michelle Barkley – Dean of Transfer Programs</p> <p>Christine Vincent – Dean of Health Programs</p> <p>Tom Irish – English Faculty</p> <p>Mandy Aldridge – Academic Advising</p> <p>Jane Verbout – Learning Commons – Tutoring Coordinator</p>
<p>Stakeholder Engagement</p> <p>Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p>	<p>Programs across the college, particularly student services and the learning commons, were consulted regarding this program review.</p> <p>The Nursing advisory council was also consulted as part of this review process.</p>

Also describe their role or engagement in this process.

CTE Program Review Analysis

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

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Student Information Form</p> <p>Filed official high school or GED transcript recommended</p> <p>Active CNA certificate on file with IDPH with verification of work history or documentation or documentation of successful completion of a state approved CNA program OR NRS 121 within the last two (2) years.</p> <p>Successful completion of MA program from an accredited school with current state certification and documentation of VOV 121 within the last two (2) years.</p> <p style="padding-left: 40px;">Teas Test score is valid for three years.</p> <p>GPA of at least 2.5.</p> <p>Filed official transcript from other colleges/ universities attended,</p> <p>English language Arts one of the following criteria must be met (SVCC placement test/ ACT/SAT, Completed ELA 99 or higher level English course with a grade of “C” or better</p> <p>Math: Fulfill Mathematics by meeting program specific criteria. (The highest-level point standard achieved will be utilized. Applicants are encouraged to complete higher-level courses without risk to points earned.)</p> <p>Chemistry: one of the following criteria must be met with a grade of “C” or better.</p> <p>Two semesters of high school chemistry within the last five years, CHE 103, CHE 102, or higher at SVCC, or an equivalent course at another college/ university.</p> <p>Biology one of the following needs to be met with a grade of “C” or better. Four semesters of high school biology with in the last five years, or Bio 105 or Bio 108 at SVCC, or equivalent course at another college/ university. </p> <p>Required Courses</p>
--	---

	Pre-Admission	First Semester	
	FYE 101 – First Year Experience, 1 semester hour	BIO 109 – Human Anatomy and Physiology 4 semester hours	
	PHL 101 – Introduction to Logic and Formal Reasoning, 3 semester hours	NRS 140 – Fundamentals of Nursing Practice 10 semester hours	
	PSY 103 – Introduction to Psychology, 3 semester hours	NRS 141 – Pharmacology for Nursing, 2 semester hours	
	Second Semester	Third Semester	
	BIO 110 – Human Anatomy and Physiology II, 4 semester hours	ENG 101 – Composition I, 3 semester hours	
	NRS 142 – Medical Surgical Nursing I, 9 semester hours	NRS 243 – Advanced Medical Surgical Nursing 9 semester hours	
		NRS 244 – Pediatric Nursing, 2.5 semester hours	
	NRS 245 – Reproductive Health, 3.5 semester hours		
Fourth Semester	Overall Curriculum		
NRS 246 – Psychiatric/Mental Health Nursing, 4 semester hours	18 Credits General Education		
	44 Credits of Nursing		

	NRS 247 – Transition into Practice Capstone, 6 semester hours	64 Hours Overall
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The SVCC ADN requires a total of 64 credit hours for completion, which meets the Higher Learning Commission’s and the Illinois Community College Board’s minimum requirement of 60 credit hours to be completed by a student to earn an associate degree. The Illinois Nurse Practice Act recommends a 2-year associate degree program. Students complete the SVCC associate degree program in 2 years. Students must complete a minimum of the pre-admission courses before applying to the ADN program. Once accepted, students complete the ADN program within two academic years. Additionally, since the professional practice of nursing affects the public, safety and welfare 46+++ of the credits related directly to the nursing core curriculum.	
Indicator 1: Need	Response	
1.1 What is the labor market demand for the program?	A U.S. Department of Health and Human Services and the Robert Wood Foundation 50. The National Work Force Study show that the average age of a registered nurse is 51 years of age and many of the baby boomers are beginning to retire in large numbers leaving a shortage of nurses to take their place. Since introducing the “Interview Day” in 2015, as requested by the workforce council, 100% of our graduates who desire employment have secured jobs prior to completing the program.	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There was a decline in interest to become a nurse in the early to mid-2000 and in the past five years there has been a surge of interest in the nursing profession. According to the Bureau of Labor Statistics, the need for ADN is projected to grow nationally by 12% between 2018 and 2028; and in Illinois by greater than 40 % from 2018 to 2030; faster than the national average for all occupations. Based on Bureau of Labor Statistics predictions, job opportunities and growth of our program appears extremely promising.	
1.3 What labor market information sources are utilized?	We utilized information from the Bureau of Labor Statistics, the U.S. Department of Health and Human Services, IDES, and the SVCC Nursing advisory council.	

<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The nursing program participates in many college and career fairs at local high schools. The nursing program also offers 7 to 8 informational meetings per semester, along with private informational meetings on a scheduled basis. Many high school groups tour the nursing area during the school year. The nursing program is also fortunate to work with a designated admissions counselor who ensures accurate academic planning.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Program faculty, Deans, and community stakeholders/partners convene regular meetings to discuss curriculum needs/changes for all CTE programs.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The ADN program has seen an increase of advanced placement LPN student returning for the second year of ADN. This addition to the ADN program was also encouraged by stakeholders, who prefer ultimately a Bachelors in nursing. The numbers of returning LPN has grown significantly and averages the addition of 10 students to the second year of ADN. Often as LPN students they had a positive experience that they return to complete the ADN.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p style="text-align: center;">Response</p>

2.1 How does the institution assess cost-effectiveness for CTE programming?
Consider:

- What are the costs to the institution associated with this program?
- How do costs compare to other similar programs on campus?
- How is the college paying for this program and its costs (e.g. grants, etc.)?

Fiscal resources for the nursing program is sufficient, sustainable and commensurate with other academic departments within the college. SVCC has demonstrated a steadfast commitment to the nursing programs needs by financing the staff and faculty, their professional development, and technological resources necessary to support the achievement of the student end-of-program outcomes. The college invested considerably in cutting-edge technology, most notably purchasing several medium to high fidelity manikins. This state-of-the-art technology has provided a robust teaching and learning tool for the programs' faculty and students.

The nursing program has been able to stay within its allotted budget for the last decade. The four full-time faculty salaries comprise much of the nursing budget, at approximately \$210,616/year. The ADN program also has approximately \$45,200 in additional costs to cover student resources and instructional supplies.

Table 2A presents a comparison of the total budget, number of full-time faculty, and student enrollment for the Biology and Nursing Departments. The Biology Department is comparable in faculty size and contains both theory and lab components. The biology courses are a prerequisite for nursing courses.

Table 2A

Total Budget Comparison

Biology	2019-2020	2018-2019	2017-2018
Number of Full-time Faculty	4	4	4
Number of Students	630	670	646
Total Budget ¹⁰	\$448,642	\$403,032	\$395,450
Nursing (ADN and LPN only)			
Number of Full-time Faculty	5	7	6
Number of LPN Students	21	21	24

	Number of ADN Students	80	75	73	6
	Total Budget ¹¹	\$577,609	\$472,580	\$437,742	\$
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Initially, the Health Professions Retention Coordinator salary was covered by a grant, which expired in 2016. The SVCC nursing program(s) is fortunate to have the support of two local hospitals. CGH Medical Center (CGHMC), understanding how important the retention coordinator is to the success of our nursing students, has funded the continuation of this service. Both Katherine Shaw Bethea (KSB) hospital and CGHMC have provided needed funding for student activities. CGHMC also provides 2 adjunct clinical instructors. The nursing program was able to reduce the number of full-time faculty from 7 to 6 in as a result of CGHMC's Retention Specialist and clinical instructor commitment, and the lab coordinator assuming additional teaching responsibilities. As of May 2020, an increase the number of students allowed for the acquisition of two nursing faculty who also assume the Retention Specialist role.				

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?

Funding for the nursing programs comes from the general operating fund (supported by local taxes, State apportionment, and tuition), lab fees, State/federal grants (most notably Perkins funds), and generous donations from community partners.

The Sauk Valley College Foundation (SVCF) is a proud support of SVCC’s nursing students and program. Since 2016, the SVCF has provided over \$20,000 per year in scholarship support to nursing students, which is nearly 20% of all scholarships awarded through the SVCF. Further, in 2018 and 2019, the SVCF has provided over \$15,000 in support equipment, supplies, training, and professional development.

The nursing program has experienced moderate growth, increasing the number of students admitted to the second year ADN programs in 2017. Despite the additional students enrolled in each school year, the nursing program demonstrated fiscal responsibility by remaining within the allotted total budget. However, the addition of the simulation center has forced increased lab fees, implemented in fall of 2019, to generate additional income to support moderate- and high-technology warranty and maintenance costs, as well as the increased cost of consumables. These lab fees are higher than many other SVCC courses with incorporated labs; however, faculty and administration feel the opportunities offered by the state-of-the-art simulation center justify the increased fees. Table 3A demonstrates recent fiscal allocations (represents CNA, LPN, and ADN programs).

Table 3A

Fiscal Allocation

Fiscal Year	Institutional Budget ¹²	Nursing Budget ¹³	Nursing % of Institutional Budget
2019-2020	\$12,722,902	\$1,041,537	8.2
2018-2019	\$15,504,010	\$868,593	5.6
2017-2018	\$15,127,366	\$820,659	5.4
2016-2017	\$15,690,233	\$788,369	5.0

<p>2.4 What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program?</p>	<p>The nursing programs are particularly critical to the overall financial stability of the college as many of the college’s students are nursing majors who support the enrollment of many of our general education and science classes. Additionally, administration recognizes the importance of having a strong, healthy, professional nursing program as it clearly supports SVCC’s mission of “teaching and scholarship while engaging the community in lifelong learning, public service, and economic development.” The college is heavily invested in having high-quality nursing programs as it is critical to the mission and financial stability of the college.</p> <p>The nursing program has experienced moderate growth, increasing the number of students admitted to the LPN and second year ADN programs in 2017, 2018. Despite the additional students enrolled in each school year, the nursing program demonstrated fiscal responsibility by remaining within the allotted total budget. However, the addition of the simulation center has forced increased lab fees, implemented in fall of 2019, to generate additional income to support moderate- and high-technology warranty and maintenance costs, as well as the increased cost of consumables. These lab fees are higher than many other SVCC courses with incorporated labs; however, faculty and administration feel the opportunities offered by the state-of-the-art simulation center justify the increased fees.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>After reviewing the costs associated with the simulation center, administration and faculty determined the need to create a separate simulation budget. State-of the art manikins require costly warranties and maintenance agreements, which need to be separated from the common lab budget. The simulation budget for FY 2021 is approximately \$16,000.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>

3.1 What are the program's strengths?

- There is a solid alignment between the SVCC Mission, Vision, and Philosophy with that of the Nursing Programs.
- SVCC is committed to the Nursing Programs and has historically provided the support necessary to maintain and improve the programs.
- The College and Nursing Programs have strong community partnerships. One local hospital supports the Health Professions Retention Coordinator.
- The Dean of Health Professions participates in many college committees including Leadership Council, Deans Council, and Curriculum Committee.
- Program faculty are dedicated and committed to the Nursing Programs and to student success.
- College and program policies are followed to guide and support faculty in the administration of the program.
- All faculty possess the education, experience, and credentials to teach in the LPN and ADN Nursing Programs.
- Faculty maintain and improve expertise through a variety of professional development activities.
- Both Nursing programs have preceptor agreements with multiple clinical sites and nurses.
- The Nursing Programs are an integral part of SVCC.
- Nursing students have access to a wide variety of activities and student support services that promote student achievement.
- The SVCC Admissions and Records department ensures the accuracy of student records and the privacy of those records.
- The current technology available to students is state-of-the-art and enhances learning.
- The SVCC Nursing Programs are well respected in the community and local healthcare providers readily hire SVCC nursing graduates.
- The Nursing Programs provide a dedicated Health Professions Retention Coordinator that supports student success.
- Nursing students have an opportunity to participate in the SVCC chapter of the Illinois Nursing Student Association.
- **ADN Nursing Program first-time NCLEX pass rates for 2019 were up to 89% and exceed state and national averages.**
- The Assessment Technologies Institute (ATI) standardized tests demonstrate student achievement of course and end-of-program student learning outcomes.
- Simulation was recently incorporated into lab activities and is guided by the NLN/Jeffries Simulation Theory and The International Nursing Association for Clinical Simulation and Learning (INACSL) standards of practice.
- SVCC has strong relationships with community healthcare partners, providing students with a variety of clinical learning experiences.
- Fifteen stakeholders attended the May 2020 Workforce Council meeting.
- The Nursing Programs have sufficient supplies, an innovative simulation center, and a Certified Healthcare Simulation Educator (CHSE) to provide and maintain a quality-learning environment.
- Resources (e.g., case studies, Evolve, consumables, and faculty) allow for implementation of multiple simulation scenarios in the medical-surgical courses.
- Affordable tuition and lab fees, and prudent use of available resources demonstrate fiscal responsibility.
- The nursing labs, with the addition of the simulation center have operated within the same allocated budget the last two academic years.

	<ul style="list-style-type: none"> • Achieved initial ACEN accreditation on 4/20/2020. The nursing programs will undergo reevaluation in five years. • The Nursing Programs have established assessment methods for measuring EPSLOs. • A systematic plan for program evaluation and assessment schedule was developed by faculty. • Job placement rates are exceptional for both LPN and ADN graduates, with most finding employment within the community. • The SVCC Nursing Programs have consistently high retention rates. • The Nursing Admission, ADN Student Handbooks and grading policies updated May 2020. • The ADN course structure revised to improve achievement of EPSLOs and first-time NCLEX pass rates (NRS 244 moved to spring and 1 credit hour added to NRS 140 and NRS 243). • Improved EPSLO evaluation by adding Quality Improvement and Informatics (10 each) on the final exam.
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • The program has difficulty hiring and retaining qualified nursing faculty. • Improve new faculty orientation process. • Administration must develop a reliable method to track professional development (especially part-time). • Explore faculty development opportunities and means necessary to maintain and enhance the Nursing Programs and curricula. • Improve test item assessment and EPSLO evaluation methods • Improve use of the Clinical Evaluation Tool by faculty and students. • Improve and increase quality lab and simulation activities in the Fundamentals courses. • Increase simulation use in specialty areas (NRS 244, 245, and 246). • Offer NCLEX review course based on group ATI predictor results. 2020 cohort participated in a live virtual standardized NCLEX review (not customized). • Opportunity to modify simulation budget to meet supply and maintenance costs and allow for program growth. • Opportunity to collaborate with community partners for additional support of simulation center (e.g., offer simulation services). • ADN first time NCLEX pass rates fell in 2018 after new curriculum implementation. • Opportunity to collect and assess the data from the second graduating cohort from the new ADN curriculum to review and revise ADN curriculum to improve student success. • Opportunity to address the relationship between retention and declining NCLEX pass rates. • Monitor graduate survey for improved response. Explore revision if poor response to graduate surveys.

<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>The ADN program is taught in a traditional, flipped and online formats.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹⁴? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Yes, this program has been approved by the ICCB and meets Perkins requirements. Standards are reviewed to meet state requirements and adequately meet both academic and technical skills. This is reviewed by curriculum, is assessed, input is provided by an employer advisory council, and the program goes through routine program review. The advisory council also ensures that the program meets the needs of area employers and industry. There is a clear progression through the program and upon completion of the program, students are granted a certificate or degree depending on the specific program.</p>

<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>ADN Nursing fits into the health careers pathway at SVCC. After completing the ADN program, many students will find employment or continue into the BSN programs. Students can bridge into the ADN program after completing the CNA and LPN programs. After completion of ADN, many students will pursue baccalaureate and other advanced degrees or certifications. Fortunately, most of the area healthcare organizations boast significant reimbursement for continuing education. There are Articulation to BSN with Army Reserves BSN Completion, Methodist College of Nursing, Northern Illinois Un, St Anthony's College of Nursing, UIC Quad Cities Regional Program, Bradley Un, Indiana Wesleyan, Chamberlain College of Nursing, Mennonite College of Nursing and Western Governor's Un.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The ADN program successfully integrated a preceptorship/capstone into the final nursing course (NRS 247). Students and clinical sites have verbalized satisfaction with the addition of this type of clinical rotation. Additionally, the SVCC nursing program hosts an "Interview Day", for which students are required to prepare and participate. Our healthcare partners request to participate in "Interview Day" and the number of prospective employers has increased each year since its inception. Many students find employment via this activity. The students also complete a community service project as part of the capstone course. Many area healthcare related facilities have benefitted from these student developed projects.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>The dual credits would depend on each individual high school and their agreement with SVCC. All students attend a variety of clinical rotations and a preceptorship during the final nursing course.</p>

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The nursing program offers an externship (NRS 051) for students during the summer between the first and second years. Both hospitals participate in this offering and provide masters prepared nurses to oversee student activities.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Industry accreditation is not required; however, the nursing program achieved initial ACEN accreditation on 4/20/2020. The nursing programs will undergo reevaluation in five years (2025)</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>NA</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>NA</p>

3.12 If applicable, please list the licensure examination pass rate.	ADN Program - Traditional									
	Graduating Cohort	Qualified Applicants	Accepted to Program	Waiting List	Successful Completion	# of examinees	SVCC NCLEX Pass Rate	State Average	National Average	Job Placement
	2015	62	30	32	87%	40	90%	86%	85%	-
	2016	47	30	17	90%	36	94%	85%	85%	-
	2017	47	28	17	83%	34	81%	86%	87%	-
	2018	51	28	23	93%	43	82%	88%	88%	-
	2019	42	30	12	95%	37	89%	88%	88%	100%
	2020	54	36	18	94%	47				
	2021	53	38	12						
		ADN Program - Advanced Placement								
	Graduating Cohort	Qualified Applicants	Accepted to Program	Waiting List	Successful Completion	# of examinees	SVCC NCLEX Pass Rate	State Average	National Average	Job Placement
	2019	11	11	0	10	10	100%			100%
	2020	11	11	0	11	11				100%
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The nursing program maintains multiple clinical/preceptor site cooperative agreements, allowing faculty to change sites if necessary.									

<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>NA</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>The nursing program provided funding for the continued education required to achieve certification in simulation education. SVCC currently has one faculty with a CHSE and a second one pursuing certification. Each year 2-3 faculty members attend an ACEN conference to remain current with accreditation process and requirements. Faculty are currently looking into test writing and analysis (NEXGEN) and simulation professional development opportunities.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>SVCC and the nursing program strive to provide up-to-date technology to our students. The nursing program has two state-of-the-art simulation labs which have recording capabilities. Simulation lab activity is viewable from the debriefing room in real-time or can be played back during the debriefing session. The first lab holds an adult size high-technology manikin (SimMan Essential) and the second a child size (SimJr) high-technology manikin, which provide students with a more realistic simulation experience. The nursing program is also home to SimBaby.</p> <p>In 2019 one large classroom was converted to a collaborative classroom featuring 6 monitors positioned throughout the room to allow easy student access. The Information Technology Services (ITS) staff install and maintain all technological equipment, including the video and sound equipment in each classroom.</p> <p>The nursing program is trialing a virtual simulation platform because of COVID-19, which may be incorporated into all nursing courses.</p>

<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The nursing program developed and uses end-of-program student learning outcomes (EPSLOs) as a method to evaluate student success. The EPSLOs are based on the Quality and Safety Education for Nurses (QSEN) competencies: safety, patient-centered-care, evidence-based practice, quality improvement, informatics, and teamwork and collaboration. The faculty added professionalism. The clinical evaluation tool mirrors our EPSLOs, with the preceptorship course outcomes being the EPSLOs.</p> <p>Another source of evaluation data is gathered from the ATI Comprehensive Predictor Exam, which reliably predicts student and cohort potential for passing the NCLEX on the first attempt.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Results are shared through the program review process and via the assessment committee. This information is also reported and incorporated in annual operational planning.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>The college is currently reevaluating general and area assessments. The general assessments completed by faculty include ethics, listening, and collaboration. The preceptor course uses a college area assessment tool. "Evaluation of Student by Preceptor", which assesses strengths and weaknesses related to student employability. The nursing faculty felt the program needed more area-type assessments. One area of anticipated need was safe. A study conducted by the NCSBN found new graduates had a higher incidence of medication errors. As a result, the faculty, with the help of Dr. Chisholm, recently created a second area assessment tool centered on safe medication administration. The faculty have emphasized the importance of following the rights of medication administration and every student is evaluated using the new area assessment tool in the clinical setting. The ATI course proctored exams provide valuable data to faculty related to needed course revisions. The ATI Comprehensive proctored exam and the NCLEX results provide information related to our students' level of preparedness and/or the need for curricular revisions.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>The 2019 graduating cohort of LPN's were asked, via written survey, if they plan to return to complete the ADN program. Of the 10 who responded, eight indicated plans to return within one to 5 years. Additionally, the eight students indicated SVCC as their college of choice. The program admits 10-12 returning LPN students as ADN advanced placement students each year.</p>

3.21 How is student satisfaction information collected?	The nursing program uses Survey Monkey. ACEN did not emphasize student satisfaction, so we removed those questions from the survey. Employment rates are 100% for those graduates desiring such.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers from all healthcare settings participate in the yearly workforce council meeting (held each spring). Stakeholders share their needs (employment/educational), offer suggestions for improvement, and have helped mold our current curriculum. An example is "Interview Day" changing from a practice exercise to an opportunity for students and employers to connect and complete the interview process on campus. There is a constant open dialogue between the hospital CNO's and the Dean of Health Professions. This year, the meeting covered COVID-19 and how the SVCC nursing program could/can help.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council is scheduled to meet twice a year, once in the fall semester, and once in the spring. Faculty meet no less than monthly and discuss EPSLO's. The faculty have met weekly since March of 2020.
3.24 How satisfied are employers in the preparation of the program's graduates?	Evidence indicates local employers are very satisfied with our graduates. The "Interview Day" has gone from practice to actual interviews and students are required to interview with 3-4 potential employers. Many of the students secure employment prior to graduation by participating in this activity.
3.25 How is employer satisfaction information collected?	Employers share their satisfaction at the Workforce Council meeting and demonstrate their confidence in our graduates by the large number hired, and their continued financial support of various activities offered throughout the program. Preceptor evaluations are reviewed and provide insightful data that assists faculty with course and program revisions.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	<p>The program review process aligns with the ACEN required SPE, which focuses on achieving EPSLO's.</p> <p>We have improved some of our evaluation tools and added course activities.</p>

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

If we continue to increase the number of student admitted to the nursing program, additional lab and lecture space is required. Currently, scheduling labs and lectures is challenging and space is limited.

Improved connectivity in the nursing labs and classrooms. Designated workstations for each bed in the labs. However, space may prove to be an issue.

Since March 2020, when the campus closed, the nursing program was forced to explore alternate opportunities for students to complete lab and clinical hours. Virtual clinical platforms are available but come at a cost that typically accompanies hybrid-nursing programs.

Performance and Equity

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

CTE Program	ADN				
CIP Code	513801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	54	44	35	43	37
Number of Completers	41	35	32	42	37
Other (Please identify)					
How does the data support the program goals? Elaborate.	Program enrollment and completion numbers remain steady despite SVCC total enrollment declines during the same period.				
What disaggregated data was reviewed?	Retention, completion, transfer, and other data was reviewed. Success rates were also reviewed, particularly as it pertains to ethnicity and online courses.				
Were there gaps in the data? Please explain.	Gaps exist, however, they are consistent with gaps that exist in other programs at SVCC. Gaps are present regarding success rates and retention in racial and ethnic minority groups.				
What is the college doing to overcome any identifiable gaps?	The college is continuously exploring methods to increase success rates for students. These include the use of retention software and the creation of additional support services to retain students and help them complete their degree on time.				

<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Students in this program are less diverse than the SVCC population. Students also tend to be more female than the total population.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Students in this program are less diverse than the SVCC district population. Students also tend to be more female than the total population.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale</p> <p>Please provide a brief rationale for the chosen action.</p>	<p>The program has continued to meet all goals and has also recently attained ACEN accreditation. The committee has determined that it can continue with minor improvements.</p>
<p>Intended Action Steps</p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The committee recommends the following:</p> <ul style="list-style-type: none"> - Explore creation of lecture space large enough to hold sixty students near the Allied Health area (FY22) - Creation of additional lab space using existing nursing lecture space (FY22) - Create a formalized retention plan for Nursing students using the two new faculty members (FY22)
<p>Resources Needed</p>	<p>Funding (PHS, Funding Bonds)</p>

Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Health programs is responsible for completing or implementing modifications in conjunction with the Vice President of Academics and Student Services.
---	---

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	14-15, 15-16, 16-17, 17-18, 18-19
Discipline Area:	Transfer Nursing
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	

<p>Program Objectives</p> <p>What are the objectives/goals of the discipline?</p>	<p>In the profession of nursing, there are many levels of practice and an array of career options. Registered nurses (R.N.s) work in a variety of health care settings providing direct patient care and promoting optimal health/wellness practices in community settings such as industry and schools. The skills required of registered nurses include critical thinking, communication abilities that foster partnership with other health care professionals and competent individual performance.</p> <p>Registered nurses with Bachelor of Science degrees may have greater opportunities to work in community settings such as Public Health Departments or schools or in other leadership positions. Progression towards a Bachelor of Science degree in Nursing (BSN) is the current national standard after ADN completion. Advanced training in the form of master's and doctoral level degrees are available in nursing, further increasing the registered nurse's employment and leadership opportunities.</p>
<p>To what extent are these objectives being achieved?</p>	<p>Over the past 5-year period, 117 students have been declared at transfer nursing majors, 26 have completed full degrees in transfer nursing, 3 have completed the GECC, 42 have transferred to other institutions, and 6 have completed Bachelor degrees.</p>
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>These students typically take courses in the GECC as well as other science courses. Many transfer nursing students eventually transfer on to another institution where they will work towards their BSN. This program fits with the mission of the college by preparing students for their future careers. Many students who complete one of the nursing tracks at SVCC work within the Sauk Valley area after graduation and contribute to the greater wellbeing of the Sauk Valley.</p>

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>No quality improvements have taken place since the last program review. The goal of this program is to prepare students to transfer to other institutions. Advisors stay well-versed in the transfer requirements of universities throughout the state so that students take the courses that best prepare them and that transfer effectively.</p>
--	---

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

Indicator 1: Need	Response
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>This program is reviewed every five years during the program review process. Courses within this program are evaluated during other program reviews. These courses are updated through our curriculum committee as part of the program review process. Additionally, advising updates suggested degree paths for this program on an annual basis.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Students are recruited for this program through our college recruiter. Most students attending Sauk who want to pursue nursing first go through or CNA, LPN, or ADN programs.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>NA</p>

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are no courses specifically offered within this discipline. Students take courses in other major fields that are designed to help them transfer into a BSN program at a four-year institution.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	There are no costs associated with this program as there are no faculty within the transfer nursing program. Courses are taught by faculty from other disciplines and major areas.
2.2 What steps can be taken to offer curricula more cost-effectively?	Courses in this program area are already very cost-effective. Cost-effectiveness cannot be increased.
2.3 Is there a need for additional resources?	No additional resources are needed unless program specific courses are to be incorporated into this program or more intensive advising is provided specifically to students within this major.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Select science courses, various recommended courses, and courses within the GECC, are available in online and 8-week formats.

<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>The success rates of courses across the college are compared by delivery method as part of the program review for each program and the courses contained within those programs.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>This program does not currently have any faculty, however, courses in all disciplines are assessed annually.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p>	<p>All full-time and part-time faculty are given professional development via faculty meetings and kickoffs and are also able to apply for funding via the faculty development committee.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>NA</p>
<p>3.6 How does the discipline identify and support “at-risk” students?</p>	<p>Academic advisors monitor the success of students in all programs. Course instructors also send early alerts for students who are struggling with coursework or other issues. Additionally, at-risk students may receive extra support by joining TRIO SSS or SHARP.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>This discipline is completely reliant on coursework from other programs.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>There are no courses specifically designated for this program or taught by program instructors. Suggested courses are updated by advising annually</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>These issues are addressed during the program reviews for other programs.</p>

3.10 How does the college determine student success in this discipline?	Student success in this discipline is measured by number of majors and timeliness of completion by major students.
3.11 Did the review of quality result in any actions or modifications? Please explain.	No actions or modifications have been made based on this review.
List any barriers encountered while implementing the discipline.	
There are currently no barriers that have been encountered while implementing this discipline.	

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No major actions required. Program can continue in its current form.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The committee has determined that no significant changes are needed. The program can continue with minor improvements and changes.
Resources Needed	NA

Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Transfer Programs and the Dean of Health Programs are responsible for completing or implementing modifications in conjunction with the Vice President of Academics and Student Services.
---	--

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	14-15, 15-16, 16-17, 17-18, 18-19
Discipline Area:	Theatre
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	

<p>Program Objectives</p> <p>What are the objectives/goals of the discipline?</p>	<p>This program is designed to prepare students to either earn an Associate of Arts degree with the intention of transferring to a four-year program in the field of theatre and/or to engage with elective coursework/performance opportunities outside of the intended degree program.</p> <p>Goals and Objectives associated with the theatre program include the following:</p> <ul style="list-style-type: none"> *Providing learning opportunities to students in the areas foundational theatre understanding, foundations in acting, and other performance related concepts. *Aligning with the larger mission of the College to provide students with comprehensive learning opportunities across varying disciplines and programs. *Providing performance opportunities in the areas of set production, acting performance, and script study. *Engaging the larger SVCC community with theatre productions utilizing both students and community members to fulfill this larger community resource.
<p>To what extent are these objectives being achieved?</p>	<p>At this time, the objectives for this program are not being met effectively. No courses are currently being offered in the program, and there are no full-time or adjunct faculty on staff to teach courses. Also, the program has very few declared student majors.</p>
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>As noted above, this program aligns with the mission of the college by providing learning opportunities for students across a wide array of disciplines. When courses were being offered, students could take certain Theatre courses to meet GECC requirements. Sauk, as a comprehensive community college, believes in a robust Humanities/Fine Arts learning experience.</p>

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>There have been no significant changes to the program since the last program review other than experiencing the loss and lack of replacement of the program’s full-time faculty member. This has made offering courses within the program difficult. Because enrollment can be affected by the strength of a program, and conversely the strength of a program can be affected by enrollment, the program has lost momentum and is quite stagnant. The College has continued to offer two performance productions annually, one spring and one fall, through the use of a part-time Theatre Director.</p>
<p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The Theatre program falls under the purview of the Dean of General Education and Transfer Programs. Mechanisms in place to determine programmatic needs/changes include assessing student interest, aligning offerings with community interest/involvement, and offering students a wide range of accessible transfer-related options. Curriculum changes are routed through the Curriculum Committee to ensure institutional consistency and high rigor. Additionally, the Program Review process is utilized to review student success data, enrollment trends, and financial impacts of the programming on the institution.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>At this time, students are primarily informed or recruited for this program in two ways: 1. They are recruited through word of mouth and high school or community opportunities that connect them to Sauk’s programming. Although, in truth, students are not currently being actively recruited into the program. 2. They are informed about program options/offerings during the robust advising process once at the College.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college’s offerings during the last review period? What determined this action?</p>	<p>NA</p>

<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>There are four courses in this program offered by the college, however, none are currently being offered.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)</p>	<p>There are currently no costs associated with the program, with the exception of the Theatre Alliance and productions. Those costs total roughly \$40,000 per year.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>In order to offer the program more cost-effectively, the College has explored cutting its partnership with the Alliance, but the Alliance provides access to resources such as performance space, set design, set production, tech support, equipment, etc. The College has put on hold hiring a full-time instructor in order to save costs. This was due to low enrollment. Currently there are issues finding qualified adjunct instructors.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>With regards to a need for additional resources, if the College were to invest in the program and grow it, we would need to hire a full-time instructor. We would also need to invest money in updating current facilities and equipment associated with the program.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>Currently, there are no alternative delivery methods for the Theatre Program. If we were to have a full-time instructor, there may be room for exploring this option.</p>

<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>The College does not deliver the course in more than one method and as such comparing success rates for each delivery method has not been possible. In terms of access to educational opportunities, it would be beneficial if the College had options for students in this area, but to date enrollment has not justified exploring this need.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>SVCC has an annual review process for both full-time and adjunct instructors. This process includes a rotational class observation component. Full-time instructors are observed in the classroom every three years, after tenure, and Non-tenured or adjunct faculty are observed annually. During the observation process, the Dean of Transfer Programs visits an instructor's course and completes an observation evaluation that details metrics desired from all instructional areas of the College. Along with the observation component, each faculty member completes an annual evaluation process that also includes a conversation with the Dean about things that are going well, areas for improvement, and programmatic needs.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p>	<p>All full-time and part-time faculty are given professional development via faculty meetings and kickoffs and are also able to apply for funding via the faculty development committee.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>There has not been a full-time instructor in this program in recent years.</p>
<p>3.6 How does the discipline identify and support "at-risk" students?</p>	<p>Due to low enrollment and lack of access to a qualified instructor, the courses associated with this program have not been offered in multiple semesters. This has prevented the program from identifying any at-risk students or providing minimal access to programming.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>The program is closely aligned with outcomes associated with other Fine Arts/Humanities programs. In the past, the Theatre Program was heavily involved in the College's Fine Arts Performance group and collaborated well within this team of shared students & faculty focused on spotlighting fine arts opportunities across the college from Film & Lit, to Creative Writing, to Visual Art to Music.</p>

<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>As noted above, when developing or modifying curriculum all departmental curriculum is routed through the College’s formal Curriculum Committee Process. This is a faculty driven process of governance and oversight. Additionally, for the Theatre Program, curriculum would also ideally align with learning experiences and outcomes for both high school and community-based programs. This is an example of an area where the Alliance with Woodlawn has been beneficial and supportive.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>When a course has low retention or success rates in a program, the College utilizes data to inform decisions about faculty teaching assignments, curriculum changes based on assessment data, and consultation between faculty and administration. This has not been a huge factor for Theatre in recent years as the courses have not been offered. Access, as opposed to success, is what has been sacrificed the most.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>The College, in partnership with individual disciplines/departments, utilizes data related to persistence, retention, and success rates to develop or modify curriculum. SVCC follows a faculty-driven assessment data process designed to systematically gather information about student performance and understanding of the College’s larger general education core competencies, as well as major area assessments. This is an area that is lacking contribution and feedback due to the absence of consistent faculty instruction for this program.</p>

3.11 Did the review of quality result in any actions or modifications? Please explain.

In response to the Theatre Program's main challenges, there are a number of things to consider. The first challenge is to definitively determine the College's overall commitment to this program. Even in its current state, the program is costing the College far more than it could ever bring in as far as revenue. This loss-revenue program has been justified as it aligns with the mission of the community college to offer comprehensive programming at an affordable cost. Additionally, it provides a service and a strong partnership to a variety of stakeholders in the larger Sauk Valley region.

Having said that, it needs to be underscored that this program, as it exists, is in fast decline of dying. At this venture, it is the responsibility of the College to either lose this program because it is taking away fiscal resources that could be shifted into other programming of need OR the program should be revitalized and reinvested in as a way to ensure survival.

If the recommendation from the committee is such that SVCC should invest in the Theatre Program's survival, there are a number of recommendations that should be considered:

1. As was the case with the Visual Arts Program, this program does not have much chance of survival without the addition of a full-time faculty member. This position would oversee the coordination of both instruction as well as community events, such as theatre productions. There is room for tremendous growth and expansion in this area as the College has experienced with the gallery.
2. Recruitment of theatre students, growth in enrollment for this program, and continued partnership between area high schools and the College, would be positively impacted by the addition of a full-time instructor also tasked with outreach and community communication.
3. The current state of the theatre resources, such as props and equipment, is in huge disarray. Again, this is where a full-time position would serve to clean up the department and organize facility usage in a more intentional and efficient manner.
4. The partnership between the College and the Alliance has shifted in strength over the years. A full-time instructor would also serve as a significant community commitment on the part of the College in the eyes of the larger Sauk region, and would be utilized to bridge relationships between high school programs and Sauk's program.

5. There are some essential facility updates that would need to be addressed, either way, for the physical theatre space. This includes fire protection and curtain maintenance, some equipment updates, and modifications to the theatre to bring the space up to compliance with accessibility. Some of these needs overlap with the larger facilities master plan.

Additional barriers to this program involve the poor timing of the aforementioned option. Because of the spread of COVID-19, the College is not currently in a position to teach any of the courses remotely without a qualified instructor to do so, enrollment continues to be very low, gathering restrictions threaten even the continuation of College theatre productions which is stalled for the foreseeable future. If the recommendation of the committee is to hold off on making any changes to the program at this time, it should be noted that the College's partnership with the Alliance should continue to be weighed against the reality of the state of the program. To date, the College has valued this partnership, but it is a considerable expense especially if the minimal offerings associated with the program continue to become increasingly jeopardized.

List any barriers encountered while implementing the discipline.

The Theatre Program has experienced many barriers to implementation. In fact, the current barriers are so great that the reality is that this program is not likely to thrive for much longer without significant and intentional efforts to address these barriers. The following are current barriers threatening the survival of the program:

- a. A lack of a full-time faculty member to support the program and/or a lack of qualified adjunct faculty to teach courses within the discipline.
- b. An out-of-date theatre space that is in need of major facilities updates and equipment updates. This space serves the larger College needs as well.
- c. Low enrollment both in terms of majors within the program as well as students just seeking general education elective credit.
- d. A decline in community involvement at SVCC theatre related events. A more intentional marketing and recruitment plan is greatly needed.
- e. The loss of ability to support this program during the COVID-19 crisis.

Performance and Equity

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

Academic Discipline Area	Theatre				
Course Title	THE 141 Introduction to Theatre				
Course Description	The study of the constituent elements of the theatre arts, examining these elements from the perspective of the audience as well as from that of the theatre practitioners. Consideration will be given to the dramatic text, the actor, technical elements of theatre and the place of theatre in our society and a view of the history of the theatre arts will also be provided.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	30	34	10	0	0
Credit Hours Produced	90	102	30	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	90.5	90.5	90.5	90.5	90.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F1 907	F1 907	F1 907	F1 907	F1 907
How does the data support the course goals? Elaborate.	Over a five year period, the course enjoyed high success rates, however, enrollment began to slide. The course has not been offered in recent years.				
What disaggregated data was reviewed?	Data that examined success rates by race/ethnicity and by mode of instruction was also examined.				
Were there identifiable gaps in the data? Please explain.	There were gaps in success rates between racial/ethnic groups.				

Performance and Equity

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

Academic Discipline Area	Theatre				
Course Title	THE 145 – Basic Acting				
Course Description	This course trains the student in concentration, imagination, observation and the effective use of voice and body, all of which are fundamental to the actor's craft. Basic experiences in scene study will also be provided, so that students will learn to adapt performance elements to the demands of dramatic texts.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	16	11	9	0
Credit Hours Produced	60	48	33	27	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	88.6	88.6	88.6	88.6	88.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	TA 914	TA 914	TA 914	TA 914	TA 914
How does the data support the course goals? Elaborate.	Over a five year period, the course enjoyed high success rates, however, enrollment began to slide. The course has not been offered in recent years.				
What disaggregated data was reviewed?	Data that examined success rates by race/ethnicity and by mode of instruction was also examined.				
Were there identifiable gaps in the data? Please explain.	There were gaps in success rates between racial/ethnic groups.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					

Academic Discipline Area	Theatre				
Course Title	THE 147 – Theatre Practicum				
Course Description	Students receive credit for practical theatre experiences onstage in performance and backstage on work crews related to theatrical productions in the theatre program. This course may be repeated for a maximum of four credits. Admission into this course must be approved by the Instructor.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	1	2	0	0
Credit Hours Produced	5	1	2	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	100	100	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Over a five year period, the course enjoyed high success rates, however, enrollment began to slide. The course has not been offered in recent years.				
What disaggregated data was reviewed?	Data that examined success rates by race/ethnicity and by mode of instruction was also examined.				
Were there identifiable gaps in the data? Please explain.	There were gaps in success rates between racial/ethnic groups.				

Performance and Equity

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

Academic Discipline Area	Theatre
---------------------------------	---------

Course Title	THE 245 – Intermediate Acting				
Course Description	This course hones skills such as character and script analysis, impulse, observation, action, and listening. Through an exploration of movement techniques and exercises, students will develop an awareness of physical and vocal expressions and character. Students will focus on playing objectives and action as they pertain to specific character relationships. Instruction and practice will be given in scene analysis and the application of that analysis to the rehearsal process and to performance situations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	0	0	0	0
Credit Hours Produced	24	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	100	100	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Over a five year period, the course enjoyed high success rates, however, enrollment began to slide. The course has not been offered in recent years.				
What disaggregated data was reviewed?	Data that examined success rates by race/ethnicity and by mode of instruction was also examined.				
Were there identifiable gaps in the data? Please explain.	There were gaps in success rates between racial/ethnic groups.				

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the	The committee recommends the following: - Explore the feasibility of adding a full-time Theatre instructor (FY 23)

future based on this review with a timeline and/or anticipated dates.	<ul style="list-style-type: none"> - Pursue necessary upgrades, particularly ADA upgrades, to Theatre space during the master plan update (FY 25) - Continue to examine relationship with Theatre Alliance to ensure that the partnership is meeting Sauk's needs (FY 23)
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The committee recommends that the Dean of Transfer Programs works with the Vice President of Academics and Student Services to determine the need for the program and develop a path for hiring a full-time instructor or closing the program.
Resources Needed	Funding
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Transfer Programs is responsible for completing or implementing these modifications in conjunction with the Vice President of Academics and Student Services.

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	14-15, 15-16, 16-17, 17-18, 18-19
Discipline Area:	Foreign Language
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	

<p>Program Objectives</p> <p>What are the objectives/goals of the discipline?</p>	<p>This discipline prepares students to either A. transfer to a four year school to major in a foreign language, or B. complete the requisite foreign language requirement for certain bachelor's degree programs. An example would be disciplines in Liberal Arts and Sciences.</p>
<p>To what extent are these objectives being achieved?</p>	<p>These objectives are being met with the LAN 161, 162, 261, and 262 Spanish language courses. This four course sequence prepares students to build on their language studies at a four year institution. However, the remaining courses in both German and French have not been offered in quite some time due to low demand. This limits students' ability to prepare for four year studies in a language other than Spanish.</p>
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>This discipline relates to the College's mission in terms of respecting the worth and dignity of all people. There are many cultural elements to each of the Spanish language courses. This allows for an introduction to Iberian and Latin American cultures that complicate what would otherwise be uninformed stereotypes.</p>
<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>SVCC has added an online section of LAN 161 – the introductory Spanish course, to improve access. SVCC has also modified the discipline in terms of not offering French and German courses due to low enrollment.</p>

Review Analysis

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

Indicator 1: Need	Response
--------------------------	-----------------

<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The Foreign Language department is under the Dean of Transfer Programs. The dean regularly communicates with the lead faculty member for Spanish, to ensure that students' needs are met. Additionally, curriculum changes are routed through the Curriculum Committee to ensure institutional consistency and high rigor. Lastly, the five year program review process delves deeper into grade distribution, finances, and enrollments – all used to further assess the program.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Students are informed of this program through SVCC marketing materials, as well as via advisors while registering for classes.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>NA</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>Four active courses, 13 inactive courses</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>

<p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)</p>	<p>This discipline has no full time instructors. Therefore, costs are relatively minimal as there are no associated insurance / benefits costs. Specifically, instructor costs, which make up the bulk of overall costs, were \$18,000 plus the last two years. Revenue in tuition during those two years was between \$33,000 and \$34,000.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>As mentioned, since these courses are taught by adjuncts, there is not a lot to cut in terms of costs. Of course, improved enrollment would maximize revenues with costs staying stagnant, which would improve the overall financials of the discipline.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>This is debatable. One could argue for a full-time instructor for Spanish. However, enrollments are usually borderline in terms of the class being full (at least 7 students), so committing to a full time instructor does not seem to make sense in the short term unless enrollments improve. The predominant instructor that teaches the majority of the Spanish sections is very active on campus, somewhat nullifying the need, for now, for a full-time instructor.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>The only course that has an alternative form of delivery is LAN 161 – the Intro to Spanish course. This course is offered online both in the fall and in the spring.</p>
<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>The college currently doesn't compare success rates between the online version of LAN 161 and the in person version.</p>

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The Dean of Transfer Programs observes the instructor in class at least once a year. The instructor is offered feedback on how to improve instruction.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	All full-time and part-time faculty are given professional development via faculty meetings and kickoffs and are also able to apply for funding via the faculty development committee.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	NA
3.6 How does the discipline identify and support “at-risk” students?	SVCC has an early alert system that faculty are encouraged to use if they see that a student is struggling academically or personally. That alert gets forwarded to the advising office, and an advisor or counselor follows up with said student to offer support and resources. SVCC has also recently implemented an intake system that looks at certain risk factors for students dependent on a number of variables. If the student is deemed at risk, then a designated advisor will offer a more holistic approach when advising that student.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The discipline is integrated into the Associates of Arts transfer degree, and is also an option for the Associates in Science, and Associates in Engineering Science (fourth semester). As mentioned above, many Associates in Arts students take a foreign language to meet transfer requirements, particularly in the liberal arts.
3.8 What does the discipline or department review when developing or modifying curriculum?	Curriculum for foreign language is relatively set. Students build on vocabulary, speaking, writing, and comprehension skills progressively as they work their way through the four course sequence. Curriculum changes are sent through the curriculum committee. For LAN 262 – Intermediate Spanish II, since it is an IAI course, SVCC closely follows the recommendations set by the state through ITransfer.

<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>When a course has low retention rates, it is the College's responsibility to dive deeper into the data and see where inequities exist. Once the College has a solid understanding of where those inequities may exist, it develops a plan to mitigate those inequities and "level the playing field". The college would also look at the instructors pattern of grades, and if retention is quite low overall under that instructor, their respective dean will have a conversation with the instructor to better understand why that may be the case.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Student success can be reflected in success rates, number of majors, number of degree completions, and number of transfers.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>A notable challenge is the lack of diversity of foreign languages that we offer at SVCC. Students who want to study a language other than Spanish (and of course, English), do not have an opportunity for for-credit courses. A suggestion to this challenge would be to see if we can offer community ed courses in a foreign language or two (perhaps start with French) and see if there is significant community interest. If so, we can look to add the language(s) back to the for-credit side.</p> <p>Another challenge is the lack of a full-time instructor. While a full-time instructor would make load if all the courses ran, sometimes courses are close to the requisite seven to run as full. Therefore, it would be best to try and grow the program with adjuncts at this point, and look to hire a full time instructor in the coming years if the College has the financial resources. Beyond a full-time instructor, the Spanish department did not bring back an adjunct instructor who taught here for a number of years. This change has seemed to improve the overall vitality of the program in terms of slightly increased enrollments.</p>
<p>List any barriers encountered while implementing the discipline.</p>	

A core barrier would be to offer additional languages beyond Spanish. This is due to, as mentioned above, a lack of enrollment. Additionally, French and German, which was offered before, are not generally offered at the high schools in our district. It would be difficult to offer German and French courses for students on a tutorial basis to save money, since SVCC does not generally ask adjunct instructors to take less pay for in person courses on a tutorial basis. Another barrier is no full-time instructor, which means less of a presence on campus to highlight the program, and to offer student supports.

Performance and Equity

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

Academic Discipline Area	Foreign Language				
Course Title	LAN 161 – Beginning Spanish I				
Course Description	A study of functional Spanish with emphasis on speaking the language. Practice in reading and writing simple Spanish.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	32	42	33	34
Credit Hours Produced	124	128	168	132	136
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	88.7	88.7	88.7	88.7	88.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Data shows that success rates over the five year period were good while enrollment remained steady despite decreasing college-wide enrollment.				

What disaggregated data was reviewed?	Data that examined success rates by race/ethnicity and by mode of instruction was also examined.				
Were there identifiable gaps in the data? Please explain.	Gaps in the data exist in success rates based on race/ethnicity. There are also gaps in enrollment based on race/ethnicity.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Foreign Language				
Course Title	LAN 162 – Beginning Spanish II				
Course Description	A study of functional Spanish with emphasis on speaking the language. Practice in reading and writing simple Spanish. Prerequisite: LAN 161 or 1 year of high school Spanish.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	24	13	15	11
Credit Hours Produced	92	96	52	60	44
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	91.8	91.8	91.8	91.8	91.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Data shows that success rates over the five year period were good while enrollment remained fairly steady despite decreasing college-wide enrollment.				
What disaggregated data was reviewed?	Data that examined success rates by race/ethnicity and by mode of instruction was also examined.				

Were there identifiable gaps in the data? Please explain.	Gaps in the data exist in success rates based on race/ethnicity. There are also gaps in enrollment based on race/ethnicity.
---	---

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Foreign Language				
Course Title	LAN 261- Intermediate Spanish I				
Course Description	Continued emphasis on speaking the language. Class discussion based on readings in grammar review text and culture presentations for Spain and South America. Selected Spanish prose readings. Prerequisite: LAN 162 or 3 years of high school Spanish.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	4	13	5	6
Credit Hours Produced	68	16	52	20	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	88.9	88.9	88.9	88.9	88.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Data shows that success rates over the five year period were good while enrollment remained fairly steady despite decreasing college-wide enrollment.				
What disaggregated data was reviewed?	Data that examined success rates by race/ethnicity and by mode of instruction was also examined.				

Were there identifiable gaps in the data? Please explain.	Gaps in the data exist in success rates based on race/ethnicity. There are also gaps in enrollment based on race/ethnicity.
---	---

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Foreign Language				
Course Title	LAN 262 –Intermediate Spanish II				
Course Description	Continued emphasis on speaking the language. Class discussion based on readings in grammar review text and culture presentations for Spain and South America. Selected Spanish prose readings. Prerequisite: LAN 261.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	6	8	5	5
Credit Hours Produced	40	24	32	20	20
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	100	100	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H1 -900	H1 -900	H1 -900	H1 -900	H1 -900
How does the data support the course goals? Elaborate.	Data shows that success rates over the five year period were good while enrollment remained steady despite decreasing college-wide enrollment.				
What disaggregated data was reviewed?	Data that examined success rates by race/ethnicity and by mode of instruction was also examined.				

Were there identifiable gaps in the data? Please explain.	Gaps in the data exist in success rates based on race/ethnicity. There are also gaps in enrollment based on race/ethnicity.
---	---

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The committee recommends the following: <ul style="list-style-type: none"> - Remove French, German, and Survival Spanish from course offerings - Encourage BACE to continue to pursue language courses for business and conversational usage, particularly targeting community groups and area businesses
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The committee recommends the previous action steps. The program can continue with minor improvements.
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Transfer Programs is responsible for completing or implementing the modifications in conjunction with the Vice President of Academics and Student Services.

Academic Disciplines

College Name:	Sauk Valley Community College
Academic Years Reviewed:	14-15, 15-16, 16-17, 17-18, 18-19
Discipline Area:	Art (AA and AFA)
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives/goals of the discipline?	The goals and objectives of the AFA and AA programs are to prepare students for transfer to B.A. and B.F.A. programs, including requisite portfolio reviews. The courses also prepare students for careers involving Art and Design without receiving a transfer degree.
To what extent are these objectives being achieved?	Our objectives are achieved through providing a balance of theory, practice with materials and techniques and experiential learning opportunities. Students practice proficiency in a variety of studio art courses, explore historic and contemporary related topics in art while developing critical thinking skills and creative problem solving methods.
How does this discipline contribute to other fields and the mission of the college?	<p>The discipline contributes to other fields of study through offering critical perspectives on human history, ethics, communication skills, creativity and the human legacy of art-making from prehistoric cave painting through contemporary architectural engineering. Disciplines in art contribute to the mission of SVCC through engaging the community in lifelong learning, public service and economic development on a myriad of levels.</p> <ol style="list-style-type: none"> a. Our courses prepare students to be working artists that contribute to the local economy. b. Our program enriches student’s perspectives in the value of scholarship that include but are not limited to research methodology. c. Our program helps to develop student’s value of an engaged community and purpose for public service.

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>Improvements and modifications to the program that have been made since the last review include:</p> <ul style="list-style-type: none"> a. A full-time faculty was hired to oversee all facets of the Art Department, its programs, curriculum and extra-curricular opportunities. b. Since that last review the Art Department has streamlined and refined curriculum, expanded studio space and accessibility while building technological resources to enhance student success. c. The Art Gallery has been upgraded to a professionally operated exhibition space that is both an aesthetic boost to the campus and local community as well as a living laboratory for learning in our course curriculum. d. The Art Department has also established a campus Art Club that supports educational, social and economic opportunities for our students. e. The Art Department faculty have also established working relationships and support for local community arts organizations and has developed contacts with regional University Art Departments and professional artists.
--	--

<p align="center">Review Analysis</p>	
<p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The mechanism that are in place to determine programmatic needs/changes/evaluations are:</p> <ul style="list-style-type: none"> a. Annual Assessments b. Faculty Self-Evaluations c. Operational Planning Document d. 5 year Transfer Program Review

<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Students are informed and recruited for this program through:</p> <ul style="list-style-type: none"> a. Personal interaction with Art Faculty b. SVCC Advising c. Campus Recruiter d. SVCC website e. SVCC & Sauk Art Gallery social media f. The Art Department also participates in the WACC Explore during their visits to campus. g. The Art Department has also participated in other campus programs and have met personally with local high school students.
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>NA</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>There are 17 courses total in this program, with the art history courses having the highest enrollment during the average academic year.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>

2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)

Costs associated with this program are: individual course fees, instructional materials fees and personal materials and supplies recommended for student success. There is also need for equipment, studio space and consumable art materials.

- a. Currently the financials that are provided from the Business Office do not reflect the income and expenses related to the Transfer programs. I have found several anomalies and currently are addressing them with administration. ie.) the art department has paid wages to an adjunct psychology professor recently and portions of the B24 certificate is currently accounted for in the AA and AFA programs. I also have to review some of the details related to instructional supply purchases that are related to equipment purchased through other sources.

<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>In the past 2 years we have attempted to make the program more cost effective through several ways:</p> <ol style="list-style-type: none"> a. We offer concurrent courses that boost student enrollment. Drawing I&II, Life Drawing I&II, Oil Painting I&II have run concurrently. b. We have reduced the number of times per year that we offer 2D Design, 3D Design, Life Drawing and Oil Painting classes to help boost enrollments. c. In Spring of 2020 we will offer 3D Design Foundations and Sculpture I concurrently. d. We have cut Summer and Evening courses to help increase our attendance in the Fall and Spring Semesters. e. We have temporarily eliminated the Watercolor class and have not offered Art 271 Professional Practices and Portfolio since 2017. Since the information required to develop professional practices and portfolios are objectives that students should be aware of in their first semester of study we are addressing these issues in all of the foundation and area courses. It is not effective to offer a 1 credit course in the final semester of a student's program since students should have a portfolio prepared to submit to transfer programs prior to the Spring semester of their second year. f. We have allowed students into advanced courses without prerequisites to boost our attendance numbers. This is especially for students that want to take a course like Oil Painting for personal enrichment.
<p>2.3 Is there a need for additional resources?</p>	<p>We have recently been awarded \$22,016 in funding for equipment purchases. We have begun to update digital media and replacing some of the equipment that was relinquished to the maintenance department. Once we make all of the purchases we will have a better understanding on the future Art Department needs. As for as student material fees I can see that costs associated with purchasing supplies has increase over the past few years and we may need to reevaluate Material fees that students are paying in the future.</p>

Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Currently we are not offering any alternative delivery methods in the Art Department. Due to the nature of studio classes and current enrollment we have reduced the courses available to assist in filling seats in our classes. Studio courses are hands-on production classes that do not translate well to being taught online, accelerated or flexible-scheduling. The only courses that could be taught online are the art history courses. We may consider this in the future depending upon enrollment and need.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?	NA
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Currently faculty are evaluated by the Dean and through the EV-3 self-evaluation form.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	All full-time and part-time faculty are given professional development via faculty meetings and kickoffs and are also able to apply for funding via the faculty development committee.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	The main faculty member for this discipline is involved in IAI conversations and decisions.
3.6 How does the discipline identify and support “at-risk” students?	At-risk students are identified by TRIO, Disability Support Services and through the Early Alert System. Accommodations are made to support all at-risk students by any means necessary.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Students are introduced to a variety of instructional support on campus and encouraged to use the Testing Center, Disability Support Services, The Writing Center and Library resources.

3.8 What does the discipline or department review when developing or modifying curriculum?	The department reviews current IAI standards, research expectations of transfer programs within the state and keeps updated on current work-force trends.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The Art Department chair personally reaches out to students that are not meeting assignment requirements and directly contacts advisors and registrar concerning retention of students.
3.10 How does the college determine student success in this discipline?	Student success is determined by success rates for courses, progress through the program, completion of degrees, and transfer rates. An emphasis in the program is also placed on building student portfolios.

3.11 Did the review of quality result in any actions or modifications? Please explain.

One challenge that we face is preparing students to meet the expectations required to be successful in the field of Art. Since studio courses are 6 credit hours per week students are too often unprepared to meet the commitment necessary to succeed. In class hours coupled with out of class time commitments can be difficult for students to manage. Dedication and passion for the Arts is paramount for student success in this highly competitive field. The primary goal of an arts foundation transfer program is to provide a solid theoretical framework in the Arts coupled with a disciplined studio practice where students have access and training in the use of a variety of materials and techniques.

Another challenge is educating our advisors and high school art instructors in informing students about the importance of following the recommended program of study. Consistent practice and continuity help students in building a portfolio of work required for transfer.

Low enrollment and retention rates are always a challenge in the field of Art. It is a field that is perceived to be an unreliable source of income, therefore, it is a field that few are encouraged or supported to enter. This coupled with the student's ideas about art and their often unrealistic ideals of what it means to be an artist keep students from entering the field of study and makes it a challenge for retention. Of course there is some truth to perception about the difficulties in making art a career. This is particularly true when students are not prepared or realistic about the career options available and the commitment necessary to be successful. Three things about this path of study are true.

1. You can make a good life for yourself in the Arts.
2. At times you need to be prepared to compromise your ideals and follow any and all creative opportunities available.
3. Successful artists work hard, practice their verbal, visual and written communication skills, are extremely well educated and have a resolute dedication to their craft throughout their lifetime.

Our biggest challenge is working in conjunction with the WACC's Graphic Design Program. This certificate offers students the opportunity to enter the design field quickly but it does not mesh well

	<p>with the expectations of transfer programs on campus. The WACC program offers experiential learning opportunities but does not offer theoretic and critical design foundations that are necessary to an artist's development. This program is somewhat misleading as to what is expected for students to enter the job market. Since the certificate is a 24 credit program it may open some doors to success but too often applicants that hold AAS, AFA, BFA and MFA degrees are more likely to be considered for higher paying jobs. I highly recommend that we develop a team of professionals and administrators that review this program and implement changes that make use of the WACC quality facilities and faculty while focusing the programs curriculum to include solid foundations in art theory and practice. One major issue that needs to be resolved is how the B24 certificate curriculum can mesh with transfer courses taught on campus. Accomplishing this task would provide a higher quality educational experience for our students, better prepare them to enter the job market, increase enrollment in our on-campus classes and build a stronger art department at Sauk Valley Community College.</p>
--	---

List any barriers encountered while implementing the discipline.

The most significant barrier encountered is opening lines of communication with students that are not meeting requirements and benchmarks. Getting students to meet with their professor on an individual basis is challenging.

Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Art
Course Title	ART 101 - 2D Design Foundations
Course Description	An introduction to two-dimensional design through the analysis of visual principles as they apply to design problems. Design problem solving in the studio and on the computer will be accompanied by lectures, demonstrations,

	and critiques. This is a foundation course for commercial, architectural, and fine arts students. An introduction to color theory is included.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	16	21	11	11
Credit Hours Produced	54	48	63	33	33
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	81.6	81.6	81.6	81.6	81.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Enrollment is fairly steady, though it has declined recently. This is on par with college-wide enrollment trends. Success rates remain fairly good for this course, which serves as a gateway course into other Art courses.				
What disaggregated data was reviewed?	Data was also reviewed for course and program level disparities in success and enrollment based on gender and race/ethnicity.				
Were there identifiable gaps in the data? Please explain.	Gaps were found in program and course level success rates based on race/ethnicity.				

Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Art
Course Title	ART 102 – 3D Design Foundations

Course Description	The study of form and structure in three dimensions covering the relationships of masses, lines, texture, and color will be accompanied by lectures, demonstrations, and critiques. Prerequisite: ART 101 or consent of instructor				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	6	7	7	9
Credit Hours Produced	12	18	21	21	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	100	100	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Enrollment has trended slowly upwards in this course despite college-wide enrollment decreasing over time. Success rates are high, which should be expected for a second course within a two-course series.				
What disaggregated data was reviewed?	Data was also reviewed for course and program level disparities in success and enrollment based on gender and race/ethnicity.				
Were there identifiable gaps in the data? Please explain.	Gaps were found in program and course level success rates based on race/ethnicity.				

Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Art
Course Title	ART 113 – Basic Drawing I

Course Description	An introduction to drawing through the use of various black and white media, with an emphasis on observational representation through descriptive and expressive means. Topics to be covered include gesture, line, value, perspective, texture, and composition. Class sessions will be accompanied by lectures, demonstrations, and critiques.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	29	28	20	25	25
Credit Hours Produced	87	84	60	75	75
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	85.7	85.7	85.7	85.7	85.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Enrollment has remained steady and success rates are at an appropriate level for this course.				
What disaggregated data was reviewed?	Data was also reviewed for course and program level disparities in success and enrollment based on gender and race/ethnicity.				
Were there identifiable gaps in the data? Please explain.	Gaps were found in program and course level success rates based on race/ethnicity.				

Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Art
Course Title	ART 114 – Basic Drawing II

Course Description	An investigation of drawing through the use of color, with an emphasis on observational representation and thematic development through descriptive and expressive means. Topics to be covered include gesture, line, value, perspective, texture, composition, color theory and conceptual exploration. Class sessions will be accompanied by lectures, demonstrations, and critiques. Prerequisite: ART 113 or consent of instructor				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	9	0	10	7
Credit Hours Produced	51	27	0	30	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	93	93	93	93	93
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Enrollment has declined slightly, but success rates remain high.				
What disaggregated data was reviewed?	Data was also reviewed for course and program level disparities in success and enrollment based on gender and race/ethnicity.				
Were there identifiable gaps in the data? Please explain.	Gaps were found in program and course level success rates based on race/ethnicity.				

Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Art
Course Title	ART 120 – Prehistoric thru Medieval Art

Course Description	This course is intended to fulfill the art history requirements for the art major, but is open to the public. Slide lectures stressing the major periods and styles in paintings, sculptures and architecture of prehistoric and ancient civilized cultures.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	0	21	10	14
Credit Hours Produced	66	0	63	30	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	86.6	86.6	86.6	86.6	86.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 901	F2 901	F2 901	F2 901	F2 901
How does the data support the course goals? Elaborate.	Enrollment has declined over time, but there are opportunities to increase enrollment again in this course. Success rates are acceptable.				
What disaggregated data was reviewed?	Data was also reviewed for course and program level disparities in success and enrollment based on gender and race/ethnicity.				
Were there identifiable gaps in the data? Please explain.	Gaps were found in program and course level success rates based on race/ethnicity.				

Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Art
Course Title	ART 121 – Renaissance thru Romantic Art

Course Description	This course is intended to fulfill the art history requirements for the art major, but also meets humanities requirements as well. Slide lectures examine the major artistic trends that begin with the artistic Renaissance of the 15th century and continue through the Enlightenment of the 18th century.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	2	17	6	26
Credit Hours Produced	81	6	51	18	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	91	91	91	91	91
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 902	F2 902	F2 902	F2 902	F2 902
How does the data support the course goals? Elaborate.	This course is often taken by non-Art majors. Typically, this course is not taught every term. This explains the swings in enrollment.				
What disaggregated data was reviewed?	Data was also reviewed for course and program level disparities in success and enrollment based on gender and race/ethnicity.				
Were there identifiable gaps in the data? Please explain.	Gaps were found in program and course level success rates based on race/ethnicity.				

Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Art
Course Title	ART 122 – Modern Art

Course Description	This course is intended to fulfill the art history requirements for the art major, but is open to the public. Slide lectures covering the major movements of the nineteenth and twentieth centuries in Europe and the United States and the impact of the new technology on painting, sculpture and architecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	11	0	18	14
Credit Hours Produced	81	33	0	54	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	85.7	85.7	85.7	85.7	85.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 902	F2 902	F2 902	F2 902	F2 902
How does the data support the course goals? Elaborate.	Enrollment has remained more or less steady after dropping. Success rates are acceptable.				
What disaggregated data was reviewed?	Data was also reviewed for course and program level disparities in success and enrollment based on gender and race/ethnicity.				
Were there identifiable gaps in the data? Please explain.	Gaps were found in program and course level success rates based on race/ethnicity.				

Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Art
Course Title	ART 213 – Life Drawing I
Course Description	An introduction to drawing the human figure through the use of various black and white media. Topics to be covered include basic drawing concepts,

	structural anatomy, proportions, movement and pictorial form. Prerequisite: ART 101 and ART 113				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	5	10	4	3
Credit Hours Produced	48	15	30	12	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students (5 year average)	92.1	92.1	92.1	92.1	92.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	Enrollment has dropped, but there are opportunities to increase enrollment in this course.				
What disaggregated data was reviewed?	Data was also reviewed for course and program level disparities in success and enrollment based on gender and race/ethnicity.				
Were there identifiable gaps in the data? Please explain.	Gaps were found in program and course level success rates based on race/ethnicity.				

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The committee recommends the following: <ul style="list-style-type: none"> - Explore advisory council for Art and CTE Art (FY 22) - Explore issue with lab hours for CTE courses (FY 22)

<p>Rationale</p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The committee recommends the previously stated actions. The program can continue with minor improvements.</p>
<p>Resources Needed</p>	<p>NA</p>
<p>Responsibility</p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>The full-time Art professor at SVCC is responsible for completing or implementing these modifications in conjunction with the Dean of Transfer Programs, the Dean of CTE programs, and the Vice President of Academics and Student Services.</p>

<p>Adult Education and English as A Second Language</p>	
<p>College Name:</p>	<p>Sauk Valley Community College</p>
<p>Academic Years Reviewed:</p>	<p>14-15, 15-16, 16-17, 17-18, 18-19</p>
<p>Review Summary</p>	

Program Objectives

What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?

The Adult Education department strives to assist adults 17 years of age or older in acquiring knowledge and skills necessary to earn a GED®, to improve English language skills, and to transition to higher education or vocational training. This process encourages the adult learner to become more employable, to become a successful partner in their children's education, and to be a more productive member of the community.

All adult education programs funded with state and federal grant monies must create and implement an integrated education and training program (IET/ICAPS). The goal of IET/ICAPS programming is to help adult education students explore potential career pathways or job opportunities. Once a career pathways is selected, the student would enroll in a post-secondary training program while enrolled in adult education courses. The adult education program will provide support through supplementary instruction to assist the student to successfully complete both the adult education and the post-secondary programs. Our program has received college and ICCB approval to offer two IET/ICAPS programs.

The first approved IET/ICAPS program is the Health Careers Bridge course. The Health Careers Bridge Course provides adult education learners with contextualized occupation-specific basic skills instruction needed to transition successfully to post-secondary education and employment into the healthcare industry. Adult education students who indicate that they may be interested in the health sciences career pathway upon entry into the program are encouraged to enroll in this course. Participation in the Bridge course will help the student to determine whether this career pathway is of interest. If the student is interested in continuing to pursue this career pathway, the desired result is that the Bridge course will motivate the student to accomplish the goal of GED completion in order to get started in the desired health science program of study.

The second approved program is the CNA ICAPS program. The CNA ICAPS program would be the next step for adult education students who would like to pursue a career in the health sciences pathway as a nurse. The CNA ICAPS program provides academic support and supplemental instruction as students complete the Certified Nursing Assistant certificate.

<p>To what extent are these objectives or goals being achieved?</p>	<p>As mentioned, the CNA ICAPS program is designed to provide adult education students with additional support while completing the CNA program. This additional support is provided through supplemental instruction, assistance with basic academic skills, and career preparation assistance.</p> <p>An adult education instructor will be present during the lecture portion of the CNA course. This allows the adult education instructor to know and understand what topics or questions were addressed in lecture. The student then would take a weekly one hour support course during which the adult education instructor would address questions regarding course information as well as provide instruction on academic success skills, reading, writing, math and instruction, as well as address employability skills.</p> <p>Another requirement of this program is that the adult education student continue in adult education classes. The goal is that the student successfully completes the adult education program as well as complete the CNA program. The student is then able to get a job in the health sciences career pathway and hopefully continue working toward a higher level nursing certificate or degree.</p> <p>The Adult Education program has continued to maintain its grants by meeting the requirements laid out for ICAPS, IET, and TABE testing. While these requirements are difficult to attain, the program has met or exceeded them in all of the previous five years.</p>
<p>How does this program contribute to other fields and the mission of the college?</p>	<p>The mission of Sauk Valley Community College is "Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development." Furthermore, the vision of the college states "Sauk Valley Community College will be a leader in student achievement while expanding access to higher education across the Sauk Valley region." The Adult Education and ESL programs expand educational access within the Sauk Valley region and contribute to economic development.</p>
<p>How is the college working to help students transition into postsecondary education?</p>	<p>The main concern regarding the IET/ICAPS programming is that adult education students must be able to pay the college tuition costs. Because these students most likely do not have a US high school diploma, they will not qualify for financial aid monies. We have worked with our program partner, BEST, Inc., for funding assistance opportunities. However, students must qualify for this program in order to receive funding. We have also worked with the SVCC Foundation office regarding possible scholarship monies the student could apply for to help with the tuition cost.</p>

Prior Review Update

Describe any quality improvements or modifications made since the last review period.

The adult education program operates under an open enrollment model. We accept students into the program throughout the year. While this model allowed us to accommodate the needs of the student, it made instruction difficult if an instructor was having a new student start class every week. This process for instructors having to constantly “start over” was proving to be a disruption to the instructional process. Also, instructors would also have to work with the new student to complete registration forms and administer the reading pre-test.

In FY 19, we made some changes to the enrollment process to have more control regarding when students would enter the program. While we still have open enrollment, students may only enter the program during designated times which occur on a monthly basis. When students call to inquire about adult education classes, they are informed that they must complete a new student orientation session before starting class.

New student orientation is conducted once a month for each class site. During orientation, students will complete registration forms, learn more about the free support services provided by the program, and complete the reading pre-test. Once orientation is completed, the student is able to begin class.

The new student orientation sessions are conducted by the Program Director of Adult Education. This allows the program director to become familiar with all students who enter the program.

Review Analysis

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

Indicator 1: Need

Response

1.1 How does the college determine need for Adult Education services and programming?

We utilize the statistics we receive from SIUE, the Index of Need. This information is based on demographics from our area planning council. The data gives us information on economic need, poverty levels, ESL rates for individuals over eighteen years of age, and educational attainment.

1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.

During the fall of 2018 and the fall of 2019, the Adult Education Course Evaluation was administered. This evaluation was given to adult education students between the 10th and 12th week of the semester. This same evaluation was used each year.

The evaluation instrument was created by the Program Director of Adult Education. At the beginning of the survey, there are five questions asking the student how the adult education classes are helping them academically. Next, there are seven questions asking the students about their style of learning and if the instruction provided matches how they best learn. Then, there are four questions asking about the effectiveness of the new student orientation session completed prior to the start of adult education classes. To answer these sixteen questions, students could select *yes*, *no*, or *I am not sure*.

Finally, there were three open response questions. These questions are as follows:

1. What do you like about the class?
2. What can we do to improve the class?
3. Please share any thoughts about the class or the adult education program.

Fall 2018 – 59 students completed the survey. 95% of students surveyed agreed (with a yes answer) that the classes provided by adult education were academically helping them and the classes were instructed in a way that matched their preferred style or way of learning. 70% of students felt the orientation session held prior to classes beginning was effective.

For the fall 2019 - 52 students completed the survey. 98% of students surveyed agreed (with a yes answer) that the classes provided by adult education were academically helping them and the classes were instructed in a way that matched their style or way of learning. 90% of students felt the orientation session held prior to classes beginning was effective.

Overall, students' commented that they were very happy with the program. Of the comments suggesting program improvements, the majority asked for more practice with material (i.e. homework assignments).

After the program evaluations were reviewed by the program director, the evaluations were grouped according to instructor/class and a summary of the individual class results were shared with each instructor.

	<p>Regarding program changes, only 70% of students felt that the new student orientation was effective according to the fall 2018 evaluation. For the 2019-20 academic year, the program director did change how information was presented during new student orientation in order to ensure it was useful and relevant to the student.</p>		
<p>1.3 How will students be informed or recruited for this program?</p>	<p>Marketing Effort</p>	<p>Expected Benefits/Data collected</p>	<p>Fiscal Year of Implementation</p>
	<p>Work with program partners to assist in marketing the Adult Education program – Program partners include IDES (Unemployment Office), BEST, Inc, (workforce partner) Department of Human Services, and Tri County Opportunities Council (social services).</p>	<p>The program partners provide social, employment, and education services. Also, we may already share potential students or clients. Cross marketing programs and services develops several opportunities to support a student. This student may be more likely to be successful with the “layers” of support s/he is receiving.</p>	<p>FY 21</p>
	<p>Increase technological marketing efforts</p>	<p>Even though we do not have a strong majority of students citing Facebook as the way they hear about our program, we do know that students are going online to get their information as evidenced by the percentage of students who visit our webpage. We would like to develop more ways to use Facebook or other social media platforms to market our programs.</p>	<p>FY 21</p>

1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.

Program Enrollment

FY 14	FY 15	FY 16	FY 17
278 students	165 students	139 students	138 students

Per grant requirements, we are required to serve a minimum of 150 students each fiscal year. You will see that we did not meet this goal FY 16 and FY 17. However, we did not receive state funding during these years which required us to cut-back on services.

Indicator 2: Cost Effectiveness

Response

2.1 What are the costs associated with this program?

The following table shows the expense trends of the program for each fiscal year included in this review.

Expense	FY 14	FY 15	FY 16	FY 17	FY 18
Employee Expenses (Salaries & Benefits)	125,539	167,163	128,401	138,179	138,580
Supply Expense (Purchases charged to budget supply line & software purchases)	28,283	18,373	6455	10,352	34,463
Other Expense (Any expense that does not fit into the above categories)	25,901	20,384	7126	5550	5390
Total Expenses	\$179,723	\$205,920	\$141,982	\$154,081	\$178,433

<p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?</p>	<p>The Adult Education Program is funded through four grants, one Federal grant and three state grants. Because Adult Education is grant funded, this program is not expected to generate revenue.</p> <p>In looking at the total expenses, the numbers vary considerably from year to year. I would like to explain the reasons for this difference. During FY 16 and FY 17, the state was experiencing the budget impasse. The state was not able to provide funding for the adult education program during this time. However, the college did provide funding so that the program was able to continue providing services. The program was not able to maintain services at the same level as before the budget impasse. During FY 18, state funding was restored and programs were able to operate as they did before the budget impasse. Programs were also given additional funds in FY 18 to help with getting programs back up and running.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.</p>	<p>To continue receiving grant funding from the federal and state government each year, the program must fully expend awarded funds and meet the state and federal government's student performance benchmarks. To ensure funds were expended, the budget was monitored on a monthly basis. The needs of the program were evaluated on a continuous basis in order to ensure that needed supplies were purchased, staff training needs were met, and the necessary support services to assist with student success was funded.</p> <p>To ensure that program benchmarks were met each year, staff were made aware of progress toward reaching goals on a monthly basis. This allowed staff to take ownership for reaching the benchmarks. Instructors were made aware of how many students in their classes needed to make a level reading gain in order to meet the performance benchmark.</p>

2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?

The program will continue to monitor spending to ensure that awarded funds are appropriately expended.

In order to incorporate more opportunities for adult education students to pursue post-secondary training programs while completing adult education classes, we will seek out alternative funding sources with program partners such as BEST, Inc. Adult education students typically do not qualify for financial aid to assist with tuition costs so braiding various funding opportunities with program partners will help students to reach both their career and training goals. This will also help the program to reach program goals as well.

Finally, the program will also maximize the funding we receive in order to reach the following goals:

- To provide quality educational experiences in order to reach and exceed the yearly student performance benchmark\
- Exceed the goal of serving 150 students
- Ensure that our student post-test rate meets the benchmark set by the state and federal government

Achieving these goals are crucial in ensuring our program's financial viability.

2.5 Are there needs for additional resources? If so, what are they?

We would like to be able to move the Adult Education Advisor from a part-time position to a full-time position. This increase in hours would allow the advisor to be able to connect with more students in order to provide proactive advising and support on a one-to-one basis. The Adult Education Advisor is tasked with providing support and high quality learning opportunities that assist students in meeting their educational goals and career aspirations. This includes the development and design of transitional opportunities for students that relate to enrollment in higher education and/or career training programs (i.e. integrated education and training programs). It is the advisor's goal to meet with each student in order to determine how to best assist the student in being successful in the adult education program, then determine how to help the student get to the next step on his/her educational or career journey. The ability to increase the advisor position to full-time would provide more opportunity and availability to meet individually with students to assess their needs, provide student support and connect students to needed resources and services. We are required to serve a minimum of 150 students. In FY 19, our program served 217 students. The services provided by the advisor help in retaining our students and ensuring that they successfully complete the program. This, in turn, helps the program to meet performance benchmarks as required by the grant.

Indicator 3: Quality

Response

3.1 What are the program's strengths?

During the budget impasse when many Adult Education programs were closing its doors due to lack of funding, the SVCC Adult Education program was fortunate to be able to receive financial support from the college. In order to maintain services and staff, we did have to reduce the amount of class time we were able to offer.

Now that the state has been operating under a budget for the last couple of fiscal years, we have been able to return to the previous class schedule from before and we have also been able to expand our offerings by adding GED and ESL classes at Sauk Valley Community College. This expansion of classes has allowed us to hire an additional GED instructor. We also received increased grant funding due to meeting program benchmarks in order to have the available funds to hire a new instructor.

We currently have five GED adjunct faculty for three GED class sites. These instructors may teach all four subjects of GED (social studies, language arts, math and science) or there are instructor pairs to each teach two GED subject areas at a class site (math & science and social studies & language arts). All GED instructors are paid by funds provided by the grant.

We currently have three ESL adjunct faculty for three ESL class sites. These instructors may be teaching all ESL levels from beginner to advanced in one class or we also have a beginner/intermediate class as well as an advanced level class. We currently have one instructional aide who assists the ESL instructor teaching all ESL levels in one classroom. All ESL instructors are paid by funds provided in the grants.

3.2 What are the identified or potential weaknesses of the program?

The Adult Education Advisor is currently a part time position. Presently, this employee works 24 hours per week. There is a need, based on job duties, for this position to be a full-time. This employee is responsible for developing systems for recruiting and retaining students in adult education programs in order to ensure successful student completion. This position is also responsible for ensuring students enter post-secondary education or the workforce upon completion of the adult education program. In order to be successful in this position, the employee must create and maintain a connection with each student. Our students attend classes in the morning, afternoon, and evening at 4 different class locations outside of Sauk Valley Community College. It is very difficult to be able to meet with all students in a part-time position. Giving the advisor an additional 16 hours a week would allow the advisor to have the time to serve more students which ultimately helps the program to ensure student success.

Another issue that has affected the adult education program beginning in FY 19 is the update of the TABE assessment. The TABE (Test of Adult Basic Education) is given to native English speakers upon entry into the program. This pre-test score provides a means to place students in the appropriate adult education class. Once students have completed 40 hours of instruction, they are given another TABE test as a post-test to determine if the student has increased his/her reading ability. We want to see that students increase their reading level by making an NRS (National Reporting System) level gain.

Beginning July 1, 2018, we began administering the updated TABE 11&12 test. This test had been re-written to incorporate College and Career Readiness Standards. This change has made the TABE incredibly difficult for our students. It has taken several students multiple attempts at post-testing to make an NRS level gain. Our performance benchmarks are based on having a certain percentage of students make an NRS level gain.

We were able to meet the performance benchmark for FY 19. However, this is a concern each year as we work with students. Not meeting this benchmark can jeopardize funding.

As a way to assist students in making gains, instructors have discussed opportunities to incorporate more practice with vocabulary and reading comprehension. This will help students to be better prepared for the TABE post-test.

<p>3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?</p>	<p>Instructors are required to submit weekly lesson plans. In those plans they are asked to cite the content standards that they are using in their weekly instruction.</p>
<p>3.4 How does this program fit within the definition of a career pathway program? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.</p>	<p>This program is a vital component of the pathways model for students who have ESL or GED needs. This program provides an opportunity for students to re-enter the educational system and begin working towards a pathway. GED and ESL students are provided with opportunities to learn more about SVCC and continuing on with a program after completing a GED.</p>
<p>3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>The program has expanded off of the Sauk campus and now offers classes in community locations at various times across the district.</p>
<p>3.6 What innovation has been implemented or brought to this program?</p>	<p>We have implemented a new student orientation program where we designate dates each months where students can register. Students must go through a registration and orientation process. In the orientation students learn about program expectations, support services, and they complete their reading pre-test.</p>
<p>3.7 To what extent is the program integrated with other instructional programs and services?</p>	<p>The program strives to bring students to SVCC's campus so that students can get a feel for the campus and become accustomed to attending courses at an actual college campus. Instructors from CTE programs have spoken to our students as have staff from Student Services. This helps encourage the transition from Adult Ed or ESL classes to postsecondary coursework.</p>
<p>3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>The Adult Education program partners with IDES, BEST, the Department of Human Services, and the Tri County Opportunities Council.</p>

3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?

Full-time Employee Name	Description of Professional Development Activities (list all activities for each individual in one row)	Fiscal Year of Activity
Sarah McFarlane	Attended annual IACEA conference	FY 18
	Certified TABE 11 & 12 Test Administrator	FY 18
	Multidisciplinary Teaching certificate	FY 18
	ICAPS/IET Workplace Activities Component: Retention, Relevance & Real Life	FY 18
	CASAS Implementation Training	FY 19
	Attended annual IACEA conference	FY 19
	Attended Forum for Excellence	FY 20
	Attended Transitions Academy	FY 20
	Foundations of Special Learning Needs	FY 20
	Evidenced Based Reading Instruction (EBRI training) Attended Forum for Excellence	FY 20
Laura Moreno	Attended annual IACEA conference	FY 18
	Certified TABE 11 & 12 Test Administrator	FY 18
	CASAS Implementation Training	FY 19
	Attended annual IACEA conference	FY 19
Part-time Employee Name	Description of Professional Development Activity	Fiscal Year of Activity
Stacy Bomleny	Foundations of Special Learning Needs	FY 20
		FY 20

		No. Region Adult Education Conference	
	Julie Cecchetti	Certified TABE 11 & 12 Test Administrator	FY 18 FY 20
		Foundations of Special Learning Needs	
	Sherry Dimmig	No. Region Adult Education Conference	FY 17 FY 18
		Certified TABE 11 & 12 Test Administrator	FY 18
		Psychology of Scarcity	FY 18
		Using the TABE 11 & 12 Blueprints to Improve Student Success	FY 18
		GED RLA Extended Response	FY 18
		GED Mathematical Reasoning	FY 20
		ELL-U Principles of Second Language Teaching	FY 20
	ELL-U: Second Language Acquisition	FY 20	
	ESL Standards Proficient Instructor		
Debra Jacobs	New Teacher Orientation	FY 16	
	No. Region Adult Education Conference	FY 17 FY 17	
	ELL-U: Second Language Acquisition	FY 18	
	Certified TABE 11 & 12 Test Administrator	FY 18	
	Teaching and Managing a Multilevel ESL Class	FY 18 FY 20	
	CASAS Implementation Course	FY 20	
	Attended Forum for Excellence	FY 20	
	Burlington English Training Course		

		No. Region Adult Education Conference	
	Lyndsey Kelly	Certified TABE 11 & 12 Test Administrator Foundations of Special Learning Needs	FY 18 FY 20
	Jeannie King	Certified TABE 11 & 12 Test Administrator	FY 18
	Jill Kohlert	New Instructor Orientation No. Region Adult Education Conference GED RLA Extended Response Certified TABE 11 & 12 Test Administrator CCR Mathematics: Creating Standards Aligned Lessons CCR Mathematics: Focusing on Assignments and Student Work ABE/ASE Math Standards Proficient Instructor Foundations of Special Learning Needs	FY 17 FY 17 FY 17 FY 18 FY 18 FY 18 FY 19 FY 20
	Cathy Matthews	Northern Region Adult Ed Conference Northern Region Adult Ed Conference Institute to Credential Special Learning Needs Resource Specialists Certified TABE 11 & 12 Test Administrator Mental Health in the Classroom No. Region Adult Education Conference CCR LA: Creating Standards Aligned Lessons	FY 14 FY 15 FY 16 FY 18 FY 18 FY 18 FY 18 FY 18 FY 19

		CCR LA: Focusing on Assignments and Student Work	FY 19
		ABE/ASE Language Arts Standards Proficient Instructor	FY 20
		Google Tips and Tricks	
		No. Region Adult Education Conference	
	Leslie Santos	No. Region Adult Education Conference	FY 20
	Gabriela Trujillo	Certified TABE 11 & 12 Test Administrator	FY 19
		Introduction to DAISI for New Users	FY 20
		Attended Forum for Excellence	FY 20
		New Teacher Orientation	FY 20

3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.

Fiscal Year	Number of previous adult education students who matriculated to post-secondary education during the fiscal year	Number of previous adult education students who completed a Degree / Certificate during the fiscal year	Number of adult education students who completed 20 Hours of college credit during the fiscal year
2014	107	40	45
2015	57	42	14
2016	46	20	15
2017	31	16	10

20			
18	31	25	8
20			
19	37	31	3

This table above shows how adult education students have matriculated into post-secondary education.

The first column shows the number of adult education students who entered post-secondary education. These students began SVCC as adult education students. This shows how many students transitioned to post-secondary each fiscal year.

The second column shows how many adult education students successfully completed certificates or degrees during the fiscal year.

The third column shows how many adult education students successfully completed 20 hours of college credit during the fiscal year.

3.11 Are students completing the program and advancing to further postsecondary education? Please explain.

Students are slowly beginning to enter into postsecondary programs, particularly CNA. The transition from Adult Ed and ESL courses into postsecondary programs is always daunting, particularly when the economy is good, but we have been having some successes here. This is due in large part to the collaborations we have with CTE programs at SVCC. A program that we would like to collaborate with more going forward is the multicraft program.

3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).

All adult education programs funded with state and federal grant monies must create and implement an integrated education and training program (IET/ICAPS). The goal of IET/ICAPS programming is to help adult education students explore potential career pathways or job opportunities. Once a career pathways is selected, the student would enroll in a post-secondary training program while enrolled in adult education courses. The adult education program will provide support through supplementary instruction to assist the student to successfully complete both the adult education and the post-secondary programs. Our program has received college and ICCB approval to offer two IET/ICAPS programs.

The first approved IET/ICAPS program is the Health Careers Bridge course. The Health Careers Bridge Course provides adult education learners with contextualized occupation-specific basic skills instruction needed to transition successfully to post-secondary education and employment into the healthcare industry. Adult education students who indicate that they may be interested in the health sciences career pathway upon entry into the program are encouraged to enroll in this course. Participation in the Bridge course will help the student to determine whether this career pathway is of interest. If the student is interested in continuing to pursue this career pathway, the desired result is that the Bridge course will motivate the student to accomplish the goal of GED completion in order to get started in the desired health science program of study.

The second approved program is the CNA ICAPS program. The CNA ICAPS program would be the next step for adult education students who would like to pursue a career in the health sciences pathway as a nurse. The CNA ICAPS program provides academic support and supplemental instruction as students complete the Certified Nursing Assistant certificate.

As mentioned, the CNA ICAPS program is designed to provide adult education students with additional support while completing the CNA program. This additional support is provided through supplemental instruction, assistance with basic academic skills, and career preparation assistance.

An adult education instructor will be present during the lecture portion of the CNA course. This allows the adult education instructor to know

	<p>and understand what topics or questions were addressed in lecture. The student then would take a weekly one hour support course during which the adult education instructor would address questions regarding course information as well as provide instruction on academic success skills, reading, writing, math and instruction, as well as address employability skills.</p> <p>Another requirement of this program is that the adult education student continue in adult education classes. The goal is that the student successfully completes the adult education program as well as complete the CNA program. The student is then able to get a job in the health sciences career pathway and hopefully continue working toward a higher level nursing certificate or degree.</p>
<p>3.13 How is the college meeting established performance measures (NRS Guidelines)?</p>	<p>The program is required to meet these goals each year in order to maintain the program. In previous years the college has always met or exceeded these measures.</p>
<p>List any barriers encountered while implementing the program.</p>	
<p>The state budget impasse dealt a blow to Adult Education programs throughout the state. SVCC was able to continue Adult Education, however, some cuts were made. Additional challenges include IET/ICAPS requirements and TABE testing. These are requirements to maintain the grants that fund the Adult Education program at SVCC.</p> <p>Additionally, enrollment remains a challenge while the economy is doing well.</p>	
<p>Review Results</p>	
<p>Rationale</p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The program review committee has provided recommendations to the Adult Education program and has determined that the program can progress with minor improvements.</p>

<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>The committee recommends the following:</p> <ul style="list-style-type: none"> - Explore financial feasibility of college making advisor full-time, if program does not receive grant they are applying for. (FY 21) - Explore partnering with degree programs, specifically CTE, for career exploration, speakers, etc. (FY 22) - Explore additional classroom space needs during Master Plan update. (FY 22)
<p>Resources Needed</p>	<p>Funding (PHS, Funding Bonds)</p>
<p>Responsibility</p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>The Program Director of Adult Education is responsible for implementing the modifications in conjunction with the Vice President of Academics and Student Services.</p>

<p>Student and Academic Support Services</p> <p>The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.</p>	
<p>College Name:</p>	<p>Sauk Valley Community College</p>
<p>Academic Years Reviewed:</p>	<p>14-15, 15-16, 16-17, 17-18, 18-19</p>
<p>Review Area:</p>	<p>Academic Advising/SHARP</p>

<p>Program Summary</p> <p>Please provide a brief overview of the program or service being evaluated.</p>	<p>The Academic Advising Department, along with the affiliate programs of Sauk Holistic Advising and Retention Project (SHARP) and Clinical Counseling seek to foster a collaborative student-advisor relationship centered on developing, defining, and enhancing personal, academic, and career goals, and introducing appropriate resources to achieve those goals. The major functions of the program include educational planning (transfer advising, workforce preparation, academic planning), career exploration (career resources, career planning, career counseling), social and life transition advising (building problem solving/coping skills, college/community resource referral, identifying strengths/sources of support), and short-term clinical mental health counseling (by qualified, licensed therapists). The Academic Advisors and Clinical Mental Health and Academic Counselors currently serve as confidential campus resources for Title IX.</p> <p>Academic Advising Mission Statement</p> <p>To foster collaborative student-advisor relationships centered on developing and defining personal, academic, and career goals, and introducing appropriate resources to achieve those goals.</p>
<p>Prior Review Update</p> <p>Describe any improvements or modifications made since the last review.</p>	<p>As a department, Academic Advising kept in-state travel to a minimum level, focusing primarily on key articulation conferences with major State University transfer institutions. For professional development opportunities, expenses were streamlined through the use of low-cost or no-cost webinars. Office expenses were minimized through attention to paper-reduction efforts. Investment was made in "Who's Next" software which allows students to streamline the scheduling process and the flow of students through the Student Services Center.</p> <p>Over the next five years, our employee expenses will rise significantly due to the recent Title III \$2 million award funding the hire of two additional Clinical Mental Health and Academic Counselor positions. The grant also provides for increased professional development in the Department, thus increasing the anticipated outlay of that line item area as well. Costs will continue to be contained in other office and administrative areas. The addition of scanners for advisors will further decrease office expenses in the Student Services division.</p>

What are the program/service strengths?

Table 2: Area Staffing – Academic Advising/ Counseling

Employee Classification	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
FT Faculty (#)	0	0	0	0	1
FT Professional/Technical (#)	4	4	3	5	5
FT Support Staff (#)	0	0	0	0	0
PT Professional/Technical (#)	1	1	1	1	1
PT Support Staff (#)	0	0	0	0	0
Work Study (# hours total)	0.00	0.00	0.00	0.00	0.00
Total Number of College Students (#)	4446	3946	3699	3660	3988
Total Number of College Credits	7290	6723	6296	6015	6374

Table 2: Area Staffing – SHARP

Employee Classification	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Administrator (#)					0
FT Professional/Technical (#)					2
FT Support Staff (#)					0
PT Professional/Technical (#)					0
PT Support Staff (#)					0
Work Study (# hours total)					0.00
Total Number of College Students (#)					3988
Total Number of College Credits					6374

In assessing the appropriateness of the staffing level at SVCC, we will review and compare with peer college staffing levels.

Peer College Staffing:

**Peer
College
Staffing:**

		Academic Advising F/T	Academic Advising P/T	Counseling	TRIO	Other Initiatives
	Community College					
	Carl Sandburg College (Galesburg and Carthage combined)	3	3	2	2	
	Danville Area Community College	3	0	2	2	
	Highland Community College	3	1	FHN Counseling	2	
	John Wood Community College	3	1	1	2	
	Shawnee Community College	4	0	1	2	
	Southeastern Illinois College					
	Spoon River College					

Dashboard Metric: Student Services Effectiveness

SSI Student Support Services gap between importance and satisfaction is compared to the average gap of other community colleges.

Drilldown Data (Fall 2019)

This metric combines six different SSI scales to create a category called Student Services.

SSI Metric	Importance @ SVCC	Student Satisfaction @ SVCC	Gap @ SVCC	Importance @ other CC	Student Satisfaction @ other CC	Gap @ other CC	SVCC Gap minus other CC gap
Campus Support Services	6.16	5.69	0.47	5.86	5.40	0.46	-0.01
Academic Advising/ Counseling	6.51	6.00	0.51	6.31	5.58	0.73	-0.22
Admissions and Financial Aid	6.47	5.99	0.48	6.24	5.53	0.71	-0.23
Academic Services	6.50	6.25	0.25	6.25	5.85	0.40	-0.15

Registration Effectiveness	6.43	5.98	0.45	6.31	5.73	0.58	-0.13
Service Excellence	6.35	5.90	0.45	6.16	5.63	0.53	-0.08
Mean (2017) (of the means)	6.253	5.968	0.435	6.188	5.62	0.568	-0.133

Drilldown Data (Fall 2017)

This metric combines six different SSI scales to create a category called Student Services.

The SVCC gaps in service are compared to the national average gaps of other community colleges. This table shows that SVCC has a significantly smaller gap in Student Support Services as compared to other national community colleges. Data was retrieved from the 2017 SSI.

SSI Metric	Importance @ SVCC	Student Satisfaction @ SVCC	Gap @ SVC	Importance @ other CC	Student Satisfaction @ other CC	Gap @ other CC	SVCC Gap minus other CC gap
Campus Support Services	5.99	5.55	0.44	5.72	5.26	0.46	-0.02

	Academic Advising/ Counseling	6.46	5.99	0.47	6.27	5.46	0.81	-0.34
	Admissions and Financial Aid	6.39	5.93	0.46	6.2	5.42	0.78	-0.32
	Academic Services	6.46	6.25	0.21	6.18	5.74	0.44	-0.23
	Registration Effectiveness	6.36	5.92	0.44	6.27	5.63	0.64	-0.2
	Service Excellence	6.29	5.97	0.32	6.1	5.52	0.58	-0.26
	Mean (2017) (of the means)	6.325	5.935	0.39	6.123	5.505	0.6183	-0.2283

Drilldown Data (Spring 2015)
This metric combines six different SSI scales to create a category called Student Services.
 The SVCC gaps in service are compared to the national average gaps of other community colleges. This table shows that SVCC has a significantly smaller gap in Student Support Services as compared to other national community colleges. Data was retrieved from the 2015 SSI.

SSI Metric	Importance @ SVCC	Student Satisfaction @ SVCC	Gap @ SVC C	Importance @ other CC	Student Satisfaction @ other CC	Gap @ other CC	SVCC gap minus other CC gap
Campus Support Services	5.88	5.58	.30	5.60	5.11	.49	-.19
Academic Advising	6.43	5.88	.55	6.24	5.32	.92	-.37
Admissions and Financial Aid	6.37	5.89	.48	6.16	5.30	.86	-.38
Academic Services	6.33	6.17	.16	6.14	5.62	.52	-.36
Registration Effectiveness	6.39	5.97	.42	6.24	5.53	.71	-.29
Service Excellence	6.22	5.87	.35	6.06	5.40	.66	-.31

Mean (2015) (of the means)	6.27	5.89	.38	6.07	5.38	.69	-.31
-----------------------------------	-------------	-------------	------------	-------------	-------------	------------	-------------

Academic Advising/Counseling Effectiveness

The 2019 SVCC gaps in service are compared to the averages of ourselves from 2017, from a custom community college comparison group (Danville Area Community College, Illinois Valley Community College, Richland Community College, Heartland Community College, Northwest Iowa Community College, Kankakee Community College, and Lake Land Community College), Midwestern community colleges, and national community colleges.

SSI Metric	Importance @ SVC C 2019 SSI	Student Satisfaction @ SVCC 2019 SSI	Gap @ SVCC 2019 SSI	Importance of state and comparison	Student Satisfaction of state and comparison	Gap of state and comparison	SVCC 2019 Gap minus state and comparison	Mean Difference.
Academic Advising/Counseling	6.51	6.00	0.51					

vs SVCC 2017 SSI				6.46	5.99	0.47	+0.04	0.01
vs. cust om com paris on grou p				6.28	5.66	0.62	-0.11	0.34* **
vs. Mid west ern CC				6.30	5.63	0.67	-0.16	0.37* **
vs. Nati onal CC				6.31	5.58	0.73	-0.22	0.42* **

***Difference significant at the .001 level

In summary, this student survey data illustrates that academic advising services are more important to students at SVCC relative to other services on campus. The data indicates that academic advising importance and satisfaction exceed our comparison community college groups (custom, Midwestern, and national). Although the drill-down data indicates that gaps remain between stated importance and expressed satisfaction, SVCC advising services continue to provide invaluable support to our students. Stated strengths include that advisors are approachable, students feel welcome, staff are caring and helpful, and counseling staff care about students. The greatest performance gap is in the area of advisors' knowledge about program requirements. However, even in this area, SVCC advisors had a 0.1 performance gap less than the national average with a 0.29 mean difference, significant at the .05 level.

	<p>Present staffing levels are meeting the needs of SVCC students. The addition of two additional counselors to the Advising Staff should enhance services to SVCC students.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>HB 2152 requires Professional Counseling in the ratio of one clinician per 1250 students. SVCC presently has one Licensed Professional Counselor employed in a Mental Health Counseling capacity (faculty counselor). The recent Title III grant award allows for the addition of two Clinical Mental Health and Academic Counselors who are licensed therapists (i.e. counselors, social workers, psychologists). The hiring process aligns with the stipulations of the grant, December 2019, in FY20.</p> <p>The Administrative Assistant for the Student Services division vacated for medical leave in FY17. The position remained open for her possible return. After her death, the position line was eliminated. Student Services is one of the largest divisions on campus. The Dean and the Academic Advising departments utilized this Administrative Assistant to provide front-line and organizational tasks. The absence of this position has put a strain on both the Dean's and Advising departments as we must be front-line contact (telephone), scheduling, document processing, and organizational roles which detracts from the professional responsibilities of the positions.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>The committee recommends the following:</p> <ul style="list-style-type: none"> - Explore feasibility of adding Administrative Assistant for Student Services - Assess utilization of space in Student Services and explore which services are best suited for student services center - Research potential services or software for texting students

<h2 style="margin: 0;">Student and Academic Support Services</h2> <p style="margin: 10px 0;">The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.</p>	
College Name:	Sauk Valley Community College

Academic Years Reviewed:	14-15, 15-16, 16-17, 17-18, 18-19
Review Area:	Testing Center
Program Summary Please provide a brief overview of the program or service being evaluated.	The Testing Center provides services for both Sauk students and the local community. We offer a wide variety of testing including but not limited to: make-up testing, testing for online courses, placement testing, Pearson Vue testing, CLEP, DSST, CNA certification, Illinois State Police, Workkeys, Teas and testing for other colleges.

Prior Review Update

Describe any improvements or modifications made since the last review.

The Testing Center has received incoming revenue from both Pearson Vue testing and general test fees for the past 5 years. Incoming revenue was added from the implementation of CNA computer-based testing beginning October 2018.

*Currently, the overall incoming revenue trend with the addition of CNA testing funds is around \$9,000/year.

*Funds from Pearson Vue (\$6000/year) and CNA testing (\$1500/year) are being used to off-set the cost of part-time salaries.

*General test fees (\$1500/year) are entered into the colleges' general fund.

Outgoing expenses include program expenses and Testing Center staff salaries.

*The most significant expense in the program are the purchase of placement test units. The expenses for this line item can vary slightly from year to year as units are purchased in large quantities and available to use on an as-needed basis.

*Full and part-time salaries have remained fairly consistent over the past 5 years. The only exception would be a slight increase in 2016 and 2018 of part-time salaries as additional temporary staff were hired to cover maternity leaves.

*In 2017 the testing proctor fees were adjusted from \$10 to \$15.

*In 2018 CNA computer-based testing was implemented at a rate of \$10/test (rate set by SIU). *Currently in the process of replacing Aleks math placement testing at a cost of \$15/unit with a more cost effective Accuplacer math placement testing at a cost of \$2.30/unit.

*In 2018 the paper appointment calendar and paper check-in system were both replaced with a computer system

*Accuplacer math placement will replace Aleks beginning the summer 2020 saving approximately \$7,000/year.

*Testing fees will be reevaluated to keep pace with other neighboring community colleges. The Testing Center will continue to evaluate the needs of our students and the local community and provide the appropriate testing as needed.

What are the program/service strengths?

An in-house survey was provided the Fall 19 Semester. Students were asked to complete a simple paper survey as they left the Testing Center. The focus of the survey was to gather information from students about the testing environment, testing staff and gage interest in testing at home if Respondus Monitor were to be added. (This survey is still being conducted, but out of the 100 surveyed, the results indicated...)

*100% said that the TC staff was professional and responsive to their needs.

*99% were happy with the testing environment, with 1 comment about the issue of the noise from the gym.

*90% of students indicated that they have or will take an online class in the future.

*68% of students indicated that they would rather take their online exams at home than in the TC

*65% of students said that they would be willing to pay a \$15/year fee to test at home.

The survey indicates a clear desire from students to take online course exams at home. The TC will continue to seek out the implementation of Lockdown Browser and Lockdown Monitor.

Ear plugs and noise canceling headphones have been moved to a location of easier accessibility for students.

Accomplishments:

*New off-site testing system developed including proctor agreement form, student agreement form, website directions and testing center proctor database.

*CNA testing to accommodate our Sauk CNA students, WACC students and local community members implemented.

*NREMT testing to accommodate our EMT course implemented.

*Implementation of Illinois State Police Exam.

*Implementation of ATI testing for Radiology and Nursing departments.

*Implementation of NATE certification for HVAC department.

	<p>*All paper check-in logs and scheduling logs replaced with computer-based.</p> <p>*Dolphin and NVDA screen readers added to all computers.</p> <p>*Cameras installed in the Testing Center with zoom, pan and recording capabilities.</p> <p>*Testing fees restructured and simplified.</p> <p>*Implementation and roll-out of Lockdown Browser trial period currently place with plans to fully integrate next year.</p> <p>*Transition from Compass Placement Testing to Accuplacer/ALEKS.</p> <p>*Placement Testing moved from local high schools to SVCC proctoring.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>Staffing is appropriate during the day to day normal operation of the Testing Center. However, when the “normal” schedule is interrupted, it is difficult to cover vacations, sick days, meetings, personal days, finals week, mid-terms, high school placement testing etc. as there is often only one Proctor or Coordinator working. This becomes especially difficult in times of unexpected illness. In the past, when the Testing Center fell under the supervision of the library director, the library staff were cross-trained to provide back-up coverage as needed. Having a few Student Services individuals cross-trained for basic Testing Center coverage would be very beneficial.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>The committee recommends the following:</p> <ul style="list-style-type: none"> - Continue to explore cross-training options within student services and other departments. - Track costs related to services provided to internal departments - Explore other options to provide testing to area businesses and other entities as an alternative revenue stream - Explore the purchasing of lockdown monitors

--	--

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Sauk Valley Community College
Academic Years Reviewed:	14-15, 15-16, 16-17, 17-18, 18-19
Review Area:	Disability Support Office
Program Summary Please provide a brief overview of the program or service being evaluated.	The function of Disability Support Services (DSS) at Sauk Valley Community College (SVCC) is to provide equal access to academic and campus activities for qualified students with documented disabilities. Upon student-initiated contact, appropriate and reasonable accommodations are determined during an interactive process in compliance with the Americans with Disabilities Act of 1990 (as amended in 2008) and Section 504 of the Rehabilitation Act of 1973.

Prior Review Update

Describe any improvements or modifications made since the last review.

Alternative format materials are becoming more readily accessible due to advances in technology. DSS has been able to secure alternative text for students via Access Text Network and Book Share. These are free services available to institutions of higher learning who serve students with disabilities.

DSS has contracted with private providers for transcribing print into braille and for ASL interpretation. Private contractors are typically significantly less expensive than securing these services through agencies. DSS seeks out affordable, reliable, competent providers to fulfill the needs met by contractors. The frequency of students attending SVCC who need ASL interpreters is not enough to justify hiring interpreters to our staff.

When students receive notetaking assistance as an academic accommodation, DSS shares those notes via Google Drive, when this is appropriate for the student's needs. This is cost effective (free) and insures the student receives notes in a timely manner. When available, Sauk Scholars are identified to provide notes in classes for DSS. This is a mutually beneficial arrangement, as Sauk Scholars earn volunteer hours toward the requirement of the program and DSS secures quality notes for students registered with our office who use this accommodation.

When possible, professional development has been completed online. This reduces travel expenses and time needed to complete required continuing education.

What are the program/service strengths?

Ruffalo-Noel Levitz administered by SVCC October 2017 and November 2019. The average overall satisfaction rating dropped across campus, possibly indicating students are generally overall less satisfied. Disability Support Services have impact in multiple areas surveyed including but not limited to: Academic Services, Concern for the Individual, Student Centeredness, Campus Climate, Service Excellence, Campus Support Services and Responsiveness to Diverse Populations.

One survey question specifically addresses students with disabilities:

86. Institution's commitment to students with disabilities?

SVCC Satisfaction/Standard Deviation Nov 2019: 6.26 / 1.18

SVCC Satisfaction/Standard Deviation Oct 2017: 6.33 / 1.12

Mean Difference: -0.07

National Community Colleges Satisfaction/Standard Deviation: 5.88 / 1.37

Mean Difference: 0.38 **

National Group Means are based on 143390 records.

Midwestern Community Colleges Satisfaction/Standard Deviation: 5.89 / 1.35

Mean Difference: 0.37**

Midwestern Group Means are based on 56468 records.

** Difference statistically significant at the .01 level

The survey results indicate a satisfaction level at a statistically significant higher level of satisfaction at SVCC when compared to other community colleges in the nation and in the Midwest.

Accomplishments:

During the past 5 years, Disability Support Services has supported a total of 663 students. A diverse population of students receives academic accommodations and other supports through this office. Some students present with comorbidity, or the presence of one or more additional disabilities, diagnoses, or disorders, co-occurring with the primary diagnosis.

	<p>The percentage of students served during Summer 2015-Fall 2019 are in the following ICCB Functional Disability Types by category (examples shared are not all-inclusive):</p> <p>Specific Learning Disability (such as dyslexia, perceptual disabilities, aphasia): 186 students, 28.0%</p> <p>Psychological (such as depression, anxiety, bipolar, schizophrenia, PTSD): 185 students, 27.9%</p> <p>ADHD (including ADD): 109 students, 16.4%</p> <p>Systemic/Chronic Health (such as diabetes, epilepsy, allergy, cardiac): 82 students, 12.3%</p> <p>Mobility (such as amputation, multiple sclerosis, spinal cord injury, spina bifida): 33 students, 5.0%</p> <p>Deaf/Hard of Hearing: 23 students, 3.4%</p> <p>Blind/Low Vision: 19 students, 2.8%</p> <p>Developmental Delay (characterized by an IQ <70-75 and limitations in major life activities): 12 students, 1.8%</p> <p>Acquired Brain Injury: 5 students, .75%</p> <p>Speech/Language Impairment: 4 students, .60%</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>DSS had designated space to be used for a Testing Room until November 2018. At that time, DSS Testing Room was combined with Counseling, resulting in a shared schedule & very limited storage space. In order to meet the needs of students who need accommodated testing, a wall & modified desk for the DSS Assistant's office area (1F25) will assist DSS in being able to serve students more effectively and efficiently. This wall will create an environment in which confidential conversations can be had without being overheard by others in nearby areas.</p> <p>Many identified areas on campus do not meet ADA regulations. An OCR Self-Assessment & independent Accessibility Audit were completed Spring 2019. Findings & Recommendations have been shared via the ADA/OCR Task Force & a shared Google Drive. These identified areas of concern will have significant college budget impact.</p>

Intended Action Steps

Please identify strategies or actions steps based on the challenges listed.

The committee recommends the following:

- Explore costs and benefits of note taking software or stipends and make recommendation to Dean of Student Services. Encouraged to consult with IT, tutors, Faculty, etc.
- Continue to explore ways to enhance services with new technologies, with college's financial support
- Utilize task force to identify potential risks to college and make recommendations.