PROGRAM REVIEW COVER PAGE	
COLLEGE	Sauk Valley Community College
DISTRICT NUMBER	506
CONTACT PERSON *(NAME, TITLE, CONTACT INFORMATION)*	Joe Strabala-Bright Director of Research and Planning Joe.a.bright@svcc.edu 815-835-6336
FISCAL YEAR REVIEWED:	AY 20-21 Program Review
DIRECTORY OF REVIEWS SUBMITTED	

AREA BEING REVIEWED	*PAGE NUMBERS*
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Career & Technical Education

College Name:	Sauk Valley Community College
Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20

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
CDL – T10 **CDL Entrepreneurship – T20**	**Certs**	**T10 – 10 hours** **T20 – 18 hours**	**T10 – 490205** **T20 - 490205**	**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? These will be listed on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.	This program is designed to prepare individuals to obtain employment as commercial drivers. The classroom portion of the program emphasizes information required to pass the written driving exam, such as the rules of the road, log book requirements, and load regulations. Upon successful completion of the classroom portion, students will prepare for the driving test as they gain driving experience, learn how to hitch trailers to tractors, and safety techniques and practices. Students will be accompanied by an instructor and will use one of the trucks in which they learned to drive when they take the CDL exam.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	124 students have enrolled in the program (GSV 100) and 121 of the GSV 100 students enrolled in GSV 102, reflecting its success in adding 121 new CDL drivers to the road. 99.2% of students who complete GSV 100 earn their Commercial License Permit and 89.7% of students who complete GSV 102 earn their CDL Class A license.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	N/A

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Brenda Helms - Program Director of Community Education and Business Training - lead author Josh West - Dean of Business, Career, and Technical Programs - consultant Joe Strabala-Bright - Director of Research and Planning - coordinator, reviewer, and data distributor Tony Boone - Technical Support Specialist Programmer - Data Analysis
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Employers have been engaged in this program via recruitment, sponsorships, and referrals. Jon Mandrell, the VP of Academics and Student Services, along with Kent Sorenson, the VP of Business Services, both took part in negotiations and formalized a new contract with a 3rd party vendor. Student Services is responsible for enrolling students and sending them a certificate once the student completes. Financial Aid works with CDL students in the Entrepreneurship program. The Veterans Services Coordinator works with Veteran students who apply for benefits. BEST, Inc. sends students via the WIOA grant fund assisting dislocated workers, adults, and youth to get back into the workforce. Students receive a survey upon completion to report back on the success of the program.

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.	No
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Credits are under 30.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	Employment of heavy and tractor-trailer truck drivers is projected to grow 2 percent from 2019 to 2029. The outlook is stable.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Job prospects are projected to be very good for heavy and tractor-trailer truck drivers with the proper training and a clean driving record. Because of truck drivers' difficult lifestyle and time spent away from home, many companies have trouble finding and retaining qualified long-haul drivers. In addition, many truck drivers are expected to retire in the coming years, creating even more job opportunities.
1.3 What labor market information sources are utilized?	IDES, Virtual LMI website
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?)	Recruitment, partnerships with BEST,Inc. (WIOA), Tri-County project employment grant, company sponsorships, and College marketing. All of these serve to fill SVCC's 4 person limit per class session (based on having access to one tractor and trailer).
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The curriculum is taught by a third party vendor. The curriculum was created from the State of Illinois' CDL Study Guide.
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.	As of now, the supply of classes seems to be meeting the demand of students. We attempt to provide 40 CDL graduates per year, and roughly hit that goal the last two years. Due to limitations of equipment, this is the most SVCC can do at this time.
Indicator 2: Cost Effectiveness	**Response**
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?	Expenditures are mostly for the third party vendor, and on an average year (excluding COVID year), costs run approximately $120,000. Revenue specifically for the CDL program was not provided in our data (budget is for the entire BACE department), but a breakdown would be: Based on tuition of $4520, SVCC earned 11% of that total (approx. $500) per student So, minus Brenda's compensation as a percentage of her time and minimal expenses, SVCC is guaranteed to make money through its third party vendor.

● How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for minimal advertising and other associated costs via the Business and Community Ed budget.
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.	No grant funding.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Sauk is in the process of contracting with a new third party vendor. This will result in added revenue for the college. The contractual agreement stipulates: Total tuition will be $4,200, and SVCC will receive approximately 14.1% of total tuition, resulting in both a cost savings for students, and added revenue for the college. SVCC will earn $592 per student.
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?	The T-20 program was established to help students utilize financial aid to help cover the cost of tuition. Per the above new contractual agreement with a third party vendor, SVCC was successful in reducing tuition costs for its students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Program costs were reviewed recently with the termination of our last vendor, and the agreement being formalized with the new vendor. Through negotiations, SVCC has been able to increase its revenue for this program, as articulated above.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The 89.7% pass rate of student's successfully obtaining their CDL Class A license. SVCC has a great partnership with BEST, Inc. and receives quite a few referrals from them. This program is short term and their clients can complete the program and obtain high paying employment quickly. Students who complete the program and have a CDL Class A are employable.
3.2 What are the identified or potential weaknesses of the program?	Due to the fact that SVCC does not own its own tractor and trailer, it must contract with a third party vendor. While these relationships have largely been productive, there have been times when SVCC's college policies don't perfectly align with those of the vendor.
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?	Previously with 160 Driving Academy the classroom portion was hybrid and utilized canvas. The operation portion was in person. With the new vendor, Midwest Safe Driver, the entire program will be in person.
3.4 Is this program part of a Program of Study as defined by Perkins V and	This program is not currently classified as a program of study by ICCB. As it is a short program, it does not contain multiple entry and exit points, nor is it part of a larger program.

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.	
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.	This program is not currently classified as a career pathway program by ICCB. As it is a short program, it does not contain multiple entry and exit points, nor is it part of a larger program.
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?	We believe that SVCC was a leader in seeing CDL as an entrepreneurship possibility for its students. Not only could students learn how to operate their own trucking business, but they would also qualify for financial aid while doing so.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No.
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?	This is not applicable, as students are not allowed to drive a commercial truck alone prior to earning their CDL.
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).	The Secretary of State issues the CDL Class A license upon successful completion of its exam. The exam is conducted by an employee of the State of Illinois' DMV. The exam is held at the Rockford DMV.

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[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.

3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	CDL Class A License
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	We have a business agreement being finalized with a new third party vendor. Otherwise, none.
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?	We anticipate that quality will be increased with a more localized third party vendor. Their mission is focused more on customer service as opposed to the last vendor, which was focused - seemingly solely, on profit. A partnership with the Small Business Development Center exists where students who earned the Entrepreneurship (T20) will be referred for consultation on starting their own business.
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?	As this is through a third party vendor, the only training SVCC provides is on its college policies and procedures.
3.16 What is the status of the current technology and equipment used for this program?	We have up to date computers for CDL students to work on. The tractor and trailer have to go through frequent Department of Transportation inspections to ensure they are safe to be on the road.
3.17 What assessment methods are used to ensure student success?	Students complete practice quizzes and tests the first week to prepare for the Commercial License Permit (CLP). Additionally, for the operation of the tractor, the third party vendor assesses skills and safety.
3.18 How are these results shared with others at the institution for continuous improvement?	The instructor completes a grade form, which is submitted to the Registrar's office to gauge effectiveness in the classroom and the yard.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Students will be receiving a student handbook from the new third party vendor, which will guide them towards successfully completing their CDL class and prepare them for the exams.
3.20 How satisfied are students with their preparation for employment?	Based on the survey results over 95% of the students who completed the survey were satisfied with their overall experience with the program.

3.21 How is student satisfaction information collected?	SVCC sends out an anonymous survey to program completers to gauge their satisfaction.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in terms of sending sponsored drivers and referrals. Otherwise, as noted above, curriculum design is based on state standards, and work based learning opportunities are not allowed prior to students earning their CDL.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	As of now, a program advisory board has not been established, as this is not a program of study. Since it is a third party contract, we do not have a lot of control on the curriculum of the program.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied and frequently request referrals.
3.25 How is employer satisfaction information collected?	Verbally
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Not at this time. We will await recommendations from the Program Review committee, and also gauge effectiveness once we have worked with our new vendor.

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

- **Previous third party vendor (160 Driving Academy)**
- **T20 completers - only five students enrolled**
- **The Secretary of State program isn't compatible with services from the Disability of Support Office. Exams aren't able to be modified.**
- **Banner - CDL Enrollment became open enrollment fy2019. This was done so new sections didn't have to be built for every class (weekly, bi-weekly).**
- **When reviewing the date, there are some inconsistencies. We may have to evaluate how a better way to collect accurate data for this program since it is different from other credit bearing programs.**
- **Students enroll into both GSV 100 and GSV 102, these are the same students, but counted twice (245 total enrollment).**

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	CDL Truck Driver Training (T10)				
CIP Code	490205				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	0	32	40	38
Number of Completers	6	1	34	34	25
Other (Please identify)					

How does the data support the program goals? Elaborate.	The program goal was to enroll 40 students per year. Students pass rates are high in both GSV 100 and GSV 102.
What disaggregated data was reviewed?	None
Were there gaps in the data? Please explain.	Yes, expenses in terms of advertising were not solely associated with the CDL program. Additionally, revenue has not been separated out for CDL relative to all BACE offerings.
What is the college doing to overcome any identifiable gaps?	New partnership with a third party vendor
Are the students served in this program representative of the total student population? Please explain.	No. The students who enroll into the CDL Truck Driving Program want this specific training only. This program lasts only four weeks, a minimum of 160 training hours.
Are the students served in this program representative of the district population? Please explain.	Yes. Most students are nontraditional, not recent high school graduates.

Review Results

Action	x Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated

	☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The college has partnered with a new vendor who may be able to provide additional services related to CDL. The reviewee and committee discussed possible options for additional programming. The committee also discussed the removal of the entrepreneurial CDL certificate due to low enrollment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	- Re-examine marketing. Consider marketing the fact that students can test with the equipment they are learning in. - Examine packaging the program with other certs or degrees where it makes sense, eg AG. Ensure that any course sequencing leads to completion of the entire program
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	The Director of Business and Community Education and the Dean of Career and Technical Education

Career & Technical Education				
College Name:	Sauk Valley Community College			
Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20			
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
ECE AAS 042 **ECE: Educator – F16** **ECE: Educator Assistant – F15** **ECE: Foundations – F14**	**042-Degree** **F16 – Cert** **F15 – Cert** **F14 - Cert**	**042 – 62-63** **F16 – 30** **F15 – 18** **F14 - 4**	**042- 190709** **F16- 190709** **F15- 190709** **F14- 190709**	**F16** **F15** **F14**

	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? These will be listed on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.
		Goals of the Early Childhood Education Program:
		1. Provide the necessary education and experiences in child development, educational theory, diversity, and community relations to prepare students for employment in the early childhood profession.
		2. Improve students' theoretical and practical knowledge necessary to be successful teacher's assistants, teachers, and administrators.
		3. Program standards and course objectives are aligned to:
		   o NAEYC Standards for Early Childhood Professional Preparation
		   o IL Gateways ECE and ITC credentials 2-4
		   o IL DCFS requirements for Early Childhood employment
		   o Illinois Professional Teaching Standards

	To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The ECE CTE program collects programmatic data at both the course, certification, and degree level to ensure the program objectives are being achieved. Courses with ECE designation are part of the college-wide assessment system that collects course-level data from instructor-selected embedded assessments to measure student success each semester. Further, the program participates in the Gateways credentialing system, which uses state-wide standardized program objectives and course-embedded assessments to ensure that credentialed students have the knowledge and skills to be successful in the field. The Gateways recertification process, which occurs every five years, ensures that course content and assessments are current to the Statewide standards.
	Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Our previous program review indicated a need to maximize per course enrollment by streamlining yearly course offerings, reducing reliance on part-time instructors, and increasing the number of courses offered online. We also planned to develop an ECE math course to replace the general education math course in the degree program, and add the Gateways Infant/Toddler credential course to the program. Online sections of EDU 228, ECE 118, and ECE 109 were completed. The yearly course offerings were aligned with degree and certificate requirements to reduce multiple course sections. The Full-time instructor has taken over for two part-time instructors, leaving all ECE courses under the purview of the full-time instructor. ECE Math Course (ECE 207) was completed and put online. ECE 109 (Infant/Toddler Credential) was completed, approved by Gateways, and placed online.

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Beth Smaka, Assistant Professor I, Early Childhood Education: Head Writer Amanda Eichman, Professor of English and Education: Co-writer Josh West, Dean of Business, Career, and Technical Programs Joe Strabala-Bright, Director of Research and Planning
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	ACCESS-IL co-president: Tammy Landgraf -IVCC, and past president: Melissa Johnson, Highland CC are participants whose input has informed this process. Monthly meetings with ACCESS-IL, and quarterly meetings with National ACCESS group members, have been instrumental in the faculty's ability to stay informed about early childhood policy updates and issues at both the state and national levels. Attendance at four program review-specific meetings with this faculty consortium provided collaboration to encourage consistency in providing rigorous and relevant coursework and pathways to ECE students across Illinois. Student and local Home Daycare provider: Diane Ott has provided beneficial feedback regarding student experience and coursework relevance that has guided some improvements and modifications in organization and implementation. WACC Dual Credit and Pathway Faculty: Mary Sue Neubauer and Julia Atilano have provided important community connections and collaboration. Advisory Board /Pathways to Results Council development in 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.	There are no prerequisites on any ECE courses.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This ICCB approved program sits at 62-63 hours in order to ensure that Illinois Gateways aligned standards are met and to provide students the adequate preparation they need to become leaders in the ECE field.

Indicator 1: Need	Response

| 1.1 What is the labor market demand for the program? | IDES Wage Information for Northwest Region 6:

2019 Education and Childcare Administrators, Preschool and Daycare |

IDES Wage Information for Northwest Region 6:

2019 Education and Childcare Administrators, Preschool and Daycare

Entry-level		Median		Experienced	
Hourly	Yearly	Hourly	Yearly	Hourly	Yearly
13.33	27,733	20.79	43,241	24.59	51,148

IDES Wage Information for Whiteside County

2019 Pre-school teachers

Entry-level		Median	
Hourly	Yearly	Hourly	Yearly
9.89	20,577	11.66	24,259

The Occupational Outlook Handbook shows the following federal figures for 2019:
Preschool Teachers

2019 Median Pay $30,520 per year/$14.67 per hour

Although these wages may appear to be at odds with the idea of quality jobs for graduates, this pay is not inconsistent with national wages in the field. Our local market wages reflect significantly lower costs of living than the state or federal level. Lack of a living wage for early childhood workers is a social and cultural issue, and in no way diminishes the importance of the job or the intangible motives many students have for entering the field.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The need for early childhood workers is well-established in the local job market. Locally, demand has remained steady at an annual compound growth rate of approximately 0.53. According to the FY 2019 INCCRRA "Illinois salary and staffing survey of licensed childcare facilities," turnover rates for teachers average 29% per year, while turnover rates for teacher assistants average 38%. These numbers, while suggesting increased local demand for graduates, also reveal significant disconnect between educational requirements and salary satisfaction in the field. The Occupational Outlook Handbook shows the following federal figures for 2019: Number of Jobs 540,400 Job Outlook, 2019-29 2% (Slower than average) Employment Change, 2019-29 13,500 Illinois projections show a 5.3% demand increase for Daycare and Early Childhood Administrators in Illinois, and a 5.44% demand increase for Preschool Teachers, indicating more robust local demand than what is being experienced nationally.
1.3 What labor market information sources are utilized?	IDES Employment Projections. IDES Wage Information.Occupational Outlook Handbook.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	SVCC assures all courses and programs are current and high quality through its curricular development process and through the operational planning process. The faculty-led curriculum committee is the central body through which course and program development is organized. This course and program creation/modification process is described in the SVCC Curriculum Committee Manual: 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee. 2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees. 4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or transferability. Needs and changes to program offerings are identified through the operational planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items brought to operational planning can originate with outside accrediting agency changes, recommendations from local

	workforce advisory, information from student services regarding transfer, acceptance, or changes in IAI requirements, and student surveys.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	This review has indicated the need to expand industry partnerships through a local advisory council. In addition, the review revealed the need to expand marketing and recruitment efforts to increase enrollment.

Indicator 2: **Cost Effectiveness**	**Response**
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.)?	Program cost data include tuition, fees, and apportionment revenue for program classes. Additional cost data include instructional costs, and prorated salary and benefits costs for the instructional staff. Although this program shows net loss of revenue, that loss has generally decreased from a high of $31,382 in FY 2016 to $7,382 in FY 2020. This suggests that some cost-cutting measures undertaken since the last review were generally effective. Considering the course offerings have been streamlined and the full-time faculty member is currently teaching all program classes, additional revenue will likely need to come from increased enrollment.
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.	n/a
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The program will be working to increase enrollment through a series of marketing efforts designed to target locally-employed early childhood workers interested in expanding their skills, credentials, and continuing education opportunities. The program will explore the possibility of center-based cohort models with local directors, and increase communication with local center directors about employee opportunities. The program will also be convening an advisory board composed of local center directors, students, and agency representatives to increase awareness of the program's offerings and analyze areas where additional programming and coursework would be beneficial to our local workforce.
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?	Student yearly cost for program tuition and fees is $4830. Additional indirect costs of attendance, which vary significantly by student situation, can include living expenses, transportation, books, and miscellaneous, currently calculated at a total of $14,480.00 per year.

	In addition to the rigorous federal financial aid programs, the college also participates in the state-sponsored MAP grant program, as well as the Illinois Veterans Grant and the Illinois National Guard grant.

Early Childhood Students who work in a DCFS licensed program and enroll in the Gateways credentialing program are also eligible for scholarship money to offset tuition costs through Gateways.

Finally, the Sauk Valley College Foundation offers individualized grants and scholarships to students in financial need and for demonstrating academic success. This year, the foundation awarded $180,000 to Sauk students. |
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Efforts to increase enrollment need to be undertaken in order to offset program costs.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	This program's strengths are its integrated work-based learning opportunities and community collaborations, Gateways accreditation and entitlement, multiple credentials that are stackable, outreach to high schools such as the Whiteside Area Career Center, and faculty's participation in state-wide committees and organizations such as: ACCESS-IL. Students who graduate from the program, or who earn credentials, are employable upon graduation.
3.2 What are the identified or potential weaknesses of the program?	An internal weakness of the ECE program is that students do not tend to follow the 2-year course sequence that is recommended in the SVCC catalog. This can result in students enrolling in courses that assume prior knowledge, which may then result in low persistence and performance.

An external weakness of the program is that the DCFS requirements for Early Childhood Teachers and School-age Workers (Section 407.140) are minimal and do not require students to complete a degree, certificate, or credential pathway in order to gain employment. |
| 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? | The program typically delivers courses through traditional classroom lecture, site observations and practicum hours requirements, online course delivery, and by utilizing synchronous/virtual class meetings due to COVID restrictions. Persistence and success rates for all college courses by delivery method are collected and analyzed each year by the college to identify ongoing quality and student support issues arising from the online environment. No significant persistence and success differences were found by delivery method in program courses. |
| 3.4 Is this program part of a Program of Study as defined by Perkins V and | While this program has yet to be approved by ICCB, it has all of the elements of a Program of Study – and we are confident that once submitted in the F 22 year, it will be approved. |

approved by the ICCB[2]? 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.	• The program incorporates rigorous standards that align with state Gateways competencies. • The program addresses both technical competencies in regards to in class ECE pedagogy, as well as employment skills which are integrated into on-site learning practicums. • It aligns with the needs of Illinois in regards to the shortage of ECE professionals in the state. • Progresses in specificity in that it deals both with overall education and early childhood education principles, then narrows down to specific skills in teaching math, nutrition, curriculum development, and rhythms and games – as examples. • This program has multiple entry and exit points, with certifications that align with Gateways II and III, with a culmination of a degree that aligns with Gateways IV. This degree culminates in an ICCB recognized A.A.S. degree in Early Childhood Education.
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.	This program meets the definition of a career pathway program. A partnership exists with the Whiteside Area Career Center (WACC) at the secondary level, where students can earn both a Gateways I credential, and a dual credit course introducing the various careers in education. The student then continues on the pathway to Sauk's ECE programs, which offer multiple entry and exit points – as outlined above. Academics are integrated into the fields as well, with students completing classroom observations at partnering area schools. Lastly, SVCC is working on a partnership with a University to allow students to continue on to a BA in ECE upon completing the A.A.S. degree at Sauk.
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?	Full time ECE faculty holds not only a current IL PEL, but also has international Montessori certification and 15 years of recent classroom experience. This integration of experience, philosophy, and knowledge gives students insights into evidence-based teaching, organization and implementation practices that are applicable to classrooms and care centers. Student success is increased through implementing a coaching method of instruction that offers students opportunities to meet one-on-one with faculty and gives specific, personalized feedback to not only increase student academic success, but also to support student persistence in the program. Faculty and Advising are working to pursue a 3+1 - articulation with NLU in order to allow students to remain at SVCC for 3 years in order to decrease costs to students and allow them to continue to remain working in the community.

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[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.

	Faculty have been working to increase accessibility of all course program offerings, as well as to create a cohesive and consistent course structure and organization in order to improve student access, participation and understanding. Finally, COVID-19 has forced the implementation of a variety of innovations in assignments and coursework that provide students with high-quality learning experiences even when on-site observations and field experiences are not possible. Modifications to a variety of assignments and assessments may prove to be useful in serving our rural student population, even after the pandemic, as they can offer opportunities, for example: virtual observations, at locations that would not be accessible to them due to travel constraints.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Sterling High School: ECE 114 Whiteside Area Career Center: EDU 105 ECE 118, and 228 are available online to any area high school student who wishes to enroll.
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?	This program has many work-based learning opportunities embedded into most courses. These include: observation hours, field experiences, practicum, or student teaching experiences, practitioner and family interviews, and guest speakers. Students can be approved to use their place of employment as a site to complete their coursework. Improvements could include: Developing a local database of high-quality centers and classrooms that would be willing to host ECE students. Release time to network with community care providers would be necessary to develop such a database.
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).	Although industry accreditation is not required for this program, we have voluntarily sought and been awarded IL Gateways to Opportunity entitlement.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	The program incorporates the Gateways ECE credential level 2,3,4, and the Gateways Infant Toddler Credential Level 4. Students who complete the ECE AAS exceed necessary educational requirements to be licensed by DCFS as daycare directors or teachers in the state of Illinois.
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A

3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The program currently has a partnership with the Whiteside area career center, a regional technical school serving area high schools, to provide dual credit classes and a pathway to the ECE certificate and degree programs.
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?	N/A
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?	ECE faculty has sought extensive professional development in the 1.5 years of program involvement. Conferences and forums include: IL Gateways Higher Ed Forum, NAEYC's Annual Conference, ILAEYC's Annual Conference, participation in state and national ACCESS faculty collaborations, and multiple networking and professional development opportunities through ROE 47. Most of these opportunities are ongoing and will continue to inform the program's innovations and improvements. Additionally, faculty's participation in PASS in 2019-2020, particularly the Education Pathways, led to increased knowledge of the many complex issues related to providing Illinois ECE teachers and caregivers with increased access to college and career resources and opportunities, particularly low-income and rural students.
3.16 What is the status of the current technology and equipment used for this program?	All students and instructors have access to Canvas, the College's Online Learning Management System (LMS). To ensure constant connectivity for technology-based lessons, the school provides redundant 1Gb and 10Gb fiber connections from three providers to ensure seamless transition of network traffic, even in the event of an outage by a single provider. The majority of classrooms, including labs, have been upgraded with a computer, projector, and a document camera for presentation of materials. An additional 300 computers are available for student use in open labs, study areas, and the LRC. Mobile devices are available for checkout by students from the Library. Faculty members have the ability to check out additional equipment, such as mobile labs and clicker sets, through the instructional technology department. Faculty may also request additional equipment through the planning/budgeting system the College has in place. All technology is on a rotating replacement schedule that ensures students have access to the most up-to-date hardware and software.
3.17 What assessment methods are used to ensure student success?	Gateways assessments are embedded in most ECE coursework and provide a consistent way to document student progress toward identified competencies and standards.

3.18 How are these results shared with others at the institution for continuous improvement?	The assessment system at Sauk Valley College includes course-level data on both discipline-specific objectives, common area-level objectives, and the general education competencies. Data are collected from instructor-designed assessment events, and reported yearly. Area-level and college-level discussions review the data and make recommendations for curricular and operational improvements. Extensive collaboration between EDU and ECE faculty provide additional feedback for the improvement and operational planning process.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Curriculum revisions have been made to PED 220 to align the course with a regional 4-year institution in an attempt to improve articulation for students. Improved direction for observation methods and approaches have resulted in increased student outcomes with regard to recording and assessing. Improved design of research units and incorporation of explicit instruction in writing and research have been integrated in order to increase student performance and persistence in these areas.
3.20 How satisfied are students with their preparation for employment?	Current ECE students were surveyed in Fall 2020 and results indicate that 83% of respondents feel that the ECE courses they have taken so far have been either 'valuable', or 'very valuable', in helping them understand and explore careers in early childhood education. This is consistent with the 83% of respondents who indicated that the SVCC ECE classes they have taken so far have prepared them for work in the field of early child care and education. Link to survey results: https://www.surveymonkey.com/results/SM-NR6NMT667/
3.21 How is student satisfaction information collected?	Student satisfaction information is collected through surveys, course evaluations, the Noel-Levitz Institutional Survey, and informal assessments. .
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employer engagement is critical to program success. Employers are engaged through outreach to advisory council members, student observations, field experiences and practicum requirements, and by implementing interview assignments, as well as guest speakers into classes and coursework.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Unfortunately, due to a faculty retirement and the subsequent hiring process, the advisory council has not met recently. Further, the current pandemic situation has pushed back this year's initial timeline for convening the advisory board.
3.24 How satisfied are employers in the preparation of the program's graduates?	We currently have no structured feedback system in place to collect quantifiable data on employer satisfaction.

3.25 How is employer satisfaction information collected?	We currently have no structured feedback system in place to collect quantifiable data on employer satisfaction.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The quality review revealed the need to align course syllabi and outlines. Upcoming changes to NAEYC standards will require changes to Gateways embedded competencies and updated course content and assessments. Once released, these updated standards and competencies will be added to all course syllabi and outlines. Finally, the quality review revealed the need for improved efforts to establish community partnerships with stakeholders through an advisory board, and implementing a systematic way to gain quantifiable feedback on employer satisfaction with program graduates.

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

Students seem to need more support in order to adhere to the recommended course sequencing. Students would benefit from having a dedicated EDU/ECE advisor who would stay abreast of current articulation, transfer and agency requirements.

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	AAS ECE				
CIP Code	190709				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	4	5	7	1
Number of Completers	4	5	6	2	3
Other (Please identify)					

How does the data support the program goals? Elaborate.	The data show that students are consistently completing the program, although some students who begin as AAS students eventually decide to pursue a BA degree and transfer to a four-year university before completing an AAS or AS degree. Grade distribution and persistence data show that students are generally equal to college averages with regard to fall-spring retention and fall-fall retention, and slightly higher in successful course completions.
What disaggregated data was reviewed?	The team reviewed course, program, and college- level demographic (racial and gender), persistence and retention data. Course-level grade distribution data was also examined.
Were there gaps in the data? Please explain.	Distribution of full-time and part-time data was flawed and was disregarded.
What is the college doing to overcome any identifiable gaps?	Sauk Valley College has worked to improve demographic equity in program enrollment for many years. The college regularly hosts exploratory recruitment programs for high school students that highlight non-traditional careers (i.e. "Women in Welding"/"Men in Nursing"). The college has also taken on initiatives to be more inclusive, including greater emphasis on providing bilingual publications, community partnerships with local minority organizations, and professional development for faculty and staff designed to increase awareness of diversity topics and best practices for inclusion.
Are the students served in this program representative of the total student population? Please explain.	Students served by this program are overwhelmingly female compared to the total student population. The students in this program represent a greater percentage of caucasian students than is reflected in the college-wide demographics.
Are the students served in this program representative of the district population? Please explain.	Students in this program are generally demographically reflective of the district population in terms of first-time status and financial aid need. Students in the program do not reflect the gender and racial makeup of our community. While approximately 13% of our surrounding community identify as Hispanic, only 3% of program participants do.

While 59% of students are female, 97% of program participants are female.

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	Early Childhood Education: Educator				
CIP Code	190709				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	2	3	1	1
Number of Completers	0	5	5	4	4
Other (Please identify)					

How does the data support the program goals? Elaborate.	The data show more completions than enrollees, which is indicative of the successful laddering of the early childhood certificate programs, with non-duplicative coursework leading from the single-semester certificate to the one-year certificate to the two-year degree. Students pursuing the AAS are awarded the certificate upon completion of the necessary coursework, which allows the student to exit with the credential even should the student not ultimately complete the AAS degree. Course persistence and grade distribution mirrors the data of the AAS degree.
What disaggregated data was reviewed?	The team reviewed course, program, and college- level demographic (racial and gender), persistence and retention data. Course-level grade distribution data was also examined.
Were there gaps in the data? Please explain.	Distribution of full-time and part-time data was flawed and was disregarded.
What is the college doing to overcome any identifiable gaps?	Sauk Valley College has worked to improve demographic equity in program enrollment for many years. The college regularly hosts exploratory recruitment programs for high school students that highlight non-traditional careers (i.e. "Women in Welding"/"Men in Nursing"). The college has also taken on initiatives to be more inclusive, including greater emphasis on providing bilingual publications, community partnerships with local minority organizations, and professional development for faculty and staff designed to increase awareness of diversity topics and best practices for inclusion.
Are the students served in this program representative of the total student population? Please explain.	Students served by this program are overwhelmingly female compared to the total student population. The students in this program represent a greater percentage of caucasian students than is reflected in the college-wide demographics.

Are the students served in this program representative of the district population? Please explain.	Students in this program are generally demographically reflective of the district population in terms of first-time status and financial aid need. Students in the program do not reflect the gender and racial makeup of our community. While approximately 13% of our surrounding community identify as Hispanic, only 3% of program participants do. While 59% of students are female, 97% of program participants are female.

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	Early Childhood Education: Educator Assistant				
CIP Code	190709				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	1	2	3	0
Number of Completers	10	1	4	6	4
Other (Please identify)					

How does the data support the program goals? Elaborate.	The certificate shows a high number of completions, which is due to the laddered design of the certificate programs,. Students in the AAS and Educator certificate prgrams are awarded this certificate upon completion of the coursework, which can be partially completed through dual-enrollment opportunities with local high schools. The certificate is designed to give students the basic skills needed to work as teaching assistants in area daycare and preschool settings, and for many students represents a "stopping point" where they can join the local workforce while pursuing further education, or can rejoin the educational pathway if they wish to advance their skills and employment.
What disaggregated data was reviewed?	The team reviewed course, program, and college- level demographic (racial and gender), persistence and retention data. Course-level grade distribution data was also examined.
Were there gaps in the data? Please explain.	Distribution of full-time and part-time data was flawed and was disregarded.
What is the college doing to overcome any identifiable gaps?	Sauk Valley College has worked to improve demographic equity in program enrollment for many years. The college regularly hosts exploratory recruitment programs for high school students that highlight non-traditional careers (i.e. "Women in Welding"/"Men in Nursing"). The college has also taken on initiatives to be more inclusive, including greater emphasis on providing bilingual publications, community partnerships with local minority organizations, and professional

	development for faculty and staff designed to increase awareness of diversity topics and best practices for inclusion.
Are the students served in this program representative of the total student population? Please explain.	Students served by this program are overwhelmingly female compared to the total student population. The students in this program represent a greater percentage of caucasian students than is reflected in the college-wide demographics.
Are the students served in this program representative of the district population? Please explain.	Students in this program are generally demographically reflective of the district population in terms of first-time status and financial aid need. Students in the program do not reflect the gender and racial makeup of our community. While approximately 13% of our surrounding community identify as Hispanic, only 3% of program participants do. While 59% of students are female, 97% of program participants are female.

Review Results

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	ECE remains a challenge due to wage issues locally and stagnant demand for individuals with certificate and associate degrees, however, it remains a priority across the state and nationally. National or statewide policy may create a shift in demand.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	- Continue to strengthen ECE advisory council and draw feedback from council to improve program - Examine workforce needs to ensure that ECE programs are suitable and appropriate - Explore ECE AAS 3+1's for Bachelor's programs
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	The ECE program and the Dean of Career and Technical Education

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20
Discipline Area:	Economics

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? These will be listed on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.	1. Students will be able to identify and explain economic concepts and theories related to the behavior of economic agents, markets, industry and firm structures, legal institutions, social norms, and government policies. 2. Students will be able to integrate theoretical knowledge with quantitative and qualitative evidence in order to explain past economic events and to formulate predictions on future ones. 3. Students will be able to evaluate the consequences of economic activities and institutions for individual and social welfare. 4. Students will be able to identify the determinants of various macroeconomic aggregates such as output, unemployment, inflation, productivity and the major challenges associated with the measurement of these aggregates. 5. Students will be able to critically evaluate the benefits/consequences of basic macroeconomic policy options under differing economic conditions within a business cycle.

		6. Prepare students for successful transfer to academic programs in pursuit of bachelors and graduate degrees.
	To what extent are these objectives being achieved?	**Objectives 1 – 5** Based on academic assessments for ECO 211 (Principles of Macroeconomics) and ECO 212 (Principles of Microeconomics), a majority of students enrolled demonstrated an understanding of core microeconomic principles and objectives through multiple graded assessments. For ECO 211, 85.9% of enrolled students, based on a five-year average, earned passing grades with 90.3% earning a passing grade in the most recent year, 2020. For ECO 212, 91.6% of enrolled students, based on a five-year average, earned passing grades with 93.7% earning a passing grade in the most recent year, 2020. **Objective 6** Among the 4 students who have declared economics as a major with the past 5 years, 3 have received degrees and transferred to a 4-year institution.
	How does this discipline contribute to other fields and the mission of the college?	Economics is a staple in the business field, thus making it required for students pursuing any business degree – management, accounting, finance, etc. Economics helps students to think critically, invoke marginal analysis for optimization, and have a firm understanding of macroeconomic indicators that help individuals and firms prepare for fluctuations in the economy. Additionally, business students at Sauk can utilize the concepts they learn in economics to be successful in their respective degree program.
	Prior Review Update Describe any quality improvements or modifications made since the last review period.	From 2016 to 2019, the instructors for ECO 211 and ECO 212 used open educational resources for the course to eliminate cost for the students. In 2019, video lectures were included in CANVAS for online students to help provide supplemental instruction in addition to other resources.

	All economics courses here at Sauk are offered each semester with an online delivery option.

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
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?	The needs for the economic program are somewhat stationary and require very little change in the scope of the material covered. By reviewing student data, in terms of success rates, adjustments are made to the delivery to ensure effectiveness of the instruction. Additionally, by working with other departments within the CTE Program, our community advisory board, and other professionals in the industry, should the need present itself, new course topics can be implemented. If any changes are made to the course outline, it must go through the curriculum committee which is a cross-disciplinary committee consisting of faculty and administrators who review the changes.
1.2 How will students be informed or recruited for this discipline?	Students are informed of this course through a myriad of methods, from academic advising when they are selecting courses or through the posted information on the college's website and catalog. Students can be recruited through social clubs here on campus or recruited through the dual-credit enrollment program.
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?	There have not been any additions or deletions to the economic degree program within the past five years.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Two courses are offered at this time: ECO 211 (Principles of Macroeconomics) and ECO 212 (Principles of Microeconomics). Since both courses are required for majority of business degrees, students must complete both sections.

	Therefore, one course does not see a greater need than the other.

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?)	Cost associated with the economics program are minimal at best. Over the past 5 years, instructional supplies totaled $589 with $475 of that amount used in FY2017. Salaries constitute the largest expense for this department. Since Fall of FY 2019, there has been 1 full-time faculty member and no part-time faculty members.
2.2 What steps can be taken to offer curricula more cost-effectively?	This program has been very efficient pertaining to cost-effectiveness with very minimal expenses and no immediate need to increase those expenses.
2.3 Is there a need for additional resources?	No

Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	This program offers online delivery and have offered accelerated delivery (Wintermester). Additionally, during the COVID-19 pandemic, a synchronous version of ECO 211 was implemented.
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?	Grades are compared for both in-person and online methods of delivery by the instructor. On the college level, the grades are not disaggregated by delivery method when assessing persistence rates.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Full-time instructor performance is measured through in-class observation by the Dean of CTE. After the observations, the full-time faculty member completes a self-evaluation that is discussed with the Dean. Additionally, students within the course are able to complete questionnaires that can provide feedback on the instructor as well.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	Funding for discipline-specific conferences, internal trainings related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house

		programming presented by SVCC employees and invited speakers.
	3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	None.
	3.6 How does the discipline identify and support "at-risk" students?	The institution has implemented a tool, Nuro Retention Software, to help detect at-risk students. The alerts from this software are forwarded to student's assigned academic advisor for follow-up/outreach. Other metrics such as 5-week reports, midterm grades, and attendance are used to also assess if a student is at risk.
	3.7 To what extent is the discipline integrated with other instructional programs and services?	Students in the economics program are referred to extracurricular programs on campus that can enhance their educational and professional experience. Students are made aware of institutional resources that are available to assist them such as tutoring, library resources, and service clubs.
	3.8 What does the discipline or department review when developing or modifying curriculum?	The Instructor reviews requirements for successful transfer/licensing when modifying curriculum.
	3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Economic courses currently have a persistence rate of 87.7%, which is an indicator of the high level of success. Additionally, the retention average from fall to Spring is 85.7%, which is above the college average for fall to spring retention. If there is a subset of students who are performing below the average, the instructor will engage in conversation with other departments and the CTE Dean to discuss ways to improve student success.
	3.10 How does the college determine student success in this discipline?	The college uses metrics such as grades, majors declared, degrees/certificates awarded, transfer rates, persistence rates, and retention rates as tools to determine student success in this discipline.
	3.11 Did the review of quality result in any actions or modifications? Please explain.	No.
List any barriers encountered while implementing the discipline.		

N/A

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	Economics				
Course Title	ECO 211 – Principles of Macroeconomics				
Course Description	A survey of macro-economic theory with emphasis on resource allocation in a mixed-enterprise economy. Concentration is on the operation of the market mechanism. The role of government and labor, national income determination and accounting, monetary and fiscal policy and the neoclassical synthesis.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	126	118	132	132	137
Credit Hours Produced	378	354	396	396	411
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74.8%	88.1%	69.2%	59.7%	85.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 901	S3 901	S3 901	S3 901	S3 901
How does the data support the course goals? Elaborate.	The data provided for the course is closely aligned with the success rate for the college. The five-year average for this course in terms of students receiving a C or better is 75.4%, 3% below the college average. The 75.4% success rates suggests that a majority of the students are comprehending and mastering the course content based on graded assessments.				

What disaggregated data was reviewed?	Disaggregated data included enrollment status, part-time vs full-time. For this course, there was not any data specifically tailored to race, gender, major status, dual-credit status, full-time instructor status, or course delivery method.
Were there identifiable gaps in the data? Please explain.	For the two years, 2017 and 2019, where data was available for full-time and part-time students, there was a discrepancy between the persistence rates of attaining a C or better. In 2017, 93.3% of full-time students received a C or better while 79.6% of part-time students received a C or better. Similarly, in 2019, 81.3% of full-time students received a C or better whereas only 52.6% of part-time students received a C or better.
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.	1. Request additional data on student performance across different indicators – race, enrollment status, gender, and course delivery method (FY22) to formulate more action steps based on data analysis. 2. Explore the discrepancy between grades based on race at the program level. Arrange a meeting the CTE Dean and other faculty members to investigate the reason for the difference in grades at the program level by race.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	1. Without more data, action steps will be speculative at best. 2. At the program level there appears to be a discrepancy in persistence of students from black and Hispanic backgrounds. For black students, the persistence rate is 70.6% compared to 87.1% average of other races – Caucasian, Hispanic, and Asian. While Hispanics have an 87.7% persistence rate, out of all the races they are less likely to receive an A, 20.2% compared to the 29.9% average across the program.
Resources Needed	Program and course specific data on the aforementioned categories.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time Economics instructor, CTE Dean, and institutional researcher.

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	Economics					
Course Title	ECO 212 – Principles of Microeconomics					
Course Description	A continuation of ECO 211 with emphasis on micro-economic theory. Concentration is on supply and demand, the theory of the firm, monopoly and imperfect competition, international trade and finance, economic problems of underdeveloped nations and contemporary problems of economic growth and stability in a mixed enterprise economy					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	48	57	55	52	63
Credit Hours Produced	144	171	165	156	189
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	98%	94.8%	69.1%	73.1%	93.6%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 902	S3 902	S3 902	S3 902	S3 902
How does the data support the course goals? Elaborate.	The data provided for the course is well above the success rate for the college. The five-year average for this course in terms of students receiving a C or better is 85.7%, 7% above the college average. The 85.7% success rates suggests that a majority of the students are comprehending and mastering the course content based on graded assessments.					
What disaggregated data was reviewed?	Disaggregated data only included 1 year where enrollment status, part-time vs full-time, was recorded. For this course, there was not any data specifically tailored to race, gender, major status, dual-credit status, full-time instructor status, or course delivery method.					
Were there identifiable gaps in the data? Please explain.	No gaps were identified.					
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.	1. Request additional data on student performance across different indicators – race, enrollment status, gender, and course delivery method (FY22) to formulate more action steps based on data analysis. 2. Explore the discrepancy between grades based on race at the program level. Arrange a meeting the CTE Dean and other faculty members to investigate the reason for the difference in grades at the program level by race.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	1. Without more data, action steps will be speculative at best. 2. At the program level there appears to be a discrepancy in persistence of students from black and Hispanic backgrounds. For black students, the persistence rate is 70.6% compared to 87.1% average of other races – Caucasian, Hispanic, and Asian. While Hispanics have an 87.7% persistence rate, out of all the races they are less likely to receive an A, 20.2% compared to the 29.9% average across the program.
Resources Needed	Program and course specific data on the aforementioned categories.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time Economics instructor, CTE Dean, and institutional researcher.

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20
Discipline Area:	Education/Early Childhood Education
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? These will be listed on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.
	Goals of the Early Childhood Education Program:
	    1. Provide the necessary education and experiences in child development, educational theory, diversity, and community relations to prepare students for employment in the early childhood profession.
	    2. Improve students' theoretical and practical knowledge necessary to be successful teacher's assistants, teachers, and administrators.
	    3. Support student transfer and acceptance to accredited teacher preparation programs in Illinois
	    4. Program standards and course objectives are aligned to:
	        o NAEYC Standards for Early Childhood Professional Preparation
	        o IL Gateways credentials 2-4
	        o IL DCFS requirements for Early Childhood employment
	        o Illinois Professional Teaching Standards
	
	Goals of the Elementary, Secondary, Middle, and Special Education Programs:
	    1. Support student transfer and acceptance to accredited teacher preparation programs in Illinois.
	    2. Improve students' essential knowledge in educational theory, the history and philosophy of education, diversity, and practical skills of pedagogy.
	    3. Fulfill the specific requirements of the licensure program at our most-frequent transfer schools.
	    4. Introduce students to the Illinois Professional Teaching Standards, with the distribution and mastery level recommended by ISBE

To what extent are these objectives being achieved?	The program's objectives are being met. Students who transfer to our major feeder universities have completed general education and pre-program requirements consistent with native students at those campuses and graduate on similar timelines, with the exception of NIU. An emerging 2+2 agreement with NIU may improve the timeline on that campus for our transfer students. Students are also achieving content and discipline knowledge and skill objectives. The academic assessment system measures select discipline level-objectives and reports student success rates generally above 70%, while embedded credential assessments measure the same in ECE courses. Discipline participation in the college-wide general education assessments show students are mastering

	appropriate broad-based liberal arts skills at rates generally in the 75-80%. Source: Assessment of Academic Achievement Archive.
How does this discipline contribute to other fields and the mission of the college?	The EDU/ECE AA/AS degree programs contribute to other fields by reinforcing broad-based general education requirements for all teachers entering the teacher certification programs at four-year transfer schools. Specific requirements in laboratory and physical sciences, statistics, human geography, history, diversity, and political science serve as additional enrollment drivers in those courses outside the traditional GECC distribution requirements. The mission of SVCC is "Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development." The EDU/ECE discipline areas support this mission by preparing teacher candidates who will educate community youth, engage in community service positions, and support the role of research and scholarship in the field of teaching.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since the last program review, we have revised all the EDU coursework and programs of study to reflect the 2016 changes that were made by senior institutions in response to the changes in Illinois Professional Teaching Standards. All articulation agreements have been updated.

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**
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?	SVCC assures all courses and programs are current and high quality through its curricular development process and through the operational planning process. The faculty-led curriculum committee is the central body through which course and program development is organized. This course and program creation/modification process is described in the SVCC Curriculum Committee Manual: 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee.

	2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees. 4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or transferability. Needs and changes to program offerings are identified through the operational planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items brought to operational planning can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.
1.2 How will students be informed or recruited for this discipline?	The state-wide education pathways work will have significant implications for program recruitment and the bridge of high school/dual-credit to college enrollment. Additionally, the early childhood program will be contacting local preschool centers as part of a targeted program to recruit cohorts for continuing education. The current initiative on bringing a 3+1 BA in ECE program to the campus will serve as a critical lynchpin for this recruitment effort.
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?	N/A
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 11 (3 concurrent) courses offered in the EDU discipline, and 2 courses offered in the ECE discipline. EDU 220, EDU 105, and EDU 102 generate the most enrollment at 5 year totals of 170, 162, and 108 respectively.
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	The greatest costs associated with the program are salaries and benefits for the full-time instructors. Two full-time instructors serve the program, and no part-time instructors. Instructional supply costs are negligible ($2,938 over 5

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?)	years). Th program shows net income since FY 2018, culminating in a five year total net income of $25,948.
2.2 What steps can be taken to offer curricula more cost-effectively?	The curriculum has already been streamlined as much as possible while still offering all the classes students need to graduate in a timely manner.
2.3 Is there a need for additional resources?	The program needs a dedicated advisor for all ECE/EDU students.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	There are online sections of many program courses.
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?	Persistence and success rates for all college courses by delivery method are collected and analyzed by the college to identify ongoing quality and student support issues arising from the online environment. No significant persistence and success differences were found by delivery method in program courses.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	ECE faculty has sought extensive professional development in the 1.5 years of program involvement. Conferences and forums include: IL Gateways Higher Ed Forum, NAEYC's Annual Conference, ILAEYC's Annual Conference, participation in state and national ACCESS faculty collaborations, and multiple networking and professional development opportunities through ROE 47. Most of these opportunities are ongoing and will continue to inform the program's innovations and improvements.

Additionally, faculty's participation in PASS in 2019-2020, particularly the Education Pathways, led to increased knowledge of the many complex issues related to providing Illinois ECE teachers and caregivers with increased access to |

	college and career resources and opportunities, particularly low-income and rural students. Finally, on-campus professional development opportunities through the instructional technology department have helped faculty improve accessibility in online courses.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No faculty from this program have served on the IAI panel.
3.6 How does the discipline identify and support "at-risk" students?	Students who display concerning patterns of attendance, behavior, or work quality are referred to student services through the campus early alert program. The Trio program serves students whose demographics place them in at-risk groups—these students receive additional tutoring and advising support, as well as 5-week progress reports.
3.7 To what extent is the discipline integrated with other instructional programs and services?	EDU/ECE works closely with the student services department given that the transfer in these degree programs can be difficult and has many variables by senior institution. The discipline also supports the work of TRIO and DSO to improve student accessibility.
3.8 What does the discipline or department review when developing or modifying curriculum?	The program looks to the articulation needs of students who are transferring to our largest feeder schools (ISU, WIU, NIU) as well as any revisions to the ILPTS or NAEYC standards.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Courses in the program consistently have success rates at or well above the college averages. Low enrollment courses are reviewed to see if the articulation need has changed. If the course is no longer a viable transfer course, it will be brought to the curriculum committee for deletion.
3.10 How does the college determine student success in this discipline?	The college measures individual course completions success, as well as program completions. Additionally, the college monitors student transfers in addition to completion, since some of the program majors require students to transfer early to remain on track at the senior institution.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Course outlines and syllabi need to be reviewed and aligned to ensure the latest descriptions and ILPTS are being communicated in both.
List any barriers encountered while implementing the discipline.	

Transfer continues to be a difficult situation for EDU students. We would like to have a single advisor who serves as the advisor for all EDU and ECE students and can specialize in the courses and requirements for our students to help reduce duplicated and wasted courses.

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	EDU				
Course Title	102				
Course Description	Computer education for Teachers				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	16	14	23	32
Credit Hours Produced	69	48	42	69	96
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	87.5%	78.6%	87%	90.6%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	U of I 4/1/16	U of I 4/1/16	U of I 4/1/16	U of I 4/1/16	U of I 4/1/16
How does the data support the course goals? Elaborate.	The data shows that the course is steadily increasing in enrollment as more senior programs have added the course back into the curriculum. The success rates indicate that the course is accessible to students and functions well as a first-semester course in the program.				
What disaggregated data was reviewed?	Full-time enrollment vs part-time enrollment, dual credit vs traditional enrollment, and grade distribution.				

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	EDU

Course Title	105				
Course Description	Preparing for Careers in Education				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	35	37	34	26	39
Credit Hours Produced	105	111	102	78	117
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	97.3%	97.1%	88.5%	86.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 1/29/19 ISU 5/10/19 NIU 1/14/19 SIU 1/29/19 U of I 1/11/19 WIU 2/20/19	EIU 1/29/19 ISU 5/10/19 NIU 1/14/19 SIU 1/29/19 U of I 1/11/19 WIU 2/20/19	EIU 1/29/19 ISU 5/10/19 NIU 1/14/19 SIU 1/29/19 U of I 1/11/19 WIU 2/20/19	EIU 1/29/19 ISU 5/10/19 NIU 1/14/19 SIU 1/29/19 U of I 1/11/19 WIU 2/20/19	EIU 1/29/19 ISU 5/10/19 NIU 1/14/19 SIU 1/29/19 U of I 1/11/19 WIU 2/20/19
How does the data support the course goals? Elaborate.	The data shows that introducing the observation component greatly reduced the success rates of the course enrollees. The observation component might not be appropriate for this course and level.				
What disaggregated data was reviewed?	Full-time enrollment vs part-time enrollment, dual credit vs traditional enrollment, and grade distribution				

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	EDU				
Course Title	210				
Course Description	Diversity in Education				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	0	4	11	20	29
Credit Hours Produced	0	12	33	60	87
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	100%	81.8%	85%	82.8%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 3/25/16 ISU 10/3/16 NIU 8/10/17 SIU 6/20/16 U of I 4/1/16 WIU 2/16/16	EIU 3/25/16 ISU 10/3/16 NIU 8/10/17 SIU 6/20/16 U of I 4/1/16 WIU 2/16/16	EIU 3/25/16 ISU 10/3/16 NIU 8/10/17 SIU 6/20/16 U of I 4/1/16 WIU 2/16/16	EIU 3/25/16 ISU 10/3/16 NIU 8/10/17 SIU 6/20/16 U of I 4/1/16 WIU 2/16/16	EIU 3/25/16 ISU 10/3/16 NIU 8/10/17 SIU 6/20/16 U of I 4/1/16 WIU 2/16/16
How does the data support the course goals? Elaborate.	Increased enrollment is indicative of course being included in many certification programs and transfer agreements.				
What disaggregated data was reviewed?	Full-time enrollment vs part-time enrollment, dual credit vs traditional enrollment, and grade distribution				

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	EDU				
Course Title	220				
Course Description	Students with Disabilities in Schools				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	35	30	31	38	36
Credit Hours Produced	105	90	93	114	108

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.6%	96.7%	90.3%	86.8%	88.9%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ECE 913	ECE 913	ECE 913	ECE 913	ECE 913
How does the data support the course goals? Elaborate.	The data shows that students are very successful in this course that is a core course for both EDU and ECE transfer students.				
What disaggregated data was reviewed?	Full-time enrollment vs part-time enrollment, dual credit vs traditional enrollment, and grade distribution				

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	EDU				
Course Title	221				
Course Description	Children's Literature				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	24	14	18	14
Credit Hours Produced	75	72	42	54	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	87.5%	85.7%	88.9%	92.9%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU 8/18/17 EIU 5/27/20 SIU 6/16/20 U of I 5/29/20 WIU 2/26/21	NIU 8/18/17 EIU 5/27/20 SIU 6/16/20 U of I 5/29/20 WIU 2/26/21	NIU 8/18/17 EIU 5/27/20 SIU 6/16/20 U of I 5/29/20 WIU 2/26/21	NIU 8/18/17 EIU 5/27/20 SIU 6/16/20 U of I 5/29/20 WIU 2/26/21	NIU 8/18/17 EIU 5/27/20 SIU 6/16/20 U of I 5/29/20 WIU 2/26/21
How does the data support the course goals? Elaborate.	Slightly decreasing enrollment suggests shifting need patterns for teacher preparation programs.				

What disaggregated data was reviewed?	Full-time enrollment vs part-time enrollment, dual credit vs traditional enrollment, and grade distribution

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	EDU				
Course Title	222				
Course Description	Teen and Adolescent Literature				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	Course should probably be deleted.				
What disaggregated data was reviewed?					

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	EDU				
Course Title	275				
Course Description	Educational Psychology				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	0	0	0	2

Credit Hours Produced	N/A	N/A	N/A	N/A	N/A
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 3/25/16 ISU 10/3/16 SIU 9/16/16 U of I 3/11/16 WIU 2/26/16 NIU 12/03/20	EIU 3/25/16 ISU 10/3/16 SIU 9/16/16 U of I 3/11/16 WIU 2/26/16 NIU 12/03/20	EIU 3/25/16 ISU 10/3/16 SIU 9/16/16 U of I 3/11/16 WIU 2/26/16 NIU 12/03/20	EIU 3/25/16 ISU 10/3/16 SIU 9/16/16 U of I 3/11/16 WIU 2/26/16 NIU 12/03/20	EIU 3/25/16 ISU 10/3/16 SIU 9/16/16 U of I 3/11/16 WIU 2/26/16 NIU 12/03/20
How does the data support the course goals? Elaborate.	This course has not been offered and is currently only offered through ILCCO- might need to be offered again on campus if NIU 2+2 goes through.				
What disaggregated data was reviewed?	Full-time enrollment vs part-time enrollment, dual credit vs traditional enrollment, and grade distribution				

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	EDU				
Course Title	276/277/278 (taught concurrently)				
Course Description	Observation in Elementary/Secondary/Special Education				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	7	6	2	14
Credit Hours Produced	18	21	18	6	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	85.7%	100%	100%	100%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	276 EIU 3/16/17 ISU 4/23/17 NIU 10/18/17 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 277 EIU 3/16/17 ISU 4/23/17 NIU 5/15/18 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 278 EIU 3/16/17 ISU 4/23/17 NIU 10/19/17 SIU 7/3/17 U of I 3/29/17	276 EIU 3/16/17 ISU 4/23/17 NIU 10/18/17 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 277 EIU 3/16/17 ISU 4/23/17 NIU 5/15/18 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 278 EIU 3/16/17 ISU 4/23/17 NIU 10/19/17 SIU 7/3/17 U of I 3/29/17	276 EIU 3/16/17 ISU 4/23/17 NIU 10/18/17 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 277 EIU 3/16/17 ISU 4/23/17 NIU 5/15/18 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 278 EIU 3/16/17 ISU 4/23/17 NIU 10/19/17 SIU 7/3/17 U of I 3/29/17	276 EIU 3/16/17 ISU 4/23/17 NIU 10/18/17 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 277 EIU 3/16/17 ISU 4/23/17 NIU 5/15/18 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 278 EIU 3/16/17 ISU 4/23/17 NIU 10/19/17 SIU 7/3/17 U of I 3/29/17	276 EIU 3/16/17 ISU 4/23/17 NIU 10/18/17 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 277 EIU 3/16/17 ISU 4/23/17 NIU 5/15/18 SIU 7/3/17 U of I 3/23/17 WIU 3/16/17 278 EIU 3/16/17 ISU 4/23/17 NIU 10/19/17 SIU 7/3/17 U of I 3/29/17

	WIU 3/16/17	WIU 3/16/17	WIU 3/16/17	WIU 3/16/17	WIU 3/16/17
How does the data support the course goals? Elaborate.	Varied enrollment needs to be examined. This course may no longer be fulfilling its original purpose.				
What disaggregated data was reviewed?	Full-time enrollment vs part-time enrollment, dual credit vs traditional enrollment, and grade distribution				
Were there identifiable gaps in the data? Please explain.	Full-time/part-time and dual credit results were inaccurate and no conclusions were drawn on those demographic categories.				
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.	1. Align course outlines and syllabi and make sure the most recent versions are housed online. By 11/2021. 2. Work with campus administration and student services to explore the idea of a dedicated EDU/ECE advisor. By 5/2021. 3. Delete EDU 222. By 5/2021 4. Review observations embedded in courses (EDU 105 and 276/277/278) to make sure they are still functioning as desired at transfer programs. By 11/2021				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Findings were established after working with EDU/ECE program review advisory council and after receiving recommendations from the program review committee.				
Resources Needed	EDU/ECE advisor				
Responsibility Who is responsible for completing or implementing the modifications?	Amanda Eichman and Beth Smaka				

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20
Discipline Area:	Gen Ed and GECC

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	**General Education Philosophy Statement**
What are the objectives/goals of the discipline? These will be listed on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.	General Education at Sauk Valley Community College prepares its graduates for the increasing demands of the workplace and the expanding responsibilities of the diverse local and global communities in which they will live and work. Many programs require courses in communications, mathematics, the physical and life sciences, the social and behavioral sciences, the humanities and fine arts, and personal health and development provide students with knowledge, competencies, and habits of mind conducive to living responsible, productive, and joyful lives. Within this curricular framework, students will develop the following competencies: **1. Problem Solving** Students will be able to: ● Identify the problem and the desired outcome(s). ● Recognize and evaluate available resources. ● Establish a process or plan of action by which the outcomes may be achieved. ● Implement solution(s) and apply knowledge gained. **2. Communications** **2A. Writing** Students will be able to: ● Answer the prompt or purpose set without digressing. ● Support the main idea with specific details or evidence. ● Organize the information coherently.

● Exhibit a command of stand English.

2B. Oral Presentation

Students will be able to:

- Answer the prompt or purpose set without digressing.
- Support the main idea with specific details.
- Exhibit poise.
- Address the needs of the audience for information or clarification.

2C. Collaboration

Students will be able to:

- Allocate and coordinate tasks.
- Communicate expectations to one another accurately.
- Present a finished product that is a coherent whole.
- Avoid or resolve conflicts.

2D. Reading

Students will be able to:

- Identify main idea and supporting details, restate or summarize.
- Attend to details or directives when carrying out instructions.
- Detect implied meaning.
- Analyze and draw a conclusion.

2E. Listening

Students will be able to:

- Identify main idea and supporting details, restate or summarize.
- Attend to details or directives when carrying out instructions.
- Detect implied meaning.
- Analyze and draw conclusions.

3. Technology

Students will be able to:

- Select appropriate technology for the specific discipline.

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● **Apply appropriate technology for the specific discipline.**

4. Quantitative Reasoning

Students will be able to:

- **Interpret and apply mathematical reasoning in the appropriate context.**
- **Perform mathematical computations.**
- **Analyze and interpret the mathematical results of computations.**

5. Research

Students will be able to:

- **Apply appropriate research processes and tools.**
- **Evaluate the value of research results.**
- **Synthesize findings from multiple sources into a single conclusion.**
- **Document the research in accordance with applicable conventions.**

6. Ethics

Students will be able to:

- **Identify ethical issues.**
- **Explain their significance.**
- **Analyze the consequences of ethical and unethical behavior.**

GECC Objectives

The GECC is mandated by the state of Illinois in order to participate in the Illinois Articulation Initiative (IAI).

</td></tr>
<tr><td>To what extent are these objectives being achieved?</td><td>These objectives are being achieved through the completion of GECC, but also through meeting the learning outcomes of the individual courses. Despite the college facing a decline in enrollment, the GECC remains a significant part of the college's mission and of high interest to our students, most notably those seeking a transfer to a 4-year institution. Additionally, the GECC's access to achieve the objectives has expanded in the past five years through increased dual</td></tr>
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	credit, particularly the addition of the Sauk Academy, who are a cohort-based group of high school seniors that are seeking the completion of the GECC. Below is a breakdown of the 5-year completion rates of the GECC: **Fiscal Year** **GECCs** 2016 166 2017 150 2018 115 2019 144 2020 114 The assessment committee annually assesses students for the objectives laid out in the college's General Education philosophy. Assessment data is provided to faculty who teach Gen Ed courses so that quality can be assessed and improvements can be made.
How does this discipline contribute to other fields and the mission of the college?	As an Illinois associate degree granting institution, Sauk Valley Community College is a participating school in the Illinois Articulation Initiative (IAI). As such, the general education offerings for transfer associate degrees must follow the requirements and guidelines set forth by this initiative. The Associate in Arts includes the General Education Core Curriculum (GECC) as outlined by IAI that includes a "...set of core courses considered essential for a well-rounded education." In March of 2019, ICCB approved SVCC the right to award the GECC credential. This set of approved courses are identified in the SVCC catalog by IAI code in the course descriptions and in the Programs of Study section under individual degree requirements. Participating in IAI allows students who complete the GECC to transfer to participating institutions in Illinois with their lower division general education requirements satisfied. In the case of the Associate in Science, Associate in Engineering Science, and Associate in Fine Arts, the GECC is partially completed at SVCC and students are allowed to satisfy the additional courses needed to complete the GECC at a receiving, participating institution. This allows students in specialized majors to transfer in a timely manner balancing general education requirements and major field/prerequisite courses at the community

	college. All transfer students are guided to select a transfer school early and consult with that institution's catalog or departmental advisor and their SVCC academic advisor in planning their program of study. Career associate degrees all incorporate some general education but the amount and type vary as determined by the need/application in each discipline. At minimum, Associate in Applied Science degrees at SVCC require 15 semester hours of general education and include Composition I. General education categories mirror the GECC but additional classes are added as approved by the College's curriculum committee.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	**In the time since the prior review, the college has been allowed to offer the GECC as a credential.**

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**
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?	Several mechanisms are in place, which include faculty meetings that consist of discussion on curricular needs/changes, as well as guidance from partners, such as IAI and 4-year institutions. GECC courses are also submitted as requested as part of the state ongoing review process. These needs are also discussed within the Curriculum Committee, which meets twice a month. Additionally, the Assessment Committee and its data is used to make recommendations.
1.2 How will students be informed or recruited for this discipline?	Students who complete an AA must complete the full GECC package as part of their academic program. Students may also earn a GECC credential and then transfer to a four-year university. The AS, AES, AFA have a modified GECC package which allows students to remain on track with their cohorts at the 4-year institutions and complete additional general education courses after they transfer to their institution of choice. Advisors will guide students through the process of completing the GECC should they wish to complete the credential without completing an entire Associate's program.

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?	In the time since the prior review, the ICCB has allowed SVCC to offer students the GECC credential separate from an Associate's degree. This helps SVCC better account for students who transfer to a four-year university without completing an Associate's degree.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	SVCC offers a total of 74 courses within the GECC. English 101, 103, and certain MAT and science courses tend to have the largest enrollment as they are required for all Associate degree programs as well as many CTE programs. In general, GECC courses tend to have larger overall enrollments than major-specific non-GECC courses.
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?)	The vast majority of GECC courses are operated using faculty from other major programs. GECC courses have higher enrollment than many major specific, non-GECC courses, and thus typically are very cost-effective.
2.2 What steps can be taken to offer curricula more cost-effectively?	The GECC is typically very cost-effective. Course enrollment is reviewed in order to ensure that staffing meets enrollment demands.
2.3 Is there a need for additional resources?	NA
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Many GECC courses are offered in-person and online. With the addition of virtual labs, a student can complete the entire GECC in an online format if they choose.
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?	Success rates are examined for the various delivery methods. Most GECC courses are evaluated in this way during major-specific program reviews.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	With various classes offered within the GECC, faculty are evaluated annually and have a cycle for classroom observations. These are administered by the dean of the area, which consists of a self-evaluation, classroom visit, and then a conference to finalize. Online courses are also evaluated through the same procedures. Additionally, student questionnaires are sent out to students for faculty to use as feedback.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	Faculty may request funds from the faculty development committee that they may use for various forms of professional development. Faculty frequently use these funds to attend conferences and workshops. Additionally, the college provides two workshops each year that focus on teaching and learning.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Four faculty have been actively involved in IAI panel review for courses in the following disciplines: Physics, Psychology, Art, and Humanities/Fine Arts
3.6 How does the discipline identify and support "at-risk" students?	The college utilizes Nuro-Retention software as well as the Ruffalo Noel-Levitz CSI to assist with identifying at-risk students. Faculty may also use Nuro to notify advisors if they have concerns regarding a student's success or behavior in a course. Once a student has been identified, advisors can assist that student by directing them towards the appropriate supports, academic or otherwise.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Faculty have access to instructional designers who can assist with creating and managing materials in CANVAS (SVCC's LMS), improving course accessibility, and developing various types of media for their courses. Certain GECC courses also work with the Learning Commons to introduce students to the various Learning Commons resources and encourage them to use library, tutoring, and writing center services.
3.8 What does the discipline or department review when developing or modifying curriculum?	All GECC courses follow IAI requirements and are updated to reflect any changes within IAI. GECC requirements are driven by panel recommendations. These state panels are faculty driven and include representation from across the state (2-year, 4-year, public and private institutions) including ICCB and IBHE.

3.9 When a course has low retention and/or success rates, what is the process to address these issues?	These issues are typically addressed when a GECC course has its program review as part of its larger major program review. Data is reviewed for these courses as part of the five-year program review cycle.	
3.10 How does the college determine student success in this discipline?	The college, through its strategic goals and objectives, have set goals for degree completion, transfer rates, and college-level course success rates. Courses within the GECC are evaluated, in part, based on their success rates. The success of the GECC as a whole can be measured in part based on its effect on the college's transfer and credential completion rates.	
3.11 Did the review of quality result in any actions or modifications? Please explain.	NA	

List any barriers encountered while implementing the discipline.

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20
Discipline Area:	History
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? These will be listed on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.	1. To help students gain an understanding of historical processes in the context of individual cultures or in groups of cultures. 2. To give students experience in research, use of evidence, and reasoned arguments. 3. To prepare students for advanced study in history at four-year institutions.
To what extent are these objectives being achieved?	These objectives are being met. Assessment data shows that students were doing better in historical understanding than in research evaluation. Classes and evaluations range from 40% to 80% success in assessments.
How does this discipline contribute to other fields and the mission of the college?	History is an important component of the GECC, and we offer the full range of courses regularly to make sure that our transfer students get access to the classes that they need before transferring. Skills developed in the study of history are applicable to many other disciplines, including analysis, research, and scanning data for trends.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	In the past few years, we have added a consistent summer schedule of classes to increase availability of courses to both our students and reverse transfer students. We have also created an African American history course to increase diversity offerings.

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**
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?	Needs and changes in history are most often the result of changes in state requirements or curricular changes from our feeder schools. As a result, those changes typically come from the IAI, ICCB, or directly from the Illinois Department of Education.

1.2 How will students be informed or recruited for this discipline?	Students are informed through the college catalog and communication with the instructor.
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?	We have added an African American history course (HIS 155). This was done as a response to a mandate from the state requiring all community colleges in Illinois to create and offer this course. It meets social sciences and diversity needs for the GECC.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	In total, we have six courses: HIS 131 (Western Civilization to 1648), HIS 132 (Western Civilization Since 1648), HIS 155 (African American History), HIS 221 (American History to 1865), HIS 222 (American History Since 1865), and HIS 231 (Special Topics in History). Our largest and most consistent enrollments are in HIS 221 and HIS 222, the American history sequence.
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?)	In history, the largest costs are the salary and benefits of the faculty. This is less costly than programs where significant additional equipment is necessary. For example, in nursing and rad tech where simulators, beds, and x-ray equipment can be quite expensive, these costs are substantial; however, they are necessary for the effectiveness of the department. History lacks those kinds of requirements, so we really only need an instructor and the learning management system. The students cover the costs of their own books.\n\nSVCC has only one full-time professor and no part-time instructors.
2.2 What steps can be taken to offer curricula more cost-effectively?	None. In the past few years, we have gone green as much as possible, and this has allowed us to reduce our supplies costs to nearly nothing. In 2019, our academics supplies budget was $35 for the year.

2.3 Is there a need for additional resources?	No. Rather than printing materials, Canvas (course management system) is used to distribute syllabi and other course materials.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	All history courses are available in both online and classroom formats.
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?	The classes are compared on the basis of course completions.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	There are no part-time history instructors at SVCC. The courses listed in our data as covered by part-time faculty are through the ILCCO system.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	There have been a variety of conferences and professional development opportunities available on campus through the IT department.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	None.
3.6 How does the discipline identify and support "at-risk" students?	Students' grades and attendance patterns are monitored through Canvas. Students who show patterns of need are are approached by the instructor or referred to other service organizations in the college as the individual situation dictates.
3.7 To what extent is the discipline integrated with other instructional programs and services?	History works closely with TRIO, SSS, and the DSO. We routinely work to make sure that these organizations have the data that they need to provide the best support possible for the students.
3.8 What does the discipline or department review when developing or modifying curriculum?	We look at the programs of our feeder schools to look for larger trends. At the individual course level, we look at the requirements within the IAI and the ICCB to make sure that our offerings meet the guidelines and requirements.

3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Our first step is to look for causes and environmental issues. Retention during the first semester of quarantine was a little off, for example. Next, we look at assessment data to see if there are instruction issues that can be addressed.
3.10 How does the college determine student success in this discipline?	The college primarily looks at course completions as a key indicator.
3.11 Did the review of quality result in any actions or modifications? Please explain.	No changes are necessary at this time. A review of our 5 year mean for persistence reveled that 72.5% of the students in history complete the course with a passing grade. Withdrawals account for 19.9% of non-completions. As only 7.6% of students earn Fs in the discipline, this suggests that non-completions are due to outside factors such as jobs, scheduling, or other personal issues.

List any barriers encountered while implementing the discipline.
The real student enrollment and grade information is in SOAR, but faculty are no longer allowed to see data from previous years.

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	HIS 131
Course Title	Western Civilization to 1648

Course Description	Origins and development of western civilization beginning with the classical civilization of the ancient world and dealing with the contributions of each major historical group until the emergence of modern Europe in the commercial revolution of the 16th century.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	10	0	11	0
Credit Hours Produced	30	30	0	33	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	40%	40%	N/A	72.7%	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 902	S2 902	S2 902	S2 902	S2902

How does the data support the course goals? Elaborate.	Course was offered in sequence. Low enrollments caused the two-year schedule to change to reflect need.
What disaggregated data was reviewed?	Data came from college supplied data sets.
Were there identifiable gaps in the data? Please explain.	The part-time and dual-credit numbers are questionable. I rarely have history classes with neither part-time students nor dual credit students.

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.	Schedule change has already been implemented. We started offering the course every other year.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Offering this course every other year should allow for larger class sizes. Small class sizes make it difficult to identify any statistically significant trends.

Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Richard Eichman

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	HIS 132				
Course Title	Western Civilization Since 1648				
Course Description	A continuation of the subject material offered in HIS 131. The history of the social, economic, political, and intellectual life of modern times; the French Revolution; the Napoleonic era, nationalism, and imperialism, world wars; the problems of world cooperation; and evaluation of present world problems are studied.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	0	0	9	0
Credit Hours Produced	24	0	0	27	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	25%	N/A	N/A	77.8%	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 903	S2 903	S2 903	S2 903	S2902

How does the data support the course goals? Elaborate.	Course was offered in sequence. Low enrollments caused the two-year schedule to change to reflect need.
What disaggregated data was reviewed?	Data came from college supplied data sets.
Were there identifiable gaps in the data? Please explain.	The part-time and dual-credit numbers are questionable. I rarely have history classes with neither part-time students nor dual credit students.

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.	Schedule change has already been implemented. We started offering the course every other year.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Offering this course every other year should allow for larger class sizes. Small class sizes make it difficult to identify any statistically significant trends.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Richard Eichman

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	HIS 155

Course Title	African American History
Course Description	This course focuses on African American experiences and contributions to US history and their broader, cross-cultural influences. Development of relevant African cultures, forced migrations, slavery, emancipation, the struggle for rights, and contemporary issues will be featured prominently.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	N/A	N/A	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2923D	S2923D	S2923D	S2923D	S2923D
How does the data support the course goals? Elaborate.	This course has been offered each spring since its creation but has not had enough enrollment to run until the spring of 2021.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

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.	We are offering the course in compliance with the state mandate and hoping to run the class with greater consistency.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	None.

Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Richard Eichman

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	HIS 221
Course Title	American History to 1865
Course Description	Students will examine the first interactions of Native American cultures, European conquerors, and enslaved Africans. They will compare the Spanish, French, and English experiences in North America, and explore the events in the English colonies that led to revolution and independence. They will examine the constitution issues, political clashes, and social changes of the Federalist, Jefferson and Jacksonian periods. Students will explore westward expansion, immigration in the north, and the southern slave economy. They will consider the events of the decade of crisis that led to civil war, and look closely at the war and its major consequences.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	42	28	52	39	40
Credit Hours Produced	126	84	156	117	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50%	77.6%	76%	71.8%	72.5%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 900	S2 900	S2 900	S2 900	S2900
How does the data support the course goals? Elaborate.	Course data suggests that students are making adequate progress. The five year average suggests that 69.5% of HIS 221 students pass.				
What disaggregated data was reviewed?	Data came from college supplied data sets.				
Were there identifiable gaps in the data? Please explain.	The part-time and dual-credit numbers are questionable. I rarely have history classes with neither part-time students nor dual credit students.				

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.	This course needs to be checked against the current IAI and ICCB criteria to ensure that it is still compliant.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This course has not been reviewed in several years.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Richard Eichman

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	HIS 222				
Course Title	American History Since 1865				
Course Description	Students will examine American history from the Reconstruction Era to the present. They will gain an understanding of historical periods and events such as the Industrial Revolution, the Gilded Age, the Great Depression, the two World Wars, the Cold War, The Age of Affluence, and the Struggle for Racial and Gender Equality.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	51	26	40	61
Credit Hours Produced	75	153	78	120	183
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	64%	62%	80%	65%	73.9%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 900	S2 900	S2 900	S2 900	S2900
How does the data support the course goals? Elaborate.	Course data suggests that students are making adequate progress. The five year average suggests that 68.6% of HIS 222 students pass.				
What disaggregated data was reviewed?	Data came from college supplied data sets.				
Were there identifiable gaps in the data? Please explain.	The part-time and dual-credit numbers are questionable. I rarely have history classes with neither part-time students nor dual credit students.				

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.	This course needs to be checked against the current IAI and ICCB criteria to ensure that it is still compliant.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This course has not been reviewed in several years.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Richard Eichman

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	HIS 231				
Course Title	Topics/Issues in History				
Course Description	A study of a special topic or current issue relating to history. Topics will vary from semester to semester and will be listed in the course schedule. The course may be repeated when topics vary. This course may be taken three times for a maximum of 9 credits (Topic to be listed on student's permanent academic record.)				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0

Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	N/A	N/A	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Non-IAI elective	Non-IAI elective	Non-IAI elective	Non-IAI elective	Non-IAI elective
How does the data support the course goals? Elaborate.	This course has not been offered during the cycle of this program review.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

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.	There are plans to offer special topics courses in the future.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	None.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Richard Eichman

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20
	Discipline Area:	Political Science

	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? These will be listed on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.	1. Provide students with knowledge of political and social institutions and the roles and functions of the institutions in society. 2. Provide training in evaluating and understanding contemporary political and social issues, both domestic and international. 3. Prepare and educate students toward civic engagement.	
To what extent are these objectives being achieved?	**Objective 1:** The department achieves this objective through a wide selection of course offerings ranging from state and local government to courses on international affairs and politics. Additionally, by remaining current in the academic discipline and through the collection of assessment data, faculty continually update courses to reflect the contemporary literature and the current political environment and events. **Objective 2:** Achieved through the readings, coursework, and activities engaged in by students. Students engage in discussions of critical contemporary issues, case studies, papers, and critiques of the literature and current political/social topics. **Objective 3:** Students gain knowledge on and assess the value of different forms of civic engagement through coursework and course activities. Students receive extra credit for registering and voting in elections. Students are encouraged to participate in political/campaign internships when available.	
How does this discipline contribute to other fields and the mission of the college?	Guided by the college's mission, the discipline successfully offers all department courses over a two-year cycle, either on-campus or online. Department faculty engage in scholarship through conference presentations, publications, international exchanges, and cooperation with national and international educational institutions and nonprofits. Additionally, a few students have presented at undergraduate conferences. The department advocates voter registration and voting among its students and promotes candidate/campaign internships when available. The department coordinates the study abroad program through the Illinois Consortium for International Studies and Programs and the MOU with the Center for Southeast Asian Studies at NIU. All of these activities align with Sauk's mission of promoting lifelong learning.	

Prior Review Update Describe any quality improvements or modifications made since the last review period.	• Updated all course outlines and syllabi in Fall 2020. Received approval from the Curriculum Committee. • Updated textbooks and course content to remain current in each course. • Created two new online courses in response to the pandemic lockdown. • Created virtual meetings in response to the pandemic lockdown. • Created a study abroad program and opportunities.

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**
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?	The Political Science faculty work to stay current on IAI requirements for the Political Science degree by monitoring IAI updates. The department receives additional information from the Dean of Student Services and the campus academic leadership as they deem necessary. Course and department changes are reviewed by the curriculum community and the Dean of Student Services through the standard curriculum review process.
1.2 How will students be informed or recruited for this discipline?	Students are recruited through the introduction courses, participation in the Sauk Involvement Fair, and study abroad efforts and recruitment.
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?	A dual credit section was added at Morrison High School. What Determined the Action: I was not significantly involved in the process; as a result, I am uncertain. My recollection is that a Morrison faculty wanted to teach a dual credit section and Sauk wanted to expand dual credit offerings. Since the previous program review, no courses were added or deleted from the program offerings.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Total Courses Offered: 7 Largest Enrollment: PSC163, PSC233
Indicator 2: Cost Effectiveness	**Response**

		Associated Costs:
		  • Instructional Supplies - \$50.40 per/year/average
		  • Publications and Dues - \$53.80 per/year/average
		
		Costs:
		  • Salaries (1 full-time & 1 part-time) - \$371,571
		  • Benefits (1 full-time & 1 part-time) - \$36,101
		  • Budget Items (1 full-time & 1 part-time) - <u>\$593</u>
		    Total Costs \$408,265
		
		  • Total Revenue - <u>\$498,795</u>
		  • Net Income - \$90,530
		
		Comparison With Other Programs:
		  • Unknown. Comparative data unavailable.
		
		Primary Costs:
		  • Salaries
		
		Number of Faculty:
		  • 1 Full-Time, 1 Part-Time (Dual Credit)

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?)	*(see above)*
2.2 What steps can be taken to offer curricula more cost-effectively?	The Political Science department's budget averages \$120 per year. Little room for reduction remains.
2.3 Is there a need for additional resources?	The Political Science program has remained within its allocated budget of \$100 per year for instructional supplies. At this moment, the instructional supplies budget is sufficient to meet the needs of the Political Science program. After the previous program review, the publication and dues budget was increased from \$200 to \$350 to accommodate for increased costs. Because of state funding and budget cuts, this budget is currently \$80. It is requested that the publication and dues budget be restored, at a minimum, to the \$200 level.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Online, tutorial, and accelerated delivery methods.

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?	Unknown. If so, comparison not available in the program review data.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The department engages in Gen. Ed, Area, and Department assessment data collection. Specific collection tools include multiple-choice questions, essay questions, papers, and, occasionally, pre- post-tests.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	No additional professional development opportunities are offered to Political Science faculty beyond what is available to all full-time faculty.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	None
3.6 How does the discipline identify and support "at-risk" students?	As a single faculty department, "at risk" students are identified principally by the department's faculty member. The type of response depends on the nature of the risk and the student. Initial contact typically consists of a personal conversation for on-campus students and an email outreach to online students. During the pandemic, this has included virtual meetings. Additionally, where appropriate, students are guided to the Office of Student Support Services, LAC, Writing Center, and Counseling. Early alerts are also submitted where appropriate. Beyond the department faculty, additional identification of "at risk" students may come from the Office of Student Support Services, LAC, TRIO, or Counseling.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The Political Science department is integrated into the Social and Behavioral Sciences Area and participates in area-wide meetings and assessments.
3.8 What does the discipline or department review when developing or modifying curriculum?	As a single faculty department, the single faculty reviews curriculum in conjunction with the curriculum committee. Changes follow IAI and ICCB mandates. Course updates reflect the academic literature in the discipline.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The number of Political Science majors upon which the retention numbers are calculated is low, with no more than seven students in a given year or semester. Thus, small shifts in numbers in either direction create large changes in the data from semester to semester or year to year. Every effort is made to retain majors through personal contact. However, only PSC163 American Government is required by IAI for Political Science transfer students. As such, students are not necessarily working towards completing an AA or AS degree.

		Student success rates are addressed through the "at-risk" efforts under section 3.6 of the program review document.
	3.10 How does the college determine student success in this discipline?	Student success is determined by a letter grade of "D" or higher.
	3.11 Did the review of quality result in any actions or modifications? Please explain.	No action or modifications were made. This year, the department did change the scheduling cycle for PSC 233 from every semester to only a spring offering to address enrollment.

List any barriers encountered while implementing the discipline.
No significant barriers beyond the traditional day-to-day challenges confronted by all faculty were encountered.

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	Political Science	
Course Title	PSC 163_ American Politics and Government	
Course Description	Students will examine American constitutional foundations and democratic values, explore the role of public opinion and the character of the political process, and understand the role of the media and interest groups in policy-making. Students will gain an understanding of how the major branches of the federal	

	Year 1	Year 2	Year 3	Year 4	Year 5
	government work and improve skills in evaluating and analyzing current public policy issues.				
Number of Students Enrolled	187	183	176	155	190
Credit Hours Produced	561	549	528	465	570
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.4	74.1	76.1	79.4	69
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 900	S5 900	S5 900	S5 900	S5 900
How does the data support the course goals? Elaborate.	Data shows that enrollment is steady and has actually increased slightly overt time. Success rates have remained fairly consistent over the five year period.				
What disaggregated data was reviewed?	Data was reviewed that showed a breakdown in A, B, C, D, F, and W grades. Data was consistent throughout, with distribution of grades remaining similar across all five year. Success rates were also shown broken down by gender and ethnicity for the program and by type of instructor (including dual-credit) for the courses. Enrollment was also displayed by day-time, evening, and online modalities.				
Were there identifiable gaps in the data? Please explain.	Dual-credit pass rates tend to be higher than with full-time and part-time instructors, however, this course is mostly taught by a full-time instructor and is infrequently taught by adjuncts or dual-credit instructors.				

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	Political Science				
Course Title	PSC 164 State and Local Politics and Government				
Course Description	This course is a survey of the institutions, politics and public policies of government in American states and communities. Special emphasis will be given to the State of Illinois and communities of the Sauk Valley area.				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	20	25	13	19	21
Credit Hours Produced	60	75	39	57	63
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80	92	92.4	84.1	90.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 902	S5 902	S5 902	S5 902	S5 902
How does the data support the course goals? Elaborate.	Course level data shows higher success rates than PSC 163, which is the typical intro course and that is taken more frequently to meet Gen Ed needs. Higher success rates can likely be explained by the type of student taking this course, as they seem to be students more interested in majoring in Political Science.				
What disaggregated data was reviewed?	Data was reviewed that showed a breakdown in A, B, C, D, F, and W grades. Data was consistent throughout, with distribution of grades remaining similar across all five year. Success rates were also shown broken down by gender and ethnicity for the program and by type of instructor (including dual-credit) for the courses. Enrollment was also displayed by day-time, evening, and online modalities.				
Were there identifiable gaps in the data? Please explain.	None. Course only taught by full-time instructor.				

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	Political Science				
Course Title	PSC 232 Introduction to Comparative Government				
Course Description	Students will examine political systems in several regions of the world. They will gain an understanding of both the diversities and commonalities of political culture, tradition, and practice in selected nations of Europe, Asia, and Latin America.				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	9	5	4	5	6
Credit Hours Produced	27	15	12	15	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	92	92.3	84.1	90.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	<u>S5 905</u>	<u>S5 905</u>	<u>S5 905</u>	<u>S5 905</u>	<u>S5 905</u>

How does the data support the course goals? Elaborate.	Enrollment remains low as this is a higher level course that is most popular with PSC major students. Success rates have dipped over the years but remain high, likely due to the nature of the student taking the course.
What disaggregated data was reviewed?	Data was reviewed that showed a breakdown in A, B, C, D, F, and W grades. Data was consistent throughout, with distribution of grades remaining similar across all five year. Success rates were also shown broken down by gender and ethnicity for the program and by type of instructor (including dual-credit) for the courses. Enrollment was also displayed by day-time, evening, and online modalities.
Were there identifiable gaps in the data? Please explain.	None. Course only taught by full-time instructor.

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	Political Science				
Course Title	<u>PSC 233</u> Politics of the Developing World				
Course Description	Comparative examination of the political systems of selected non-Western countries, including institutions, electoral systems, principles of governance, causes of political instability and revolution, and techniques of political analysis.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	15	18	19	11

Credit Hours Produced	84	45	54	57	33
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.7	100	77.8	73.6	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 906N	S5 906N	S5 906N	S5 906N	S5 906N
How does the data support the course goals? Elaborate.	Course enrollment has dropped but remains the strongest of the 200 level courses and is second only to PSC 163. Success rates have fluctuated over time.				
What disaggregated data was reviewed?	Data was reviewed that showed a breakdown in A, B, C, D, F, and W grades. Data was consistent throughout, with distribution of grades remaining similar across all five year. Success rates were also shown broken down by gender and ethnicity for the program and by type of instructor (including dual-credit) for the courses. Enrollment was also displayed by day-time, evening, and online modalities.				
Were there identifiable gaps in the data? Please explain.	Success rates have fluctuated over time.				

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Political Science				
Course Title	PSC 261___ International Relations				
Course Description	This course is an introduction to international relations and world politics. It includes studies of international conflict, a history of war, human rights and genocide, international law and behavior, terrorism, and global economics and poverty. Case studies of current areas of crises will be emphasized.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	11	10	0	5
Credit Hours Produced	30	33	30	0	15

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70	81.8	66.6	NA	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 904	S5 904	S5 904	S5 904	S5 904

How does the data support the course goals? Elaborate.	Course enrollment is low, but has decreased. Course is typically offered in spring unless enrollment is too low as was the case in 2019.
What disaggregated data was reviewed?	Data was reviewed that showed a breakdown in A, B, C, D, F, and W grades. Data was consistent throughout, with distribution of grades remaining similar across all five year. Success rates were also shown broken down by gender and ethnicity for the program and by type of instructor (including dual-credit) for the courses. Enrollment was also displayed by day-time, evening, and online modalities.
Were there identifiable gaps in the data? Please explain.	No enrollment for 2019.

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.	Requested increase in the publication and dues budget from $80 to $200. Timeline: FY22
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The request will restore funding to the level found under the previous program review and will help cover increased costs of publications and dues.
Resources Needed	Requested increase in the publication and dues budget from $80 to $200.
Responsibility Who is responsible for completing or implementing the modifications?	Administration.

	Academic Disciplines	
	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20
	Discipline Area:	Psychology

	Review Summary	
	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? These will be listed on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.	1. Help students understand and apply core psychological theories to understanding of self, others, and society. 2. Help students understand and apply concepts, methods, and ethical principles related to psychological research. 3. Prepare students for successful transfer to academic programs in pursuit of bachelors and graduate degrees. 4. Expose students to multiple career options in the social sciences.
	To what extent are these objectives being achieved?	Objectives 1 & 2: -According to academic assessments at the area and class levels, a majority of students in the psychology program demonstrate mastery of core academic skills and key concepts. -Across all classes, 88.2% of students enrolled earn passing grades. Objective 3: -Among 3689 students enrolled in classes since FY2016, 59 students have transferred to another college or university and 16 have completed bachelor's degrees so far. -Several students have been admitted to advanced graduate programs, as evidenced by personal contacts and reference requests that this author has received.

		Objective 4: Individual and group meetings to provide information and mentoring are held at least twice a year (see operational plan for specific dates each semester).
	How does this discipline contribute to other fields and the mission of the college?	Psychology classes teach empirical research and critical thinking skills that are relevant across most academic disciplines. Psychology empowers students to understand and influence their world by using scientific methods and data to understand themselves, others, and society. Psychology classes consistently present research relevant to issues of justice and equality for review and discussion.
	Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since 2015, several classes, including PSY103 and PSY200, have started to use open educational resources (which are free of cost) rather than a costly textbook. All psychology classes at SVCC are now offered with online delivery options. The psychology website was updated with additional information resources related to careers, potential income, and average student debt. Several researchers and therapy practitioners have visited campus to speak to students in the Psychology Club.

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
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?	Needs for the psychology program are fairly static in terms of career preparation and successful transfer. We review student success data (grades, persistence, completion, transfer) and make adjustment in placement recommendations and coordinate with other programs as needed. The SVCC transfer coordinator and faculty in adjacent fields (e.g., education, nursing) inform our department faculty of changes in needs and training requirements (for transfer and licensing), and we adapt course topics, course outlines, class schedules/delivery in order provide cross-disciplinary coordination. Changes in course outlines are submitted

		to the curriculum committee (which includes deans, the college VP, and faculty from different subject areas), and all changes are subject to two readings and discussion. Most of the courses in our program are approved for transfer to participating Illinois colleges and universities by the Illinois Articulation Initiative and as such are reviewed off campus by committees of experts in the discipline as well.
	1.2 How will students be informed or recruited for this discipline?	College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, and pathway planning, and dual-credit class offerings in area high schools.
	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?	There have been no additions or deletions to psychology degrees or classes in the last five years.
	1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Six psychology courses are offered at this time: PSY103, PSY200, PSY214, PSY215, PSY217, PSY270 PSY103, as an introductory level course and an option for fulfilling a general education requirement, is by far the largest with 2334 total students enrolled over the past 5 years (400-500+ per year). PSY200 – 735 students (FY2016-FY20) PSY214 – 222 students PSY215 – 120 students PSY217 – 200 students PSY270 – 78 students (FY18-FY20)
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		The needs of the psychology program are relatively low- cost in terms of equipment and materials. Most recent purchases consisted of buying updated video content for courses, conference travel expenses, and professional organization memberships for instructors. Classes use mostly shared resources such as mobile

	college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	computer labs and library databases. Salaries constitute the largest expense in the department, with one full-time faculty member and 3-4 part-time faculty members any given year. Total revenue for the department over the last 5 years was $1,606,190, expenditures totaled $592,749, with a net income of $1,013,441. This program is a revenue-generating program, which suggests adequate financial status as compared to other college programs.
	2.2 What steps can be taken to offer curricula more cost-effectively?	This department has been very efficient and cost-effective, with minimal yearly expenses over the past 5 years. It is unlikely that we could reduce expenditures below current levels for a program that serves over 2000 students in a 5-year period.
	2.3 Is there a need for additional resources?	*Updated video content for courses is an ongoing need, as new research findings are constantly changing course content. *A second full-time instructor would be helpful for engaging more students on the individual and small group levels in activities related to maximizing learning, career and academic planning, and Psychology Club activities. At this time, there is adequate staffing to cover classes with one full-time faculty member, however, if enrollment in psychology classes increases at all beyond current levels, a second dedicated position would be warranted. Because enrollment in psychology classes tends to vary significantly within a 5-year period, it might be most beneficial if a combined psychology-sociology position was created to allow for maximum flexibility in staffing between the two departments. *Locked storage (either built-in or free-standing) would be helpful in allowing all instructors to access brain models and videos for multiple classes. As it is, resources are stored in individual offices and are not accessible without coordinating a time to exchange materials.
	Indicator 3: Quality	**Response**

3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	This program consistently offers online and dual-credit options. We offered virtual synchronous teaching adaptations for "in-person" contact during COVID-19 precautions.
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?	Grades in online versus on campus classes are compared both in terms of overall class grades and grades on final exams. For instance, persistence and grades in online sections of PSY103 are almost identical to those of overall class averages (87.5% persistence in online 103 compared to 85.6% in all classes; 40.6% A grades compared to 39.8% A grades).
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Instructor performance is measured via standardized classroom observations for both in-person and online classes, yearly self-assessments of performance reviewed with the program dean, and student questionnaires.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	Funding for discipline-specific conferences, internal trainings related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by SVCC employees and invited speakers.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	One full-time faculty member elicits feedback by email and phone from part-time faculty members for the process of IAI review. The full-time faculty is a member of the IAI psychology major course review committee.
3.6 How does the discipline identify and support "at-risk" students?	Neuro software, 5-week reports, grade and attendance review, and student self-identification are used to identify students at risk in terms of academic success. Early alert linkage to student services, individual meetings with instructors, and referral to academic, financial, health resources as needed are used to offer extra support.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Psychology faculty participates in mapping of course objectives to ensure cross-curricular instructional objectives are met prior to awarding degrees and certificates. Student are referred to multiple programs for support and extra-curricular involvement. Psychology class assignments require use of multiple resources across campus (e.g., library databases, tutoring). Area and institutional level assessments are conducted within psychology classes.

3.8 What does the discipline or department review when developing or modifying curriculum?	Instructors review research updates in the discipline, requirements for successful transfer/licensing, availability of textbook and other supporting resources, and practices of peer and transfer institutions when modifying curriculum.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Psychology courses currently have persistence rates at or above 88%, which suggests high levels of retention and success overall. When there is a performance discrepancy for a certain group of students, instructors engage in further data analysis and collaboration with other departments. For example, as a result of the last program review, we modified recommendations for support and class placement related to reading skills when it was discovered that differences in reading comprehension may account for some differences in success rates between racial groups.
3.10 How does the college determine student success in this discipline?	Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, employment
3.11 Did the review of quality result in any actions or modifications? Please explain.	Though success rates between racial groups in psychology classes are closer than in the previous program review periods, some differences remain. This suggests that further data analysis (e.g., analyzing reading, math, and other placement scores by group to assess for skill differences that might be addressed) and collaboration with English/Language Arts instructors may be beneficial.

List any barriers encountered while implementing the discipline.

Adequately addressing individual student needs in the context of differing skill and preparation levels and large class sizes.

Unexplained discrepancies in student grades when comparing full-time and part-time instructors.

Improved, but ongoing group differences in student performance (see PSY103 analysis for further information).

Classroom furniture that is comfortably accessible to all students and instructors.

Student procurement of textbooks early in the semester - likely related to multiple factors (e.g., student awareness of need for book, student ability to navigate SVCC systems, student lack of funds, embarrassment about accessing financial assistance, communication gaps at the institutional, professor, and bookstore level, backorders at the bookstore, etc.).

Maintaining optimal full-time staffing with varying enrollment. Classes are easily staffed with a combination of full-time and part-time instructors, however, departmental tasks beyond instruction and individual student contacts and relationships could be better served with more than one full-time instructor.

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	Psychology				
Course Title	PSY 103 – Introduction to Psychology				
Course Description	This course is designed to introduce the student to major concepts, theories, principles, and research in the field of psychology. This course will survey the scientific study of human and animal characteristics and behavior. Major topics from biological, behavioral, cognitive, personality, developmental, abnormal, and social psychology theory and research will be emphasized. Universal characteristics and individual differences will be explored.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	541	496	458	436	403
Credit Hours Produced	1623	1488	1374	1308	1209
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					5-year avg: 79.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 900	S6 900	S6 900	S6 900	S6 900
How does the data support the course goals? Elaborate.	Assessment data at the course and program level suggest that most students achieve adequate mastery of major course concepts, which include introduction to a variety of different specialty areas in psychology. The 5-year persistence rate of 85.6% indicates that a majority of students passed the class with a D or better, suggesting that a majority of students are able to successfully				

	complete class assessments that measure mastery of course content. There was some evidence of uneven performance between groups based on demographics. Differences included percentage of "A" grades (Asian group above overall mean, Black, Hispanic, and Male groups below overall mean) and persistence rates (Black group below overall mean), and more A grades among students taught by part-time instructors.
What disaggregated data was reviewed?	Data categorized by: race, gender, major status, full-time students, part-time students, dual-credit, PT and FT instructor status.
Were there identifiable gaps in the data? Please explain.	One gap in the data was identified and resolved prior to completion of this report: grades in online versus on-campus classes. Reading placement scores have accounted for discrepancies in successful course completion in past years. Reading placement scores disaggregated by demographics, class modality, and instructor FT/PT status would be helpful to gain greater understanding of factors that may impact persistence and grades in PSY 103. Though it may be logistically prohibitive to obtain the following data, it would be ideal to use student grades at transfer institutions and employment status after graduation as two indicators of student success. Even unverified data obtain by graduate surveys regarding transfer grades, transfer degrees, employment status, and employment in versus outside of the social sciences could be beneficial.
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this	1. Update PSY103 syllabus and course outline to include more description of written assignments, per changes in IAI requirements (January 2021).

review with a timeline and/or anticipated dates.	2. Request additional data on student reading placement scores disaggregated by gender and ethnicity to explore possible factors influencing A grades and persistence rates (FY22). 3. Explore the possibility of collecting grade, degree, and employment information post-graduation (FY22). 4. Arrange one or more meetings with the area dean and faculty to explore possible reasons for differences in A grades. This discrepancy might reflect differences due to student factors (e.g., preparation, motivation), instructional strategies, difficulty of class assignments/assessments, or a combination of the above. Depending on results of analysis regarding these discrepancies, changes in student supports, instructional strategy, or calibration of assessment difficulty might be warranted (FY22).
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment and student performance in PSY103 appear to be fairly good based on several metrics. Some discrepancies in student performance based on instructor and demographics should be explored in an effort to maintain consistency in course delivery and optimal student support.
Resources Needed	Program-specific reading score analysis and reading support.
Responsibility Who is responsible for completing or implementing the modifications?	FT instructional staff, area dean, institutional researcher

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	Psychology
Course Title	PSY 200 – Human Growth and Development
Course Description	This course is a study of physical, cognitive, and psychosocial development of the human across the lifespan. Normative and

	Year 1	Year 2	Year 3	Year 4	Year 5
	non-normative patterns of development will be examined. Several major theories of human development will be explored. Practical application of research findings will be emphasized.				
Number of Students Enrolled	191	160	138	126	120
Credit Hours Produced	573	480	414	378	360
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					88.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6902	S6902	S6902	S6902	S6902
How does the data support the course goals? Elaborate.	PSY 200 has a persistence rate of 91.7% and 50.7% of students attain a grade of "A" in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.				
What disaggregated data was reviewed?	Data categorized by: race, gender, major status, full-time students, part-time students, dual-credit, PT and FT instructor status.				
Were there identifiable gaps in the data? Please explain.	No gaps were identified.				

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.	1. Review compliance with IAI requirements as needed (when requested by IAI).
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment and success rates in PSY200 appear to be in alignment with expectations at this time. No significant changes are recommended.
Resources Needed	Videos for online and on campus classes need to be updated regularly due to continuously emerging research findings.
Responsibility Who is responsible for completing or	Full-time faculty and area dean

implementing the modifications?	

<table>
<tr><td colspan="6" style="text-align:center">Performance and Equity
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</td></tr>
</table>

Academic Discipline Area	Psychology				
Course Title	PSY 214 – Child Developmental Psychology				
Course Description	Child Developmental Psychology is an exploration of the stages of human growth from before conception through emerging adulthood. This chronological approach to this topic will emphasize important areas of development, such as the physical, cognitive, emotional, and social development, throughout each stage of growth. Major developmental theories and data will be reviewed and analyzed. The knowledge gained in this course will be applicable to parent and child relations as well as professional fields such as education, social work, childcare, and psychology.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	52	44	48	44	34
Credit Hours Produced	156	132	144	132	102
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					92.3
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 903	S6 903	S6 903	S6 903	S6 903
How does the data support the course goals? Elaborate.	PSY 214 has a persistence rate of 93.6% and 48.4% of students attain a grade of "A" in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.				
What disaggregated data was reviewed?	Data categorized by: race, gender, major status, full-time students, part-time students, dual-credit, PT and FT instructor status.				
Were there identifiable gaps in the data? Please explain.	No gaps were identified.				

Academic Course Review Results	
Intended Action Steps	1. Review compliance with IAI requirements as needed (when requested by IAI).

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment and success rates in PSY214 appear to be in alignment with expectations at this time. No significant changes are recommended.
Resources Needed	Videos for online and on campus classes need to be updated regularly due to continuously emerging research findings.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and area dean

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	Psychology				
Course Title	PSY 215 – Social Psychology				
Course Description	Social Psychology is a systematic introduction to theory and research on the ways social factors influence individual and group behavior; examines attitudes; social perception, establishment of norms, conformity, leadership, group dynamics, and research methods, emphasizing their effects on the individual.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	33	22	23	23	19
Credit Hours Produced	99	66	69	69	57
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					91.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S8 900	S8 900	S8 900	S8 900	S8 900

How does the data support the course goals? Elaborate.	PSY 215 has a persistence rate of 95% and 45.8% of students attain a grade of "A" in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.
What disaggregated data was reviewed?	Data categorized by: race, gender, major status, full-time students, part-time students, dual-credit, PT and FT instructor status.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

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.	1. Review compliance with IAI requirements as needed (when requested by IAI). 2. Adjust number of sections offered due to declining enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment and success rates in PSY215 appear to be in alignment with expectations at this time. No significant changes are recommended.
Resources Needed	Videos for online and on campus classes need to be updated regularly due to continuously emerging research findings.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and area dean

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	Psychology
Course Title	PSY 217 – Abnormal Psychology
Course Description	Abnormal psychology seeks to examine abnormal behavior from a number of contemporary theoretical and therapeutic viewpoints, with reference to relevant research findings. Major diagnostic categories are explored. The diagnosis of disorders, their symptoms, etiologies, courses, treatment, outcomes, and related research methods and findings are core to the course. Applications

	Year 1	Year 2	Year 3	Year 4	Year 5
	to daily life, allied health, criminal justice, human development, and various other clinical settings will be common.				
Number of Students Enrolled	35	51	39	33	42
Credit Hours Produced	105	153	117	99	126
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					87.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PSY905	PSY905	PSY905	PSY905	PSY905
How does the data support the course goals? Elaborate.	PSY 217 has a persistence rate of 94% and 33.7% of students attain a grade of "A" in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.				
What disaggregated data was reviewed?	Data categorized by: race, gender, major status, full-time students, part-time students, dual-credit, PT and FT instructor status.				
Were there identifiable gaps in the data? Please explain.	No gaps were identified.				

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.	1. Review compliance with IAI requirements as needed (when requested by IAI).
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment and success rates in PSY217 appear to be in alignment with expectations at this time. No significant changes are recommended.
Resources Needed	Videos for online and on campus classes need to be updated regularly due to continuously emerging research findings.
Responsibility Who is responsible for completing or	Full-time faculty and area dean

implementing the modifications?					

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	Psychology				
Course Title	PSY 270 – Substance Abuse				
Course Description	This course is designed to improve knowledge about substance abuse. It will help the student understand the general phenomena of substance abuse, etiology, psychological and biological effects, specific abuse problems, legal, social and treatment issues. Students will acquire a broad overview of the field.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	n/a	n/a	31	24	23
Credit Hours Produced			93	72	69
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					89.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 9/27/16 ISU 10/10/16 NIU 9/30/16 SIU 9/22/16 U of I 9/20/16 WIU 6/21/17	EIU 9/27/16 ISU 10/10/16 NIU 9/30/16 SIU 9/22/16 U of I 9/20/16 WIU 6/21/17	EIU 9/27/16 ISU 10/10/16 NIU 9/30/16 SIU 9/22/16 U of I 9/20/16 WIU 6/21/17	EIU 9/27/16 ISU 10/10/16 NIU 9/30/16 SIU 9/22/16 U of I 9/20/16 WIU 6/21/17	EIU 9/27/16 ISU 10/10/16 NIU 9/30/16 SIU 9/22/16 U of I 9/20/16 WIU 6/21/17
How does the data support the course goals? Elaborate.	PSY 270 has a persistence rate of 90.8% and 42.2% of students attain a grade of "A" in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.				

What disaggregated data was reviewed?	Data categorized by: race, gender, major status, full-time students, part-time students, dual-credit, PT and FT instructor status.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

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.	1. Ongoing course content within the context of emerging information about drug mechanisms in the brain and evolving drug-related legislation (continuous).
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment and success rates in PSY270 appear to be in alignment with expectations at this time. No significant changes are recommended.
Resources Needed	Videos for online and on campus classes need to be updated regularly due to continuously emerging research findings.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and area dean

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	15-16, 16-17, 17-18, 18-19, 19-20
Discipline Area:	Sociology

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? These will be listed	**The academic field of Sociology offers students a body of knowledge about their social world. A scholarly understanding of the field of sociology provides our students with useful conceptual tools for analyzing, comprehending,**

on the SVCC website under each distinct academic program. Please update these goals/objectives at this time if needed.	and adjusting to societal and cultural issues and events they may experience in their lives. Sociology at Sauk (hereafter referred to as SOC) provides transfer students—and the curious--with the grounding in sociological concepts, theory, and research they will need to succeed in four-year baccalaureate Sociology--or other liberal arts--programs. This is accomplished by offering relevant, transferable general education courses taught by faculty who are educated, knowledgeable, experienced, and skilled in the discipline.
To what extent are these objectives being achieved?	Annual, formal course assessments in SOC address this. Generally, assessment goals and objectives are achieved at the minimum success level (defined as 70% of students earning 70% or better on the measured learning dimensions). However, the "minimum success level" should be defined as "barely sufficient student performance" in many cases, as every instructional and material resource is provided to the students. Those who fall below the mark, or who simply scrape by with the minimum scores to qualify as "passing" are doing themselves a disservice, a fact beyond our control. However, we do see frequent "repeat customers"-- students who take most or all SOC courses available to them at Sauk, and though there are few SOC majors at the College, many students who do well in our courses go on to major in sociology, social work, or anthropology at the university level.
How does this discipline contribute to other fields and the mission of the college?	SOC--encompassing Sociology, Anthropology, and Social Work courses--is complementary to programs in Psychology, Nursing, Art, Criminal Justice, and others at Sauk.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	None, beyond the normal updates and course modifications as are performed on an ongoing basis.

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**

	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?	**None, beyond ad hoc discussions and suggestions made by faculty, administrators, and stakeholders as they might come to light.**
	1.2 How will students be informed or recruited for this discipline?	**There is no recruitment process for this discipline at Sauk, and such would be unusual for an undergraduate Sociology program (Many university *graduate* programs in SOC *do* recruit); however, some students who take SOC courses at Sauk do later major in the field at the colleges or universities where they matriculate.**
	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?	**None. IAI and SVCC policies limit the range of SOC offerings**.
	1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	**Six courses in Sociology (though SOC231, Topics, is rarely--if ever--offered; two Anthropology courses are offered by the SOC department on a bi-annual basis); one course in Social Work. SOC111, Introduction to Sociology has the most sections/year, and represents the largest source of enrollment**.
	Indicator 2: Cost Effectiveness	**Response**
	2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	**One full time faculty; up to 3 part-time faculty.** **Program expenses, revenue, and net income (all five-year totals):** **Faculty salaries: $423,521.00;** **Faculty benefits: $44,587.00;** **Instructional supplies: $812.00 (1050.00 budgeted);** **Computer software: $71.00 (120.00 budgeted);** **Total costs: $468,991.00** **Total revenue: $494,081.00** **Net income: $25,089.00*** **The SOC program is still net-profitable, though the rate of profit has been declining steadily for several years, generally reflecting the overall decline in College enrollment and tuition revenues.**

	*Net income for the previous Program Review period was $102,261.00. During the current PR period, SOC enrollment has declined substantially, as has overall College enrollment.
2.2 What steps can be taken to offer curricula more cost-effectively?	**None; The primary programmatic expense is one full-time Professor's salary and benefits package. There are few other major costs; every effort has been made to cut copying, software, and equipment costs to a minimum.**
2.3 Is there a need for additional resources?	**No; the current budget is sufficient.**
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	**At least one section of SOC111OL, Introduction to Sociology online, is offered all FA, SP, and SU terms. SOC116, Cultural Anthropology, has been offered as a tutorial on a few occasions.**
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?	**Departmentally, grade distributions for OL courses are compared each term--informally--with grade results for in-class delivery sections offered at the same time. SP and FA offerings produce similar outcomes between online and in-person sections; however, SU online offerings tend to produce better overall outcomes than are seen in other terms, attributable to SU enrollments characterized by a higher proportion of transient, upper-divisions students (juniors and seniors) enrolling in the course to fill in missing requirements (as an elective, or toward a specific major) at their primary place of matriculation**.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	**Annual course evaluation surveys completed by students in selected courses; Dean's evaluation via annual EV-2.**
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	**None**
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	**None**
3.6 How does the discipline identify and support "at-risk" students?	**Early Alert forms have been employed on a few occasions for at-risk students.**
3.7 To what extent is the discipline integrated with other instructional programs and services?	**SOC coordinates with other disciplines in its area for scheduling, program objectives, etc.**

3.8 What does the discipline or department review when developing or modifying curriculum?	**Periodic review and revision of course outlines and syllabi; no new courses have been offered in over twenty years, however. This is a one-faculty program, so such processes and decisions are managed by that sole faculty member, sometimes with counsel from the relevant Dean or faculty colleagues.**
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	**Exit interviews with students who wish to withdraw (when possible); review of assessment outcomes are considered, and changes are made to course content, course delivery methods, and assessment instruments (i.e., exams, quizzes, papers).**
3.10 How does the college determine student success in this discipline?	**By review of course success rates, retention and graduation trends, combined with annual assessments of learning objectives.**
3.11 Did the review of quality result in any actions or modifications? Please explain.	**No**

List any barriers encountered while implementing the discipline.
Over the past 22 years, I have suggested new courses and/or special topics courses (SOC231) to expand program offerings. All requests have been rejected, citing IAI requirements/limitations and suppositions about enrollment potential. I feel expanded offerings could be an opportunity to attract students to the program with interesting, relevant course offerings.

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	Sociology				
Course Title	SOC111 Introduction to Sociology				
Course Description	Students will be introduced to the perspective, concepts and methods of sociology. Emphasis will be given to how the groups that make up our society function. The forces that hold groups together or cause them to change will be explored while the students examine how they learn to play roles within the family, school, religion, peer groups and in other social settings. 3 Semester hour(s) Illinois Articulation Initiative (IAI): S7 900 Lecture/Lab Hours: 3 lec/week				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	166	153	154	127	125
Credit Hours Produced	498	459	462	381	375
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	49.8	57.3	57.2	58.1	54.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7900	S7900	S7900	S7900	S7900
How does the data support the course goals? Elaborate.	Success rates are consistent, but low. Enrollment remains steady as this is an intro level SOC course that many students take for Gen Ed.				
What disaggregated data was reviewed?	Of the five-year mean of 215.4 students completing *all* SOC courses, 9.6 (4%) were Sociology majors; females constituted 67% and males 33% of those majors; 73% of majors were Caucasian, 27% were LatinX, 0% were Asian, and 0% were Black. One female major (10%) transferred.				
Were there identifiable gaps in the data? Please explain.	None				

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.	None.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA				
Resources Needed	NA				
Responsibility Who is responsible for completing or implementing the modifications?	NA				

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	Sociology				
Course Title	SOC112 Social Problems				
Course Description	A study of the nature of social problems including strategies for achieving social change. Students will participate in the selection and presentation to the class of the specific problems to be considered. Investigation of local communities will constitute an important aspect of the course. 3 Semester hour(s) Illinois Articulation Initiative (IAI): S7 901 Lecture/Lab Hours: 3 lec/week				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	12	9	15	12
Credit Hours Produced	27	36	27	45	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.0	66.6	75.0	100	86.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7901	S7901	S7901	S7901	S7901
How does the data support the course goals? Elaborate.	Course enrollment is lower as these students tend to be interested in majoring in SOC. Success rates are increased as a result.				
What disaggregated data was reviewed?	Of the five-year mean of 215.4 students completing all SOC courses, 39.6 (18%) were Social Work majors; females constituted 89% and males 11% of those majors; 78% of majors were Caucasian, 19% were LatinX, 0% were Asian, while 3% were Black. 3 female majors (8%), and one male major (3%) transferred.				
Were there identifiable gaps in the data? Please explain.	None				
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.	Offer online SOC112 SU term.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Potential capture of transfer and transient SU enrollees. SU enrollments for SOC112 could match those for SOC111 as it is required for many liberal arts (and some career-) degrees--or as an elective--at many other colleges and universities.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	SOC Faculty, area coordinator, and relevant Dean.

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	Sociology
Course Title	SOC115 Introduction Anthropology
Course Description	This course is a study of the biological and cultural origins and variations of human beings. Humans' adaptation to different natural environments and resulting modes of social-cultural systems and behaviors are emphasized via selected case studies of extinct and extant human groups. Principles of ethnography, archaeology, and linguistics shall be addressed throughout the course. 3 Semester hour(s) Illinois Articulation Initiative (IAI): S1 900N Lecture/Lab Hours: 3 lec/week

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	0 (not offered)	13	11	16
Credit Hours Produced	42	0	39	33	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.5	0	61.6	72.8	68.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S1900N	S1900N	S1900N	S1900N	S1900N

How does the data support the course goals? Elaborate.	Higher success rates as students taking these courses are typically SOC or Anthro majors or interested in majoring.
What disaggregated data was reviewed?	Of the five-year mean of 215.4 students completing all SOC courses, 39.6 (18%) were Social Work majors; females constituted 89% and males 11% of those majors;

	78% of majors were Caucasian, 19% were LatinX, 0% were Asian, while 3% were Black. 3 female majors (8%), and one male major (3%) transferred.
Were there identifiable gaps in the data? Please explain.	No course data for year 2 as it was not offered that year.

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.	Effective FY22, SOC115 will be offered in FA semester of odd-numbered years, returning to the cycle in effect pre-2017.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Bi-annual cycle in response to reduced enrollments in Anthropology courses.
Resources Needed	Some new fossil hominid skull models should be acquired for the department's collection for in-class demonstration. This would likely be covered under current budget allocations.
Responsibility Who is responsible for completing or implementing the modifications?	Anthropology instructor, area coordinator.

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	Sociology
Course Title	SOC116 Introduction to Cultural Anthropology
Course Description	An analysis of the origin and basis of culture- its major components, cultural variation, cultural evolution and cultural adaptation. Analysis of selected cultures as case studies. Prerequisite: SOC 115 is recommended. 3 Semester hour(s) Illinois Articulation Initiative (IAI): S1 901N Lecture/Lab Hours: 3 lec/week

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	10	7	6	17

Credit Hours Produced	60	30	21	18	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75.0	50.0	45.8	66.7	70.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S1901N	S1901N	S1901N	S1901N	S1901N
What disaggregated data was reviewed?	Of the five-year mean of 215.4 students completing all SOC courses, 39.6 (18%) were Social Work majors; females constituted 89% and males 11% of those majors; 78% of majors were Caucasian, 19% were LatinX, 0% were Asian, while 3% were Black. 3 female majors (8%), and one male major (3%) transferred.				
Were there identifiable gaps in the data? Please explain.	None				

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.	Effective FY22, SOC116 will be offered in SP semester of even-numbered years, returning to the cycle in effect pre-2016
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Bi-annual cycle reinstated in response to reduced enrollments in Anthropology courses.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	SOC faculty, area coordinator.

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	Sociology
Course Title	SOC200 Introduction to Social Work

	Students will be introduced to the profession of social work with an emphasis on the generalist approach. The course will encourage the student to develop reasoning capacities while examining some of the controversial, contemporary issues in social welfare. Current social services available and gaps in services will be explored by the student. The student will examine the knowledge, skills and values needed for effective social work practice. 3 Semester hour(s) Lecture/Lab Hours: 3 lec/week				
Course Description					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	10	12	9	4
Credit Hours Produced	24	30	36	27	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5	100.0	91.6	100.0	100.0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 7/7/20 ISU 2/12/21 NIU 2/8/21 SIU 7/28/20 U of I 7/20/20 WIU 2/19/21	EIU 7/7/20 ISU 2/12/21 NIU 2/8/21 SIU 7/28/20 U of I 7/20/20 WIU 2/19/21	EIU 7/7/20 ISU 2/12/21 NIU 2/8/21 SIU 7/28/20 U of I 7/20/20 WIU 2/19/21	EIU 7/7/20 ISU 2/12/21 NIU 2/8/21 SIU 7/28/20 U of I 7/20/20 WIU 2/19/21	EIU 7/7/20 ISU 2/12/21 NIU 2/8/21 SIU 7/28/20 U of I 7/20/20 WIU 2/19/21
How does the data support the course goals? Elaborate.	Enrollment has declined but success rates are good. Mostly popular with students interested in becoming social workers.				
What disaggregated data was reviewed?	Of the five-year mean of 215.4 students completing all SOC courses, 39.6 (18%) were Social Work majors; females constituted 89% and males 11% of those majors; 78% of majors were Caucasian, 19% were LatinX, 0% were Asian, while 3% were Black. 3 female majors (8%), and one male major (3%) transferred.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps	None.				

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	NA

<table>
<tr><td colspan="6" align="center">Performance and Equity
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</td></tr>
<tr><td>Academic Discipline Area</td><td colspan="5">Sociology</td></tr>
<tr><td>Course Title</td><td colspan="5">SOC231 Topics/Issues in the Social Sciences</td></tr>
<tr><td>Course Description</td><td colspan="5">This course will be designed to meet the special needs and interests of students on an occasional basis. Topics to be addressed may be from the areas of history, geography, economics, anthropology, sociology, psychology and political science. 1, 2 or 3 Semester hour(s) Repeatable: This course may be repeated twice for a maximum of nine credits. (Topic to be listed on student's permanent academic record.) Lecture/Lab Hours: 1-2-3 lec/week</td></tr>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td></tr>
<tr><td>Number of Students Enrolled</td><td>0</td><td>0</td><td>1*</td><td>0</td><td>0</td></tr>
<tr><td>Credit Hours Produced</td><td>0</td><td>0</td><td>3</td><td>0</td><td>0</td></tr>
<tr><td>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</td><td>0</td><td>0</td><td>100.0</td><td>0</td><td>0</td></tr>
<tr><td>IAI Status (list code) or Form 13 Status (list signature dates and institutions)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>How does the data support the course goals? Elaborate.</td><td colspan="5">Rarely taught</td></tr>
</table>

What disaggregated data was reviewed?	Of the five-year mean of 215.4 students completing all SOC courses, 39.6 (18%) were Social Work majors; females constituted 89% and males 11% of those majors; 78% of majors were Caucasian, 19% were LatinX, 0% were Asian, while 3% were Black. 3 female majors (8%), and one male major (3%) transferred.
Were there identifiable gaps in the data? Please explain.	*No information.

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.	Offer new, revolving Topics in Sociology courses, i.e., Sociology of Sports; Deviance and Crime; Population, Demography, & the Environment; Popular Culture & the Arts; Anthropology of the Amerindian/Indigenous Cultures; etc. Offer one topics course per semester.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	By expanding offerings, boost program enrollment by capturing interested students who might not otherwise consider SOC courses or majors; expand the number of SOC majors by offering interesting, relevant courses. One possible reason for low number of SOC majors might be the too-narrow range of course offerings (based on discussions with students).
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	SOC faculty and relevant Dean.

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	SOCIOLOGY
Course Title	SOC251 Human Sexuality and Marriage
Course Description	This course assesses psychological, sociological and biological perspectives on human sexuality, courtship and marriage in the contemporary United States. Emphasis is placed on sex-role acquisition as part of the general development of personality; the psychosocial aspects of dating, courtship, family planning, parenthood, marital dissolution and remarriage; family functions and problems; alternatives to the traditional family; and the

	Year 1	Year 2	Year 3	Year 4	Year 5
	changing nature of family life. 3 Semester hour(s) Illinois Articulation Initiative (IAI): S7 902 Lecture/Lab Hours: 3 lec/week				
Number of Students Enrolled	31	43	38	35	52
Credit Hours Produced	93	129	114	105	156
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93.6	92.8	97.3	65.7	91.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7902	S7902	S7902	S7902	S7902
How does the data support the course goals? Elaborate.	Course enrollment is high compared to other 200 level SOC courses. Success rates remain steady with the exception of year 4, which saw a high number of withdrawals.				
What disaggregated data was reviewed?	Of the five-year mean of 215.4 students completing all SOC courses, 39.6 (18%) were Social Work majors; females constituted 89% and males 11% of those majors; 78% of majors were Caucasian, 19% were LatinX, 0% were Asian, while 3% were Black. 3 female majors (8%), and one male major (3%) transferred.				
Were there identifiable gaps in the data? Please explain.	Unsure about success rate drop in year 4. Withdrawals seem to be the factor.				
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.	None				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA				
Resources Needed	NA				
Responsibility	NA				

Who is responsible for completing or implementing the modifications?	

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:	15-16, 16-17, 17-18, 18-19, 19-20
Review Area:	Athletics
Program Summary Please provide a brief overview of the program or service being evaluated.	Sauk Valley Community College Athletics includes 12 intercollegiate athletic teams (baseball, men's and women's basketball, men's and women's cross country, golf, softball, men's and women's tennis, men's and women's track and field, and volleyball) and participate in the NJCAA, Region IV and the Arrowhead Conference. Each sport offers a limited number of tuition waivers or other athletic financial assistance to some or all of the team members, while maintaining institutional limits that fall under NJCAA maximum allowances. The athletic department endeavors to function as an integral part of the College and the community, and provides an environment that develops and promotes academic, social and athletic excellence. It also strives to provide the premier athletic program in the region and attempts to reach the highest level of success, serve as a positive community influence, and demonstrate a source of pride for all students, faculty, staff and alumni.
Prior Review Update Describe any improvements or modifications made since the last review.	Over the last five years, the Athletic Department has made many improvements and changes: 1. Increasing the size of the student-athlete population to approximately 150 at the beginning of each year. 2. Two sports have been added (men's and women's Track and Field). 3. Athletic Trainer at all home contests 4. Creation of Athletic Hall of Fame 5. Creation of Student-Athlete of the Year award 6. Installation of new scoreboards (gym, baseball and softball) 7. Resurfacing and repair of Tennis courts

	8. Resurfacing of Baseball infield, mound and catcher's area. 9. Add throwing area to outdoor track 10. Install new volleyball net system 11. Repaint baseball and softball dugout logos and bleachers 12. Purchase of two new vehicles for travel 13. Development of online/remote offerings for Physical Education courses and to provide assistance to student-athletes in training. 14. Staffing changes (new Director of Athletics/ Fitness Center/Physical Education, new Administrative Assistant) 15. Provide programing assistance to athletic teams using Fitness Center
What are the program/service strengths?	1. Providing quality/competitive intercollegiate athletic programs for student-athletes 2. Offering a wide variety of teams (12). 3. Including a diverse group of student-athletes 4. Being fiscally responsible 5. Recruiting local student-athletes 6. Increasing the full-time student body enrollment 7. Provide quality coaching and supervision for student-athletes. 8. Provide quality counseling and academic support to student-athletes 9. Provide a drug awareness and prevention program for student-athletes. 10. Create and promote programs that demonstrate integrity and a positive image of the athletic department.
Based on the review, what are the identified challenges of the program or service?	1. Lack of athletic trainer on staff daily to attend adequately to prevention and care of injuries. 2. Limited waiver credit hours (reduced from 18 hours per semester to 12 hours per semester for a "full" waiver. 3. Limited amount of funding for fees and books. 4. Limited operations budgets

|	5. Non-ADA compliant and outdated locker rooms
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	1. Seek new sources of funding and/or investigate creative ways to hire a qualified athletic trainer onto staff. 2. Revisit discussion of raising tuition waiver amounts from 12 credits per semester to 15 credits per semester. 3. Slowly direct more funding to athletics, potentially based on consistent increase in student-athlete population. 4. Investigate possibilities of correcting and improving locker rooms

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:	15-16, 16-17, 17-18, 18-19, 19-20
Review Area:	Business Office
Program Summary Please provide a brief overview of the program or service being evaluated.	**Accounts Payable.** Responsible for maintaining vendor relationships. Services include issuing purchase orders, maintaining credit card program, preparing service contracts, processing invoices for payment, processing check requests, and processing employee reimbursements. **Accounts Receivable.** Responsible for maintaining student and third-party accounts. Services include cashiering, billing, reconciling accounts, and student payments. **Budget.** Responsible for the coordinating the preparation of the College's annual budget and monitoring the status of organizational budgets. **Cash Management.** Responsible over the College's cash and investments; ensuring resources are available to meet

	the College's current obligations and a reasonable rate-of-return is realized on the College's cash and investment holdings. **Financial Reporting.** Responsible for the preparation of College's annual financial report, as well as monthly or quarterly financial reports. **Grant Administration.** Shared responsibility over the financial reporting and compliance requirements established within grant agreements. **Internal Controls.** Responsible for the establishment and maintenance of a system of internal controls to ensure the safekeeping of College resources, accuracy of financial records, and compliance with laws and regulations. **Payroll.** Responsible for payroll processing and related withholdings. Payroll processing encompasses collection and review of bi-weekly timesheets through disbursement of payroll related withholdings. The Business Office performs additional compensation set-up for adjunct faculty, supplemental contracts, and employee stipends. Supervision over the payroll process extends to Banner set-up for employee earnings and deductions to account for employee pay and withholdings. **Risk Management.** Responsible for the establishment and monitoring of the College's Risk Management Plan. **Tax Reporting.** Responsible for annual and quarterly state and federal tax returns and forms.
Prior Review Update Describe any improvements or modifications made since the last review.	**Nelnet.** During fiscal year 2018, the College transitioned from TouchNet to Nelnet as its student payment servicer. The transition came with savings to the College on maintenance fees and also a more seamless integration with Banner. **Self-Service.** Banner Employee and Finance Self-Service modules have been implemented. Employee Self-Service made electronic timecards available, as well as other payroll/benefit enhancements (direct deposit online set-up, online vacation requests, etc.). Finance Self-Service provided for Banner integrated purchase requisitions with a defined approval workflow. Additional enhancements

| | with Finance Self-Service include My Finance Query which was demonstrated to the College in December 2020 and January 2021. Further enhancements will be implemented for Budget Request Worksheets for the development of the FY2023 College budget.

Positive Pay. During the Fall of 2019, the College implemented positive pay for check disbursements through its primary banking partner. Positive pay ensures payments clearing the bank match data provided from the College to the bank, which make fraudulent checks largely avoidable. Prior to the implementation of positive pay, there were a number of fraudulent checks that cleared our bank, and then had to be investigated and addressed. Further enhancements in this area could lead to time savings in the reconciliation of outstanding checks.

ACH Payments. During the Spring of 2020, the College began making payments to vendors via ACH (or direct deposit). Transitioning from check payments to ACH saves on the cost of mailing payments, but also created significant time savings in the Business Office. A critical transition was to ensuring all payroll vendors were set-up on ACH, which allows for the back-end payroll process to be completed remotely. The transition to vendor ACH payments was the next step towards student electronic payments. The Business Office feels a solution for electronic student payments would create further satisfaction for the student body and also limit the College's risk of non-compliance with stale Title IV disbursements. |
|---|---|
| What are the program/service strengths? | **Staff.** The current Business Office staff encompass a diverse level of SVCC and industry experience. This diverse mix seems to encourage shared knowledge and innovation across services within the Business Office. |
| Based on the review, what are the identified challenges of the program or service? | **Continuity of Services.** The Business Office is responsible for a large range of services with a relatively small number of employees. The SVCC Business Office performs for the same types of services that College of DuPage or Black Hawk College business offices are responsible for, given a sizeable difference in scale. That being considered, SVCC is at a disadvantage when it |

| | comes to employee turnover. Even though cross-training is required among staff and supervisors, turnover of 1 employee disrupts the operations of the entire Business Office until a suitable replacement is hired and trained. This process can take 6 months to a year during which time, other areas of the Business Office are put under strain.

Technology. Many of the back office processes that the Business Office is responsible for are dependent on technology for which is changing at rapid pace.

Education. Education not only for the Business Office employees, but also for the College as a whole. Business processes and related services and regulations are ever changing. Ensuring Business Office staff receive appropriate and continual training is critical. Further, many parties outside of the Business Office must knowledgeable of the College's finance and accounting procedures to perform their functions and make prudent business decisions for their areas.

Feedback. The Business Office is an internal function for the College and serves not only employees, but also the students and the community. Performance measures and feedback from stakeholders are critical to ensure the Business Office's performance is optimal. |
|---|---|
| **Intended Action Steps**
Please identify strategies or actions steps based on the challenges listed. | The Business Office intends to continually investigate whether third-party service providers can assist with concerns over continuity of services and/or the rapidly changing technology ancillary to the services provided by the Business Office. Education of employees in their areas and shared responsibility of process change decisions is critical to continuity of operations.

Further collaboration and training on Banner Finance, Business Office procedures, and the overall College's financial results is necessary. Further opportunities to evaluate Business Office metrics and feedback from stakeholders need to be implemented. |

Graph 1: Student Receipts by Type
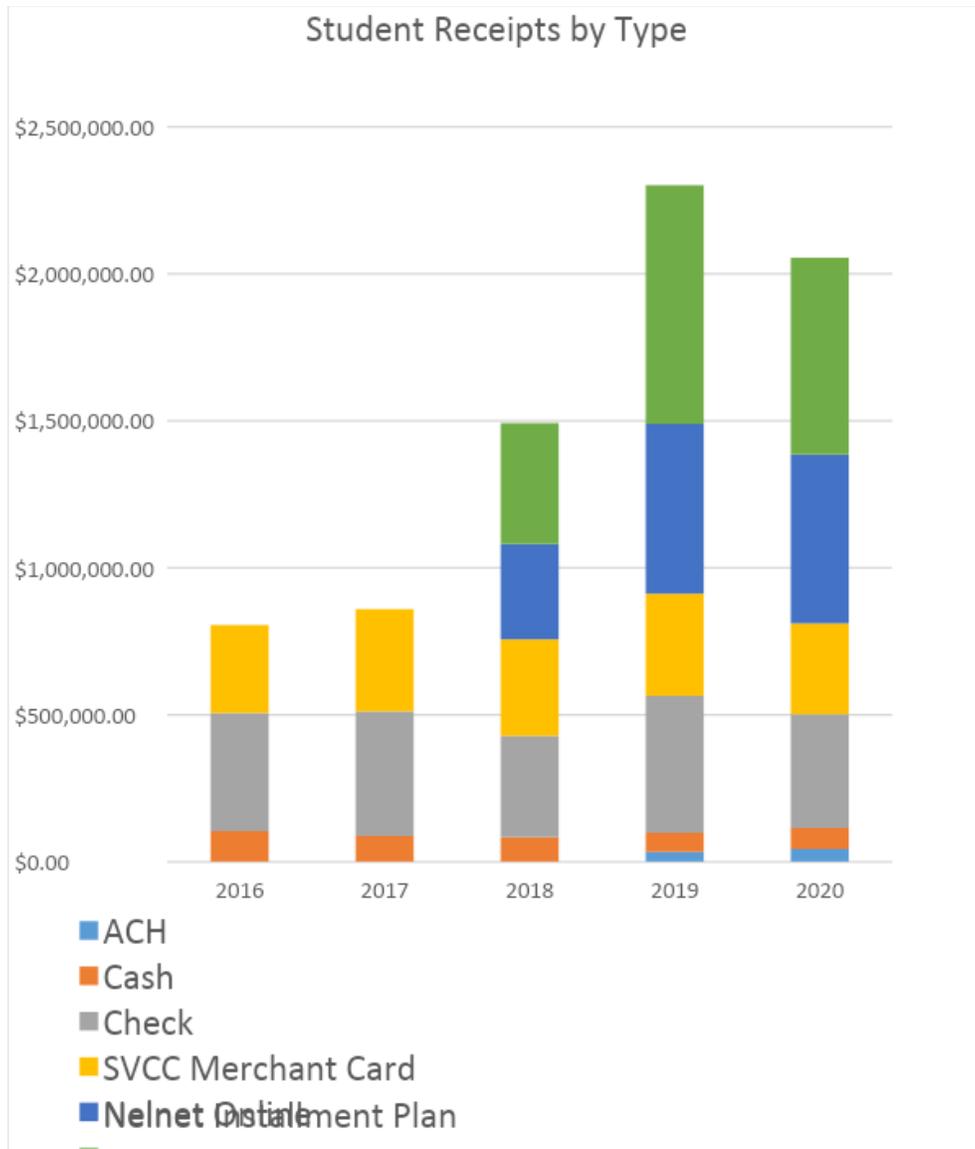
This time series provides limited value based on the amounts presented due to inconsistencies in the data over the years presented (e.g. Nelnet was implemented during 2018). However, it does convey a couple significant items: (1) SVCC assisted receipts (i.e. cash, check or SVCC merchant card) have consistently represented a significant portion of the College's student receipts; approximately 1/3 by value. This trend seems consistent with the overall usage of cash as form of payment in the U.S. retail industry segment. However, continued efforts should be made to increase adoption of online and/or mobile payment options as advancements in mobile banking continue to see growth. (2) The transition to Nelnet and creation of the 'ACH' reporting element signify continual change (or improvement) in the Business Office processes during the period under review.

Table 1: Program Finances

Row	Budget Item	FY 2016 Budgeted	FY 2016 Expended	FY 2017 Budgeted	FY 2017 Expended	FY 2018 Budgeted	FY 2018 Expended	FY 2019 Budgeted	FY 2019 Expended	FY 2020 Budgeted	FY 2020 Expended	5-year Totals Budgeted	5-year Totals Expended
a	530200 Consultants	23,000	21,331	24,800	29,088	24,800	29,688	30,000	27,952	30,000	27,504	132,600	135,564
b	530400 Maintenance Services	32,500	32,359	34,000	33,622	34,000	8,817	6,750	7,771	7,100	10,207	114,350	92,776
c	540110 Office Supplies	4,000	4,969	4,000	3,770	3,500	2,211	3,000	2,553	4,500	2,807	19,000	16,310
d	540600 Publications and Dues	400	376	400	392	309	392	700	356	1,270	1,287	3,079	2,803
e	550100 On-Campus Meetings	0	40			0	300	0	165	2,300	350	2,300	855
f	550200 Travel - In State	2,000	1,811	3,000	1,912	1,700	1,406	5,400	1,654	5,625	636	17,725	7,419
g	550300 Travel - Out of State									5,575	6,708	5,575	6,708
h	570500 Telephone									0	190	0	190
i												0	0
j												0	0
k												0	0
l												0	0
m												0	0
n												0	0
o												0	0
p	Totals (a+b+...o)	61,900	60,886	66,200	68,784	64,309	42,815	45,850	40,451	56,370	49,689	294,629	262,625
q	Under/Over Budget (budgeted - expended)	1,014		-2,584		21,494		5,399		6,681		32,004	
r	% budget remaining	2%		-4%		33%		12%		12%		11%	
s	Equipment purchased with funding bonds											0	
t	Employee Salaries	237,314		222,685		218,317		250,444		250,520		1,179,280	
u	Employee Benefits	77,849		69,066		77,589		87,619		87,776		399,899	
v	Total (t+u)	315,163		291,751		295,906		338,063		338,296		1,579,178	
w	Total Expenses (rows p+s+v)	376,049		360,535		338,721		378,514		387,985		1,841,803	

Table 2: Area Staffing

Employee Classification	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Administrator (#)	1	1	1	1	1
FT Professional/Technical (#)	1	1	2	1	1
FT Support Staff (#)	5	3	3	3	5
PT Professional/Technical (#)					
PT Support Staff (#)	1	1			
Work Study (# hours total)					206.25
Total Number of College Students (#)					1
Total Number of College Credits					13.0

The staffing reflects distinct individuals who worked during the fiscal year, not necessarily that all were active at the same time. It is difficult to distinguish work study hours for financial aid from those for student services in general.

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:	15-16, 16-17, 17-18, 18-19, 19-20
Review Area:	Student Activities
Program Summary Please provide a brief overview of the program or service being evaluated.	Student Activities enhances the educational experience through student clubs/organizations and by engaging students in social, recreational, educational and cultural events. Goals: • Assist with improvement of retention, student success, and learning through co-curricular activities. • Enhance the college experience by offering meaningful involvement opportunities where students can work with others, grow in leadership

	style and in respect and appreciation for human differences. ● Increase student participation in co-curricular experiences. The opportunities offered by Student Activities are vital to the college community and align with the college's mission by supporting: • **Teaching and scholarship** - Students get empowered, learn about responsibility, and experience success through leadership, educational and cultural programs, and by serving in college committees. •**Engagement in lifelong learning, public service, and economic development -** Students develop a sense of community by participating in students clubs, making meaningful connections, and working as a team. Throughout the last five years, we have seen many students taking advantage of the opportunities offered by Student Activities and developing leadership skills, growing professionally, and staying connected with Student Activities after they graduate.
Prior Review Update Describe any improvements or modifications made since the last review.	Improvements: ● The Art Club was formally established in fall 2016 with the mission is to attract students with others who share the same love and admiration for the arts. Students explore the visual and performing arts through discussions, speakers, field trips, and by volunteering in the community providing workshops and connecting with others who share the same interest in fine arts. ● The Rotaract Club was established in the fall of 2017 providing a unique opportunity for students to conduct local service projects and at least one international fundraising event each year. Rotaract members can grow their leadership skills by interacting with local Rotary Club members and developing a professional network with local business, government, and educational leaders from across our community.

	● In fall 2018, the Agriculture Club was formed to represent the college's Agriculture Program at on and off-campus events. The Sauk Valley Ag Club allows students to attend agriculture-related conferences, trade shows, industry tours, workshops, and student competitions through professional organizations.
	● The Informed Student Voter Coalition Club (ISVCC) was established in spring 2019 to create bi-partisan student voter awareness, offering opportunities for voter registration on campus, helping students understand how the voting process works, and provide educational events on the importance of voting and on how political identity is established. Student Activities and the Student Government Association (SGA) supported their efforts by encouraging civic engagement and offering voter registration activities at SaukFest days and during Constitution Day.
	● The Student Activities Coordinator helped write the ALL IN Democratic Engagement Action Plans in 2016, 2018 and 2020 to encourage nonpartisan democratic engagement at Sauk, created a voter registration web section, and made sure that voter information was sent to all students during important dates.
	● A new Student Activities video was created in fall 2018 and shown at orientation sessions to welcome and expose new students to what Student Activities has to offer.
	● Tacos with Trustees, Women in Leadership and Men in Leadership were three new programs offered by Student Activities in 2018 that involved Sauk representatives as panelists who inspired students to better themselves by sharing about their journey to their current positions and

	motivated students to get involved on campus and in their communities.
	● Despite the pandemic, Student Activities and Student Government officers tried to continue offering quality programs and learned new ways to effectively provide activities and events in a digital space. The 2019-2020 end of the year leadership banquet had to be canceled, but a video was created and shared with students and staff to celebrate the year's accomplishments. A short video thanking faculty and staff for their hard work responding to COVID-19 was also created. An Instagram account was started to inform students about upcoming events and to offer weekly social media activities giving students the opportunity to win prizes. These have been well received and even male students who are usually less likely to get involved, have participated.
	● Student Government officers serve as the Student Activities Board at SVCC. An assessment was created and implemented to determine whether or not Student Government leaders were attaining learning outcomes. The results indicated that before participating in SGA, they had seldom demonstrated leadership skills by assisting with planning, coordination, and evaluation of events. They felt more confident with their event planning and leadership skills after having served as officers of SGA. They felt more comfortable communicating with others in social, academic, and professional settings and working in teams. They also indicated that a multicultural or diverse experience enriched their learning process and helped them accept and relate to those who have a different life experience than their own. And that after participating in SGA, they plan to

	advance their leadership skills to contribute responsibly to society.
What are the program/service strengths?	The student involvement offered by Student Activities at Sauk enhances future possibilities for lifelong learning, healthy choices, and employment. With enriching experiences, events and activities that provide informal and friendly exchanges among students, faculty/staff, professional speakers, and with social to major-focused student clubs, Student Activities offers something for every student's interest. Seventeen student clubs also offer a variety of events and activities based on their mission and interest. Students are welcomed to work with the Student Activities office to start new clubs if interested. Programs offered by Student Activities include comedians, hypnotists, mentalists, music performers, as well as diversity, motivational and leadership speakers. NOTE: Please see the attached list of Student Activities events and club sponsored activities. **Participation in Student Activities Sponsored Events FY16 - FY20** 2015-2016: 3,411; 2016-2017: 2,794; 2017-2018: 2,333; 2018-2019: 2,487; 2019-2020: 2,123 (Student Attendance by Academic Year) Student Activities assists in promoting Sauk to the community by making some events open to the public. Community members who have attended our events appreciate the opportunities offered to them and share their experiences with friends and family members, helping make Sauk a more welcoming place. Adaptability has been key during this time during COVID-19. All of our meetings and programs were made
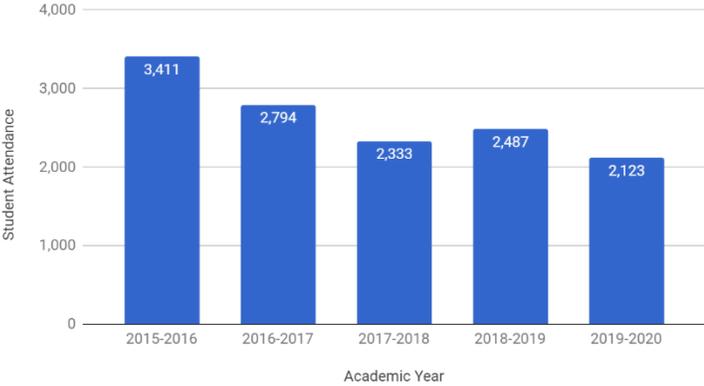
available online. The support from the Marketing Department, Sauk employees who promote our programs, and faculty members who offer extra credit, helped with attendance.

Student Activities is fiscally responsible and continues to negotiate fees to reduce expenses. Student Activities has co-sponsored some programs with TRIO and the Title III Project Director to save on event costs. Student Activities joined the Illinois Community College Student Activities Association's (ICCSAA) collaboration of virtual programs to foster partnerships with schools and provide our students a variety of virtual events at a reduced cost during Spring 2021.

Even though the financial data in Banner shows being over budget by $1,130 in FY 19, a total of $1,234.05 from inactive club funds were deposited into the General Student Activities budget. Student Activities saved the college a total of $7,270.05 in the last five years.

Program Expenses
5-year Totals

	Budgeted	Expended	Amount Saved
FY 16	33,150	30,251	2,899
FY 17	31,450	30,125	1,325
FY 18	28,450	27,120	1,330
FY 19	27,940 (+$1,234.05 from inactive club funds = 29.174.05)	29,070	(-1,130 Banner balance) 104.05 actual amount saved. (29,174.05 - 29070)
FY 20	28,090	26,478	1,612
Totals	**$149,080**	**$143,044**	**$7,270.05**

| Based on the review, what are the identified challenges of the program or service? | In 2018, students recommended more student friendly spaces and repeatedly commented that an entire upgrade of the cafeteria was needed. A cafeteria upgrade proposal that focused on renovating the east side of the cafeteria and converting that space into a game/lounge area was submitted in the fall of 2018.

Lower enrollment has impacted student participation. COVID-19 has also been a barrier to engaging students and hosting in-person events. Some students do not enjoy |

	the online experience and other students are working more hours, making it difficult to keep them actively involved.
	The Student Activities and COVID-19 Response Survey results indicated that students prefer in person events vs virtual events. Male student participation has continued to be low and the transition from in-person to virtual events has made it more difficult for social interactions. Although virtual programs is not the ideal way to offer programs based in direct student engagement, Student Activities puts students first and continues to serve students in virtual platforms.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	Human interaction is definitely key for successful conversations and engaging students because we get to know students, understand them, and help them feel comfortable connecting with other students and college resources. While COVID has presented challenges, the opportunity to reach the online student opened up. Virtual programming has given online students the opportunity to participate in our events and activities, therefore Student Activities plans to offer hybrid opportunities in the future. Student Activities worked with Marketing to produce a Get Involved postcard that will be mailed to students at the beginning of the spring semester. Student Activities plans to bring back the Men in Leadership event to expose male students to male role models and promote benefits of involvement. Student Activities will continue to support the college's mission by promoting connections, belonging, and quality programs that benefit student retention and success.