PROGRAM REVIEW COVER PAGE	
COLLEGE	Sauk Valley Community College
DISTRICT NUMBER	506
CONTACT PERSON *(NAME, TITLE, CONTACT INFORMATION)*	Aaron Roe, Director of Research and Planning, Aaron.r.roe@svcc.edu
FISCAL YEAR REVIEWED:	AY 22-23 Program Review
DIRECTORY OF REVIEWS SUBMITTED	
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Career & Technical Education	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	17-18, 18-19, 19-20, 20-21, 21-22

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
Radiologic Tech (051)	AAS	69.5	51.0911	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives	
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Radiologic Technology (AAS 051) -- After completion of the AAS degree the graduate will be able to pass the Radiologic Technology (RT) Registry exam and perform as an entry level Radiologic Technologist.
	End of Program Student Learning Outcomes (SLO's) were developed for the program and each course has SLO that progress within the program. These are set by the Joint Review of Education in Radiologic Technology (JRCERT), our accrediting agency.
	• Goal 1: Students will use critical thinking and problem-solving skills.
	o Students will manipulate exposure technical factors.
	o Students will evaluate images.

	• Goal 2: Students/graduates will be clinically competent.
	o Students will apply positioning skills.
	o Students will apply principles of radiation protection.
	• Goal 3: Students will communicate effectively
	o Students will demonstrate communication skills.
	o Students will effectively communicate in the healthcare environment.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The graduates have a high American Registry of Radiologic Technology (ARRT) registry pass rate (96% pass rate for RT) and graduates are performing well as entry level technologists as indicated on employer surveys. We constantly meet our program effectiveness measures that are set by JRCERT. • Students will pass the national certification examination on the 1st attempt within 6 months. • Students actively seeking employment will be gainfully employed within 12 months post-graduation. • Students will complete the program. • Graduates will be satisfied with their education. • Employers will be satisfied with the performance of newly hired technologists
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Actions listed on the last program review: 1. Request new equipment and software for the program. 2. Implement new methods to increase graduate survey response 3. Implement new retention methods. All actions have been put into place. For action 1, the program has updated software in the lab rooms. A remodeling and purchase of a c-arm occurred last year. We are in the process of purchasing a new portable x-ray unit. For action 2, Survey Monkey is now used for graduate surveys, also a gas card is drawn for an incentive for the students who responded to the survey. For action 3, a retention specialist was hired for health professions and we have referred students to her.

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.	Dianna Brevitt MAT RT(R)(CT) Associate Professor II Maggie Young M.Ed. RT(R), CNMT Associate Professor II Christine Vincent RN, MSN Dean of Health Professions Katelyn Alvarado, MBA, RT (R)(N), CNMT, Medical Imaging Director Freeport Health Network Gina Grennan MOL, CRA, BA, CNMT Medical Imaging Director CGH Hospital Roberta Redick MBA, RT(R)(CT), Medical Imaging Director Mercy One Hospital
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.	Students, an academic advisor, and workforce council committee will review the program review findings and discuss overall program quality.

	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.	Prerequisite courses were reviewed and are relevant and contribute to the preparation of the student before entering the program. The prerequisite RAD 100 course has had changes in the last year to incorporate more of the program expectations and scoring. No changes needed in the other prerequisites.
	Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Radiologic Technology (AAS 051)—requires 69.5 hours to complete. The curriculum includes several clinical courses for hands-on experience working in the field and this contributes to the excess over 60 credit hours. This number of credit hours and number of clinical hours for this type of program is very typical.

	Indicator 1: Need	Response
	1.1 What is the labor market demand for the program? Cite local and regional labor market information.	For local data: https://www.careeronestop.org/site-search.aspx?keyword=radiologic%20technologists National data on wages and occupational outlook can be found at the U.S. Bureau of Labor Statistics. Use this link: https://www.bls.gov/ooh/healthcare/radiologic-technologists.htm There is average occupational demand for Radiologic Technologists nationally. U.S. Bureau of Labor Statistics lists a 6% increase in job demand for 2021 – 2031 for Radiologic Technologists, as fast as average. For the state of Illinois, there is little data available. Regionally, there appears to be a shortage of technologists. Several job openings in our northwest region and clinical sites that Sauk covers (there are no other community colleges that have a Radiologic Technology program in northwest Illinois, we provide in-district tuition to Rock Valley, IVCC, and Highland Community College). Sign-on bonuses to new employees are currently very common. Several hospitals have reached out to the program to try to recruit SVCC students/graduates. Several employment agencies have contacted us asking for graduates or promoting positions that are available. The 5-year employment rate for our graduates is 99%
	1.2 How has demand changed in the past five years and what is the outlook for the next five years?	2016 -2026 the US bureau of labor statistics listed a 12% increase in job demand. The current US statistics is 6%. Due to Covid, which prompted early retirements and technologists leaving the healthcare field, it appears that the demand has actually increased rather than decreased as estimated. There is a growing number of people (baby boomers) with chronic conditions including diabetes, heart disease, cancer, and obesity, which add to the demand for health care in all settings especially in rural areas.

	1.3 What labor market information sources are utilized and how often are LMI data reviewed?	U.S. Bureau of Labor Statistics are used for market information during program review.
		Direct communication with our community includes:
		1. Workforce advisory meetings provide insight to the need for more technologists. These meetings are held twice yearly.
		2. Radiologic Educators of the Midwest (REM) meetings are held 3 times per year and our program faculty attend these at least twice per year, also provide information on the job market.
		3. Our clinical site instruction involves discussion with department directors and other technologists and this also provides insight to the local employment needs. This is on a consistent, continuous basis.
	1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited by marketing the program at job fairs, student presentations at local schools, billboard advertisement, brochures, informational meetings, and Facebook postings. We have worked with the recruitment department to give individual attention to students interested in the program. The program has a limited number of seats per fall semester admission. The program typically has more applicants than seats available (except during Covid). These students are put on a wait list.
	1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Changes are generally initially discussed at the faculty and advisory council level. Faculty then work with the Dean over the department to strategize further. Once a plan is in place, the instructor submits an action form to go to the Curriculum Committee, which is reviewed by administration prior to reaching the agenda of the Curriculum Committee.

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.	Program need is at a high demand. We are limited to the number of students admitted to the program based on the hospitals that have affiliate agreements with SVCC. And a one technologist to one student ratio to be maintained in the clinical sites. Morrison Community Hospital was recently added.

Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**

1. How does the institution assess cost-effectiveness for CTE programming? Consider:
 	
  o Costs to the institution associated with this program
 	
  o How costs compare to other similar programs on campus
 	
  o How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
 	
  o Revenue Analysis
 	
  o Student to faculty ratio
 	
  o Course/section fill rates
 	
  o Enrollment trends
 	
  o Credit hours earned year to year
 	
  o Scheduling efficiency
	Funding for the program comes from the general operating fund (supported by local taxes, State apportionment, and tuition), lab fees, State/federal grants —-most notably Perkins funds, and generous donations from community partners. Tuition, lab fees, and apportionment has increased from fiscal 2020 to 2022. The Impact Program, donations given to the college, or increased tuition for Health Professions courses may be options to replace grant funding for costs for the program.
	
	Table comparison Health Profession program, LPN, similar to Radiologic Technology

LPN	FY2018	FY2019	FY2020	FY2021
# of Instructors	4	4	3	2
Avg class enrollment	19	16	14.4	14.9
Total revenue	169,453	192,140	160,136	166,349

Total expenses	212,537	157,720	193,567	282,027
Net income	-43,084	34,420	-33,431	-115,678
Rad Tech				
# of instructors	6	5	4	4
Avg class enrollment	14.5	15.4	17.0	16.5
Total revenue	108,777	245,710	236,316	248,744
Total expenses	15,113	15,431	14,618	17,009
Net income	93,664	230,280	221,698	231,735

2. What are the findings of the cost-effectiveness analysis?	The Radiologic Technology program stayed within budget for FY 2018- 2020. FY 2021 was over budget, but this was during Covid and the budgeted amount was 0 for all Rad Tech accounts that year. FY 2022 was slightly over budget for mileage and this may be because of increased mileage reimbursement due to an increase in gas prices and federally set reimbursement rates. This will be corrected for FY2023. The faculty salaries comprise much of the Rad Tech budget expenses. According to the financial spreadsheet, it appears that the program has constantly been profitable for the past five years.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The only costs offset by grant funding is equipment for the program. Tuition and fees cover the remaining costs. Health Professions programs are particularly critical to the overall financial stability of the college as many of the college's students are health profession majors who

		support the enrollment of many of our general education and science classes.
	2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs may be higher than other programs in the college due to the additional expenses of clinical instruction requiring additional faculty. The equipment and maintenance can also create more expense if not funded by federal grants. The Rad Tech program has been diligent with monetary allotments to use the money conservatively to purchase equipment. The program cost is less than LPN program, which is also a health professions program with similar cohort size and clinical instruction. During our orientation meeting for students, the federal program Business Employment Skills Team (BEST) has a representative talk with the students and provides information on benefits available. SVCC foundation has also been utilized to assist students financially. Numerous financial supports are in place including: financial assistance, foundation scholarships, and Perkins funds for students in special populations.
	2.5 How will the college increase the cost- effectiveness of this program?	The program is cost-effective and does not appear to need any expenses cut.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	No actions or modifications were made after reviewing program costs.
	Indicator 3: Quality	**Response**
	3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?	Radiologic Technology program is given in traditional format with a total of four hybrid courses in the program. Several clinical internship courses are included in the program. Success rates are consistent among all delivery methods in this program.

	How do the success rates of each delivery system compare?	
	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program ensures that quality, relevant, contextualized, and culturally responsive instruction occur in two ways – 1. From the preparation and professional development of the Program Coordinator and Clinical Coordinator. Both have completed professional development to move to Professor rank. And both each have over 20 years of experience in the field. 2. From close consultation with the workforce and advisory council who inform the program on up to date best practices, techniques, and challenges in the field. 3. Hands-on clinical instruction in the medical imaging department weekly
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?

If yes, describe any strengths or challenge to program of study implementation. | An ICCB Program of Study report was completed for the Radiologic Technology program. The report was submitted to the ICCB in August 2022 and the college is currently waiting for results. |
| | 3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway | The Radiologic Technology program does not fit into a career pathway program. |

	elements.	
	3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Our simulation testing methods are unique compared to how other programs complete theirs. SVCC students appreciate the system and how it enables them to do more exams earlier in the semester in the clinical sites. Students have remarked on graduate surveys that the simulation testing is one of the highest ranked strengths of the program. The use of surgical and portable equipment in our simulation testing is also unique and has many benefits for the students when they start surgical rotations in the clinical sites.
	3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There are not any dual credit opportunities other than the general education requirements for the Rad Tech program.
	3.7 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?	The Rad Tech AAS degree has work-based learning opportunities. The students complete approximately 1500 hours in the clinical sites completing x-ray examinations and patient care skills with the direction of SVCC faculty and radiologic technologists in the department. This may be a burden for full time students who are trying to graduate on time and also taking a full load of classes. The amount of hours completed is about average for Rad Tech programs. The student graduates with an appropriate amount of experience to begin working in a hospital or clinical facility and be competent with their skills. Employer surveys indicate that graduates' overall entry level knowledge has been rated as good or excellent, consistently. The advisory council will discuss if this can be done with less hours, and still graduate a student with clinical competency.

	3.8 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, ASE).	An industry accreditation is required for the program. There are two options for this. If the college is accredited through the Higher Learning Commission (HLC) the Radiologic Technology program can be considered accredited through this. The other option is the JRCERT which has specific standards to be met and is the option used by the vast majority of Radiologic Technology programs. The program is currently accredited by JRCERT.
	3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	RT (R) Registered Radiologic Technologist is the credential for professionals given by the American Registry of Radiologic Technologists when the registry exam has been passed. More than 75% of states require this certification.
	3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Students are required to complete clinical internships as part of the program. Approximately 1500 hours are completed in the Rad Tech program.
	3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	The registry exam administered by American Registry of Radiologic Technologists (ARRT) must be passed with a score of 75% to obtain certification. The 2021 ARRT national pass rate is 83.8%. SVCC pass rates: 2017 18 of 18 students passed on first attempt: 100% 2018 17 of 17 students passed on first attempt: 100% 2019 19 of 19 students passed on first attempt: 100% 2020 14 of 17 students passed on first attempt: 82% 2021 18 of 19 students passed on first attempt: 95% 96%: Average five-year pass rate
	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements with SIU, University of St. Francis, and NIU.

	3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	An affiliate agreement with Morrison Community Hospital was recently established. This will increase the number of students that can be admitted into the program. The facility will provide a great learning environment with a variety of surgery, ER, out-patient and in-patient examinations. The addition of any other hospitals or clinical sites is limited. The program currently has all major hospitals in northwest Illinois. Opportunities for growth are constantly being evaluated.
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The program partners with marketing to highlight successful students who are from underrepresented demographics. A $15,000 grant was given to the Rad Tech program in 2018 from a Pathways to Results study completed and sent to ICCB. The program advertised and highlighted male graduates and specifically veterans. Lastly, SVCC as an institution has prioritized diversity, equity, and inclusion in its annual training in order to create a welcoming environment for Rad Tech and all of its students.
	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?	Instructors are offered various training sessions by our instructional design team to improve quality and accessibility of online and in-person courses. SVCC counseling department has offered mental health training. Both full-time faculty have recently moved to Professor rank and funding was provided from the college to assist with costs of the professional development. Perkins funds have helped with class trips of faculty and students to educational presentations and events.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	1. SVCC has had presentations from Dr. Jodi Merriday on diversity, equity, and inclusion topics each start of semester kickoff day for the past two years. 2. SVCC fall kick-off included a session called "Sauk's commitment to DEI focus on gender and sexuality". 3. The Department Director completed continuing education credits to move to Professor rank and some credits were on the topic of diversity. 4. Some presentations during the Illinois State Society of Radiologic Technology (ISSRT) conference which has

		been attended yearly by the faculty and students have covered the topic of diversity.
	3.17 What is the status of the current technology and equipment used for this program?	We have excellent technology and equipment for the program. The classroom has a 30-student capacity with internet access, projector, three desktop computers, and multiple outlets for student laptops. The two energized lab rooms on campus were updated with updated digital imaging receptor, software, and PACS system 2 years ago. Last year a room relocation, remodel and purchase of a mobile c-arm unit was completed to provide expanded testing for portable and simulated surgical imaging procedures. The energized x-ray rooms, portable and c-arm room prepares students to image patients before starting in the clinical site.
	3.18 What assessment methods are used to ensure student success?	The program is required to track student success rates for our accreditation agency, JRCERT. The agency requires benchmarks to be met and if they are not met, action plans and methods must be created and documented to bring success rates into the acceptable range. The success rates must be published and available to the public. Success rates are posted on SVCC Radiologic Technology webpage. https://www.svcc.edu/academics/programs/health-and-safety/radiologic-technology/pass-rates.html The SVCC Rad Tech program consistently meets the benchmarks set. The last self-study required by JRCERT was approved with zero recommendations for improvements or corrections. The last interim report had the same result.
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The results are shared yearly at our workforce council meetings. The results are also shared with the college and submitted as our assessment requirements for the department/program.
	3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information	The program has added more hands-on learning for the operation of equipment and imaging procedures that would be performed in the surgical setting. The college Perkin's funds were used to purchase a c-arm unit and remodel of a room for this last year. Input from our graduate surveys has indicated that the students found

	gained from the assessment to improve your program and students learning?)	surgical imaging procedures difficult after starting employment. Also, assessments from our clinical courses indicate that surgery is the most difficult area for students.
	3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	A graduate survey is sent 6 months post-graduation. There is not a specific question asking about preparation for employment, but a question that asks if they are satisfied with the overall quality of education. Graduates consistently rate the Radiologic Technology program as overall good or excellent for overall quality of the educational experience. 2018: 9 respondents. 9 rated the overall quality of the program as good or excellent. 2019: 14 respondents. 14 rated the overall quality of the program as good or excellent 2020: 15 respondents, 14 rated good or excellent, 1 rated as fair for overall quality of education 2021: 7 respondents. 7 of 7 rated as good or excellent
	3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program workforce committee for the Radiologic Technology program meets twice per year. Each meeting is approximately three hours in length. Approximately 17 -20 clinical instructors who instruct and assess students from our clinical sites attend these meetings. The Advisory Committee composed of department directors meets approximately once per year. We do have informal meetings with clinical site department directors on a regular basis to assess any changes that may be needed to improve the program or student success.
	3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers surveys are completed yearly for Radiologic Technology graduates. The department directors of each hospital are on our advisory committee and are directly involved with interviewing and employment of new technologists in their departments.
	3.24 How satisfied are employers in the preparation of the program's graduates?	Employers consistently rate graduates of the Radiologic Technology program as overall good or excellent.

	How is employer satisfaction information collected?	2018: 5 surveys returned. 5 of 5 rated the graduates as good or excellent. 2019: 11 surveys returned. 100% rated the newly hired technologists as good or excellent. 2020: 9 surveys returned. 8 of 9 were evaluated as good, 1 as fair. 2021: 6 employer surveys returned. 6 of 6 rated graduates as good or excellent. 100% Each year, a survey is sent out to employers six months post-graduation.
	3.25 What are the program's strengths?	- The program is well-established with high registry pass rates, high employer surveys, and high graduate surveys. - The registry 5-year pass rate is 96%. - The employer surveys have consistently ranked new graduates as good or excellent. - The graduate surveys consistently rate the overall quality of the program as good or excellent. - The program is the only Radiologic Technology program offered in northwest Illinois. We provided this program to students at other local community colleges at in-district tuition. This brings more eligible students to the applicant pool. It is needed by local hospitals and has good enrollment yearly. - Clinical sites are well established with excellent working partnerships between the sites and the Rad Tech program. - Equipment on campus that is similar if not better than the equipment in the clinical sites. - Simulation testing is performed prior to clinical placement. Graduate surveys indicate this is a strength of the program. - Full-time faculty are experienced and improve expertise through a variety of professional development activities.

		- Full 8-year JRCERT accreditation with zero improvement recommendations.
		- A variety of simulation experiences for the students including surgery simulation, laboratory experiments, and clinical site non-routine positioning evaluations.
	3.26 What are the identified or potential weaknesses of the program?	- Retaining qualified faculty members has been a challenge to the program. Our instructors that do clinical training with the students often do not stay with our program for extended periods of time. - Soft skills of the students have been challenging the last few years and several clinical sites have had issues that faculty have resolved. We will investigate curriculum instruction to be included early in the education process.
	3.27 Did the review of program quality result in any actions or modifications? Please explain.	No actions or modifications needed.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

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. Each year may represent a cohort.

CTE Program	Radiologic Tech (051)				
CIP Code	51.0911				
	2018	2019	2020	2021	2022
Number of Students Enrolled	41	46	45	44	45
Number of Completers	FY 2018 17 degrees awarded	FY 2019 19 degrees awarded	FY 2020 17 degrees awarded	FY 2021 19 degrees awarded	FY 2022 20 degrees awarded
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.	SVCC reviewed disaggregated data based on ethnicity and gender. For more specifics, see table and explanations below.				

	It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	

How does the data support the program goals? Elaborate.	Comparison between Rad Tech program and College demographics:

	Rad Tech program	College	District
Caucasian	83%	79%	79.6%
Hispanic	13%	17%	8.5%
Black	2%	3%	2%
Asian	1%	2%	.5%
Male	10%	39%	
Female	90%	63%	

Graduate need is high in the workforce, so SVCC needs to make sure that every person, irrespective of background, realizes the job opportunities that this degree would help realize. Hispanic, black and Asian students in the program are comparable to college demographics.

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success	From the statistics above, females enrolled in the program account for 90%, where males account for 10%. This does not match the college female to male ratio of students. This was recognized in our ICCB Pathways to Results report. As a result, the program was awarded a $15,000 grant to advertise and promote male enrollment in the program.

gaps, etc.)? Please explain.	The program anticipates the 2023 graduates to be 85% female, 15% male. 2024 graduates will be 82% female, and 18% male.	
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The College can do a better job of recruiting African Americans into the program (though overall those numbers are low in our district, posing a challenge). SVCC will meet with marketing to ensure that promotional materials highlight underrepresented groups to attempt to attract them into the programs. Also, SVCC will continue to market success stories of minorities who have graduated.	
Are the students served in this program representative of the total student population? Please explain.	Hispanic representation in the Rad Tech program closely mirrors that of the college – at around 13%. Black representation is 2%, and Asian is 1% in the program, relative to the college at 17%, 3% and 2%, respectively. This program has a higher female to male ratio (close to 90%) compared to the college (63%) as a whole.	

	Are the students served in this program representative of the district population? Please explain.	At the district level, Hispanic representation in the Rad Tech program is higher, black representation is equal, and Asian representation is higher in the program.
	Review Results	
	Action	✓ Continued with Minor Improvements o Significantly Modified o Placed on Inactive Status o Discontinued/Eliminated

		o Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.	Radiologic Technology is well established and doing a great job at retaining, recruiting, and assisting students thru completion. Action steps forward will look at expanding the program further with a stackable credential and further market the program for the need of health careers in our community.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Work with academics, research and planning, and advisory council to explore creating a sonography program Work with marketing and research and planning to develop a Health Careers marketing and recruitment plan
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	If the program of sonography is not possible to add to our curriculum due to cost or the issues that develop in the start up of a new program. Then we will research ways to partner with another institution in terms of an agreement to be able to still prepare students in this area and fill this need.
	Performance and Equity To what extent are action steps being implemented to address equity	We are attempting to reach out to all demographics in our community with marketing needs. Some marketing has been sent out in Spanish in our more diverse areas in our communities.

	gaps, including racial equity gaps?	
	Resources Needed	
	Responsibility Who is responsible for completing or implementing the modifications?	Faculty leaders from health professions will work with the deans to ensure the proper resources have been allocated.

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	17-18, 18-19, 19-20, 20-21, 21-22
	Discipline Area:	**Foreign Language 603**

	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 of the discipline?	This program prepares students to transfer to a four-year institution to work towards a Bachelors of Arts in Spanish. This program also allows non-majors to build up their Spanish language skills and cultural competencies through four semesters of Spanish focused on speaking, reading, writing/grammar, and cultural awareness of a variety of regions whose principal language is Spanish. Foreign language graduates often seek careers as teachers and interpreters. Knowledge of a foreign language coupled with a major or minor in business opens doors to careers in international business.
	To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	As this is a transfer degree, objectives should include both retention rates for Spanish majors and students taking Spanish courses, as well as transfer rates to a four-year program. In regards to retention, students are persisting (A-D + P grades) at a high rate in each of the four LAN courses – LAN 161 (81.8%), LAN 162 (95.2%), LAN 261 (90.9%) and LAN 262 (95.8%). In regards to completion, unfortunately the College has had very few students major in Foreign Language (Spanish) over the past five years. A total of one student has graduated with this designated major over the past five years since the last program review.
	How does this discipline contribute to other fields and the mission of the college,	This discipline serves the College mission in a number of ways. Learning a foreign language is an excellent opportunity for someone to expand

including addressing the college's vision for equitable access for students?	awareness of cultures that are different than them, and in general, communicate more effectively with a diverse group whose first language may not be English. Two years of Spanish at SVCC also allows a student transferring into a Liberal Arts and Sciences major at a four-year school to have already completed their foreign language requirement prior to transfer. Lastly, having more Spanish speakers on campus creates a more inclusive environment for students who come from primarily Spanish speaking home environments in our district.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	SVCC's two Foreign Language adjuncts have changed their learning platform (used both in online and in person sections) to Portales, which was deemed more user friendly and in-depth relative to the Pearson product used earlier. Course syllabi and outlines were also updated approximately two years ago to A. separate out the syllabi for each of the four courses (two courses per syllabus before), update formatting, and align subject material to the more current state expectations.

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 College reviews the major course suggestions for programs through the I-Transfer website and follows said recommendations. Recommendations are generally submitted by the lead faculty member (or adjunct in this case), reviewed by the academic dean and VP of Academics and Student Services over the area, then submitted to Curriculum Committee for discussion. Curriculum Committee will analyze proposed changes and discuss the impetus behind the changes with the faculty member who submitted the consideration. Upon agreement within the Curriculum Committee, changes are submitted to the state for approval.

	1.2 How will students be informed or recruited for this discipline?	SVCC has an active recruiting presence in its district, often doing school visits, hosting events on campus, and attending career fairs. At each of these venues, different academic pathways are discussed, including for a student who wants to major in a foreign language. SVCC also offers career advising and exploration, most notable a recent course that was developed and is being offered entitled Career Exploration and Planning. Lastly, a core role of the academic advisor is to discuss academic and career interests with students and suggest different options that align with those interests.
	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?	No academic transfer degrees have been added in Foreign Language over the last five years. At one point adding French was considered, but enrollment was low previously when that was offered, and Spanish enrollment has not been robust enough for the College to consider adding a second foreign language pathway.
	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 four courses in this major: LAN 161 – Beginning Spanish I LAN 162 – Beginning Spanish II LAN 261 – Intermediate Spanish I LAN 262 – Intermediate Spanish II LAN 161, as the introductory course, has seen the largest enrollment, with a five-year average at 9.1 students. There are three sections taught a year, as opposed to the one section of each other class. The following are the average class enrollments for the other three courses: LAN 162 – 8 LAN 261 – 6.6 LAN 262 – 4.8
	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	Costs for this discipline are quite low for a couple of reasons; namely there is no full-time instructor, and there are no costly lab requirements. Only $198 has been spent on instructional costs over the past five years. Total expenses (largely

	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?)	comprises of salary for the two adjunct instructors) came in at $109,465 over the five-year period, with revenue coming in at $174,738, resulting in a profit of $65,273.
	2.2 What steps can be taken to offer curricula more cost-effectively?	There are not many options to cut costs here. If you cut LAN 161 sections, those have the highest enrollment, so those are improving the bottom line, not hurting it. Otherwise, with no full-time instructor, and no significant lab or other costs with the courses, there is very little fat to trim.
	2.3 Is there a need for additional resources?	One could argue that this discipline deserves a full-time instructor to grow interest and retention. While this would necessitate additional financial resources, the program is operating at a $65,000 surplus. That is enough to condense into one full-time instructor (eliminating two adjuncts), add benefits, and still be a profitable program before even seeing an increase in enrollment. If a full-time would increase enrollment, it would more than pay for itself.
	Indicator 3: Quality	**Response**
	3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	The two methods of delivery are online and face to face.
	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? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The College does indeed compare success rates between delivery methods. We must only look at LAN 161 for this comparison, however, since the other three courses in the major only have face to face sections. Grade distributions between in person and online are relatively close in comparison. For the five-year average, persistence (A-D, P), 81.8 students were successful in in person classes, and 78% were successful in online courses. 16.1 % of students withdrew from the in-person sections, and 19.3 % withdrew from the online sections.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Assessments are generally completed at the course level. As this is a transfer pathway, students are also assessed on their general education core curriculum knowledge.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Adjunct faculty too have the opportunity to request faculty development funds from the institution. Adjunct faculty are also including in all trainings at the college, including Diversity, Equity, and Inclusion, Assessment, Title IX, Canvas, etc.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	None have been involved, probably due to the fact there is no full-time instructor over this discipline.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	SVCC has a number of procedures in place that are designed to learn more quickly if a student is struggling, and get that student help as quickly as possible. SVCC starts out with assessment of risk when the student applies at the college, and structures advising
3.7 To what extent is the discipline integrated with other instructional programs and services?	The discipline is an important part of either an AA or an AS degree, depending on the requirements of the four-year transfer institution. As noted, often times a student needs at least two years of a foreign language if they are transferring into a program housed in the Liberal Arts and Sciences. Spanish is also a strong option for business students who may want to work internationally, or work for a multinational company.
3.8 What does the discipline or department review when developing or modifying curriculum?	Language does not change with the frequency of some technical programs like computer information systems. Grammar has slight changes over the years, but really the fluidity of languages is less so than many other programs. The language courses must be accepted and aligned at the state level in order to insure transferability, so expectations in that regard are followed via ITransfer.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one	The College follows multiple strategies when attempting to address a particular student population having difficulty in a subject area. One recent strategy has been to isolate a course that is a "gateway" to a major, and add additional

student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	supports such as extra tutoring help or a more robust intake/orientation process. For this discipline in particular, students across ethnic groups have done well, with the lowest persistence rate with black students, still at a healthy 74%. Overall, numbers are low for black students in LAN courses, with no declared majors over the past five years. Our district in general has a low African American population, so it is not a surprise that numbers in this discipline are not robust.	
3.10 How does the college determine student success in this discipline?	As noted above, SVCC looks at both persistence/retention, and transfer rates for this discipline. Persistence is strong overall, sitting at 87.5% for the five-year average. In terms of transfer rates, SVCC has only graduated one transfer student coded as foreign language in the last five years.	
3.11 Did the review of quality result in any actions or modifications? Please explain.	None at this time. Students are successful both in face to face and online sections.	
Supplemental Questions

   1. | | |

List any barriers encountered while implementing the discipline.

There are no specific barriers that we encountered while implementing this program, though there are several identifiable opportunities that the College could seek to explore over the next five years.

1.   The investment in a full-time instructor over this area (Spanish particularly) would possibly help to grow and expand programming, especially in partnership with diminishing K-12 programs.
2.   The College could explore expansion of course offerings and deliveries to help students migrate through the programming at an accelerated pace. LAN could be an appropriate fit for 8- week deliveries such that students would be able to earn two years of college-level language within one year at Sauk Valley Community College.
3.   The College could expand programming by coordinating with the non-credit side of programming to offer additional conversational Spanish courses that would allow students to explore Spanish as a foreign language without only being accessible through credit-bearing coursework.
The College could once again explore the idea of adding new disciplines / languages other than just Spanish to the Foreign Language 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	Foreign Language 603				
Course Title	**LAN 161**				
Course Description	**Beginning Spanish I**				
	2018	2019	2020	2021	2022
Number of Students Enrolled	33	34	30	24	25
Credit Hours Produced	132	136	120	96	100
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.1	91.2	79.3	75.0	72.0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	While we see enrollment numbers ticking back up post-covid, there are still gains to be made to get the LAN 161 course enrollment in a position to adequately support classes that students will matriculate to after their 161 experience.				
What disaggregated data was reviewed?	Disaggregated data pulled by ethnicity and gender.				
Were there identifiable gaps in the data? Please explain.	There have been consistently very low enrollments to no enrollments from African American students the past 5 years as well as Asian students. Our male student population has experienced a nearly 15% lower pass rate on average over the past 5 years as well.				

Performance and Equity

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

Academic Discipline Area	Foreign Language 603				
Course Title	LAN 162				
Course Description	Beginning Spanish II				
	2018	2019	2020	2021	2022
Number of Students Enrolled	15	11	17	7	14
Credit Hours Produced	60	44	68	28	56
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0	90.9	100.0	85.7	92.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	While we see enrollment numbers ticking back up post-covid, there are still gains to be made to get the LAN 162 course enrollment in a position to adequately support classes that students will matriculate to after their 162 experience.				
What disaggregated data was reviewed?	Disaggregated data pulled by ethnicity and gender.				
Were there identifiable gaps in the data? Please explain.	There have been consistently very low enrollments to no enrollments from African American students the past 5 years as well as Asian students.				

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Foreign Language 603				
Course Title	LAN 261				
Course Description	LAN 261 - Intermediate Spanish I				
	2018	2019	2020	2021	2022
Number of Students Enrolled	5	6	10	8	4

Credit Hours Produced	20	24	40	32	16
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0	83.3	100.0	75.0	100.0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	There is a ton of work to be done to market to students and to communicate value to students that LAN 261 is an integral part of their second year of language studies. There is room for enrollment to significantly increase in this area. As the data suggests, if students enroll in and persist in this course that they complete at a nearly 100% success rate.				
What disaggregated data was reviewed?	Disaggregated data pulled by ethnicity and gender.				
Were there identifiable gaps in the data? Please explain.	There have been consistently very low enrollments to no enrollments from African American students the past 5 years as well as Asian students.				

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Foreign Language 603				
Course Title	LAN 262				
Course Description	LAN 262 - Intermediate Spanish II				
	2018	2019	2020	2021	2022
Number of Students Enrolled	5	5	7	4	3
Credit Hours Produced	20	20	28	16	12
Success Rate (% C or better) at the end of the course, excluding	100.0	100.0	100.0	100.0	66.7

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.	There is a ton of work to be done to market to students and to communicate value to students that LAN 262 is an integral part of their second year of language studies. There is room for enrollment to significantly increase in this area.
What disaggregated data was reviewed?	Disaggregated data pulled by ethnicity and gender.
Were there identifiable gaps in the data? Please explain.	There have been consistently very low enrollments to no enrollments from African American students the past 5 years as well as Asian 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.	As mentioned above in the barriers to implementation section, there is room for growth in the language area for SVCC. Opportunities for growth include the following: 1. The investment in a full-time instructor over this area (Spanish particularly) would possibly help to grow and expand programming, especially in partnership with diminishing K-12 programs. 2. The College could explore expansion of course offerings and deliveries to help students migrate through the programming at an accelerated pace. LAN could be an appropriate fit for 8- week deliveries such that students would be able to earn two years of college-level language within one year at Sauk Valley Community College. 3. The College could expand programming by coordinating with the non-credit side of programming to offer additional conversational Spanish courses that would allow students to explore Spanish as a

	foreign language without only being accessible through credit-bearing coursework. The College could once again explore the idea of adding new disciplines / languages other than just Spanish to the Foreign Language offerings.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	At this time, the program objectives are being met and students are completing coursework at a satisfactory level. Students are also assessed at the AA level where learning outcomes for LAN students are successfully being met. However, the one caveat, is that the discipline has only seen one declared major come through the pathway in the last five years, and thus there is room for this number to increase.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	There are definite equity gaps for students in the Foreign Language pathway. The College will dedicate increased outreach to our Hispanic and African American populations as part of this effort.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	As noted above, SVCC engages a multi-faceted approach to closing gaps in equity both in terms of representation and persistence. For Foreign Language, success rates tend to be high, however, there is work to be done to better serve the African American population. For African Americans their entry rate is low and then to couple that with a low completion rate, the numbers for that group demonstrate need for added support. The College will partner with the adjunct faculty in the department, as well as the Learning Commons Tutoring staff to enhance outreach and targeted supports for this group.
Resources Needed	There are no additional resources needed at this time, however it is recommended that the College explore the possibility of a full-time instructor that could serve a profitable program continue to see enrollment growth. The College serves a substantial

	Hispanic speaking population and with student groups such as ALAS and other campus-wide Spanish cultural events / activities, there is definite demand for enhanced investment in Spanish as the lead discipline for the Foreign Language programming.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of General Education and Transfer Programs, along with the Humanities Faculty Leader, will work together to make a case to the College to explore ways that Foreign Language can be expanded at Sauk Valley Community College.

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	17-18, 18-19, 19-20, 20-21, 21-22
Discipline Area:	Mathematics (416)
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 of the discipline?	The objective of the math program is to provide Freshman and Sophomore math courses, prescribed by the IAI, for students pursuing a bachelor's degree in mathematics.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	All of the IAI math courses referenced in question 1 are included in our math program. The courses are offered frequently enough so the program can be completed in 4 semesters. MAT 230 and MAT 150 were covered in the CIS Fall 2021 program review. We will consider them here but not in great detail.
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	According to the college's mission, Sauk Valley Community College is "... dedicated to teaching and scholarship." The math department is an integral part of that. All Science, Technology, Engineering, and Mathematics (STEM) fields utilize mathematics extensively; in fact, there is considerable overlap in the Freshman/Sophomore mathematics requirements for all STEM areas of study. Math courses are offered using multiple times and delivery methods, in an attempt to make them available and accessible for all students.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Based in part upon the suggestions made in our last program review, we have made the following improvements: • Math faculty have scheduled some office hours within the Learning Commons in order to provide additional support to students. • Area leaders have kept in communication with dual credit math faculty. • Math faculty have worked with high school faculty and administrators in PASS in order to help with the high school to college transition. In addition, some faculty members have worked to design a transitional math pathway for students. The purpose is to make it easier for students to enter college-level math courses appropriate to their discipline.

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?	If the IAI were to change their course recommendations for this program, they would notify the college. This has happened before – for example, when the geometry prerequisite was eliminated from many transfer courses. Upon notice of a change in the program, the Academic VP (AVP) will consult with the math department, and a course of action decided upon to bring the program into compliance. Changes or additions to course outlines will be tasked to the math department. Upon completion, either the math department or AVP will write a Curriculum Action Form (CAF), after which the AVP will present the CAF to the Curriculum Committee. The committee votes to accept the changes

		described in the CAF, or to send them back to the AVP/math department for refinement.
	1.2 How will students be informed or recruited for this discipline?	Sauk continues to host mathematics competitions on campus annually for area middle and high school students which helps familiarize them with SVCC and our math program. Approximately 50 middle school students attend the MathCounts competition and approximately 35 high school students attend the American Mathematics Competitions each year. Top scoring students receive SVCC mementos and are photographed and identified in a press release. Top SVCC math students with high GPAs are invited to join Mu Alpha Theta, a national mathematics honor society for high schools and two-year colleges.
	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 have been added.
	1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Table 1B, Program Class Data, lists 15 different courses. MAT 111 is not listed. Of these, those with the largest enrollment by far is 1293 students over the last five years in MAT 240, with MAT 121 coming in second at 769 students over the last five years. Only seven of those courses are part of the major, however. Of those, the one with the largest enrollment is MAT 203 with 193 students in the last five years; second is MAT 204 with 63 students.
	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?)	Costs, expenses, and income are detailed in the tables 3A and 3D. Income is positive for each year under review. (The original spreadsheet provided only showed total revenue for the 5-year total. The yearly amounts shown below were calculated by adding all the revenue sources for that year.) Table 3A: Program expenses and revenue, Math

Table 3A: Program expenses and revenue, Math

Math (AS 416)	FY 2018	FY 2019	FY 2020	FY2021	FY2022	5-year totals
Total expenses	276,740	261,430	310,574	293,331	220,589	1,362,664
Total revenue	399,413	347,741	373,939	423,324	365,403	1,909,820
Net income	122,763	86,311	63,365	129,993	144,815	547,156

There has been an average of 6 full-time instructors and 4.6 part-time instructors per year. The primary cost associated with the discipline comes from the employee salaries.

By comparison, here are the numbers for the English department:

Table 3C: Program expenses and revenue, English

Math (AS 416)	FY 2018	FY 2019	FY 2020	FY2021	FY2022	5-year totals
Total expenses	332,891	311,057	317,727	340,388	370,673	1,672,736
Total revenue	496,538	469,975	480,366	507,863	499,381	2,454,123
Net income	163,647	158,918	162,639	167,475	128,708	781,387

Although the English department has higher expenses and revenue, the overall proportion of net income to both expenses and revenue is very similar in both departments.

2.2 What steps can be taken to offer curricula more cost-effectively?	Steps we have been taken recently to keep things cost-effective include: • We drop sections when enrollment is too low, except where those sect for students to fulfill their degree requirements. • When a faculty member recently retired, we left the position unfilled. • We have kept the student cost lower by moving to use MathEd or open
2.3 Is there a need for additional resources?	We struggle to find enough classrooms to accommodate the classes we need to teach. We also would prefer more rooms with a lot of blackboard or whiteboard space. For example, perhaps room 3M10 could have fewer computers but boards along two walls.

Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	We have a wide variety of delivery methods, including in-class courses, online courses, and hybrid 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? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Currently there is no formal structure for analyzing this data automatically, but frequently in the past the department has added items to its operational plan that specify tracking the success data for a course using a new delivery method so that we can compare it to previous methods. For example, in the FY23 operational plan, we find the following item in the departmental operations: "Track student success in the new Hybrid sections of MAT 106, 121 and 240." It seems clear that some delivery methods are more successful than others, depending on the class. For example, when MAT 106 was moved from online to in-class, the success rates went up significantly. Some of the supports we provide for students to ensure that they have equitable access include:

	• Learning Commons tutoring • The ability to check out laptops and calculators for the semester from the library • Financial assistance towards reliable internet access for students who need it • The use of OpenEd and IncludeEd in several courses, which gives students a way to keep textbook expenses low • The foundation helps with students who cannot afford MyMathLab • Trio provides support for some students
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Performance is measured by grade distribution over the course of several semesters, plus class evaluations completed by students.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Math faculty are encouraged to attend state or national conferences for math teachers and to apply to the professional development committee for the funds to do so. Currently we have no adjunct instructors.
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? What supports are available to these students and how are students made aware of these supports?	The primary system we use now to track at-risk students is Nuro, which allows instructors to file concerns when a student is struggling for any reason. Before that we used to use the Early Alert system in a similar fashion. We also report at five weeks how certain students are doing and if we have any concerns. The supports available include those listed in question 3.2. Instructors frequently mention these in their classes.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Math courses need to be highly integrated with other science courses, as science courses sometimes utilize mathematics which is being learned concurrently. Each course in the math program has an IAI description of the topics that must be taught in a particular class. A further description, with additional detail, is published by the Illinois Math Association of Community Colleges (IMACC), which the IAI uses as a reference. SVCC's course outline is derived from these sources. The outline is the instrument used to communicate to other departments what mathematics is taught, and the order in which topics are presented throughout the semester. Courses of study are scheduled so students are prepared with salient math skills before they are needed in another discipline. One of the general education competencies assessed in Quantitative Reasoning. Faculty across the college may choose to assess how well

		the students in their courses are able to do mathematical reasoning. The assessment committed developed an easy-to-use assessment instrument for this purpose.
	3.8 What does the discipline or department review when developing or modifying curriculum?	When developing or modifying a curriculum the department reviews the IAI and IMACC course description (which includes clear guidelines on course content). Our curriculum must be aligned with these course descriptions. In recent years we have also modified curriculum in response to state mandates about placement scores, about the availability of co-requisite courses, and about creating clear, effective pathways for success for both STEM and non-STEM programs of study.
	3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	When a course has low retention or success rates, the department discusses it in the area meetings and frequently puts an action item into its operational plan. We have not reviewed data regarding equity in the past, but starting from this program review we will be looking at it more closely. See the below for the ways we hope to address some of the disparities.
	3.10 How does the college determine student success in this discipline?	Our primary considerations are the retention and success rates of students.
	3.11 Did the review of quality result in any actions or modifications? Please explain.	Yes. See the items listed below in the academic course review results.

List any barriers encountered while implementing the discipline.

Barriers encountered during the last five years include:
- The Pandemic, which required us to move classes completely online while maintaining effectiveness as much as possible.
- There have been a variety of state mandates for community college math courses in the last several years, requiring us to revisit prerequisites and corequisites, and to design new transitional math courses that will allow new pathways for math students.

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	Mathematics
Course Title	MAT150, Computer Programming For Mathematics and Engineering
Course Description	The syntax of a high-level programming language is studied and applied to problems in mathematics, science and engineering. An emphasis is placed on the structured

development of algorithms to solve these problems. The programming language features that lend themselves to problems in these areas such as special variable types, library and user defined functions, and subprograms are dealt with in more detail. Applications involving methods of finding roots of functions, numerical techniques of integration and differentiation, vector and matrix operations included.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	2	0	2	5
Credit Hours Produced	6	3	0	6	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	50%	n/a	100%	60%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	Success in reaching course goals is measured by the student persistence rates given above.				
What disaggregated data was reviewed?	Table 5: Program statistics by ethnicity. Statistics by gender were reviewed in the Fall 2021 CIS program review. See below.				
Were there identifiable gaps in the data? Please explain.	Statistics by ethnicity (Table 5):				

Mean 5-Year Persistence Rates by Ethnicity

	Caucasian	Hispanic	Black	Asian
College Mean	87.1%	84.6%	74.0%	87.5%
Math Program Mean	77.1%	75.0%	54.7%	82.6%
MAT150 Mean	75.0%	66.7%	n/a	n/a

No Black or Asian students enrolled in MAT150 during the reporting period.
No students whatsoever enrolled in year 3 (2020).

Statistics by gender: MAT 150 and CIS 207 were taught together as a single course over the last five years, during which there were 7 female students out of 59 enrolled in CIS 207 or MAT 150 by the end of the semester, or 12%. The success rate for female students was 100%. Thus, the success rate for female students is high but the enrollment is low.

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	Mathematics
Course Title	MAT203, Calculus & Analytic Geometry I

Course Description	The elementary concepts of differential and integral calculus are introduced and applications are discussed. These include limits, continuity, the derivative, rules of differentiation, the indefinite and definite integral. Trigonometric functions are dealt with. Some applications are: related rates, graphing, extreme value problems, and Newton's method for finding roots of equations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	50	42	27	38	36
Credit Hours Produced	114	123	52	88	108
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	57.1%	73.2%	48.1%	57.9%	75.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1900-1/ MTH901	M1900-1/ MTH901	M1900-1/ MTH901	M1900-1/ MTH901	M1900-1/ MTH901
How does the data support the course goals? Elaborate.	Success in reaching course goals is measured by the student persistence rates given above. In one California study (https://edsource.org/2022/high-calculus-failure-rates-thwart-students-across-csu/664771) the persistence rate for this class was reported to be in the range of 64 to 69 percent.				
What disaggregated data was reviewed?	Table 5: Program statistics by ethnicity and gender. See below				
Were there identifiable gaps in the data? Please explain.	Mean 5-Year Persistence Rates by Ethnicity				

Mean 5-Year Persistence Rates by Ethnicity

	Caucasian	Hispanic	Black	Asian
College Mean	87.1%	84.6%	74.0%	87.5%
Program 416 Mean	77.1%	75.0%	54.7%	82.6%
MAT203 Mean	65.4%	55.6%	0.0% [a]	33.3%

[a] In the reporting period four Black students enrolled, none of which passed. Therefore, Black students are underrepresented in Persistence.

Mean 5-Year Persistence Rates by Gender

	Female	Male
College Mean	87.5%	84.4%
Program 416 Mean	76.6%	76.0%
MAT203 Mean	57.5%	66.1%

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	Mathematics
Course Title	MAT204, Calculus & Analytic Geometry II
Course Description	Methods of differentiation and integration are extended and power series are introduced. The new methods deal with: logarithms, exponential, hyperbolic and inverse

	trigonometric functions. Some applications are: area between two curves, volumes of revolution, arc length, and work. The techniques of integration by parts, partial fractions, trigonometric substitution, and numerical integration are covered. Power series and the Taylor series function representation are introduced.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	16	8	8	15
Credit Hours Produced	32	52	28	24	52
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50.0%	81.3%	87.5%	75%	86.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1900-2/ MTH902	M1900-2/ MTH902	M1900-2/ MTH902	M1900-2/ MTH902	M1900-2/ MTH902
How does the data support the course goals? Elaborate.	Success in reaching course goals is measured by the student persistence rates given above.				
What disaggregated data was reviewed?	Table 5: Program statistics by ethnicity. See below.				

Mean 5-Year Persistence Rates by Ethnicity

	Caucasian	Hispanic	Black	Asian
College Mean	87.1%	84.6%	74.0%	87.5%
Program 416 Mean	77.1%	75.0%	54.7%	82.6%
MAT204 Mean	74.5%	71.4%	n/a	n/a

Were there identifiable gaps in the data? Please explain.

There were no Black or Hispanic students enrolled in MAT204 during the reporting period. Black and Asian students are underrepresented in class enrollment.

Mean 5-Year Persistence Rates by Gender

	Female	Male
College Mean	66.7%	77.1%
Program 416 Mean	76.6%	76.0%
MAT204 Mean	66.7%	77.1%

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	Mathematics
Course Title	MAT205, Calculus and Analytical Geometry III
Course Description	The elementary ideas concerning conic sections, polar curves, and vector- valued, and multivariate functions are covered. These topics include: area, arc length and tangents for polar curves. In addition to vectors, vector derivatives, curvature and motion in two and three space are studied. The multivariate concepts of differentiability, partial differentiation, gradient vectors, LaGrange multipliers, finding relative extreme values, and multiple

	Year 1	Year 2	Year 3	Year 4	Year 5
	integration are studied. The course also includes material on vector fields, line integrals, independence of path, Green's Theorem, surface integrals, and Divergence Theorem, and Stoke's Theorem.				
Number of Students Enrolled	7	5	9	4	1
Credit Hours Produced	28	20	36	16	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	100.0%	100.0%	100.0%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1900-3/ MTH903	M1900-3/ MTH903	M1900-3/ MTH903	M1900-3/ MTH903	M1900-3/ MTH903
How does the data support the course goals? Elaborate.	Success in reaching course goals is measured by the student persistence rates given above.				
What disaggregated data was reviewed?	Table 5: Program statistics by ethnicity. See below.				

Were there identifiable gaps in the data? Please explain.

Mean 5-Year Persistence Rates by Ethnicity

	Caucasian	Hispanic	Black	Asian
College Mean	87.1%	84.6%	74.0%	87.5%
Program 416 Mean	77.1%	75.0%	54.7%	82.6%
MAT205 Mean	100.0%	100.0%	n/a	n/a

There were no Black or Asian students enrolled in MAT205 during the reporting period. Black and Asian students are underrepresented in class enrollment.

Mean 5-Year Persistence Rates by Gender

	Female	Male
College Mean	66.7%	77.1%
Program 416 Mean	76.6%	76.0%
MAT205 Mean	100%	100%

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	Mathematics
Course Title	MAT211, Differential Equations
Course Description	This course is an introduction to methods of solving differential equations as well as applications of differential equations to physical problems. The methods for solving first-order differential equations include: numerical techniques, separation of variables, substitution methods, exact equation techniques, and identification of integrating factors. Also, some types of higher order equations will be explored, including application problems.

	Year 1	Year 2	Year 3	Year 4	Year 5
	Linear independence and the Wronskian of higher order equations will be covered. Methods for solving second-order homogeneous and non-homogeneous equations include the methods of undetermined coefficients, reduction of order, and variation of parameters. At least two of the following topics will be covered in depth: LaPlace transforms, power series methods, partial differential equations and Fourier series, systems of linear differential equations, further numerical methods and non-cursory treatment of other advanced topics.				
Number of Students Enrolled	5	5	8	3	1
Credit Hours Produced	15	15	24	9	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	100.0%	100.0%	100.0%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MTH912	MTH912	MTH912	MTH912	MTH912
How does the data support the course goals? Elaborate.	Success in reaching course goals is measured by the student persistence rates given above.				
What disaggregated data was reviewed?	Table 5: Program statistics by ethnicity. See below.				

Were there identifiable gaps in the data? Please explain.	
	Mean 5-Year Persistence Rates by Ethnicity

	Caucasian	Hispanic	Black	Asian
College Mean	87.1%	84.6%	74.0%	87.5%
Program 416 Mean	77.1%	75.0%	54.7%	82.6%
MAT211 Mean	100.0%	100.0%	n/a	n/a

There were no Black or Asian students enrolled in MAT211 during the reporting period. Black and Asian students are underrepresented in class enrollment.

Mean 5-Year Persistence Rates by Gender

	Female	Male
College Mean	66.7%	77.1%
Program 416 Mean	76.6%	76.0%
MAT211Mean	100%	100%

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	Mathematics
Course Title	MAT230, Discrete Mathematics

Course Description	Introduction to analysis of finite collections and mathematical foundations of sequential machines, computer system design, data structures and algorithms. Includes sets and logic, counting, recursion, graph theory, trees, nets, Boolean algebra, automata, formal grammars and languages and algorithm analysis.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	4	6	3	1
Credit Hours Produced	18	12	18	6	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	100.0%	100.0%	66.7%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1905	M1905	M1905	M1905	M1905
How does the data support the course goals? Elaborate.	Success in reaching course goals is measured by the student persistence rates given above.				
What disaggregated data was reviewed?	Table 5: Program statistics by ethnicity & gender. See below.				

Mean 5-Year Persistence Rates by Ethnicity

	Caucasian	Hispanic	Black	Asian
College Mean	87.1%	84.6%	74.0%	87.5%
Program 416 Mean	77.1%	75.0%	54.7%	82.6%
MAT230 Mean	94.4%	100.0%	n/a	n/a

Were there identifiable gaps in the data? Please explain.

There were no Black or Asian students enrolled in MAT230 during the reporting period.

The statistics by gender were tracked for the Fa 2021 CIS program review, which found a total of 5 female students out of 20 enrolled in MAT 230 by the end of the semester, or 25%. The success rate for female students was 100%.

Thus, the success rate for female students is high but the enrollment is low.

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	Mathematics
Course Title	MAT231, Linear Algebra
Course Description	This course is an introduction to the mathematical theory and application of matrices, vectors, vector spaces, and linear transformations. Topics include the algebra of matrices for solving systems of linear equations, the theory of finite-dimensional vector spaces, and theorems and applications associated with eigenvectors and eigenvalues. Students will

	Year 1	Year 2	Year 3	Year 4	Year 5
	construct proofs of propositions involving the following: matrices, determinants, vector spaces and inner product spaces. Applications of linear algebra will be examined.				
Number of Students Enrolled	0	0	0	0	1
Credit Hours Produced	0	0	0	0	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	n/a	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MTH911	MTH911	MTH911	MTH911	MTH911
How does the data support the course goals? Elaborate.	Success in reaching course goals is measured by the student persistence rates given above.				
What disaggregated data was reviewed?	Table 5: Program statistics by ethnicity. See below.				

Were there identifiable gaps in the data? Please explain.

Mean 5-Year Persistence Rates by Ethnicity

	Caucasian	Hispanic	Black	Asian
College Mean	87.1%	84.6%	74.0%	87.5%
Program 416 Mean	77.1%	75.0%	54.7%	82.6%
MAT231 Mean	100.0%	n/a	n/a	n/a

There were no students in years 1 through 4. In year 5 there was one (Caucasian) student who passed the course.

Mean 5-Year Persistence Rates by Gender

	Female	Male
College Mean	66.7%	77.1%
Program 416 Mean	76.6%	76.0%
MAT231 Mean	0%	100%

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.	Two action steps include: 1. Continue to stay current with the Transitional Math development and implementation. Primarily, this means ensuring that someone from the math faculty attends most of the meetings in the area and contributes to the discussion of these courses.

	2. Address inequity for females in math in coordination with other STEM instructors. Primarily, we plan to create a web resource that can be used to encourage and aid females in mathematics. The rationale for these action steps is addressed below.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives in general are being met. Although the program objectives are being met, the state requirements for math programs have been in flux over the last several years. The department thus has a need to stay current with the development of transitional math courses. That is the reason for action step 1 above. See below for questions of equity.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	There is underrepresentation of Black, Asian and female students. That is the reason for action step 2 above.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students succeeded and persisted at a level commensurate with national levels. In several classes, Black and Asian students were underrepresented. In one class, the persistence rate for Black students was underrepresented. In the two classes for which enrollment statistics by gender were tracked, female students were underrepresented but those who enrolled did well in the courses.
Resources Needed	As mentioned in the response to question 2.3, it would be helpful to have more classrooms available, and more with a lot of board space.
Responsibility Who is responsible for completing or implementing the modifications?	Action step 1: Math faculty Action step 2: Kevin Megill, Carrie Conderman, other math faculty

	DEVELOPMENTAL MATH		
	COLLEGE NAME:	Sauk Valley Community College	
	FISCAL YEAR IN REVIEW:	17-18, 18-19, 19-20, 20-21, 21-22	
	REVIEW SUMMARY		
	Program Objectives What are the objectives or goals of the program/discipline?	The developmental math program supports students through preparation to be successful in general education or transfer math coursework.	
	To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	The mathematics department continues to review the goals of the developmental math courses offered to help students achieve their educational goals. The faculty are involved with program revisions and state initiatives to further the goals of the developmental program.	
	How does this program contribute to other fields and the mission of the college?	The developmental math program provides students with the skills needed to succeed in future math courses. It supports the learner by building study habits, developing a positive mindset, and applying applications to real-world examples that the student is most likely to encounter.	
	Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since the last review, many pilots and new courses have been developed to improve the quality and effectiveness of the developmental mathematics program. These changes include new non-STEM Pathway; placement guidelines updated based on State recommendations; flexible delivery methods; and corequisite instruction. The math department has removed ALEKS as the placement testing tool, utilizing ACCUPLACER. Before students are asked to take the ACCUPLACER, multiple measures are considered.	

REVIEW ANALYSIS

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

Indicator 1: Need	Response
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite,	The Developmental Education Reform Act (DERA), as part of HB2170, was signed into law in March 2021 by Illinois Governor Pritzker. DERA aims to address inequalities in degree completion by race and income status by reforming developmental education placement and delivery. The legislation states that each college develops and submits a plan to the state by May 1, 2022, for implementing and scaling evidence-based developmental education models that maximize students' likelihood of completing gateway courses in mathematics and English within two academic semesters. In response to the DERA, Sauk has established a STEM and non-STEM pathway and created a corequisite course in Statistics. During the previous program review, a summer bridge program was tried but did not receive enough interest to be implemented.

summer bridge, AE-ICAPS, foundational mathematics).	
INDICATOR 2: COST EFFECTIVENESS	**RESPONSE**
2.1 What are the costs associated with this program?	As shown in the table below, the program has had a positive net income for the fiscal years 2018 - 2022.

Revenue	FY2018	FY2019	FY2020	FY2021	FY2022
Total Revenue	179,371	156,985	177,397	114,257	97,974

2.2 How is the college paying for this program and its costs (e.g., grants, etc.)?	Grants are not funding the program. However, two grants were obtained during the 5-year review period. One was to establish a hands-on, manipulative-based approach for MAT 070. Another is in progress to establish a corequisite course in the math department.
2.3 If most of the costs are offset by grant funding, is a sustainability plan in place without an outside funding source? If so, please elaborate.	The corequisite course will reduce the number of students taking developmental math courses and the costs associated with instructing within the developmental math sequence.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The department continues to review course materials to lower costs.
2.5 Are there needs for additional resources? If so, what are they?	Room 3M10 has been used as a math lab in the past. At this time, the room is not being utilized to its fullest extent. A redesign and possibly new furniture could make this room a more effective math lab, since this room is scheduled with only math courses at this time.
INDICATOR 3: QUALITY	**RESPONSE**
3.1 How is the college working with high schools to reduce developmental needs?	Area high schools continue to meet and refine the 4th-year math course. A student who completes the fourth-year course with a grade of C or better may take MAT 240 - Elementary Statistics; MAT 106 - Applied Mathematics; MAT 115 - Principles of Modern Math their first year in college.
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	Since the last developmental program review, a new pathway course has been added to the developmental math sequence. This course, MAT 078 - Preparatory Math for Non-STEM Majors, is intended to increase success rates and allow students to progress through their math requirements faster.
3.3 Provide a description of the developmental	The developmental program now includes two pathways, STEM and Non-STEM. An attachment detailing the pathways is included at the end of the document.

sequence. Colleges may attach a graphic representation.	
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Instructors are allowed to teach using their best teaching practices. Some models include but are not limited to the emporium model, online learning, manipulatives-based learning, and traditional lecture.
3.5 What innovation has been implemented or brought to this program?	A new corequisite course for Statistics is being implemented in the fall 2023. This course should be reviewed and used to model other potential corequisite courses, such as in college algebra. Also, the DERA (Dev Ed Reform Act) should continually be reviewed for new state requirements and updated models of effective instruction.
3.6 To what extent is the program integrated with other instructional programs and services?	The math department continues to work with both the Placement Testing guidelines (Testing Center & Advisors) to review success rates of students placed in developmental courses, especially when new models are implemented. The math department also communicates with the Tutoring Center and should continue to build the strong connection through the use of Study Groups. Study groups have been formed for some online math courses but the participation level of students is low. Ideas for increased participation should continue to be tried.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Faculty encourage and require students to visit the Learning Commons Tutoring at least once during the semester. Students are taken to the LCT for a guided tour during the first week of the course. Some developmental courses (online) require students to write a summary later in the semester that summarizes how the LCT can be helpful to them throughout the remainder of the semester. Math faculty at SVCC has continued to collaborate with the Regional Office of Education and area high school math teachers to refine and implement a 4th-year high school math course that allows students to bypass developmental math courses in college.
3.8 How well are completers of developmental courses doing in related college-level courses?	Over the previous five years, 50% of those that completed MAT 081, a prerequisite to MAT 121, were successful in MAT 121. See attachment.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Due to the pandemic, very little staff development in the area of developmental mathematics has been available in recent years. Over the past 1 - 2 years, more training events have begun to open up. Developmental education is one focus of NOSS (National Organization for Student Success). A regional conference is scheduled for spring (March 2023), and at least one math instructor is encouraged to attend.
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.	

<table>
<thead>
<tr><th colspan="6">DATA ANALYSIS FOR DEVELOPMENTAL MATH
Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.</th></tr>
</thead>
<tbody>
<tr><td>COURSE TITLE</td><td colspan="5">MAT 070, Fundamentals of Mathematics</td></tr>
<tr><td>COURSE DESCRIPTION</td><td colspan="5">This is a course in basic mathematical skills and concepts. Emphasis is on the development and review of computational and operational skills with whole numbers, fractions, decimals, percent, ratio and proportion, measurement systems, geometric shapes, and an introduction to working with variables and solving one-step algebraic equations.</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>54</td><td>83</td><td>83</td><td>23</td><td>25</td></tr>
<tr><td>CREDIT HOURS PRODUCED</td><td>162</td><td>249</td><td>249</td><td>69</td><td>75</td></tr>
<tr><td>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</td><td>42.6</td><td>35.8</td><td>50.6</td><td>72.7</td><td>63.7</td></tr>
</tbody>
</table>

REVIEW RESULTS

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The table below shows that the withdrawal rate for black students is double that of the other subcategories.

MAT 070	5-year mean	Caucasian mean	Hispanic mean	Black mean	Asian mean
Persistence (A-D + P grades) (%)	58.0%	61.0%	51.6%	54.2%	80.0%
A grades (%)	13.7%	15.2%	9.4%	12.5%	20.0%
B grades (%)	14.1%	14.0%	10.9%	20.8%	40.0%
C grades (%)	19.5%	21.3%	20.3%	12.5%	0.0%
D grades (%)	10.7%	10.4%	10.9%	8.3%	20.0%
F grades (%)	17.6%	17.1%	23.4%	4.2%	20.0%
W grades (%)	24.4%	22.0%	25.0%	41.7%	0.0%
P grades (%)	0.0%	0.0%	0.0%	0.0%	0.0%

Students had the highest success rates in the online (asynchronous) category (74.2%) over the 5-year average.

Intended Action Steps Please detail action steps to be completed in the future based on this	Since enrollment has significantly declined with the change in placement test tools, there is a need to review this course to make sure it is meeting the needs of the student.

review with a timeline and/or anticipated dates.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The current program objectives are being met, however, with new pathways in place (STEM and Non-STEM), the way this course prepares students for both pathways needs to be reviewed. With administration, the math department should review this course and determine whether it is still meeting the needs of students that test into this course. It is noticed that students that place into MAT 078 are typically weak with fraction operations. The placement scores for MAT 078 and MAT 070 should be reviewed along with an alignment in the curriculum and a STEM pathway progression.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Due to low enrollment it is not possible to desegregate the data based on racial equity.

Resources Needed	A review of current course outlines and progression between this course and the new pathways is needed to make sure not only student needs are being met, but that requirements of the DERA are being implemented.
Responsibility Who is responsible for completing or implementing the modifications?	Scott VanZuiden, Connor Williams, Ron Hobson, & Carrie Conderman

DATA ANALYSIS FOR DEVELOPMENTAL MATH					
Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE	MAT 075, Beginning Algebra				
COURSE DESCRIPTION	This is an introductory course in algebra. Topics include: integers and operations, the real number system, expressions and exponents, linear equations and inequalities, graphs of equations, polynomials and factoring, slope and equations of lines, systems of linear equations, and quadratic equations.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	147	98	123	26	14

CREDIT HOURS PRODUCED	294	252	351	80	28
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	50	64.2	71.3	76.9	50

REVIEW RESULTS

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students have shifted away from MAT075 and instead enrolling in MAT078 (which is desirable and expected): Table A. 5-Year Enrollment <table><tr><td>Yr. 1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>MAT075</td><td>147</td><td>98</td><td>123</td><td>26</td><td>14</td></tr><tr><td>MAT078</td><td>0</td><td>0</td><td>32</td><td>70</td><td>73</td></tr></table> The creation of MAT078, and the resulting decline in MAT075 enrollment, is consistent with Illinois' effort to reduce the time students spend in remedial courses (the DERA act). Now, by taking MAT078, non-STEM students can progress to transfer-level math courses in one semester. Previously these students would have had to take two semesters (MAT075 and MAT081) to progress to transfer-level courses.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Since the sequence MAT075 and MAT081 do not fit the guidelines established by the DERA Act, these courses need to be modified. The MAT078 path is suitable for non-STEM majors. The courses we need to create for STEM majors is under review.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The current program objectives are being met, however the objective(s) for STEM students do not align with DERA mandates. The math department, in conjunction with administration, is working on a plan for STEM students that will comply.

<table>
<tr><td rowspan="4">Performance and Equity
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</td><td colspan="5">Table B. Mean 5-Year Persistence Rates by Ethnicity</td></tr>
</table>

	Caucasian	Hispanic	Black	Asian
College	87.10%	84.60%	74.00%	87.50%
Math Program	77.10%	75.00%	54.70%	82.60%
MAT075	69.3%	64.1%	58.3%	60.0%

Performance and Equity
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?

Equity gaps are approximately the same as the program and college categories.

Performance gaps for this MAT075 (i.e., compared to the program and college as a whole) are consistent with Beginning Algebra developmental math courses.

Resources Needed	Time to make a new plan (consistent with DERA) for STEM students who require math remediation.
Responsibility Who is responsible for completing or implementing the modifications?	Scott VanZuiden, Connor Williams, Carrie Conderman, Ronald Hobson.

DATA ANALYSIS FOR DEVELOPMENTAL MATH					
Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE	MAT 076, Geometry				
COURSE DESCRIPTION	A study of points, lines, planes, angles, and other geometric figures. Properties of size and shape are investigated through observation and deduction. Topics include proof and logic, parallels and polygons, congruence and similarity, inequalities, right triangles, circles, area, and volume. Compass/straightedge constructions and locus problems are also included. This course is designed for students that have not taken high school geometry or for those who need to relearn the basic concepts of geometry.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*

NUMBER OF STUDENTS ENROLLED	22	21	32	29	33
CREDIT HOURS PRODUCED	88	84	128	116	132
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	77.2	66.7	50	58.5	78.2

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The enrollment in 076 has been consistent. It has been around 25 -30 for the past 5 years. The success rate has been inconsistent though. In 2020 and 21 the withdrawal rate was very high. There could be a reason for that withdrawal rate such as the pandemic causing classes to go online might have been difficult for students in a class like geometry since there is a hands-on component to the class like using compasses and protractors. The success rate went back up in 2022 though.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Last year a new Geometry placement test was created. This was created to hopefully increase success rate on for students to bypass Geometry. We would expect the enrollment in Geometry to decrease over the next few years. Due to 081 and 076 being needed to get into College Algebra. Having to take 076 would further delay the amount of time a student spends in the developmental program.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The issue currently is the withdrawal rate, but this past year the withdrawal rate decreased. This would indicate that the issue was with the online modality during 20 and 21. The objective currently is to create paths for students to get through developmental quicker. The placement test and the addition of some new courses will help meet that need.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	There is not really any major difference to note with equity gaps.

Resources Needed	A review of the course outline, materials, and instructional methods.
Responsibility Who is responsible for completing or implementing the modifications?	Connor Williams and Scott VanZuiden

DATA ANALYSIS FOR DEVELOPMENTAL MATH Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.	
COURSE TITLE	MAT 078, Preparatory Math for Non-STEM Majors

	This course is to prepare students for college-level liberal arts math, technical math, or general statistics courses through content that is relevant for non-STEM majors. Topics in this course incorporate real-life applications while teaching prealgebra, numerical, algebraic, geometric, and measurement concepts; along with an introduction to probability and statistics.
COURSE DESCRIPTION	

	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	0	0	32	70	73
CREDIT HOURS PRODUCED	-	-	128	240	252
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	-	-	50	66.6	59.2

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This pathway course was created and first implemented in the Fall of 2020, during the pandemic. The course was created to shorten the pathway of students that are preparing to take MAT 115 - Principles of Modern Math; MAT 240 - Elementary Statistics; or MAT 106 - Technical Mathematics. Each of these courses is part of a program where a non-STEM major is the end goal, therefore not requiring an algebra-intensive preparation.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Even though many students are bypassing the STEM route of MAT 075 & MAT 081, beginning & intermediate algebra, the success of these students is minimal compared to overall success rates in the developmental program and college completion. When reviewing the desegregated data, there appear to be no trends based on gender or ethnicity. When researching the data, it is noted that many nursing students are taking this course as the gateway course for program admission. Nursing students must take the TEAS Test, which contains a mathematics portion. Since this course is primarily used to prepare students for this test, as well as the pathway for non-STEM math courses, a re-alignment of objectives should be conducted to make sure the course is preparing students as intended.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	While this course does shorten the developmental math pathway and offers less algebra-intensive content, students are still not as successful as they could be. After having taught this course for several semesters, a review of the course is needed to verify that the objectives align with the goals of the intended pathway and preparation for the TEAS Test in nursing.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	There were no discrepancies noted in success rates across ethnicities from the provided data.

Resources Needed	Review of course outline, objectives, and course materials to align with the goals of the course.
Responsibility Who is responsible for completing or implementing the modifications?	Scott VanZuiden & Ron Hobson

DATA ANALYSIS FOR DEVELOPMENTAL MATH
Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.

COURSE TITLE	MAT 081, Intermediate Algebra				
COURSE DESCRIPTION	This is an intermediate-level algebra course; the following topics will be extended to an intermediate level of competency: real numbers and expressions, equations and inequalities, graphing methods, polynomials and factoring, quadratic equations, and systems of equations. New topics include: functions and their graphs, radicals and complex numbers, rational expressions, quadratic equations, quadratic and rational inequalities, graphs of second-degree equations, and variation.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	143	113	109	60	46
CREDIT HOURS PRODUCED	572	452	436	240	184
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	60.9	74.3	82.5	76.3	63.1

REVIEW RESULTS

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Over the last 5 years enrollment in 081 has decreased significantly. That can be for a number of reasons such as other classes being created that is pulling some of what would be 081 students. Another reason is related to enrollment in the college decreasing over the last few years. Up until FY22 the passing percentage was increasing and maintaining a high level. Year 5 there was a decrease in success rate. The decrease could have been due to the student make up changing from the different paths and classes that have been created to accommodate specific student needs.

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The department is creating new paths and classes to help accommodate all students' needs. The creation of Math 040 will accommodate students that would need this level class and statistics. Also new classes will be generated to accommodate the developmental reform act that will combine 075 and 081 while creating a new class to help with college algebra.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Based on the decrease in success, we would need to look at the modality options for the class being offered. Classes being offered face to face might be a successful environment for some but some may need a more online option. Looking over the course outline to ensure the objectives are still being met and all students are given the best opportunity to be successful.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The success rate across all ethnicities seems to be equal from the data provided.

Resources Needed	Review of course materials, outlines, syllabus, and instructional methods.
Responsibility Who is responsible for completing or implementing the modifications?	Connor Williams and Scott VanZuiden

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Sauk Valley Community College
Academic Years Reviewed:	17-18, 18-19, 19-20, 20-21, 21-22
Review Area:	Learning Commons Library
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Melanie Armstrong, Learning Commons Library Coordinator, is the lead writer for this review. Jennifer Patterson, Learning Commons eResources and Technical Services Assistant, and Cyndi Starr, Learning Commons Circulation Assistant, provided information about library collections and services, usage statistics, and editorial recommendations. Michael Morley, English instructor for Prophetstown-Lyndon-Tampico CUSD #3, served as a community advisor with expertise in secondary education.
Mission How does the program/service contribute to the mission of the college?	The Learning Commons (LC) at Sauk Valley Community College is a collaborative support system of student-centered services composed of three branches—library, tutoring, and writing—that share a common goal: to help students who seek assistance with academic problems that they can't resolve on their own, enabling them to progress successfully through their academic programs. Within this collaborative framework the Learning Commons Library offers resources and services to students, faculty, and staff that support learning and teaching. The library fosters community engagement by making those resources and services available to members of the community for education, information, and enjoyment.
Advancement of Equity How does the program/service help advance equity?	The Learning Commons Library acknowledges and addresses historical inequities by including resources in its print and electronic collections that inform learners about ideologies and actions visited upon marginalized people over the course of history, and describe their continuing struggles. The library accommodates different ways of knowing by factoring into decisions related to collection development the experiential and intellectual characteristics of all patrons. Library staff work to eliminate barriers to equitable services by adapting and creating online guides and tutorials aimed at helping distance learners use library resources.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Library physical and digital collections provide the College and community with a wide range of materials that are consistent with the teaching and learning mission of the College and the tenets of academic freedom, and that support the intellectual and recreational interests of all patrons. Library services are designed to assist SVCC employees, students, and visitors with use of the collections and associated technologies. Library facilities are arranged and equipped to accommodate both quiet and collaborative study and to facilitate successful navigation of resources.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	The use of library physical collections is measured by circulation and interlibrary loan reports provided annually by the Consortium of Academic and Research Libraries in Illinois (CARLI) and the Online Computer Library Center (OCLC). The usage statistics for library digital collections are available in reports generated on vendor websites. Information from these reports is included in the statistics that are published in the Integrated Postsecondary Education Data System (IPEDS) and compared with information provided by peer institutions. All of these reports are used to inform collection development and continued subscriptions to digital resources.

	Library services include answering reference and general questions and providing library orientations or information literacy instruction to groups. Many academic libraries track reference questions and answers by various means. The Learning Commons Library does not track reference services on a consistent basis or by a consistent means. Library instruction is tracked on an annual basis, but no information could be found about instruction for FY20 or FY21. Use of library facilities is generally tracked with the Who's Next tracking application. This information is available for FY19–22. Satisfaction with library services is tracked by means of surveys, including the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory (SSI).
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	The following recommendations were included in the last program review: • Hire Professional/Technical Librarian. Not completed possibly due to financial constraints and issues related to contractual requirements for faculty librarian vs. professional technical staff. • Pay raise for Learning Commons Library Coordinator. Not completed for reasons unknown. • Research space utilization, equipment, and obtain advice from professionals in anticipation of remodeling. LC Library Coordinator and LC Tutoring Coordinator visited several Learning Commons on other college campuses to this end, but no renovation or remodeling took place during the review period. • LC Library Assistant I: complete Library Technical Assistant program. Projected completion date is May 2023. • Continue to monitor cost and usage data for print and online subscription content in order to maximize funding. Completed for FY21 and FY22. Cost per use for some subscriptions is notably high, and these subscriptions are under review.

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	This program is not statutorily required. However, as a member of the Reaching Across Illinois Library System (RAILS), the LC Library complies with requirements as defined by Administrative Code Rules, Illinois Library System Act (23 Ill.Admin. Code 3030.200). As a member of the Illinois Library and Information Network (ILLINET) statewide library alliance, the LC Library adheres to the ILLINET Interlibrary Loan (ILL) Code, and contributes annually to the ILLINET ILL Statistical Survey. As a governing member of the Consortium of Academic and Research Libraries in Illinois the LC Library meets membership requirements in accordance with CARLI bylaws, as an institution that is recognized by the Illinois Board of Higher Education and a member of the ILLINET library network.
1.2 What is the *need* for this program/service and how does the institution determine *need*?	Research is one of the College's six general-education competencies. The Learning Commons Library offers materials and support to students as they learn how to become competent college-level researchers, and assistance to faculty in the development of assignments, outcomes, and assessments related to the Research competency. On November 1–2, 2021, a team from the Higher Learning Commission visited the college for an accreditation review. The Assurance Argument submitted in advance of this visit included information about library collections, support services, student guidance, and infrastructure. The team's final report concluded that the guidance and direction included in Learning Commons Library, Tutoring, and Writing Center services contribute to overall student support. During a visit to the library, the team found staff to be properly trained and qualified to provide the highest level of academic support for students.
1.3 If applicable, what is the student usage for this program/service?	Students use library resources primarily for research and gaining subject knowledge, but also for recreation and enjoyment. Use of library print and digital collections is reflected in annual reports available from CARLI and OCLC, and by statistical reports that may be accessed through vendor administrator portals. In

	general, use of print collections has decreased as use of digital collections has increased, a common phenomenon in all academic libraries. Instructional services for students most often take place in the classroom or library under the direction of faculty, and these orientation sessions are tracked annually. Students use library facilities and equipment for both academic and personal reasons. Attendance is tracked with the Who's Next application. Data for use of resources, services, and facilities and equipment is compared from year to year internally and also with available data from peer institutions.
1.4 How does the student usage compare to assessed need of the program/service?	Student use of library collections, services, and facilities dropped significantly in response to pandemic-related closures, and had yet to rise to pre-pandemic levels by the close of FY22. Data collection suffered some gaps during parts of FY20–21, which has resulted in some reporting inconsistencies, notably in the categories of instruction and use of digital resources. On a positive note, laptop checkouts from the library increased 9% from FY20 to FY21, and then 193% from FY21 to FY22 as the College fine-tuned its support for distance learning. Physical circulation of all library resources increased 91% from FY21 to FY22. Student visits to the Learning Commons Library have increased both in number and duration in the fall of 2022 compared with the fall of 2021.

Indicator: Cost

2.1 What are the current expenditures of the department?	The FY18 budgeted amount for the library minus employee salaries and benefits was $113,597 and the expended amount was $110,638. The FY22 budgeted amount for the library minus employee salaries and benefits was $187,371 and the expended amount was $151,105. These amounts increased incrementally (3–5%) from FY18 to FY20 then dropped during FY21, as a result of financial austerity measures implemented during the pandemic. The significant increase in budgeted and expended amounts in FY22 can be attributed in large part to the inclusion for the first time of the Books & Bindings Costs (540500) and Electronic Media (540501) lines in the library budget. The book budget had not been formally tracked within the overall library budget prior to FY22.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The library program is funded through the College's Education Fund. Available data for FY18–22 reflects no equipment purchased with funding bonds. However, in October 2021 the library was awarded a grant from the Illinois State Library for the purchase of six Brody WorkLounges (referred to locally as study pods), and the College was reimbursed for related expenditures from the grant. To ensure sustainability library staff has evaluated the continuing need for equipment and related service contracts. For instance, the library security gate was removed in the summer of 2022 after staff concluded that the potential loss of library materials amounted to less than the cost of the annual service contract for the security gate, especially considering the absence of a second security gate at the entrance closest to Learning Commons Tutoring. Use of library print and digital collections is evaluated on a continuing basis in an effort to purchase or lease resources that support the curriculum and are most likely to be utilized.

Indicator: Quality

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	**Collections** An analysis of available IPEDS data from FY18–20 shows how the SVCC Learning Commons Library compares with libraries in seven peer institutions. We rank fourth of eight in average FTE. Higher expenditures on print and digital collections are balanced against lower expenditures on staff wages. Ours is the second largest print collection, second highest circulation of print materials, and second highest interlibrary loan lending. We have the fourth largest eBook collection, and we rank fifth in interlibrary loan borrowing. In general, it can be

	said that our print collection is useful not only to our own population, but also to others in the CARLI consortium and beyond.
	Services and Facilities Available data shows that student attendance at library orientations was 4044 in FY13–17 and 1592 in FY18–22. That being said, no data could be found for attendance at library orientations for FY20–21, and the library was closed for more than a year during that time. In terms of services and facilities, results of the RNL Student Satisfaction Inventory reflect higher than average ratings for both Importance and Satisfaction with the two criteria specific to academic libraries. Traffic in the library from Who's Next reflects 11,118 visits in FY19; 5,960 in FY20; 25 in FY21; and 3,826 in FY22. However, attendance statistics from fall 2022 compared to fall 2021 reflect a significant increase in both the number of visits and average session time. It should be noted also that staffing changes in early FY18 resulted in the loss of the library administrator position. As the sole remaining professional-technical staff member, the Learning Commons Library Coordinator became responsible for administration of the department including budget and personnel management, daily activities, development and management of print and digital collections, compliance and reporting, reference and instruction, and faculty support. Management of the library became primary and left little time for those activities that are the purview of an academic librarian: planning and delivering information or media literacy instruction, creating guides and tutorials to help students use library resources for research, and helping faculty identify and use information resources for teaching (including promotion of Open Educational Resources).
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Job descriptions for Learning Commons Library staff are updated in response to personnel changes, system upgrades and migrations, and institutional needs. All job descriptions are current, and they clearly and accurately describe the requirements for the positions, as well as the duties and responsibilities carried out by library staff. Employees actively participate in training aimed at increasing job knowledge and skills, especially those associated with the ever-evolving technology that powers modern library services. All library staff hold the degrees required for their positions, and LC Library Assistants maintain certifications that are necessary for their continued support roles in the Testing Center.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	Two improvements to the Learning Commons facility were introduced during this review period, both with the aim of creating more inviting spaces for students. In 2019 the library added a Relaxation Room with features that were selected in response to a 2018 student survey. Some of these features include a bean bag chair with footstool, weighted blankets, bubble wall, electric fireplace, sound machine, and white lights. The aim of creating this space was promotion of concentration and relaxation. In 2022 six Brody WorkLounges, or study pods, were purchased with a grant from the Illinois State Library and stationed in front of the north-facing windows. The study pods offer privacy, comfort and integrated power, and they promote focus. Student use of the Relaxation Room is tracked by means of a sign-in sheet. During the 2021–2022 academic year the Relaxation Room was used by 57 visitors, on 40 days, with an average stay of approximately 1.5 hours. Student use of the study pods was tracked for grant reporting purposes from March to September of 2022, and a student satisfaction survey was administered during this time as well. Though the impact on student success was not measured with this survey, the results did inform the decision to purchase mobile chargers that allow students to connect their laptops and devices to the study pods, and to place charging units in several other locations throughout the library. Another suggestion for improvement included in survey responses was mitigation of the inevitable noise arising from conversations throughout the shared Learning Commons space. Suggestions included providing more quiet study spaces or creating a sound barrier between the tutoring and library spaces.

| 3.4 What are the strengths of this program or service? | The Learning Commons is a center for student support with three distinct missions: tutoring support, writing support, and library services. In this context the library focuses its efforts and resources on supporting student research, and the RNL Student Satisfaction Inventory reflects higher than average student satisfaction with the library.

The library's print collection is the second highest among our peer institutions, as is circulation of that collection. On an annual basis, approximately 40% of library circulations are outside of this institution, which indicates that the collection is useful not only to SVCC students and faculty, but also to community members and statewide borrowers.

The focus on improving the student experience in the library got a boost in FY19 with the opening of the Relaxation Room, and again in FY22 with the addition of six Brody WorkLounges. In FY22 the library added the LibGuides platform and created twelve new guides with more than 1300 views. The library also created four video tutorials to help library users with the new Primo (Library OneSearch) library discovery platform. Because student success is our primary motivator, library staff are always looking for ways to improve our services. |
|---|---|
| 3.5 What are the challenges or weaknesses of the program/service? | **Collections**
An unofficial purchasing policy that focuses on those areas of the print collection with the highest circulation is supported and informed by regular review of collection and circulation statistics. Some effort is made to allocate budget funds such that eBook expenditures are roughly equivalent to print book expenditures. However, the library has no formal collection development policy to guide decisions related to expenditures, and the collection has never had a diversity audit. There is no means by which to tie the use of library resources to demographic information, and the two library research databases that focus specifically on marginalized populations (*Black Thought and Culture* and *Women and Social Movements in the United States*) have very low use. The library could market those resources more effectively or explore newer resources that focus specifically on equity and diversity.

Services
The library offers instructional support to students as they develop research skills, by means of a module in the First Year Experience course and orientations in those courses for which faculty request them. However, there is no systematic plan for scaffolding library or media literacy instruction, no formal co-curricular assessment, and uneven collaboration with faculty. The library could offer greater support for assessment of the Research general-education competency and promote the adoption and creation of Open Educational Resources by adding a faculty librarian with responsibilities for media literacy instruction, assessment, faculty liaison, and instructional support.

Another challenge is the lack of a cohesive vision for the Learning Commons on the whole. Although the three service areas collaborate well, there is no departmental lead to coordinate the combined efforts of the library and the tutoring and writing centers, to develop the most inclusive services and offer the greatest access to students regardless of enrollment category (Adult Education, Dual Credit, Impact student, traditional learner) or learning modality.

Facilities
Recent efforts have been made to create more inviting spaces in the library, with a Relaxation Room, study pods, a comfortable seating area and charging units. However, quiet study spaces are few, and some students require greater privacy and more quiet environments than others. Conversely, study groups could benefit from a space that is equipped for collaborative use. The library is the logical location for these types of study spaces, but no solutions have been identified and |

	implemented. The library could repurpose some of its spaces in order to support both quiet and collaborative study.
	The Learning Commons facility has been a topic of discussion for several years, and efforts have been undertaken to identify strategies for creating zones that are appropriate for the distinct services offered throughout the shared space. Tutoring and writing assistance sometimes require a degree of confidentiality or discretion. Some students do not tolerate distractions well when studying. Private spaces with soundproofing are ideal for these activities. Group tutoring, instruction, and study groups require larger spaces that are equipped for collaboration and for knowledge creation and sharing. Staff have been able to utilize the available spaces to best advantage, but the existing facility would benefit from upgrades focusing on those specific needs.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	The following tools were utilized for collection of data that support library program's cost effectiveness, achievement of objectives, and quality: • Annual circulation and collection statistics from CARLI • Annual interlibrary loan statistics from CARLI and OCLC • Reports generated by the Alma integrated library discovery system • COUNTER usage statistics from library vendor websites • Statistics from IPEDS • RNL Student Satisfaction Inventory • 2021 HLC Assurance Argument and Final Report • Budget information from the SVCC Business Office • Who's Next tracking application • 2018 Relaxation Room student survey and 2022 Study Pods student satisfaction survey • Internal tracking of library instruction activities
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	Library collection and circulation statistics are evaluated consistently in an effort to ensure a collection that is balanced—where funds are allocated to those areas of the collection that reflect the highest use. Print books that are deselected are shipped to Better World Books for resale when possible, or otherwise placed on a "free" cart outside the library. The proceeds from Better World Books sales are deposited with the SVCC Foundation and earmarked for library use. eBooks are purchased in the classifications that reflect highest use but are not deselected on a regular basis, as storage is not a significant factor in decision-making. Cost-per-use information (annual cost divided by the number of accesses) is evaluated annually to identify subscription resources that are underutilized and that may need to be discontinued in favor of more appropriate ones.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	A circulation and collection analysis as described above was conducted in November 2021, and deselection is ongoing based upon the results. IPEDS data for the SVCC library and peer institution libraries was collected and analyzed to compare collection size, circulation, and interlibrary loan information. Further IPEDS data was collected and analyzed to assess library support for online students. In 2019–2020, 11% of SVCC students were enrolled exclusively in distance education courses, and 34% were enrolled in at least one distance education course. In Fall 2020, 68% of SVCC students were enrolled exclusively in distance education courses. Sixty-five percent of the library's combined book collection is online, so students who are unable to attend courses on campus are nevertheless able to access the full range of library resources. Cost-per-use analysis of library subscription databases reflects low use of some resources, which informs decisions about continued subscription, deletion, or replacement with more suitable resources.

3.9 Were there any identifiable equity gaps in the data? Please explain.	**Online Reference and Instruction** Data that reflects the library's reference and instruction activities during the program review period is incomplete or inconsistent. The library does not track the number of reference questions asked and answered, so it is not possible to determine to what extent this service supports distance education students. Library instruction activities were tracked in FY18, FY19 and FY22, and with the exception of FY22 the resulting data does not reflect instruction provided to online students. The data that was collected for FY22 indicates that distance education students are somewhat less likely to be provided with direct library instruction. **Diversity in Library Collections** The library has never conducted a diversity audit of its book collection. This activity is a relatively recent development in libraries, and two approaches are possible. Some institutions do this in-house, which requires a thorough plan, a number of participants, and time. It is also possible to contract this service, but the cost has not been determined.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	**Online Reference and Instruction** The option to invite a librarian into the classroom is open to all faculty in all courses. However, in reality this service is provided almost exclusively to on-campus students in FYE or English composition courses. The library could market this service much more effectively, but the presence of only one professional librarian among library staff limits the ability of the department to participate in this activity to a greater extent. The LibGuides content management platform was added in FY21 to provide a resource for creation of online guides and tutorials. Library staff have collaborated with faculty for the creation of a few course-related or assignment-related guides, and welcome the opportunity to do more of this. **Diversity in Library Collections** If it is determined that a diversity audit is desirable and feasible, this initiative could be added to the library's next operational plan. This may be a costly and time-consuming proposition, so careful consideration should be given to the commitment of resources versus the potential benefits. Currently library database subscriptions include two resources that focus on marginalized populations. The budget is flexible enough to allow for the addition of additional or alternative resources that may serve student needs better than the two collections currently in place.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	**Online Reference and Instruction** The library provides instruction in whichever mode is employed in the course, and the decision to invite a librarian to provide this service is at the discretion of the faculty teaching the course. Because distance education students are less likely to be provided with direct library instruction the library has created video tutorials that demonstrate use of the Library OneSearch discovery platform. The library has also added a subscription to LibGuides, a content management system used by librarians to curate knowledge, share information, and organize resources. Two library staff members have been engaged in creating these guides, and more guides will be added as time permits and with faculty collaboration when possible.

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.	• Look into balancing content into FYE with the tutoring and writing center functions included. • Work with institutional research to compile and track demographic data to library visits.

	• Create a survey to track opinions of those who are also not using the library's facilities to see their needs and what could be added to the operations. • Continue to monitor peer comparisons with physical/online resources to ensure that we are following trends with the increased need for providing electronic resources for our students. • Continue to look for grants/funding sources that will support additional renovations to the learning commons, tutoring, and writing center.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Currently, the library has already begun to compile and track demographic data in a more meaningful way by looking more intently at success rates of those using the resources at the library like the writing or tutoring center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The library and other support services within the library are an excellent addition to the success stories of our students at SVCC. Students that utilize tutoring and the writing center are able to pass at higher rates in their courses compared to their peers.
Resources Needed	Using intuitional research to help assist with pulling peer comparison data regarding costs and equity.
Responsibility Who is responsible for completing or implementing the modifications?	Coordinator of Library Services

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Sauk Valley Community College
Academic Years Reviewed:	17-18, 18-19, 19-20, 20-21, 21-22
Review Area:	Learning Commons Tutoring

Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Jane Verbout, Coordinator, Learning Commons Tutoring Mike Santos, Learning Commons Disability Support Instructional Assistant
Mission How does the program/service contribute to the mission of the college?	The goal of Learning Commons Tutoring is to help meet the academic needs of students by supplementing their classroom instruction with tutoring services and instructional materials and equipment. SVCC Mission: Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service and economic development. LCT contributes to this mission by supporting students academically. Additionally, LCT staff participates in volunteer opportunities throughout our district such as Dixon Petunia Festival, Nachusa Grasslands, Summer Splash, University of Illinois Extension, and United Way Day of Giving. Within Sauk, LCT staff has participated in Friends of Sauk Prairie, the Foundation's Chocolate Rendezvous, Sauk Employee giving campaign, etc. During the COVID shutdown, the LCT Coordinator, along with an Early Childhood Education faculty member, trained and coordinated Sauk Scholars in tutoring K-12 students throughout the district.
Advancement of Equity How does the program/service help advance equity?	"Sauk strives for a professional culture that values the strength of diversity and inclusion while promoting acceptance and respect for all members of our community." LCT staff has participated in Diversity training provided by the staff of the YWCA of the Sauk Valley to become more culturally aware. Disability Support tutors work in the LCT to serve a unique population and are in direct contact with the DSS Director to coordinate student supports. Athletes participate in required study hall within the LCT. Additionally, staff visit classrooms to encourage student use of our services, especially those in developmental education and courses with high DFW rates.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Learning Commons Tutoring (LCT) helps meet the academic needs of students by supplementing their classroom studies with tutoring-both online and in-person—by appointment or on a walk-in basis. Additionally, we provide tools for student success, including review sessions, use of computers, and access to a variety of handouts. We aspire to aid student persistence and retention.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	According to the Noel-Levitz Student Satisfaction Inventory administered in 2021, on a scale including 7 as very satisfied, "Tutoring services are readily available." Importance 6.50/Satisfaction 6.45. Although we planned to survey students twice within the past five years using the LCT Student Survey, we did not. We held a roundtable discussion in conjunction with the Writing Center Coordinator. Because this was held in February 2021, it was done online with a limited number of participants. Faculty encouragement to use the services of the Learning

	Commons whether by introduction to the services or by offering extra credit was expressed as important by participants. Most of the content dealt with students' preferences for either online or in-person services.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	Since the Learning Commons has been on the list to be renovated for well more than 5 years, we fully expected that asbestos abatement and renovation would be accomplished during these past 5 years. This did not occur. On a related note, we said we would visit in-state community colleges with learning commons incorporating library and tutor facilities to research space utilization, equipment, and obtain advice from professionals in anticipation of remodeling. We did visit 3 colleges and made observations, took notes and added to our renovation plans.
	Learning Commons Tutoring had been working on online tutoring since FY18 and with the advent of the COVID-19 pandemic, this was fully put into practice.
	The cross training of staff from tutoring to the library did occur, but since library staff were not expected to tutor, this effort was not pursued further.
	Hosting a special event once per semester: Pizza/Study Event the Sunday evening of Finals Week was held May 2019, and December 2019 and was not repeated due to COVID pandemic. Will be continued December 2022.
	Replace Red Canyon LogIn software with Who's Next (from FY19 OP). Began using June 2018; Argos reports created to track usage.
	NetTutor usage FY19 – not necessary to limit, but should look into usage to inform budget. We continue to monitor this.
	Also from FY19 OP: Cooperated with ENG Dept Fac to develop criteria and a form to report student usage of writing assistance which is now available in Canvas.
	FY20 OP Writing Center objectives, services, etc. developed.
	Created nursing student targeted handouts FY 19 OP.
	Purchased the Altay Human Half Head Model to complete the science study room model acquisitions.
	Purchased headsets with microphones to enable online tutoring FY19.
	End of PR 18 analyze usage and hours of LC. After due consideration, and with the retirement of one LCT Instructional Assistant fall 2022, LCT hours will mirror those of the library and writing by adjusting closing hour to 6pm Monday through Thursday. Friday hours will remain 8am to 2pm

	with remote tutoring by appointment. If we experience an uptick in demand, we will adjust hours accordingly.

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	**No**
1.2 What is the *need* for this program/service and how does the institution determine *need*?	There is a definite need for tutoring services. As a specific example: In FY22, 14.3% of our freshman students enrolled at any point during that year were enrolled in remedial math or attempted any remedial math in that same year. For FY21, we had 13.2% and in FY20, we had 18.9% of our students enrolled in, or who attempted remedial math courses. Additionally, for FY20, 8.3%, FY21, 4.3%, and FY22, 5.3% of our students were enrolled in *both* remedial math and communications classes. This is not meant to infer that only developmental students can benefit from tutoring. Students in non-remedial classes look to tutoring for support, to fill in gaps in their knowledge, and perhaps most importantly to save time.

Looking to the future, we may anticipate that with the advent of the students taking part in the Impact program, we could likely see an increased need for tutoring services.

The tutoring center exists to support students to completion. |

1.3 If applicable, what is the student usage for this program/service?					
	Session	Unique Student Use of LCT	FTE	Number of Student Visits	Number of Student Hours
	SU 17	60	554	285	531
	FL 17	286	1094	2815	5315
	SP 18	274	999	2057	4070
	SU 18	49	462	296	569
	FL 18	282	1029	2572	3827
	SP 19	325	999	2468	4263
	SU 19	52	446	192	287
	FL 19	283	1050	2241	3835
	SP20	177	967	1119	1841
	SU 20	10	430	24	34.5
	FL 20	44	915	137	215
	SP 21	26	802	89	63.7
	SU 21	14	380	79	229
	FL 21	181	879	1383	1779
	SP 22	102	868	443	566
	SU 22	21	260	68	159

	Low usage sessions are those most impacted by COVID. Additionally, although not captured in the above table, LCT staff interacts with students through class visits, tours of the LCT, SaukFest, FYE visits, and New Student Orientation. Also, of note is that the Writing Center was opened in February of 2020 which also impacted usage of LCT since we had handled writing tutoring up until that time. Although usage dramatically decreased during COVID, LCT staff continued to contribute to the college mission by making phone calls and emailing individual students to encourage them to register for the next semester. The coordinator created an animated cartoon explaining our services to students and distributed it to faculty as well as posting it to our website. Additionally, the coordinator contributed to the Student Activities Virtual Involvement Fair by creating a video informing students of our services. The coordinator spent considerable time matching and scheduling Sauk Scholars and area elementary, middle school, and high school students by handling all requests for tutoring, interfacing with parents of these students, and finding the best combination of skill usage and scheduling to best serve these students.
1.4 How does the student usage compare to assessed need of the program/service?	Particularly during COVID (FL 20), developmental math students were 54% of our total math tutoring sessions. The following fall, they were 40% of total math usage. It is our intention to visit every math class as allowed. Additionally, developmental math faculty bring students to visit the LCT to familiarize them with the staff, atmosphere, and services available to them.

Indicator: Cost

2.1 What are the current expenditures of the department?	For FY 2020, there was an unaccounted-for expenditure of $10,220 for an Academic Support-Full-time individual. This person did not work in the LCT. FY 2022 Budget items: $17, 390 Expenditures: $13,539 Due to COVID, there was no travel or conference/meeting expenditure. Staff salaries and benefits totaled $88,089 for 1 full-time professional technical, and 3 permanent part-time staff. LCT also employed 3 student tutors.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	LCT is not considered a revenue generating department of the college. Funding comes from a combination of the General Education fund and Perkins Grant. Perkins funds are based on the number of CTE students who receive services from LCT. LCT staff has been conservative with expenditures, hours that services are offered, and staff scheduling. There is one full-time coordinator in LCT and 3 part-time staff members.

Indicator: Quality

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	We are not aware of any established quality benchmarks.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	All staff meet at least minimum qualifications for positions when hired. Student tutors are hired on faculty recommendation based on success in class(es) and personality indicators. Additionally, staff continue to take classes as desired, and undergo tutor training annually. During this program review period we purchased additional training: Tutor Essentials, developed by Purdue University, and satisfying the College Reading and Learning Association (CRLA) Level 1 certification standards, and Online Tutor Essentials developed by West Virginia University in partnership with the University of Florida and Tallahassee Community College and offered through Tutor Matching Service.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	With the addition of an attention-grabbing life-size poster, pop-up tutoring began during the fall semester of 2022. The contention is if students will not come to us for tutoring, we will go to them. Student tutors regularly "appear" in the first-floor mall area as well as the cafeteria. The Writing Center was created during the spring semester of 2020 as a result of Sauk being awarded a Title III Grant. This culminated many years of effort by English faculty to bring this to fruition.
3.4 What are the strengths of this program or service?	Permanent part-time staff members have worked in LCT anywhere from 6 to 20 years. They are flexible in working hours necessary for the good of students and the department and have a wide-ranging knowledge of subjects to be tutored. Additionally, they have the skills to guide students to independent work and are dedicated to the department and the college mission. We have a good relationship with faculty who recommend tutors and inform us of upcoming tests or difficult subject matter, and who also cooperate by doing office hours in the LCT.
3.5 What are the challenges or weaknesses of the program/service?	Encouraging students to access our services. Being fiscally conservatively minded with resources while serving students. Lack of updated facilities.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	A roundtable discussion was conducted in February 2021 to determine what students valued, and also what they disliked. We were also part of the Noel-Levitz Student Satisfaction Inventory administered in 202.1 At the end of each fall semester, tutors were surveyed to determine what was best and worst about tutoring, their suggestions for the upcoming semester, and what was most valuable during the tutor training.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	Each year the operational plan is formulated to include items to improve the LCT, for instance, the Writing Center was created to integrate writing support as a separate entity within the Learning Commons. At the request of English faculty, LC staff began using a form in Canvas to report student visits to the LCT. Review sessions were offered in both math and chemistry to better prepare students for exams. An online form was created by IT staff to facilitate students' ability to make appointments for tutoring.

	Paper handouts were converted to digital format so students can access them online. Being equity focused, we are beginning looking at student usage by special populations.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	The IPEDS data from 2019-20, showing the percentage of students enrolled exclusively in distance education courses (11%), or at least one distance education course (34%) was collected to support our accelerated adoption of in-house online tutoring, as well as the continued expenditure of funds for NetTutor, our college-funded contractual online tutoring service. Additionally, we examined data on race, low income, and not English learners. We considered the makeup of our tutors as compared to the population of all students.
3.9 Were there any identifiable equity gaps in the data? Please explain.	We serve students from each demographic examined. There may be a gap in those students who could use our services but do not.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	As we begin each session, we visit both in-person and online classes to explain our services. We have diversified our delivery options to increase student access. We continue to partner with DSS, math and science faculty, as well as coaches, to reach additional students.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	LCT staff reaches out to all faculty, not just dev ed faculty, to provide enhanced service to spec pops such as athletes, students in high DFW courses, and first-generation students.

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.	• Work with the office of Research and Planning to identify and analyze key "milestone" data. What are the tipping point courses for retention/completion, and how do we identify and target the most at-risk students? • Research, evaluate, and pursue alternative funding sources for technology, furniture, equipment, and/or renovations to the LCT program or functional space.

	Since we don't seem to have the previous yearly operational plan as a mechanism to report out results, where do I "put" this information so that it is available for the FY28 LCT PR?
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IR has begun to work with the tutoring center to match those served in the tutoring center with institutional data to analyze the pass rates in those courses as compared to their peers. With these success rates we pull numerous subpopulation variables such as race, low income status
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The findings help to highlight the success of the tutoring center. Modifications include updating the technology and furniture to the area to attract more students as the old equipment is outdated and not conducive to a comfortable work space.
Resources Needed	New equipment and furniture to revitalize the location.
Responsibility Who is responsible for completing or implementing the modifications?	Tutoring Center Coordinator

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Sauk Valley Community College
Academic Years Reviewed:	17-18, 18-19, 19-20, 20-21, 21-22
Review Area:	Learning Commons Writing Center
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Rose Stauter Jane Verbout Rodney Donley Zak Forkner

Mission How does the program/service contribute to the mission of the college?	SVCC Mission: Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development. The Writing Center offers free support for all aspects of student writing from all academic departments as well as personal writing like scholarship essays, cover letters and resumes.
Advancement of Equity How does the program/service help advance equity?	"Sauk strives for a professional culture that values the strength of diversity and inclusion while promoting acceptance and respect for all members of our community." Over the course of the fall semester but particularly during the early weeks) the coordinator focused efforts on encouraging ELA 095 and 099 students to come to the Writing Center. The coordinator attempted to reach out to this segment of the student body by going on classroom visits to ELA classrooms, FYE classes, as well as others. Additional attempts were made to draw in the ELA student population including sending emails specifically geared to ELA students and their needs at various critical points in the semester, including the beginning, mid semester, and toward the end of the semester. Additionally, this service is marketed to explicitly remove all stigmas from receiving assistance within this area. We strive to ensure all students that utilize this service understand that service levels will be equal and the services provided will be in correlation with their academic threshold regardless of gender, race, sexual orientation, learning disability, or academic standing.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The Writing Center is intended to provide our student body with critical support services in all writing related courses to ensure academic success. This entity places specific emphasis on providing support services for students within our developmental English courses and online modalities to improve persistence rates. The purpose of this service is to remediate barriers to student success by improving the foundational writing skills required of college level students within all disciplines. The Writing Center is intentional in providing supportive instruction that aligns with areas of opportunity displayed by students within our developmental English courses. Specific services such as workshops and individual tutoring sessions have been utilized to bridge the gap between a student's performance and the expectations of our faculty. The objective of this entity is to increase tutoring services for students in our developmental English and online course modalities in increments of 25% in years 1 through 4 of the Title III Grant.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	The Writing Center has met and exceeded all measurable metrics associated with the objectives of this entity. Mandatory APR reporting associated with the Title III grant documents the success of this service. With baseline numbers established from the inception of The Writing Center in 2020, this entity has experienced more than a 400% increase in usage as it pertains to developmental English courses and online modalities. Year one writing center statistics are utilized as the baseline data to determine the level of annual increase.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	None.

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	No
1.2 What is the *need* for this program/service and how does the institution determine *need*?	The Writing Center was created in February 2020, when SVCC received the Title III Grant which specifies developmental students and online students as two populations that the Writing Center needs to serve. The language of the grant is specific in the percentage increases that need to occur year over year. The need for this service was driven by research that acknowledged 67% of our remedial learners never achieve graduation. Furthermore, over 90% of our student population met the criteria of being "at risk" suggesting that additional support services would be critical to the necessary improvements needed for this demographic of students to experience academic success. Developmental and online learners were identified as one of our largest areas of opportunity to increase the metrics that determine institutional success. Graduation rates, retention rates, and successful transfer rates are the outcomes that are intended to be improved by the services offered within the Writing Center.
1.3 If applicable, what is the student usage for this program/service?	In Fall 2021, 71 students accessed the Writing Center during the semester (21 of the 71(29.6%) students were single visits, all others had repeat visits (74.2%). A total of 356 support sessions were held with students; 264 (74.2%) support sessions related directly to assignments; 92 (25.8%) were workshops/programs and skill building appointments) In Spring 2022, 42 students accessed the Writing Center during the semester (19 of the 42 were single visits, all others had repeat visits). A total of 154 support sessions were held with students;

	103 support sessions related directly to assignments; 51 were workshops and skill building sessions.
	In Fall 2022, 76 students accessed the Writing Center during the semester (30 of the 76 were single visits, all others had repeat visits). A total of 231 support sessions were held with students; 208 support sessions related directly to assignments; 23 were workshops and skill building sessions.
	In the spring of 2022, 68 sessions were virtual while 86 were in-person, fairly close to an even split between those seeking each type of session. However, in the fall of 2022, there was a dramatic shift. There were 187 in-person sessions, 5 via email, and 43 that were virtual sessions, so people are favoring the in-person sessions much more so than the virtual experience for the fall semester.
1.4 How does the student usage compare to assessed need of the program/service?	The Writing Center has met or exceeded all objectives as specified in the Title III Grant. There are specific measurables pertaining to usage increases of our developmental and online student population in the increments of 25% annually. This demographic of students' support sessions has increased from 8 total appointments in year one to over 130 support sessions in year two. This entity has performed a total of over 150 support sessions for three consecutive semesters since fall of 2021.
	While serving our developmental and online learners are the focus of the Writing Center, we are intentional in encouraging students of all levels of academic achievement to utilize the services. We have experienced consistent growth regarding our percentage of repeat students as we continue to gain equity with the population we serve.

Indicator: Cost

| 2.1 What are the current expenditures of the department? | Financial information provided does not show specific data for the Writing Center, but rather, information for the entire Title III Grant. |
| 2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability? | The Title III grant assumed all initial costs as it pertains to the inception of the Writing Center. The future funding for this service will be institutionalized from years one to five to allow SVCC to fully absorb all costs associated with providing this service at the conclusion of the grant. The institutionalization of costs associated with the Writing Center ensures our ability to sustain the service beyond the lifespan of the grant and continue to support our students' academic growth. Title III adheres strictly to the verbiage of the grant to ensure funds are applied and spent efficiently and in alignment with the objectives intended of the grant. |

Indicator: Quality

| 3.1 If applicable, how does the college program/service measure against any quality benchmark and standards? | The Writing Center has experienced success as it pertains to the benchmark standards used to measure quality. The writing center has increased usage from developmental learners and online students from 8 appointments in year one to over 130 appointments in year two. Furthermore, fall to fall retention rates increased from 56% to 59%, 2-year graduation rates have increased from 27% to 31%, and four-year graduation rates have increased from 44% to 49% from academic year 19-20 to 20-21. This increase is an indirect result of the increase in usage of the writing center; specifically, with our developmental and online learners.

Additionally, in Spring '22, ELA 095 and ELA 099 students (34 students) had a combined total ABC rate of 76.5%. The ELA 095 and ELA 099 students who attended an appointment with the Writing Center at least one time (6 students) had a combined total ABC rate of 88.3%, an increase of 12.2% over those who did not attend an appointment at the Writing Center.

Across the entire college (4,548 students), students had a combined ABC rate of 80.3%. Students who attended an appointment with the Writing Center at least one time (126 students) had a combined total ABC rate of 81.7%, an increase of 1.4% over those who did not attend an appointment at the Writing Center.

Our preliminary data shows a correlation between attending an appointment at the Writing Center and an increase in ABC rate. |
|---|---|
| 3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service? | All staff meet at least minimum qualifications for positions when hired. Student tutors are hired on faculty recommendation based on success in class(es) and personality indicators. Staff undergoes training including Tutor Essentials, developed by Purdue University, and satisfying the College Reading and Learning Association (CRLA) Level 1 certification standards, and Online Tutor Essentials developed by West Virginia University in partnership with the University of Florida and Tallahassee Community College and offered through Tutor Matching Service. Additional training is provided by the coordinator as each tutor is hired and is ongoing based on direct observations of the coordinator during student sessions. |
| 3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?

How have these innovations had an impact on student success? | The Writing Center was created during the spring semester of 2020 as a result of Sauk being awarded a Title III Grant. This culminated many years of effort by English faculty to bring this to fruition.

With the onset of COVID, tutoring sessions were conducted online. Additionally, the coordinator spent time recruiting ELA students by being available to them in an area adjacent to their classroom, so they could become acquainted with her and the services provided by the Writing Center. |

3.4 What are the strengths of this program or service?	The Writing Center has been fortunate to be staffed with a group of dedicated, highly qualified student tutors and staff, who are responsible and professional yet also kind and empathetic toward the students they serve. Sauk faculty have also shown a remarkable enthusiasm to embrace the Writing Center's mission. With the faculty's welcoming attitude, the coordinator undertook nearly 30 classroom visits this fall to encourage students to seek assistance at the Writing Center. The English Department faculty are particularly vocal and demonstrative in their support of the Writing Center's mission. A couple of English faculty members support the Writing Center with weekly office hours held in the Writing Center where they assist any student walking in the door. The instructors teaching the developmental English courses are likewise just as enthusiastic in their support of the Writing Center and are receptive to ideas that could inspire ELA students to come to the Writing Center more frequently. Faculty members have been nothing but supportive and open in their communication about ways to reach the student body about the services offered at the Writing Center.
3.5 What are the challenges or weaknesses of the program/service?	The Writing Center will soon outgrow its current space in room 3M11. While the room is adequate for holding one or two consultations simultaneously, it is not conducive to holding three or more. When multiple consultations are held at the same time, everyone's voices simply carry too far, resulting in confusion for all involved. In addition to the inability to focus on one's own consultation, there is also a privacy issue. Many students bring in deeply personal essays or other documents that contain information they may not want shared with everyone in the room. As such, being in a larger space would greatly benefit the Writing Center's future goals as it continues to increase the number of students it helps each semester. One possibility for expansion would be to combine room 3M11 with room 3M15 by removing the adjoining wall. This renovation would not only allow consultants to spread out so that they can communicate with their clients more effectively and privately, but it would also allow the Writing Center the space to host workshops and writing groups while those consultations are taking place. The Writing Center is also located in a corner of the Library/Learning Commons, so there is not much of a possibility of foot traffic--almost everyone who comes to the Writing Center is doing so intentionally. Additional signage could potentially help more students locate the Center and encourage them to stop by. Lastly, the Writing Center is currently scheduling appointments manually. Students have to either call the Writing Center or send in an email, and then the coordinator creates a Google Calendar event for both the student and the consultant and then gives ownership of the event to the consultant. After the consultation, the consultant then has to record the session in Who's Next (if it's an online appointment), complete a form for the student's instructor on Canvas, and then complete a Google Form to collect

	data on the session for the Writing Center's records. This process can be streamlined and partially automated by the use of a scheduling and management software such as WC Online or Accudemia. Not only would one of the programs cut down on the labor and redundancies in the process, but it would also give students more immediate information and access to make their appointments.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	A roundtable discussion was conducted in February 2021 to determine what students valued, and also what they disliked. Students seeking assistance indicated that they preferred the in-person, as opposed to virtual, modality and sessions were scheduled accordingly.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	Each year the operational plan is formulated to include items to improve the Writing Center. Staff complete a Canvas-based form that reports writing student usage to writing faculty. This allows faculty to track usage, and recommend improvements in delivery.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	The IPEDS data from 2019-20, showing the percentage of students enrolled exclusively in distance education courses (11%), or at least one distance education course (34%) was collected to support our accelerated adoption of in-house online tutoring. Additionally, we examined data on race, low income, and not English learners. We considered the makeup of our tutors as compared to the population of all students.
3.9 Were there any identifiable equity gaps in the data? Please explain.	We serve students from each demographic examined. There may be a gap in those students who could use our services but do not.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	As we begin each session, we visit both in-person and online classes to explain our services. Delivery options include both face-to-face and online modality to increase student access.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	Writing Center staff reaches out to all faculty, not just developmental education faculty, to provide enhanced service to spec pops such as athletes, students in high DFW courses, and first-generation students.

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.	• Working with dual credit students both in an asynchronous and synchronous environment through WC Online functionality. • Increase the amount of partnership workshops through other offices such as the scholarship writing with Foundation and the Resume/CV workshop with Career Services. • Increased usage of advertisements to the writing center though pens or bookmarks to increase engagement.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Working with the increase of online availability of writing center help would eliminate barriers to accessing the resource. Also working with dual credit will assist many of our community schools get access to college credit within the high school locations, but also access to a wonderful resource online to help with writing papers.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Expanding usage and impact at the institution, as it is only a three-year program we are looking to really expand since Covid years.
Resources Needed	Marketing materials and expanding outreach with Online platform of WC Online.
Responsibility Who is responsible for completing or implementing the modifications?	Writing Center Coordinator