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| WHY DO A PROGRAM REVIEW? |

As a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. Each institution is allowed the latitude to develop and administer a review process that is suited to the institution’s unique circumstances and needs.

The Illinois Community College Board (ICCB) requires all instructional programs and all student and academic support services to conduct a program review at least once every five years. The program review process should…

* Examine the need for the program, its quality, and its cost of operation.
* Involve employees of the unit as well as individuals not employed in the unit.
* Examine current information and data.
* Produce results that are considered in campus planning, quality improvements, and budget allocation decisions.

The College’s annual *Program Review Report* to the ICCB comes directly from the approved program reviews.

The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning.

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| **TIMELINE** | |
| April/May | Units informed that they are scheduled to conduct a program review in the fall |
| Beginning of the fall semester | Program review orientation sessions conducted |
| Fall semester | Units conduct their program reviews |
| **December 1** | **Program reviews are due** |
| Early Spring semester | Unit’s administrator and the Program Review Committee will consider program reviews, request revisions, and approve final reviews |
| April 1 | Equipment Requests, Personnel Change Requests, and Major Project Requests from ***approved*** program reviews, will be forwarded for consideration in the budget allocation process |
| End of spring semester | Instructional units submit next year’s operational plans, including all activities identified in the program review |
| Early July | Student and academic support services submit next year’s operational plans, including all activities identified in the program review |

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| **INSTRUCTIONS** |

* The program review is to be conducted by a team of 5 to 10 individuals consisting of the following:
  + Department/unit staff and administrator
  + 1 or 2 employees not part of the department
  + 1 or 2 students
  + 1 or 2 community members/non-SVCC employees
* Use this document as a template. Do not use alternate formats.
* Complete all items on all pages
* The ICCB Best Practices Report may describe the entire unit or a specific practice. *This is the only optional component* of the program review
* Insert the names of the program review team on the Signatures and Approval page
* Complete any appropriate request forms:
  + Equipment Request
  + Personnel Change Request
  + Major Project Request
  + Request forms are available in *FAST* under *Documents and Forms*
  + Requests will be forwarded to the budget allocation process, *after all program review revisions have been submitted and the review has been approved by the Program Review Committee*. The requests will not be forwarded to the budgeting process until the Committee informs the unit that the review has been approved.
* The approval process:
  + Submission of the review alone does not constitute approval
  + The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed
    - Reviews must be *approved by April 1* for requests to be forwarded for budgetary consideration
  + The program administrator may request a meeting to discuss the review and/or request modifications, and approves the review after the Committee approves it
  + The President provides the final approval of every review

QUESTIONS: Contact the Program Review Committee Chair, Janet Lynch, with any questions regarding with any questions.

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| **HOW to SUBMIT the PROGRAM REVIEW** |

* Program reviews are **due December 1**
* The program review, appropriate request documents, and any other support documents should be submitted as an e-mail attachment to:
  + The program’s immediate administrative supervisor (dean or vice president), *and*
  + The chair of the Program Review Committee, Janet Lynch.
* A printed copy of the review *is not required*, and is discouraged.
* A printed copy of the Signatures and Approval page, with signatures from all team members, should be sent to the Program Review Committee Chair, Janet Lynch.

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| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College Mission** *Tells who we are as an institution and what we do*

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

**College Vision** *Tells where we want to go as an institution*

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

**Program Mission**

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| The education area will provide necessary training in child development, educational theory, diversity, and community relations to qualify workers in the fields of early childhood education and teaching paraprofessional. The education area will provide transfer students with essential knowledge of educational theory, the history and philosophy of education, diversity and community relations, and practical skills of pedagogy necessary for students to transfer to and be successful in teacher certification programs.. |

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| **VIABILITY COMPONENT**  The viability component focuses on quantitative analysis and the need for the program(s) |

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| **SECTION A: ENROLLMENT & RETENTION DATA** for the discipline  Additional resource: Operational plans |

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| **DATA TABLE 1: Course Enrollment for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Early Childhood Education** | |
| Use to answer question #1 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Total Sections Offered | 30 | 31 | 30 | 27 | 27 | 145 |
| b | Total Enrollment at 10th day | 219 | 203 | 287 | 221 | 231 | 1161 |
| c | Average enrollment for all sections offered | 7.3 | 6.5 | 9.6 | 8.2 | 8.6 | 8.0 |
| d | Course | ECE 110 | ECE 110 | ECE 110 | ECE 110 | ECE 110 |  |
| e | Sections | 2 | 2 | 5 | 7 | 4 | 20 |
| f | Enrollment at 10th day | 20 | 16 | 87 | 46 | 31 | 200 |
| g | Average enrollment per section | 10.0 | 8.0 | 17.4 | 6.6 | 7.8 | 10.0 |
| h | Course | ECE 114 | ECE 114 | ECE 114 | ECE 114 | ECE 114 |  |
| i | Sections | 7 | 4 | 2 | 1 | 4 | 18 |
| j | Enrollment at 10th day | 80 | 42 | 20 | 12 | 54 | 208 |
| k | Average enrollment per section | 11.4 | 10.5 | 10.0 | 12.0 | 13.5 | 11.6 |
| l | Course | ECE 115 | ECE 115 | ECE 115 | ECE 115 | ECE 115 |  |
| m | Sections | 1 | 6 | 4 | 2 | 1 | 14 |
| n | Enrollment at 10th day | 9 | 57 | 61 | 21 | 13 | 161 |
| o | Average enrollment per section | 9.0 | 9.5 | 15.3 | 10.5 | 13.0 | 11.5 |
| p | Course | ECE 118 | ECE 118 | ECE 118 | ECE 118 | ECE 118 |  |
| q | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| r | Enrollment at 10th day | 11 | 17 | 12 | 19 | 14 | 73 |
| s | Average enrollment per section | 11.0 | 17.0 | 12.0 | 19.0 | 14.0 | 14.6 |
| t | Course | ECE 200 | ECE 200 | ECE 200 | ECE 200 | ECE 200 |  |
| u | Sections | 1 | 1 | 0 | 1 | 1 | 4 |
| v | Enrollment at 10th day | 8 | 8 | 0 | 12 | 8 | 36 |
| w | Average enrollment per section | 8.0 | 8.0 | #DIV/0! | 12.0 | 8.0 | 9.0 |
| x | Course | ECE 202 | ECE 202 | ECE 202 | ECE 202 | ECE 202 |  |
| y | Sections | 0 | 1 | 1 | 1 | 1 | 4 |
| z | Enrollment at 10th day | 0 | 14 | 16 | 20 | 13 | 63 |
| aa | Average enrollment per section | #DIV/0! | 14.0 | 16.0 | 20.0 | 13.0 | 15.8 |
| ab | Course | ECE 206 | ECE 206 | ECE 206 | ECE 206 | ECE 206 |  |
| ac | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| ad | Enrollment at 10th day | 20 | 8 | 8 | 12 | 16 | 64 |
| ae | Average enrollment per section | 20.0 | 8.0 | 8.0 | 12.0 | 16.0 | 12.8 |
| af | Course | ECE 208 | ECE 208 | ECE 208 | ECE 208 | ECE 208 |  |
| ag | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| ah | Enrollment at 10th day | 10 | 10 | 18 | 14 | 17 | 69 |
| ai | Average enrollment per section | 10.0 | 10.0 | 18.0 | 14.0 | 17.0 | 13.8 |
| aj | Course | ECE 210 | ECE 210 | ECE 210 | ECE 210 | ECE 210 |  |
| ak | Sections | 3 | 3 | 3 | 2 | 3 | 14 |
| al | Enrollment at 10th day | 9 | 5 | 14 | 8 | 13 | 49 |
| am | Average enrollment per section | 3.0 | 1.7 | 4.7 | 4.0 | 4.3 | 3.5 |
| an | Course | ECE 211 | ECE 211 | ECE 211 | ECE 211 | ECE 211 |  |
| ao | Sections | 4 | 3 | 3 | 2 | 3 | 15 |
| ap | Enrollment at 10th day | 11 | 4 | 7 | 8 | 10 | 40 |
| aq | Average enrollment per section | 2.8 | 1.3 | 2.3 | 4.0 | 3.3 | 2.7 |
| ar | Course | ECE 228 | ECE 228 | ECE 228 | ECE 228 | ECE 228 |  |
| as | Sections | 1 | 1 | 1 | 1 | 0 | 4 |
| at | Enrollment at 10th day | 14 | 9 | 11 | 14 | 0 | 48 |
| au | Average enrollment per section | 14.0 | 9.0 | 11.0 | 14.0 | #DIV/0! | 12.0 |
| av | Course | ECE 250 | ECE 250 | ECE 250 | ECE 250 | ECE 250 |  |
| aw | Sections | 3 | 3 | 4 | 3 | 3 | 16 |
| ax | Enrollment at 10th day | 9 | 5 | 15 | 9 | 13 | 51 |
| ay | Average enrollment per section | 3.0 | 1.7 | 3.8 | 3.0 | 4.3 | 3.2 |
| az | Course | ECE 251 | ECE 251 | ECE 251 | ECE 251 | ECE 251 |  |
| ba | Sections | 4 | 3 | 3 | 3 | 3 | 16 |
| bb | Enrollment at 10th day | 11 | 4 | 7 | 10 | 10 | 42 |
| bc | Average enrollment per section | 2.8 | 1.3 | 2.3 | 3.3 | 3.3 | 2.6 |
| bd | Course | ECE 275 | ECE 275 | ECE 275 | ECE 275 | ECE 275 |  |
| be | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| bf | Enrollment at 10th day | 7 | 4 | 11 | 16 | 19 | 57 |
| bg | Average enrollment per section | 7.0 | 4.0 | 11.0 | 16.0 | 19.0 | 11.4 |

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| **DATA TABLE 1: Course Enrollment for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Education** | |
| Use to answer question #1 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Total Sections Offered | 14 | 13 | 11 | 14 | 14 | 66 |
| b | Total Enrollment at 10th day | 215 | 203 | 182 | 201 | 240 | 1041 |
| c | Average enrollment for all sections offered | 15.4 | 15.6 | 16.5 | 14.4 | 17.1 | 15.8 |
| d | Course | EDU 101 | EDU 101 | EDU 101 | EDU 101 | EDU 101 |  |
| e | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| f | Enrollment at 10th day | 21 | 24 | 21 | 27 | 28 | 121 |
| g | Average enrollment per section | 21.0 | 24.0 | 21.0 | 27.0 | 28.0 | 24.2 |
| h | Course | EDU 102 | EDU 102 | EDU 102 | EDU 102 | EDU 102 |  |
| i | Sections | 3 | 3 | 3 | 3 | 3 | 15 |
| j | Enrollment at 10th day | 44 | 54 | 54 | 47 | 50 | 249 |
| k | Average enrollment per section | 14.7 | 18.0 | 18.0 | 15.7 | 16.7 | 16.6 |
| l | Course | EDU 105 | EDU 105 | EDU 105 | EDU 105 | EDU 105 |  |
| m | Sections | 0 | 0 | 0 | 1 | 1 | 2 |
| n | Enrollment at 10th day | 0 | 0 | 0 | 10 | 27 | 37 |
| o | Average enrollment per section | 0.0 | 0.0 | 0.0 | 10.0 | 27.0 | 18.5 |
| p | Course | EDU 210 | EDU 210 | EDU 210 | EDU 210 | EDU 210 |  |
| q | Sections | 0 | 0 | 0 | 1 | 1 | 2 |
| r | Enrollment at 10th day | 0 | 0 | 0 | 6 | 5 | 11 |
| s | Average enrollment per section | 0.0 | 0.0 | 0.0 | 6.0 | 5.0 | 5.5 |
| t | Course | EDU 220 | EDU 220 | EDU 220 | EDU 220 | EDU 220 |  |
| u | Sections | 1 | 1 | 1 | 1 | 2 | 6 |
| v | Enrollment at 10th day | 31 | 29 | 33 | 18 | 47 | 158 |
| w | Average enrollment per section | 31.0 | 29.0 | 33.0 | 18.0 | 23.5 | 26.3 |
| x | Course | EDU 221 | EDU 221 | EDU 221 | EDU 221 | EDU 221 |  |
| y | Sections | 2 | 3 | 2 | 2 | 2 | 11 |
| z | Enrollment at 10th day | 25 | 26 | 29 | 35 | 35 | 150 |
| aa | Average enrollment per section | 12.5 | 8.7 | 14.5 | 17.5 | 17.5 | 13.6 |
| ab | Course | EDU 222 | EDU 222 | EDU 222 | EDU 222 | EDU 222 |  |
| ac | Sections | 1 | 0 | 0 | 0 | 1 | 2 |
| ad | Enrollment at 10th day | 9 | 0 | 0 | 0 | 6 | 15 |
| ae | Average enrollment per section | 9.0 | 0.0 | 0.0 | 0.0 | 6.0 | 7.5 |
| af | Course | EDU 224 | EDU 224 | EDU 224 | EDU 224 | EDU 224 |  |
| ag | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| ah | Enrollment at 10th day | 23 | 10 | 13 | 16 | 18 | 80 |
| ai | Average enrollment per section | 23.0 | 10.0 | 13.0 | 16.0 | 18.0 | 16.0 |
| aj | Course | EDU 225 | EDU 225 | EDU 225 | EDU 225 | EDU 225 |  |
| ak | Sections | 2 | 1 | 1 | 0 | 0 | 4 |
| al | Enrollment at 10th day | 32 | 15 | 5 | 0 | 0 | 52 |
| am | Average enrollment per section | 16.0 | 15.0 | 5.0 | 0.0 | 0.0 | 13.0 |
| an | Course | EDU 227 | EDU 227 | EDU 227 | EDU 227 | EDU 227 |  |
| ao | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| ap | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| aq | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| ar | Course | EDU 275 | EDU 275 | EDU 275 | EDU 275 | EDU 275 |  |
| as | Sections | 1 | 1 | 1 | 2 | 1 | 6 |
| at | Enrollment at 10th day | 15 | 24 | 17 | 28 | 16 | 100 |
| au | Average enrollment per section | 15.0 | 24.0 | 17.0 | 14.0 | 16.0 | 16.7 |
| av | Course | EDU 276 | EDU 276 | EDU 276 | EDU 276 | EDU 276 |  |
| aw | Sections | 2 | 2 | 1 | 2 | 1 | 8 |
| ax | Enrollment at 10th day | 15 | 21 | 10 | 14 | 8 | 68 |
| ay | Average enrollment per section | 7.5 | 10.5 | 10.0 | 7.0 | 8.0 | 8.5 |
| az | Course | EDU 277 | EDU 277 | EDU 277 | EDU 277 | EDU 277 |  |
| ba | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| bb | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| bc | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| bd | Course | EDU 278 | EDU 278 | EDU 278 | EDU 278 | EDU 278 |  |
| be | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| bf | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| bg | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

1. Describe the five-year enrollment trends

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| Enrollment trends are steady for both EDU and ECE designations. Perceived enrollment increases in single-section courses are because of increased caps. Streamlining needs to occur in sections offered in order to increase single section enrollments. Most courses are already being offered at the bare minimum. It may be beneficial to review the program and begin offering classes every other year by developing a two-year schedule and rotation which ensures timely completion for students. Class sizes suggest that the ECE program needs to reduce the number of sections offered for certain classes, notably ECE 110, 210/250, and 211/251. Each should offer only 1 section per year. Two required courses in EDU, 210 and 222, show very low enrollment. 210 is a program- required course for a new degree, so as students enter that program, enrollment will be watched. EDU 222 should be offered every other year. |

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| **DATA TABLE 2: Enrollment & Retention for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Early Childhood Education** | |
| Use to answer question #2 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Number of credit hours at 10th day | 1238.5 | 1168.5 | 1214 | 1186.5 | 1158.5 | 5966.0 |
| b | Number of reimbursable credit hours at semester end | 1158.5 | 1054.5 | 1119 | 1077.5 | 1077.5 | 5487.0 |
| c | Number of credit hours lost between 10th day & semester end | 80.0 | 114.0 | 95.0 | 109.0 | 81.0 | 479.0 |
| d | Retention rate (% of 10th day credits that are reimbursable) | 93.5% | 90.2% | 92.2% | 90.8% | 93.0% | 92.0% |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 2: Enrollment & Retention for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Education** | |
| Use to answer question #2 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Number of credit hours at 10th day | 1934.5 | 2147 | 2063 | 1901 | 2085.5 | 10131.0 |
| b | Number of reimbursable credit hours at semester end | 1772.5 | 1980 | 1858 | 1709 | 1960.5 | 9280.0 |
| c | Number of credit hours lost between 10th day & semester end | 162.0 | 167.0 | 205.0 | 192.0 | 125.0 | 851.0 |
| d | Retention rate (% of 10th day credits that are reimbursable) | 91.6% | 92.2% | 90.1% | 89.9% | 94.0% | 91.6% |

1. Describe the five-year retention trends

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| Both departments see steady retention trends over the five year period hovering at approximately 92%. It is unclear if this is a reasonable retention rate or not, because we have no data to compare it to. What are the average retention rates for the college as a whole? What are the retention rates for other education units in the state or our peer group? Without that information, the best inferences can be made by comparing our retention rates to success rates. Positive retention rates can easily be had with disproportionally high grades. Our success rates hover at approximately 75 %, a quartile distribution consistent with standardized bell curves for grading. But closer examination of the distribution of grades A, B, and C show major discrepancies in the curve. In many semesters, the proportion of students in ECE earning As is 50%, in EDU 40%.That is inconsistent with a challenging curriculum. The professors are either too lenient or the curriculum is not challenging enough. If students feel that almost everyone in the class will get an A or B, they will surely persist. One of the major functions of education is sorting students. If it weren’t, we wouldn’t bother with grades at all. It is disingenuous to suggest that our unit is doing something positive with retention rates of 92% when the link is clearly grade inflation. Persistence in classes is a complicated interaction between in-course experiences (student-teacher interaction, personality, environment), student motivation, and student ability. Students in education are highly motivated in the field. They generally self-select the field because of a strong desire to enter a helping profession, or because of a strong desire to work with children. Since few high schools offer classes in education, they must come to the field not because it was a scholastic talent area, but because they have an affinity for the major. Unfortunately, they are also statistically less able than their content-area counterparts: early childhood and elementary education majors underperform on standardized measures of achievement at nearly every level. To suggest that they, as a group, would fall mostly to the A and B range in a challenging curriculum is false. Abstractly, the education student provides an interesting study into retention rates, because his variables are generally accounted for: high motivation, below-average ability. The variable of interest to the review process, we assume, is the variable of “during course” experiences, for those are variables that can be controlled by the institution. We cannot examine this variable in light of the on-going grade inflation, for we are only testing whether the average person will persist in something that is causing no harm and granting enormous benefit. |

1. Describe the efforts to increase enrollment and to improve retention conducted since the last program review. Indicate how frequently each effort was conducted during the past five years.

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| There have been no major efforts to improve retention since the last program review. |

1. Describe what will be done to improve the enrollment and retention trends during the next five years.

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| Retention is inflated and would be improved by going down. Our efforts will focus on enrollment. The major need for ECE is marketing – we need a full-time education person who can pursue opportunities provided by partnerships such as “Gateways to Opportunity” to create a career lattice and a series of certifications which correlate to DCFS requirements for home and center daycare workers. We should be offering a certificate to persons interested in starting their own daycares, which include a course in CPR, nutrition, simple accounting, and starting a small business. The certificate should be offered in the 8-week format. We should also be offering the AAT ECE, but we need a full-time faculty member to do so. We may see a sudden and sharp increase in enrollment in ECE, due to the new Basic Skills testing standards. The ISBE has increased the pass required scores for all Basic Skills categories, and some projections indicate that while about 1/5 of students used to fail the basic skills test, about 4/5 will fail under the new standards. The students are also limited in re-takes, which means we will have a number of education students enrolled whose first choice of pursuing certification will not be possible. Anecdotally, many of those students have indicated that would then turn to ECE and plan to work in daycare settings.  The EDU department needs to pursue the available AAT degrees and market the existing AAT SPED to show how much time and money it saves students at our transfer schools. (Example: Western Illinois University: <http://www.itransfer.org/advocate/Files/AAT_SPED%204%20yr%20plan.pdf>) The EDU department needs to actively pursue course creation and articulation to make sure students can get the courses they need here before they transfer.  An area facilitator is needed to keep the curriculum current and keep abreast of upcoming changes to the field of education and early childhood in the state of Illinois. |

1. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

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| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |

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| **SECTION B: PROGRAM COMPLETIONS & TRANSFERS**  Additional resource: Operational Plans |

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| **DATA TABLE 3: Course Grades & Completion for *Discipline*** (Tutorials not included) | | | | | | | | **Discipline:** | | **Early Childhood Education** | |
| Use to answer question #6 | |  |  | | |  | |  | |  |  |
|  |  | **Fall Semesters** | | | | | | | | | **5 Year** |
| **Row** |  | **FY06** | **FY07** | | **FY08** | | **FY09** | | **FY10** | | **Total** |
| a | Number of enrolled students at 10th day (duplicated) | 251 | 242 | | 219 | | 230 | | 236 | | 1178 |
| b | Number of successful completions (Grades A, B, C, or P) | 195 | 167 | | 166 | | 177 | | 184 | | 889 |
| c | Proportion of successful completions (Grades A, B, C, or P) | 77.7% | 69.0% | | 75.8% | | 77.0% | | 78.0% | | 75.5% |
| d | % A | 82 | 62 | | 65 | | 81 | | 92 | |  |
| e | % B | 60 | 61 | | 52 | | 39 | | 55 | |  |
| f | % C | 43 | 36 | | 37 | | 44 | | 31 | |  |
| g | % D | 26 | 15 | | 12 | | 14 | | 11 | |  |
| h | % F | 11 | 31 | | 15 | | 17 | | 11 | |  |
| i | % I Q | 0 | 0 | | 0 | | 0 | | 0 | |  |
| j | % W | 17 | 27 | | 22 | | 16 | | 24 | |  |
| k | % P X Z | 12 | 10 | | 16 | | 19 | | 12 | |  |
|  |  | **Spring Semesters** | | | | | | | | | **5 Year** |
|  |  | **FY06** | | **FY07** | | **FY08** | | **FY09** | | **FY10** | **Total** |
| l | Number of enrolled students at 10th day (duplicated) | 197 | | 188 | | 236 | | 210 | | 184 | 1015 |
| m | Number of successful completions (Grades A, B, C, or P) | 136 | | 146 | | 187 | | 162 | | 140 | 771 |
| n | Proportion of successful completions (Grades A, B, C, or P) | 69.0% | | 77.7% | | 79.2% | | 77.1% | | 76.1% | 76.0% |
| o | % A | 66 | | 61 | | 65 | | 93 | | 53 |  |
| p | % B | 31 | | 48 | | 67 | | 41 | | 54 |  |
| q | % C | 34 | | 25 | | 44 | | 22 | | 25 |  |
| r | % D | 23 | | 7 | | 10 | | 11 | | 14 |  |
| s | % F | 8 | | 8 | | 14 | | 7 | | 8 |  |
| t | % I Q | 0 | | 0 | | 0 | | 0 | | 0 |  |
| u | % W | 27 | | 26 | | 24 | | 27 | | 21 |  |
| v | % P X Z | 8 | | 13 | | 12 | | 9 | | 9 |  |

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| **DATA TABLE 3: Course Grades & Completion for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | | **Education** | |
| Use to answer question #6 | |  |  |  |  | |  |  |
|  |  | **Fall Semesters** | | | | | | **5 Year** |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | | **Total** |
| a | Number of enrolled students at 10th day (duplicated) | 397 | 395 | 395 | 367 | 418 | | 1972 |
| b | Number of successful completions (Grades A, B, C, or P) | 290 | 296 | 295 | 280 | 315 | | 1476 |
| c | Proportion of successful completions (Grades A, B, C, or P) | 73.0% | 74.9% | 74.7% | 76.3% | 75.4% | | 74.8% |
| d | % A | 117 | 136 | 138 | 104 | 125 | |  |
| e | % B | 81 | 95 | 93 | 78 | 105 | |  |
| f | % C | 72 | 63 | 58 | 79 | 72 | |  |
| g | % D | 31 | 18 | 18 | 13 | 22 | |  |
| h | % F | 21 | 18 | 23 | 23 | 30 | |  |
| i | % I Q | 0 | 0 | 0 | 0 | 0 | |  |
| j | % W | 53 | 63 | 57 | 46 | 45 | |  |
| k | % P X Z | 22 | 2 | 8 | 24 | 19 | |  |
|  |  | **Spring Semesters** | | | | | | **5 Year** |
|  |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | | **Total** |
| l | Number of enrolled students at 10th day (duplicated) | 311 | 375 | 328 | 318 | 354 | | 1686 |
| m | Number of successful completions (Grades A, B, C, or P) | 236 | 292 | 252 | 241 | 272 | | 1293 |
| n | Proportion of successful completions (Grades A, B, C, or P) | 75.9% | 77.9% | 76.8% | 75.8% | 76.8% | | 76.7% |
| o | % A | 91 | 115 | 112 | 98 | 108 | |  |
| p | % B | 81 | 91 | 77 | 83 | 87 | |  |
| q | % C | 54 | 81 | 55 | 54 | 73 | |  |
| r | % D | 15 | 23 | 13 | 19 | 23 | |  |
| s | % F | 14 | 18 | 13 | 14 | 18 | |  |
| t | % I Q | 0 | 0 | 0 | 0 | 0 | |  |
| u | % W | 46 | 40 | 44 | 40 | 40 | |  |
| v | % P X Z | 10 | 7 | 14 | 10 | 5 | |  |

1. Describe the five-year successful *course* completion trends

|  |
| --- |
| Course completions are hovering at around 75%. There are no significant peaks nor valleys in either department. 75% is a very reasonable completion rate in courses without selective admissions. The withdrawal rate would engender more significant conclusions if it came coded with whether or not the student was passing at the time of withdrawal, otherwise the default is to consider the W the same as an F. Furthermore, the withdrawal rate could reveal more about environmental issues if the school had a standard withdrawal policy in place which was enforced. As it stands, withdrawals are generally capricious, faculty are allowed to have wildly differing policies, and other units frequently withdraw students without consulting the faculty at all. All of these variables must be accounted for before any significant conclusions about retention can be drawn. Grade distribution, however, as noted above, is abysmal. Over 70% of completing students are getting As and Bs, which certainly indicates an inflation issue. The department would be curious to know what grade distributions look like in other semi-professional majors like criminal justice and business. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 4: Enrollment & Completion Data for *Discipline* and *Program*** | | | | | **Discipline:** | **Early Childhood Education** | |
| Use to answer question #7 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| **Totals for all Programs in Discipline** | | | | | | | |
| a | Declared majors | 79 | 84 | 78 | 81 | 77 | 399 |
| b | Number of program completions | 13 | 49 | 19 | 42 | 37 | 160 |
|  | **Program:** | **Early Childhood Ed (AA 0681)** | | |  |  |  |
| c | Declared majors | 45 | 38 | 29 | 35 | 35 | 182 |
| d | Number of program completions | 3 | 5 | 1 | 4 | 2 | 15 |
|  | **Program:** | **Early Childhood Ed (AAS 0042)** | | |  |  |  |
| e | Declared majors | 26 | 36 | 40 | 37 | 33 | 172 |
| f | Number of program completions | 2 | 4 | 2 | 5 | 8 | 21 |
|  | **Program:** | **Basic Early Childhood Ed (Cert 0F15)** | | | |  |  |
| g | Declared majors | 5 | 2 | 2 | 0 | 0 | 9 |
| h | Number of program completions | 8 | 40 | 13 | 31 | 22 | 114 |
|  | **Program:** | **Advanced Early Childhood Ed (Cert 0F16)** | | | |  |  |
| i | Declared majors | 3 | 8 | 7 | 9 | 9 | 36 |
| j | Number of program completions | 0 | 0 | 3 | 2 | 5 | 10 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 4: Enrollment & Completion Data for *Discipline* and *Program*** | | | | | **Discipline:** | **Education** | |
| Use to answer question #7 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| **Totals for all Programs in Discipline** | | | | | | | |
| a | Declared majors | 113 | 117 | 106 | 102 | 108 | 546 |
| b | Number of program completions | 10 | 16 | 23 | 13 | 11 | 73 |
|  | **Program:** | **Elementary Ed (0680)** | |  |  |  |  |
| e | Declared majors | 85 | 90 | 83 | 73 | 79 | 410 |
| f | Number of program completions | 7 | 12 | 16 | 11 | 11 | 57 |
|  | **Program:** | **Math Ed (0686)** | |  |  |  |  |
| g | Declared majors | 0 | 0 | 0 | 0 | 4 | 4 |
| h | Number of program completions | 0 | 0 | 0 | 0 | 0 | 0 |
|  | **Program:** | **Secondary Ed (0685 or 0885)** | | |  |  |  |
| i | Declared majors | 13 | 10 | 8 | 12 | 8 | 51 |
| j | Number of program completions | 1 | 1 | 2 | 0 | 0 | 4 |
|  | **Program:** | **Special Ed (0690)** | |  |  |  |  |
| k | Declared majors | 15 | 17 | 15 | 17 | 17 | 81 |
| l | Number of program completions | 2 | 3 | 5 | 2 | 0 | 12 |
|  | **Program:** | **Paraprofessional Educator (0041)** | | |  |  |  |
| s | Declared majors |  |  |  |  |  | 0 |
| t | Number of program completions |  |  |  |  |  | 0 |

1. Describe the five-year successful *program* completion trends

|  |
| --- |
| The program completion rates are low. The most consistent trend seen is that ECE students who intend to complete an AA degree seem to end up completing the Basic Certificate, but that is a forced completion triggered by taking those courses. Although the lattice is designed that way, it is interesting to note that the trend does not extend to the advanced certificate, where completions lag behind intentions. Although ECE has always been a blended program with emphasis on terminal rather than transfer degrees, EDU should be predominately focused on transfer, with the exception of the paraprofessional certificate. While about 40% of ECE students complete a program, only 13% of EDU students complete. We need to know if they are changing majors or leaving the institution. We also need to know how many credit hours the students leave with. If they are taking 60 hours and transferring, then we don’t have a significant financial investment in pursuing them. If they are leaving with 40 or 50 hours, then we aren’t offering the courses they need to complete. |

1. For the academic programs, describe any *recurring* problems related to IAI approved courses transferring to universities and what needs to be done to obtain resolution, ***OR*** if there were not any *recurring* problems, indicate “None.”

|  |
| --- |
| None |

1. Describe what was done to improve the successful course and program completion rates since the last program review. Indicate how frequently each effort was conducted during the past five years.

|  |
| --- |
| Nothing has been done to increase program completions. |

1. For the occupational programs, list any concerns identified in the *Career and Technical Follow-Up Study* and discuss solutions, ***OR*** if there were no concerns identified, indicate “No concerns.”

|  |
| --- |
| No concerns |

1. For the occupational programs, use data from the Illinois Workforce Development System <http://iwds.state.il.us/iwdshome.html> (click on *Consumer Information,* click on *Compare performance…* and enter *Sauk Valley Community College* as the training provider name) which tracks WIA eligible students, to answer the following:

|  |
| --- |
| ECE AAS:  Percent of students who complete the program: Not Available %  Percent of students employed after exiting WIA: 100 %  Average starting hourly wage: $ 9.00  Paraprofessional Educator  Percent of students who complete the program: Not Available %  Percent of students employed after exiting WIA: 100 %  Average starting hourly wage: $ 13.00  Advanced ECE Cert  Percent of students who complete the program: Not Available %  Percent of students employed after exiting WIA: 100 %  Average starting hourly wage: $ 7.00  Basic ECE Cert  Percent of students who complete the program: Not Available %  Percent of students employed after exiting WIA: 100 %  Average starting hourly wage: $ 7.00 |

1. For the occupational programs, describe the occupational need for the program. (Create one or more tables that illustrate the projected occupational demand for program completers using information available on the Illinois Department of Employment Security website [www.ilworkinfo.com](http://www.ilworkinfo.com), click on *Workforce Info Center*, click on *Industry* under *Labor Market Analysis,* then explore the available links; ***OR*** use any other reputable source. Include all appropriate job titles. Be sure to site your data source.)

Illinois Department of Employment Security shows a 2% yearly need increase for a total of 22% increase in the years 2006-2016.

1. Describe what will be done to improve the successful course and program completion trends during the next five years.

|  |
| --- |
| Teacher preparation is rightfully perceived as one of the most finicky transfers, but attrition is still far beyond expected. It would be helpful to know if these are students who transfer early, change majors, or drop out entirely. I believe that many teacher education students transfer early because we don’t offer the correct courses to keep them here for a full degree. There are holes, specifically at NIU in El Ed, which cause students to go there for a semester before applying to teacher ed. The courses in question (A PED and a PSY) should be developed/revamped and submitted for articulation again. Several other programs, including ECE at WIU, encourage students to transfer after 1 year. There is little we can develop when the requirements are that far afield. Pursuing the AAT degrees will help increase enrollment, program retention, and ease transfer to senior schools. |

1. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION C: PROGRAM FINANCES**  Additional resources: Operational Plans |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 5: Program Revenue for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Early Childhood Education** | |
| Use to answer question #12 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| A | Direct income (Tuition & fees at 10th day) | $44,954 | $45,244 | $33,413 | $40,913 | $38,888 | $203,412 |
| B | Apportionment (Estimated) | $13,454 | $14,704 | $24,607 | $27,876 | $26,875 | $107,516 |
| C | **Total income** (Row a + b) | $58,408 | $59,948 | $58,020 | $68,789 | $65,763 | $310,928 |
| D | Employee expense (Salaries & benefits)1 | $29,908 | $19,671 | $20,573 | $27,204 | $26,824 | $124,180 |
| E | Supply expense (Purchases charged to budget supply line & software purchases) | $413 | $456 | $667 | $329 | $511 | $2,376 |
| F | Equipment expense (Purchases charged to budget equipment line) | 0 | 0 | 0 | 0 | 0 | $0 |
| G | Other expense (Any expense that does not fit into the above categories) | $880 | $1,594 | $2,980 | $286 | $10 | $5,750 |
| H | **Total expense** (Row d + e + f + g) | $31,201 | $21,721 | $24,220 | $27,819 | $27,345 | $132,306 |
| I | **Net income** (Row c - Row h) | $27,207 | $38,227 | $33,800 | $40,970 | $38,418 | $178,622 |
| 1 Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate penalties to programs due to dependent insurance coverage) | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 5: Program Revenue for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Education** | |
| Use to answer question #12 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Direct income (Tuition & fees at 10th day) | $50,980 | $47,486 | $46,192 | $49,965 | $63,265 | $257,888 |
| b | Apportionment (Estimated) | $11,985 | $11,483 | $10,443 | $7,445 | $8,771 | $50,127 |
| c | **Total income** (Row a + b) | $62,965 | $58,969 | $56,635 | $57,410 | $72,036 | $308,015 |
| d | Employee expense (Salaries & benefits)1 | $40,626 | $34,163 | $34,084 | $40,615 | $43,394 | $192,882 |
| e | Supply expense (Purchases charged to budget supply line & software purchases) | $470 | $477 | $522 | $290 | $561 | $2,320 |
| f | Equipment expense (Purchases charged to budget equipment line) | $0 | $0 | $0 | $0 | $0 | $0 |
| g | Other expense (Any expense that does not fit into the above categories) | $3,649 | $2,904 | $3,990 | $2,739 | $1,011 | $14,293 |
| h | **Total expense** (Row d + e + f + g) | $44,745 | $37,544 | $38,596 | $43,644 | $44,966 | $209,495 |
| i | **Net income** (Row c - Row h) | $18,220 | $21,425 | $18,039 | $13,766 | $27,070 | $98,520 |
| 1 Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate penalties to programs due to dependent insurance coverage) | | | | | | | |

1. Describe the five-year income and expense trends.

|  |
| --- |
| Apportionment in ECE has increased while direct income has gone down. Conversely, direct income in EDU has gone up while apportionment has gone down. |

1. Describe what was done to improve the program’s financial viability during the past five years.

|  |
| --- |
| Minor collapsing of sections, increases in enrollment caps on select courses. |

1. Describe the program’s efforts to go “green” during the past five years.

|  |
| --- |
| Increased use of “smart room” resources to reduce photocopying. |

1. Describe new efforts for the program to go “green” during the next five years.

|  |
| --- |
| Increased use of “smart room” resources to reduce photocopying; explore alternative delivery with Moodle systems for assignments and readings. We have worked at putting several key courses in the online format, including EDU 221, 222, and 210. Enrollment in EDU 222 has been sporadic at best. The impetus for placing EDU 210 online was a joint AAT agreement forged between IVCC , Highland, and Sauk to offer three required AAT classes without duplicating enrollment. Despite this, the course has been offered online three times without ever getting the required enrollment. It may be that EDU 275 would be viable in an online format. The best chance of success for online courses is whether they are registered as choices for current teachers who are pursuing CPUs for continuing certification. The online format is ideal for that population, and many students in EDU 221 and 222 fit that demographic. The department should pursue certification for certain courses with the SBE, then market the courses to local schools and teachers. |

1. Describe how the program’s financial viability may be improved.

|  |
| --- |
| The ECE program is viable but dwindling. A reduction in direct income may suggest a lack of interest on the part of students. The economic prospects seem good- graduates are highly employable, but the salaries seem inconsistent with the level of training required and with other programs which require similar training. It is a relatively high need area, and future projection look good, so the college may wish to invest more time and effort into marketing the program and connecting it to the needs of the community. Hiring the proper personnel to head that process will mean a short-term decline in economic viability, but will hopefully pay off dividends in increased enrolments and direct income. We have space in the program for double the number of students we currently serve, perhaps even triple. The EDU program is viable and steady, with modest increases in direct income and space for a comfortable 50-60% increase in enrollment. |

1. Summarize the activities identified above in the operational plan (under Goal 3). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| \_\_\_X\_\_ Activities will be included in the operational plan  \_\_\_ \_ Activities will not be included in the operational plan. |

|  |
| --- |
| **QUALITY COMPONENT**  The quality component focuses on qualitative analysis and issues |

|  |
| --- |
| **SECTION D: COURSE SCHEDULING** |

1. Provide the program schedule by listing each required course by course number and indicating each semester in which it is planned to be offered.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Number** | **Year 1: Fall Semester** | **Year 1: Spring Semester** | **Year 2: Fall Semester** | **Year 2: Spring Semester** |
| EDU 101 | X |  | X |  |
| EDU 221 | X | X | X | X |
| EDU 222 | X |  | X |  |
| EDU 210 |  | X |  | X |
| EDU 105 | X | X | X | X |
| EDU 224 |  | X |  | X |
| EDU 102 | X | X | X | X |
| EDU 220 | X | X | X | X |
| EDU 275 |  | X |  | X |
| EDU 276/77/78 |  | X |  | X |

1. How many semesters should it take a full-time student to complete each program?

|  |
| --- |
| It depends entirely on their transfer school. There is no specific program for education majors because their school of choice materially alters the program they take here at Sauk. |

1. During the past five years, have courses been offered and properly sequenced so a student could complete the program in the number of semesters specified above?

|  |
| --- |
| Yes  X No ECE is not offering all of the required courses for both certificates. |

1. During the past five years, have scheduling conflicts been avoided by coordinating the days and times that courses are offered?

|  |
| --- |
| X Yes  No |

1. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses, outside of this area?

|  |
| --- |
| X Yes  No |

1. Describe scheduling changes that may be needed during the next five years and the rationale for the changes, ***OR*** indicate “None.”

|  |
| --- |
| The major change would be trying to revitalize the required music course for students transferring to NIU, and to try to get the other two NIU courses approved and articulated. A major concern in ECE is that no daytime sections of these courses are offered. With a general decline in the night course population, daytime sections of these courses may prove more viable. |

1. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan.  Issues have already been corrected. |

|  |
| --- |
| **SECTION E: CURRICULUM: COURSE OUTLINES** |

1. Have 100% of course outlines been reviewed and updated at least once during the past five years?

|  |
| --- |
| X Yes- EDU  X No- ECE |

1. Are 100% of course outlines and syllabi aligned?

|  |
| --- |
| X Yes- EDU  X No- ECE -This department needs oversight from a content-area specialist to meet this need. |

1. Summarize activities to correct any course outline issues in the operational plan (under Objective 1.1 or 1.3). Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan.  Issues have already been corrected. |

|  |
| --- |
| **SECTION F: CURRICULUM: ASSESSMENT**  Additional resources: Assessment Summary Reports  Operational Plans |

1. List the program/discipline objectives that have NOT been assessed in this five-year period and indicate whether these will be assessed, eliminated, or replaced, ***OR*** indicate “All have been assessed.”

|  |
| --- |
| The education department assessments have not been visited in several years. The objectives are completely out of date and do not reflect either the concerns of the program nor reflect the new changes to the assessment system. We need to have dedicated area facilitators in education and criminal justice. Housing these programs with social sciences means that their unique needs have not been met. |

1. Describe any curricular changes ensuing from assessment, which were made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Summarize activities related to assessment issues in the operational plan (under Objective 1.1). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION G: CURRICULUM: CURRICULAR CHANGES**  Additional resources: Assessment Summary Reports  Operational Plans |

1. Describe any curricular changes made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate “None.”

|  |
| --- |
| Introduction of AAT degrees in SPED and secondary math. These degrees are the new standard for EDU programs in Illinois. All courses must be revised to incorporate the new Professional Teaching Standards which have been developed for these degrees. If we do not pursue this actively, the program will probably no longer be viable. The administrative functions required in bringing our programs into compliance are probably significant enough to warrant a full-time administrator of the education unit. An area facilitator could be a reasonable alternative, provided a full-time ECE instructor is hired as well. |

1. For academic programs, describe possible changes in transfer requirements or content that may be ***imposed*** on the program during the next five years, ***OR*** indicate “None.”

|  |
| --- |
| The new Illinois Testing Standards are changing the way students need to be introduced to the testing process. The AAT degrees are changing the way community colleges deal with education transfers and record-keeping. Someone needs to be hired who can co-ordinate the implementation of these programs and how our curriculum will align to these new degrees. Further information from the state shows recent changes to teacher preparation will result in all education programs being required to revisit, revise, and re-submit their degrees. Many of the changes will be dependent upon the curricular changes made at transfer schools to accommodate these changes. The state has suggested that community colleges and senior schools should be meeting to work out these changes in tandem for the benefit of both institutions. Since we don’t have any staff available to do this, it will be unlikely that we will be able to pursue changes until they are dictated by our senior transfer schools. When the requirements do materialize, we will be unable to continue to offer these degrees unless we have someone on staff to create the new courses and degrees. |

1. For occupational programs, describe possible changes in employer or industry requirements that may be *imposed* on the program during the next five years, ***OR*** indicate “None.”

|  |
| --- |
| It’s possible that the new Gateways lattice which passed legislation will merge with current DCFS standards to produce a new set of course requirements and practicum requirements. The changes should be monitored. |

1. Describe anticipated curricular changes that the department will propose during the next five years and the accompanying needs that will be required, or indicate “None.”

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Changes** | **Equipment and/or Supply Needs** | **Facility Needs** | **Personnel and/or Training Needs** |
| AAT Degrees/ New Illinois Professional Teaching Standards | Travel budget to attend appropriate meetings: $700 |  | Full-Time ECE teacher  Full-Time EDU area facilitator/ preferably someone who can teach EDU 275, 76, 77, and 78 or has special education experience. |
| It would be beneficial to get our courses approved as continuing education courses for daycare providers and classroom teachers. |  |  | Area facilitator |
|  |  |  |  |

1. Summarize activities that the department will perform to make curricular changes in the operational plan (under Objective 1.1; 1.2; or 1.3). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION H: FACULTY & STAFF** |

1. Have 100% of full-time faculty participated in professional development during the past 5 years?

|  |
| --- |
| X Yes, skip to question 37  No, continue with question 36 |

1. Describe what can be done to assure that 100% of faculty participate in professional development during the next 5 years?

|  |
| --- |
|  |

1. Will faculty need any *specialized* professional development in the next 5 years?

|  |
| --- |
| Yes, continue with question 38  X No, skip to question 43 |

1. Summarize the *specialized* professional development what will be needed, who will participate and estimated expenses.

|  |
| --- |
|  |

1. Describe any proposed staffing changes along with a rational; indicate any announced retirements, and submit a completed *Personnel Change Request* form, or indicate “None.”

|  |
| --- |
| The hiring situation in ECE and EDU is cyclical. In order to develop the new degrees, we need to have full-time faculty members in place. The degrees require a detailed accounting of staff and experience. If we are not willing as a college to make the commitment to these programs, then we should not offer these programs. The state of teacher preparation is changing, more fraught with legal and organizational pitfalls than ever before. We need a dedicated area facilitator who co-ordinates record-keeping and curriculum, because limping along will eventually stop working when the program standards change. |

1. Summarize activities that the department will perform to assure that 100% of faculty participate in professional development during the next 5 years and staffing changes described above, in the operational plan in the operational plan (under Goal 1 or 2); Indicate below if activities will be included in the operational plan, and indicate if a completed *Personnel Change Request* is attached.

|  |
| --- |
| Activities will be included in the operational plan.  Activities will not be included in the operational plan.  X A completed *Personnel Change Request* accompanies this program review. |

|  |
| --- |
| **SECTION I: EQUIPMENT AND SUPPLIES** |

1. Identify *current deficiencies* in equipment, software, and/or supplies that negatively impact the program (be as specific as possible), ***OR*** indicate “None.”

|  |
| --- |
| The ECE program would like a mobile cart which includes manipulatives for early classroom curricula development. A sand/water table is a high priority, as are math manipulatives, blocks and stackables, and fine motor skills activities. |

1. Identify *new and/or replacement* equipment, software, and/or supplies which are anticipated during the next five years, with cost estimates, ***OR*** indicate “None.” Do not include items associated with the curriculum changes noted in Section G.

|  |
| --- |
| None |

1. Summarize activities to acquire the needed equipment, software, and supplies as described above in the operational plan (under Goal 1 or 2), ***OR*** submit a completed *Equipment Request Form*. Indicate below if activities will be included in the operational plan, and if an *Equipment Request Form* is attached.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan.  A completed *Equipment Request Form* accompanies this program review. |

|  |
| --- |
| **SECTION J: SUPPORT SERVICES**  Definition: College services that are ***specific to this program***, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, etc). |

1. Describe the *program specific* support services that are currently available to students, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Describe gaps in the *program specific* support services that are currently available and identify possible solutions, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Describe any changes in the need for support services that are anticipated to occur during the next five years, ***OR*** indicate “None.”

|  |
| --- |
| We should have a designated education counselor as this is the largest major in our college Anecdotally, students report receiving conflicting and incorrect information from varying counselors. It is imperative that students receive good counseling in education, because the transfers are so tricky and institution-specific. |

1. Summarize activities to expand or correct the gaps in support services as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION K: MARKETING**  Definition: Systematic efforts aimed at attracting students to the program. |

1. Not including the catalog and program brochure, describe how the program has been promoted and marketed during the past five years, and the frequency that each promotional or marketing activity has been done.

|  |
| --- |
| None |

1. Describe how the program can be better promoted and marketed.

|  |
| --- |
| The ECE program should develop a home daycare certificate and market it in newspaper ads like the CDL course. These are high-need areas which are attractive to women with school-age children. The EDU program should pursue the AAT degrees, and then display to the public how much time can be saved with those degrees. We need to do a better job of direct marketing to parents. New enrollees who indicate the education major (and their parents) should be sent a letter showing how much time and money can be saved at senior institutions if students complete their AA/AS/AAT degrees at Sauk. The program should develop a centralized website which would include pertinent links for counseling (such as course equivalencies), transfer options and admission criteria to major feeder schools (NIU, Western), state requirements for certification, course selection, and employment projections. |

1. Summarize activities to better promote and market the program as described above in the operational plan (under Objective 1.2 or Goal 3). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION L: STUDENT INPUT**  Definition: Formal and informal efforts aimed at obtaining student opinions and suggestions for improving the program. |

1. Describe the formal and informal efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate “Not applicable.”

|  |
| --- |
| Each semester, I ask the students in each of my education class to put together questions they still have about the education program, then I go through and answer as many as I can. I also ask each semester for students to tell me what their biggest frustrations are in the program, and try to offer alternative solutions. |

1. Describe the formal and informal efforts to obtain student input that will be attempted during the next five years ***OR*** indicate “None are planned.”

|  |
| --- |
| A graduate follow-up survey and employer survey would be appropriate for the AAS degrees, ECE certificates, and paraprofessional certificate. |

1. Summarize activities to obtain student input as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION M: NON-STUDENT INPUT**  Definition: Formal and informal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant. (For academic programs, examples include: IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges. For occupational programs, examples include: surveying or meeting with employers, meeting with other departments, meeting with colleagues from other colleges.)  Additional resources: Operational plans |

1. Describe the formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate “Not applicable.

|  |
| --- |
| We worked extensively with a state consultant while applying for our AAT degrees. As a result, our courses in EDU all currently reflect the both the IAI standards and the professional teaching standards required by ICCB. |

1. Describe the formal and informal efforts to obtain non-student input that will be attempted during the next five years ***OR*** indicate “None are planned.”

|  |  |
| --- | --- |
| A graduate follow-up survey and employer survey would be appropriate for the AAS degrees, ECE certificates, and paraprofessional certificate. |  |

1. Summarize plans to obtain input from non-student sources described above in the operational plan (under Goal 1, 2, or 4). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION N: NEED AND GROWTH POTENTIAL** |

1. What is the projected level of need for the program, during the next five years?

|  |
| --- |
| Growing need  X Level need  Declining need |

1. List the top five priorities to strengthen the program during the next five years. (These should be related to items discussed above)

|  |
| --- |
| 1. New staff. The program needs a full-time ECE instructor, an Education Area Facilitator, and a full-time EDU instructor. Without those positions, we may not be able to align our degrees to the new standards and meet the new state requirements. 2. The entire ECE curriculum needs to be examined and overhauled. The courses are not aligned, the course descriptions are incorrect, the courses do not meet the degree requirements, and they are not being offered correctly. No one has oversight of this program. The advanced certificate should be eliminated, because it isn’t required by the industry, and therefore isn’t viable. 3. Data collection. The program cannot make improvements without specific definitions of improvements (what constitutes completion, what constitutes retention) and a data set which illuminates those specific measures. When students withdraw from a class, there should be a checkbox for financial hardship, failing, job changes, family changes, etc. When students withdraw from all their classes, it should trigger an exit interview. When students don’t re-enroll, they should get a phone call. When they request transcripts online, they should get a pop-up survey to complete about their transfer process. 4. The EDU department should work with the counseling department to explore the possibility of combining EDU 105 and PSY 100 into a single course for education majors which highlights their responsibilities and requirements in pursuing the degree. 5. The program needs to review its grade distributions and talk about grade inflation. We heard from the state at a general teacher preparation meeting that the focus for the new state reforms is going to be on teacher quality. We need to ensure that our programs are not contributing to effort-based grading and not offering watered-down curriculum to meet underprepared students. 6. There is no one in the program who can create an operational plan, implement activities, and report results. |

1. Summarize plans to address the top five priorities in the operational plan. Indicate below if activities will be included in the operational plan.

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required* ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

|  |  |
| --- | --- |
| **Discipline Area** | Early Childhood Ed (AA – 0681) |

**Improvements & Rationale for Action**

|  |
| --- |
| The AA in Early Childhood has remained steady since the last review. The program is financially stable, but needs to be reviewed against the likely changes coming from the State of Illinois in the revised professional teaching standards. In light of changing requirements at transfer schools, the department will need to look carefully at its lattice arrangement of courses and certificates which create the lower-level framework of the AA degree. An increase in counseling and organizational oversight will be needed in order to keep our transfers streamlined and viable. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

X Standardized assessments

⁭ Certification and licensure examination results

X Writing samples

⁭ Portfolio evaluation

⁭ Course embedded questions

⁭ Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
| According to a recent joint ICCB/ IBHE panel meeting, the professional teaching standards have been changed. In summary, that means each course and degree will need to be examined against the new criteria in a proscribed evaluation process. The issue for this degree is transferability and how our students are accepted at senior institutions, which we need to balance against our curricular offerings and the many different institutions our students choose to attend. |

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required* ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

|  |  |
| --- | --- |
| **Discipline Area** | Elementary Ed (AA – 0680) |

**Improvements & Rationale for Action**

|  |
| --- |
| The AA degree in Elementary Education continues to be highly viable in both enrollment and financial health. The program will undergo significant revisions with the changes in the Illinois Professional Teaching Standards, on the 2013 timeline described by the state board. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

X Standardized assessments

⁭ Certification and licensure examination results

X Writing samples

⁭ Portfolio evaluation

X Course embedded questions

⁭ Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
| According to a recent joint ICCB/ IBHE panel meeting, the professional teaching standards have been changed. In summary, that means each course and degree will need to be examined against the new criteria in a proscribed evaluation process. The issue for this degree is transferability and how our students are accepted at senior institutions. |

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required* ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

|  |  |
| --- | --- |
| **Discipline Area** | Math Ed (AA – 0686) |

**Improvements & Rationale for Action**

|  |
| --- |
| The AA degree in Math Education continues to be viable despite low enrollments. As the program is in a designated high-need area, the enrollments are not surprising, and it shares financial health with the greater EDU program. The program will undergo significant revisions with the changes in the Illinois Professional Teaching Standards, on the 2013 timeline described by the state board. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

X Standardized assessments

⁭ Certification and licensure examination results

⁭ Writing samples

⁭ Portfolio evaluation

X Course embedded questions

⁭ Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
| According to a recent joint ICCB/ IBHE panel meeting, the professional teaching standards have been changed. In summary, that means each course and degree will need to be examined against the new criteria in a proscribed evaluation process. The issue for this degree is transferability and how our students are accepted at senior institutions. |

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required* ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

|  |  |
| --- | --- |
| **Discipline Area** | Secondary Ed (AA – 0685 and AS – 0885) |

**Improvements & Rationale for Action**

|  |
| --- |
| The AA degree in Secondary Education continues to be viable in both enrollment and financial health. The program will undergo significant revisions with the changes in the Illinois Professional Teaching Standards, on the 2013 timeline described by the state board. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

⁭X Standardized assessments

⁭ Certification and licensure examination results

⁭ X Writing samples

⁭ Portfolio evaluation

⁭ Course embedded questions

⁭ Student surveys

⁭ X Analysis of enrollment, demographic and cost data

⁭ XOther, please specify: Observation Journals, disposition assessments

**Statewide Program Issues (if applicable)**

|  |
| --- |
| According to a recent joint ICCB/ IBHE panel meeting, the professional teaching standards have been changed. In summary, that means each course and degree will need to be examined against the new criteria in a proscribed evaluation process. The issue for this degree is transferability and how our students are accepted at senior institutions. |

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required* ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

|  |  |
| --- | --- |
| **Discipline Area** | Special Ed (AA – 0690) |

**Improvements & Rationale for Action**

|  |
| --- |
| The AA degree in Secondary Education continues to be viable in both enrollment and financial health, although we expect to see significant migration to the AAT degree in coming semesters. The program will undergo significant revisions with the changes in the Illinois Professional Teaching Standards, on the 2013 timeline described by the state board. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

⁭X Standardized assessments

⁭ Certification and licensure examination results

⁭X Writing samples

⁭ Portfolio evaluation

⁭ Course embedded questions

⁭ Student surveys

⁭ Analysis of enrollment, demographic and cost data

⁭ X Other, please specify: Observation Journals, disposition assessments

**Statewide Program Issues (if applicable)**

|  |
| --- |
| According to a recent joint ICCB/ IBHE panel meeting, the professional teaching standards have been changed. In summary, that means each course and degree will need to be examined against the new criteria in a proscribed evaluation process. The issue for this degree is transferability and how our students are accepted at senior institutions. |

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2009 – 2010**

**Program Identification Information**

|  |  |
| --- | --- |
| **6-digit CIP** | 190 709 |

|  |  |
| --- | --- |
| **Degree Type**  03 – AAS  20 – Certs. 30ch >  30 – Certs. <30ch | 03 – AAS |

|  |  |
| --- | --- |
| **Program Title** | Early Childhood Ed (0042) |

**Action**

X Continued with minor improvements

⁭ Significantly modified

⁭ Discontinued/Eliminated

⁭ Placed on inactive status

⁭ Scheduled for further review

⁭ Other, please specify:

**Improvements & Rationale for Action**

|  |
| --- |
| The AAS degree in ECE needs to be modified to reflect current practices and ensure alignment with governing bodies such as DCFS. Courses need to be changed to reflect current emphasis on diversity. This program may experience increased enrollments as a result of the state changing the minimum passing score on the Basic Skills exam. This program may serve as an alternative venue for students who are eliminated from teacher education by the Basic Skills. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

⁭ Standardized assessments

⁭ Certification and licensure examination results

⁭ Writing samples

X Portfolio evaluation

X Course embedded questions

⁭ Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
| *A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.* |

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2009 – 2010**

**Program Identification Information**

|  |  |
| --- | --- |
| **6-digit CIP** | 131 501 |

|  |  |
| --- | --- |
| **Degree Type**  03 – AAS  20 – Certs. 30ch >  30 – Certs. <30ch | 03 – AAS |

|  |  |
| --- | --- |
| **Program Title** | Paraprofessional Educator (0041) |

**Action**

X Continued with minor improvements

⁭ Significantly modified

⁭ Discontinued/Eliminated

⁭ Placed on inactive status

⁭ Scheduled for further review

⁭ Other, please specify:

**Improvements & Rationale for Action**

|  |
| --- |
| The paraprofessional certificate continues to be a viable program required to create highly-qualified classroom aids under NCLB. This program may experience increased enrollments as a result of the state changing the minimum passing score on the Basic Skills exam. This program may serve as an alternative venue for students who are eliminated from teacher education by the Basic Skills. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

⁭ X Standardized assessments

⁭ Certification and licensure examination results

⁭ X Writing samples

⁭ Portfolio evaluation

⁭ Course embedded questions

⁭ Student surveys

⁭ X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
|  |

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2009 – 2010**

**Program Identification Information**

|  |  |
| --- | --- |
| **6-digit CIP** | 190 709 |

|  |  |
| --- | --- |
| **Degree Type**  03 – AAS  20 – Certs. 30ch >  30 – Certs. <30ch | 30 – Certs. <30ch |

|  |  |
| --- | --- |
| **Program Title** | Basic Early Childhood Ed (0F12) |

**Action**

X Continued with minor improvements

⁭ Significantly modified

⁭ Discontinued/Eliminated

⁭ Placed on inactive status

⁭ Scheduled for further review

⁭ Other, please specify:

**Improvements & Rationale for Action**

|  |
| --- |
| This program continues to serve the needs of students who need the certification to start work in the daycare field. The certification has the highest completion rate in the program, and shows fairly steady enrollment. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

⁭ Standardized assessments

⁭ Certification and licensure examination results

⁭ Writing samples

X Portfolio evaluation

X Course embedded questions

⁭ Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
| *A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.* |

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2009 – 2010**

**Program Identification Information**

|  |  |
| --- | --- |
| **6-digit CIP** | 190 709 |

|  |  |
| --- | --- |
| **Degree Type**  03 – AAS  20 – Certs. 30ch >  30 – Certs. <30ch | 20 – Certs 30ch> |

|  |  |
| --- | --- |
| **Program Title** | Advanced Early Childhood Ed (0F16) |

**Action**

⁭ Continued with minor improvements

⁭ Significantly modified

X Discontinued/Eliminated

⁭ Placed on inactive status

⁭ Scheduled for further review

⁭ Other, please specify:

**Improvements & Rationale for Action**

|  |
| --- |
| Because the certificate does not correlate with any distinctions in the profession, it is unlikely to serve as an adequate stopping place for a student working in early childhood. The certificate should be discontinued. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

⁭ Standardized assessments

⁭ Certification and licensure examination results

⁭ Writing samples

X Portfolio evaluation

⁭ Course embedded questions

⁭ Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
| *A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.* |

**BEST PRACTICES REPORT**

***Optional* ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

**Title of Best Practice**

|  |
| --- |
|  |

**Programmatic Area**

X Academic Discipline

⁭ Career and Technical Education

⁭ Cross-Disciplinary

⁭ Student & Academic Support Services

**Description of the innovation/best practice (150 word limit)**

|  |
| --- |
|  |

**What are the results/measurable outcomes?**

|  |
| --- |
|  |

**Contact Information**

|  |
| --- |
| Sauk Valley Community College  Name & Title:  Phone Number:  E-mail Address: |

|  |
| --- |
| **SIGNATURES and APPROVALS** |

|  |  |
| --- | --- |
| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review | |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Names? |  |
|  |  |
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| --- | --- | --- |
| **Program Review Committee** | | |
| This Program Review is complete and acceptable. | |  |
| This Program Review is complete but the conclusions ***are not*** fully substantiated. | |  |
| This Program Review is incomplete and unacceptable. | |  |
| Comments are attached (optional) | |  |
| Program Review Committee Chair/Co-Chair |  | |
| Date |  | |
| Program Review Committee Co-Chair |  | |
| Date |  | |

|  |  |
| --- | --- |
| **Administrative Approvals**  Administrative signatures indicate an acceptance of the program review | |
| Dean |  |
| Academic Vice President |  |
| President |  |