

Education and Early Childhood Education

SVCC CTE Program Review Template

This program review template will be used to review the following program and courses.

Program (degree and related certificates) & Courses:

Early Childhood Ed (AA=681)

Elementary Ed (AA=680)

Secondary Ed (AA=685, AS=885)

Special Ed (AA=690)

EDU 101

EDU 102

EDU 105

EDU 220

EDU 221

EDU 222

EDU 225

EDU 227

EDU 275

EDU 276

EDU 277

EDU 278

Early Childhood Ed (AAS=042)

Early Childhood Education: Educator (Cert=F16)

Early Childhood Education: Educator Assistant (Cert=F15)

Paraprofessional Educator (AAS=041)

ECE 110

ECE 114

ECE 115

ECE 118

ECE 200

ECE 202

ECE 206

ECE 208

ECE 210

ECE 211

ECE 228

ECE 240

ECE 250

ECE 275

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Program(s) Objectives

Prompt: *What are the objectives of these programs and the courses related to these degrees/certificates?*

Response to prompt:

EDU: Early Childhood Ed (AA=681) Elementary Ed (AA=680) Secondary Ed (AA=685, AS=885) Special Ed (AA=690)

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

ECE: Early Childhood Ed (AAS=042) Early Childhood Education: Educator (Cert=F16) Early Childhood Education: Educator Assistant (Cert=F15) Paraprofessional Educator (AAS=041)

The goal of the Early Childhood Program is to provide the necessary training in child development, educational theory, diversity, and community relations to prepare students for employment in the early childhood field. Students gain both the theoretical and practical knowledge to be successful teacher's assistants, teachers, and administrators. Program standards and course objectives are aligned to NAEYC Standards for Early Childhood Professional Preparation, IL Gateways credentials 2-4, and IL DCFS requirements for EC employment.

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Program(s) Need

Prompts: *Is there a need for these programs? Is the array of courses offered for these programs appropriate to meet the needs of students? Are high quality jobs available for graduates of the CTE programs?*

Possible topics to discuss: Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), quality and number of jobs available to graduates.

Data sources: Table 1A, Table 1B, Table 2.

CTE: For local data on wages use Illinois Department of Employment Security: find at http://www.ides.illinois.gov/LMI/Pages/Occupational_Employment_Statistics.aspx

Use region #6 (NW) or by individual county.

11-9031 Education Administrator ECE Entry 14.43 hourly, \$30,000 annually.

CTE: For local data on occupational outlook use IDES: find at

http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx

Use LWA #4.

Education and Early Childhood Education

CTE: National data on wages and occupational outlook can be found at the U.S. Bureau of Labor Statistics. Use this link: <http://www.bls.gov/ooh/home.htm>. **Select occupational group and determine entry level education. Then select occupation.**

Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

EDU: Early Childhood Ed (AA=681) Elementary Ed (AA=680) Secondary Ed (AA=685, AS=885) Special Ed (AA=690)

The program is needed. Although program enrollment has decreased in the past five years, from 3% of total Sauk enrollment to 2%, much of that decline can be traced to ISBE's aggressive restructuring of teacher preparation programs in the state. In order to meet the requirements of the Race to the Top grant initiative, Illinois adopted new Illinois Teaching Standards, higher pass scores for certification testing, and more high-stakes evaluations for teachers in the field. This, along with negative publicity surrounding the pension "crisis" has conspired to create hesitation on the part of incoming students to select Education as a major. Illinois schools will always need teachers, however, and, considering enrollment is down in EDU programs across the state, I believe we'll see a teacher shortage in the next 5-7 years. The five year declared major total in all EDU programs is 323, with 79 degree completions and 342 GECC completions. This suggests that education students have a moderate completion rate compared to other majors, but contribute significantly to the health of our general education program.

ECE: Early Childhood Ed (AAS=042) Early Childhood Education: Educator (Cert=F16) Early Childhood Education: Educator Assistant (Cert=F15) Paraprofessional Educator (AAS=041)

According to the Illinois Department of Employment Security, the following entry-level wages are available in our region for our ECE degrees and certificates:

Preschool/Childcare directors: \$14.43/hr, \$30,010/year

Preschool teachers: \$9.65/hr. \$20,072/year

Childcare workers: \$8.76/hr. \$18,224/year.

Although these wages may appear to be at odds with the idea of quality jobs for graduates, this pay is not inconsistent with national wages in the field. Lack of a living wage for early childhood workers is a social and cultural issue, and in no way diminishes the importance of the job or the intangible motives many students have for entering the field. The need for early childhood workers is well-established locally (**insert finding from PTR**), and the Occupational Outlook Handbook shows the following:

Median Pay: \$27,130 per year \$13.04 per hour

Number of jobs: 438,200

Growth Prediction: 17% (Faster than average)

Change 2012-2022: 76,400

The program is needed. With a five-year declared major number of 145, the program shows some decline in enrollment over the five-year period. The program has undertaken a major restructuring and

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alignment project, which was completed and in place this year. Hopefully, students will find the new curriculum more streamlined, laddered, and focused for both degree and certificate completions. **SPOT FOR ADDITIONAL PTR RESULTS.**

Program Cost Effectiveness

Prompts: *Are the programs cost effective? What steps can be taken to offer courses more cost effectively? Do the programs need additional resources?*

Possible topics to discuss: Have the programs remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? If so, what resources are needed?

Available Data Sources: Table 3A, Table 3B. All program finances were grouped together.

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

The financial tables shows that EDU/ECE instructional/supplies/conference budget is well-controlled, with a 5-year total of \$1407, which was 19% under projected. It would seem that the most significant financial concern of the department is salaries. Hiring a second full-time education instructor has put the program into a loss situation. It may be that courses will need to be further streamlined to reduce the number of adjuncts teaching low-enrollment courses, and increasing the percent of full-time salary offset by tuition. Of course, our second, full-time instructor has been instrumental in fixing the many deficiencies in the ECE program as noted in the last program review—making the program again viable. Our second full-time instructor has also been instrumental in moving forward a number of additional college-level initiatives and partnership programs, for which she receives release time from teaching load. The tables seem to show, however, that her full salary is being absorbed by EDU/ECE, although only part of her teaching load is here. This may need further inspection. Hopefully, increased program relevance and more aggressive enrollment management will improve the situation.

Program(s) Quality

Prompts: *Do the programs and the programs' courses provide quality and pertinent educational opportunities for students? What steps, if any, need to be taken to update or improve the program or the programs' courses? Describe any programmatic achievements including any accreditation, certifications, and licensures.*

Possible topics to discuss: Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit),

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professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, hybrid, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

The following topics MUST be discussed in this section to satisfy ICCB and HLC

guidelines: retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6A & 6B, Assessment Data Base, College Dashboard, Graduate follow-up data, program surveys, focus groups, interviews, etc.

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

EDU: The State of Illinois recently restructured certification levels and licensing requirements. As a result, most teacher preparation programs in the state have significantly altered their curriculum. Unfortunately, we are in a position where our only recourse was to wait to see the program changes so that we can then try to align our coursework to their new requirements. We are now at the point where we need to review all EDU courses to update our articulation agreements and update the course content with the new Illinois Professional Teaching Standards. This audit will commence in the spring of 2016, with all course revisions in place by fall 2016. This audit will help identify courses no longer needed and any additional courses which may need to be developed. Ideally, we want to ensure students complete AA/AS degrees with us, but many education programs are very protective of teacher preparation courses, and we may not be able to procure enough articulation agreements to do so. Frequent changes in program requirements, course content, and changing IPTS standards confound this issue.

Internally, the program shows consistency in completion and retention rates (Table 6A and 6B). The college 5-year average fall-to-spring retention is 78%, whilst the EDU elementary and early childhood degrees are 90% and 89% respectively. The secondary and SPED degrees are 80% and 81% respectively. The five year fall-to-fall retention for the college is 60%, while EDU elementary and early childhood are 72% and 64% respectively. Secondary education is hovering around 64%, and SPED is 63%. Overall, our EDU transfer students are persisting at higher rates than the campus average.

As discussed above, the five year declared major total in all EDU programs is 323, with 79 degree completions and 342 GECC completions (Table 2). Our EDU degree completions are approximately 24%, which compares favorably to national 2-year degree and certificate completion averages of 20% during the same time period (2010-2014). (Integrated Postsecondary Education Data Survey (IPEDS)). Since many students complete the GECC, it may be that the aforementioned pressure by teacher preparation programs to transfer early to

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the four-year institution may be hurting our AA/AS completion rates. It is unclear from the data set definitions if transfer students, degree completions, and GECC completions are duplicated, however, so that conclusion is only anecdotal speculation.

In terms of program quality, a review of the course-level persistence patterns and grade distributions showed concerning trends (Table 4A and 4B). The course persistence across all EDU/ECE courses remains high, with a five-year average of 91%. The major concern comes in grade distribution, which is skewed unnaturally toward higher grades, with 80% of all program grades being As or Bs. This seems inconsistent with the idea of a high-quality and rigorous curriculum. Further analysis shows that the proportion of high grades granted by part-time instructors is significantly higher than those granted by full-time instructors. The percent of students receiving As from full-time instructors is 43.4, while from part-time instructors it is 60.8. This may point to a lack of communication between full-time and part-time instructors regarding course expectations and content. Our full-time faculty have 100% yearly participation in academic assessment for both program-level objectives and general education objectives of the college (Assessment Database). Results from on-going academic assessments are maintained in the college assessment database, aggregated according to program-level, discussed with other faculty in the academic area, and program and curriculum adjustments are made. The program also collects teaching disposition assessments for all students who participate in observation activities. These disposition assessments are aligned with the IPTS and show students' performance in non-content related teaching skills such as student interaction, professional demeanor, and cultural awareness and understanding. The percent of part-time and dual credit instructors participating in academic assessment is 0. There has been little institutional initiative to incorporate part-time instructors into the assessment system.

Finally, faculty professional development plays a significant role in ensuring program quality. Our two full-time faculty members have been involved in several projects to ensure that our program standards are aligned with state standards and the needs of our transfer institutions. We have attended the INCCRRA yearly higher education conference, and participated in the first round of state grants designed to improve ECE program articulation.

ECE has recently undergone a major overhaul and all course outlines are completely updated. This process was undertaken in order for Sauk to become a Gateways Entitled institution, which gives our students professional certification in Early Childhood Education and other benefits, including scholarship eligibility and wage differentials. Additionally, the courses were aligned with other community colleges and WIU as a result of a year-long grant program to increase transfer ease.

The course scheduling in the program may benefit from increased online course development. Online course enrollment is significantly higher than many of our on-ground sections, which may indicate a shift away from night classes to online classes for working professionals.

Focused Questions from the Administrative Review Team (ART)

Question 1. TBD by PTR Committee.

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Response to question 1 (please refer to any data sets or evidence to support your case):

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Question 2.

Response to question 2 (please refer to any data sets or evidence to support your case):

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Question 3.

Response to question 3 (please refer to any data sets or evidence to support your case):

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Question 4.

Response to question 4 (please refer to any data sets or evidence to support your case):

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Question 5.

Response to question 5 (please refer to any data sets or evidence to support your case):

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Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses should be added to the Operational Planning matrix found below.

Response to Challenges:

1. Challenge: Decreased enrollment. Proposed response: increase online offering for key courses and some night-only courses in ECE. Reduce night sections across the board.
2. Challenge: Net income loss. Proposed response: increase enrollment management. Reduce the number of part-time taught sections in favor of full-time taught sections. Change several once/year courses to once/two years courses. Reduce "status quo" scheduling with targeted, responsive scheduling.
3. Challenge: Articulation and early transfer. Proposed response: Now that senior institutions have published their new programs, we must audit the EDU curriculum to best enhance articulation. Courses no longer needed must be eliminated. We must focus on our viable transfer schools and develop courses which will meet articulation standards at all three. We must also aggressively pursue new courses and new course articulation agreements to ensure our students complete degrees.
4. Challenge: Part-time/Full-time communication and grading/standards alignment. Lack of part-time participation in academic assessment. Proposed response: hold twice-yearly EDU department meetings.

5. SPACE FOR CHALLENGES IDENTIFIED BY PTR:

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Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete? Yes/No
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	[ECE- YES EDU-NO- will be complete fall 2016.]
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	[ECE- YES EDU- NO- Will be complete fall 2016.]
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	[ECE- YES EDU-NO- Will be complete fall 2016.]
1.1 transfer completion list	ICCB expects the college to maintain current articulation agreements for all <u>1.1 transfer courses</u> . IR* will use the following link to create a master table that shows the current articulation agreements for the program's courses. http://www.svcc.edu/students/equival.pdf *This task will be completed by IR Department.	Completed by IR Office.

Author's Final Recommendation

Recommendation	Check only one	List program name (if more than one is being reviewed or make additional copies of this table for each program)
Continued with minor improvements	[X]	Early Childhood Ed (AA=681) Elementary Ed (AA=680) Secondary Ed (AA=685, AS=885) Special Ed (AA=690)

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		Early Childhood Ed (AAS=042) Early Childhood Education: Educator (Cert=F16) Early Childhood Education: Educator Assistant (Cert=F15) Paraprofessional Educator (AAS=041)
Significantly modify the program	<input type="checkbox"/>	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>

Signature/Date	Program Review Team Member	
Amanda Eichman	<input type="checkbox"/>	Chair
Janis Jones	<input type="checkbox"/>	Member
Richard Eichman	<input type="checkbox"/>	Member

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Program Review. Items from the program review will be entered here. After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.

* Use the origination code PR 2015.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
[PR]	[]	[Janis Jones]	[Hold Twice-yearly ECE/EDU department meetings with faculty and the transfer coordinator. Discuss curriculum changes, course and grading expectations, and assessment.]	[1. Twice-yearly meetings held. 2. Decrease in discrepancy gaps in full-time grade distribution and part-time grade distribution. 3. 100% of part-time instructors reporting assessment data.]	[12/2016]		
[PR]	[]	[Amanda Eichman]	[EDU curriculum audit and course outline updates.]	[All courses aligned to new IPTS. All course outlines approved by CC. New articulation agreements in place and all transfer guides up to date.]	[8/2016]		
[PR]	[]	[Amanda Eichman and Janis Jones]	[Enrollment management and increase online course offerings.]	[New online courses approved and developed. Streamlined offerings improve single course enrollment by 20%.]	[5/2017]		
[PR]	[]	[]	[]	[]	[]		
[PR]	[]	[]	[]	[]	[]		
[]	[]	[]	[]	[]	[]		
Comments:							

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CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

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

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

Degree or Certificate Type	Check only one
03 – AAS	X
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	<input checked="" type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

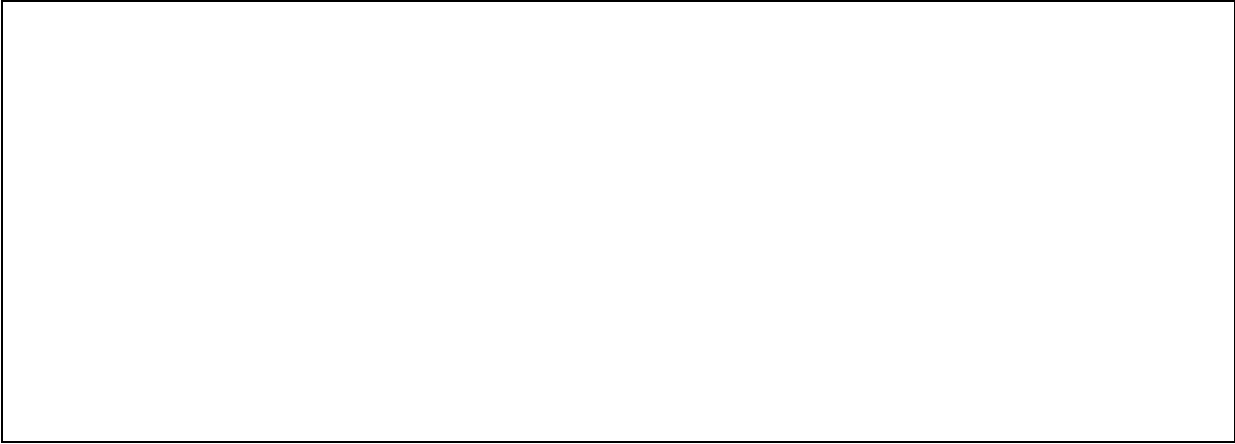
Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

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

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

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

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CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

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

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

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

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	<input checked="" type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

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

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

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

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developing strategic improvements with both our dual-credit program schools and our local employers.

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CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

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

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

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

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	<input checked="" type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

Need, cost-effectiveness & quality. Create a short summary paragraph for each question below.

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

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

Quality: Since the last program review, the ECE curriculum has been completely revised. Most notably, the program is now Gateways entitled and offers 3 credentials. Program standards and course objectives are now aligned to NAEYC Standards for Early Childhood Professional Preparation. The full-time ECE instructor remains active in ACCESS and attends INCCRRA conferences yearly. The program has been selected to work with the Pathways to Results

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program, working with local industry leaders to tackle challenges faced by graduates in the field, and developing strategic improvements with both our dual-credit program schools and our local employers.

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CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

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

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

Degree or Certificate Type	Check only one
03 – AAS	X
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	<input checked="" type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

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

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

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

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ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

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

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

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

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

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

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

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ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

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

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

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

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

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

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

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

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

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

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

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

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

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Education and Early Childhood Education

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

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

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

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

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

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

Education and Early Childhood Education

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

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

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

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

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

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

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

Education and Early Childhood Education

Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
The following are the recommendations from the Program Review Committee and the Administrative Review Team: <ul style="list-style-type: none">• [Continue the positive local response to the teacher shortage and ensure people have factual information.• Increase online offerings (ECE 202 and 206)• Increase articulation agreements and transfer opportunities• Complete the PTR process and continue discussions as an advisory council In terms of equity, males are interested in secondary education, but not early childhood education. Reaching males is difficult and social assumptions are made towards male in the field. Overcoming this is a challenge and a recommendation is not available at this time.]	
Signature of the Program Review Committee Chair	

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President: 	
President's Signature/Date	