

**PROGRAM REVIEW REPORT  
2017-2018**

**Sauk Valley Community College**  
District 506  
173 Illinois Route 2, Dixon, Illinois 61021

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## ***Career & Technical Education***

*COLLEGE NAME:* Sauk Valley Community College

*FISCAL YEAR IN REVIEW:* 2018

### ***PROGRAM IDENTIFICATION INFORMATION***

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Radiologic Technology (AAS 051)	Degree	69.5	510911	none
Computed Tomography (E90)	Cert	16	510911	none

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

**Program Objectives**

What are the overarching objectives/goals of the program?

Radiologic Technology (AAS 051) -- After completion of the AAS degree the graduate will be able to pass the Radiologic Technology (RT) Registry exam and perform as an entry level Radiologic Technologist.

Computed Tomography (E90)--After completion of the Certificate degree the graduate will be able to pass the Computed Tomography (CT) Registry exam and perform as an entry level technologist in Computed Tomography.

To what extent are these objectives being achieved?

Both degrees have a high registry pass rate (95% pass rate for RT) and graduates are performing well as entry level technologists as indicated on employer surveys.

**Past Program Review Action**

What action was reported last time the program was reviewed?

Informational meetings for prospective students were changed. The meeting times will be increased from 1 hour to 1 ½ hours. More information on the job requirements and description were added to give the students a better idea of what the job entails.

The job shadowing/hospital observation requirement was changed. The prospective student are paired up with a current second-year student when they complete the hospital observation. This gives the prospective student the opportunity to ask more questions about the program and get information from a current student's point of view.

Students from RAD 184 meet with either the Program Director or Clinical Coordinator at midterm to identify any issues they may have with adjustment to the clinical setting or concerns with expectations of the program or career.

The Early Alert System retention program is being utilized for students who are demonstrating academic or personal issues that may interfere with their completion of the program

**CTE PROGRAM REVIEW ANALYSIS**

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

List all pre-requisites for this program (courses, placement scores, etc.).

**Radiologic Technology (AAS 051)**—students are admitted to the program by application process. A point system is used to rank students based on number of college courses and grades achieved in those courses. Students with highest points are placed into the program. Requirements for application include two recommendation forms, TEAS aptitude test, college- level English, Math, and Biology courses.

**Computed Tomography (E90)**—Students must be a Radiologic Technologist or RT Registry eligible, with cross sectional anatomy and phlebotomy prerequisites completed to be admitted into the program.

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).

**Required Courses for Radiologic Tech**

NRS 116 Medical Terminology for Health Careers	RAD 100 Rad Tech Introduction	RAD 101 Rad Tech Clinical Experience I
RAD 102 Rad Tech Clinical Exp II	RAD 103 Rad Tech Clinical Exp III	RAD 110 Technical Nursing I
RAD 111 Technical Nursing II	RAD 120 Rad Tech Anatomy & Positioning I	RAD 121 Rad Tech Anatomy & Positioning II
RAD 122 Radiologic Physics	RAD 200 Venipuncture for Rad Tech	RAD 201 Rad Tech Clinical Exp IV
RAD 202 Rad Tech Clinical Exp V	RAD 220 Image Production in Radiography	RAD 221 Pathology & Adv. Imagine Modalities in Diagnostic Imaging
RAD 222 Ionizing Radiation in Medicine	RAD 223 Cross Sectional Anatomy	RAD 224 Registry Review

Communication Classes - 6 credits – ENG 101 Composition I is required

FYE 101 First Year Experience -1 credit

MAT 106 Applied Mathematics or MAT 121 College Algebra or higher- 3 credits

BIO 108 Intro to Human Anatomy & Physiology- 4 credits

	<p>Social/Behavioral Science- 3 credits</p> <p><b>Required Courses for Computed Tomography (E90)</b>  RAD 223 Cross Sectional Anatomy      RCT 101 Computed Tomography Physics &amp; Equipment</p> <p>RCT 102 Computed Tomography Procedures      RCT 103 CT Clinical Applications</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Radiologic Technology (AAS 051)—requires 69.5 hours to complete. This was recently reduced from 73 CIP. The curriculum includes several clinical courses for hands-on experience working in the field and this contributes to the excess over 60 credit hours. This number of credit hours for this type of program is very typical.
<b>INDICATOR 1: NEED</b>	<b>RESPONSE</b>
1.1 How strong is the occupational demand for the program?	There is occupational demand for both Radiologic Technologists and Computed Tomography technologists. The IDES occupational data does not list the profession separately for either Radiologic Technologists or Computed Tomography technologists—no data listed for either one. U.S. Bureau of Labor Statistics has a 12% increase in job demand for 2016 – 2026 for Radiologic Technologists, faster than average.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The U.S. Bureau of Labor Statistics decreased the estimated need from five years ago. But locally the demand for students of both programs remains high and students find employment quickly.
1.3 What is the district and/or regional need?	There is a demand in the district or region. We are required to track our employment rate through our accreditation agency, Joint Review Committee on Education in Radiologic Technology. We have had a 91% employment rate for our graduates for the past five years. There has been a sharp increase in the need in the last few years specifically.
1.4 How are students recruited for this program?	We recruit students by marketing the program at job fairs, student presentations at local schools, visits to counseling departments at Rock Valley and IVCC, billboards, brochures, and Facebook. The program consistently has more applicants than seats available.
1.5 Where are students recruited from?	Most students are recruited from the SVCC district. However, additional students are recruited from the Rock Valley and IVCC districts as they do not have a Rad Tech degree available for their students.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program identified a recruiting equity gap with male students. Male students make up only a small fraction of the students within this historically female dominated profession. New marketing campaigns will focus on male recruitment.
<b>INDICATOR 2: COST EFFECTIVENESS</b>	<b>RESPONSE</b>

2.1 What are the costs associated with this program?	The Radiologic Technology program has additional expenses due to the technology/equipment needed, the travel to clinical sites, and accreditation expenses. The Computed Tomography program does not have these additional expenses. Some of the expenses are paid through course fees. Overall net income for the program improved in FY 2017 and it is anticipated to remain at this level in the future.
2.2 How do costs compare to other programs on campus?	The costs may be higher than other programs in the college due to the additional expenses listed above.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Funding bonds have been used for purchasing of most expensive equipment. Course fees cover some of the other additional expenses. Generally, revenue and expenses are nearly equal.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most costs for the programs are not covered by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No actions or modifications were made after reviewing program costs.
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 What are the program's strengths?	<p><b>Radiologic Technology program strengths.</b> The program is well-established with high registry pass rates, high employer surveys, and high graduate surveys. The registry 5 year pass rate is 95%. The employer surveys have consistently ranked new graduates as good or excellent. The graduate surveys consistently rate the overall quality of the program as good or excellent.</p> <p><b>Computed Tomography strengths:</b> The program is the only specialty of Radiologic Technology offered at Sauk. It is needed by local hospitals and does have good enrollment yearly.</p>
3.2 What are the identified or potential weaknesses of the program?	<p><b>Radiologic Technology program weaknesses.</b> Retention is a chronic challenge for the program. Our accreditation body requires a 75% retention rate. Our program is below this benchmark. Several measures have been implemented each year to increase the retention rate. The latest attempt is a new curriculum with hybrid courses to help those that travel far to the college, and an introductory course to be taken before the students enter the program, and a reduction in program length and clinical hours required. These were implemented Fall 2017.</p> <p><b>Computed Tomography program weaknesses.</b> Challenges here include finding good textbooks/resources for the courses. Supervision at the clinical sites is not as</p>

	consistent as the Radiologic Technology program due to lack of yearly clinical instructor meetings.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	<p>Radiologic Technology program is given in traditional format with some hybrid courses. There are four hybrid courses in the program. Several clinical internship courses are included in the program.</p> <p>The Computed Tomography program is given in traditional format with hybrid courses. There are three hybrid courses and one clinical course in the program.</p>
3.4 How does this program fit into a career pathway?	The Radiologic Technology and Computed Tomography programs into the Therapeutics and Diagnostics pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Our simulation testing methods are unique compared to how other programs complete theirs. SVCC students appreciate the system and how it enables them to do more exams earlier in the semester in the clinical sites. The use of surgical and portable equipment in our simulation testing is also unique and has many benefits for the students when they start surgical rotations in the clinical sites.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are not any dual credit opportunities for Radiologic Technology or Computed Tomography.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	In both Radiologic Technology and Computed Tomography students are required to complete clinical internships. Approximately 1,500 hours are completed in the RT program, 375 hours in the CT program.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Accreditation is required for the RT program. This may be regional accreditation or by the accrediting body Joint Review Committee in Education of Radiologic Technology. (JRCERT). The RT program is accredited by JRCERT. The Computed Tomography program does not require accreditation. The RT program was recently re-accredited for seven years.
3.9 Are industry-recognized credentials offered? If so, please list.	After a graduate of the program passes the Registry exam in Radiologic Technology, their credentials are RT (R). When a Computed Tomography student passes the Registry exam in Computed Tomography their credentials are RT(R)(CT).
3.10 Is this an apprenticeship program? If so, please elaborate.	Neither program is an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	Radiologic Technology has a 95% Registry 5-year pass rate and a 100% pass rate this last year.

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Radiologic Technology program has formal articulation agreements with NIU, SIU, and University of St. Francis. No articulation agreements for the Computed Tomography program. There are several affiliate agreements with our clinical sites.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No new partnerships have been formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Average student to faculty ratio for Radiologic Technology is 16:1. The range is 15:1 to 17:1. For the CT program, an estimate is 10:1 or lower ratio.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Numerous opportunities for faculty development are available through national and state professional organizations. Our full time and part time instructors attend the state annual conference yearly (Illinois State Society of Radiologic Technologists) through Perkins funding. The rapid change in technology and the field in general creates a challenge for faculty. We have used College faculty development funds and Perkins funds in the past to attend seminars and workshops.
3.16 What is the status of the current technology and equipment used for this program?	In 2011 the Radiologic Technology department was moved from the third floor to the second floor. New equipment was purchased during the transition---a digital unit was purchased. However with rapidly changing technology some equipment is becoming obsolete. There are two energized (will make x-ray exposures) rooms in our department. One room has technology that is rarely seen in the clinical setting. It would be to the benefit of the students and the program to have updated equipment and software installed. With the exception of the outdated room, overall the equipment would be rated as average for a Radiologic Technology program. The CT program uses equipment at the clinical sites and does not have an onsite unit.
3.17 What assessment methods are used to ensure student success?	The program is required to track student success rates for our accreditation agency, JRCERT. The agency requires benchmarks to be met and if they are not met, methods must be created and documented to bring success rates into the acceptable range. The success rates must be published and available to the public. Success rates are posted on SVCC Radiologic Technology webpage. <a href="https://www.svcc.edu/academics/programs/health-and-safety/radiologic-technology/pass-rates.html">https://www.svcc.edu/academics/programs/health-and-safety/radiologic-technology/pass-rates.html</a> With the exception of retention rates, the RT program consistently meets the benchmarks set. The CT program does not have a method to track student success rates.
3.18 How satisfied are students with their preparation for employment?	A graduate survey is sent every year. 100% of current graduates feel that their employment preparation was either excellent or good.



3.19 How is student satisfaction information collected?	Student satisfaction in the Radiologic Technology program is measured by the graduate survey responses. This survey is sent yearly. For the Computed Tomography and Radiologic Technology program, course evaluations are completed each semester for each course.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in the Radiologic Technology program by advisory committee meetings, informal monthly meetings with SVCC full-time faculty, contact with students placed and employed in their departments, and employer evaluations. Employers are engaged in the Computed Tomography program by informal monthly meetings with SVCC full-time faculty, and students placed and employed in their departments.
3.21 How often does the program advisory committee meet?	The program advisory committee for the Radiologic Technology program meets twice per year. Each meeting is approximately three hours in length. Approximately 20 -23 people attend these meetings. The Advisory Committee for the Computed Tomography program has met once. This was in preparation of the program and advice on the set-up and needs of the community/clinical sites. We do have informal monthly meetings with clinical site department directors to assess any changes that may be needed to improve the CT program.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers consistently rate graduates of the Radiologic Technology program as overall good or excellent. Employers overall are satisfied with Computed Tomography graduates.
3.23 How is employer satisfaction information collected?	Employer surveys are completed yearly for Radiologic Technology graduates. Return rate for local employer surveys is high. The Computed Tomography program has informal meetings with employers to assess satisfaction of the program.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Actions or modifications that will be considered include: formal employer evaluation of the Computed Tomography program, request for updated software/new equipment for the Radiologic Technology program, implementation of methods to increase graduate survey responses for the Radiologic Technology program and implementing new retention procedures.

<b>Academic Disciplines</b>	
<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018
<i>DISCIPLINE AREA:</i>	Math
<b>REVIEW SUMMARY</b>	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<b>Program Objectives</b> What are the objectives/goals of the discipline?	The goal of the program is to provide Freshman and Sophomore math courses, prescribed by the IAI, for students pursuing a bachelor's degree in mathematics.
To what extent are these objectives being achieved?	All of the IAI math courses referenced in question 1 are included in our math program. The courses are offered frequently enough so the program can be completed in four semesters.
How does this discipline contribute to other fields and the mission of the college?	All Science, Technology, Engineering, and Mathematics (STEM) fields utilize mathematics extensively. In fact there is considerable overlap in the Freshman/Sophomore mathematics requirements for all STEM areas of study.  The college's mission includes "... dedicated to teaching and scholarship..." As mathematics is a foundational course of study, offering them at SVCC makes sense.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	In 2013 a new Area Leader for math was established. The Area Leader has led the group to significantly improve our implementation of the Area Assessment.
<b>REVIEW ANALYSIS</b>	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

<p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>If the IAI were to change their course recommendations for this program, they would notify the college. This has happened before, most recently when the Geometry prerequisite was eliminated from many transfer courses.</p> <p>Upon notice of a change in the program, the Academic VP (AVP) will consult with the math department, and a course of action is decided upon to bring the program into compliance. Changes or additions to course outlines will be tasked to the math department. Upon completion, either the math department or AVP will write a Curriculum Action Form (CAF), after which the AVP will present the CAF to the Curriculum Committee. The committee votes to accept the changes described in the CAF, or to send them back to the AVP/math department for refinement.</p>																												
<p>1.2 How are students informed or recruited for this program?</p>	<p>We continue to host mathematics competitions annually for area middle and high school students which helps familiarize them with SVCC and our math program. Approximately 50 middle school students attend the MathCounts competition and approximately 35 high school students attend the American Mathematics Competitions each year. Top scoring students receive SVCC mementos and are photographed and identified in a press release. We also offer a Math Club as a student activity on our campus. Student interest in the Math Club varies from year to year. Top SVCC math students with high GPAs are invited to join Mu Alpha Theta, a national mathematics honor society for high schools and two year colleges.</p>																												
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>																												
<p>2.1 What are the costs associated with this discipline?</p>	<p>Expenses and income are detailed in the table below. Essentially, costs for this program are instructional only (salary and benefits). Income is positive for each year under review.</p> <table border="1" data-bbox="699 1339 1442 1493"> <caption>Table 1: Program Expenses for Math (AS 416)</caption> <thead> <tr> <th></th> <th>FY2013</th> <th>FY2014</th> <th>FY2015</th> <th>FY2016</th> <th>FY2017</th> <th>5-year Totals</th> </tr> </thead> <tbody> <tr> <td>Total Expenses</td> <td>42,194</td> <td>36,910</td> <td>38,320</td> <td>40,926</td> <td>33,271</td> <td>191,622</td> </tr> <tr> <td>Total Revenue</td> <td>55,767</td> <td>47,740</td> <td>46,464</td> <td>45,725</td> <td>44,635</td> <td>240,331</td> </tr> <tr> <td><b>Net Income</b></td> <td><b>13,573</b></td> <td><b>10,830</b></td> <td><b>8,144</b></td> <td><b>4,799</b></td> <td><b>11,364</b></td> <td><b>48,709</b></td> </tr> </tbody> </table>		FY2013	FY2014	FY2015	FY2016	FY2017	5-year Totals	Total Expenses	42,194	36,910	38,320	40,926	33,271	191,622	Total Revenue	55,767	47,740	46,464	45,725	44,635	240,331	<b>Net Income</b>	<b>13,573</b>	<b>10,830</b>	<b>8,144</b>	<b>4,799</b>	<b>11,364</b>	<b>48,709</b>
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<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>With shrinking enrollments, the College will investigate if there is a way to optimize the schedules to reduce the number of sections offered, but maintain enrollment.</p>																												
<p>2.3 Is there a need for additional resources?</p>	<p>Math courses are becoming more reliant on technology in the classroom, in particular, a computer at each student's desk. Presently (2017) there are just enough classrooms at SVCC equipped with computers. It is reasonable to expect that in the next few years, the proportion of math classrooms needing computers will increase.</p>																												

<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Yes. There are independent study, online courses (some via ILCCO), and dual credit courses offered at district high schools.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	The college compiles the data necessary to compare success rates of different delivery methods. This data is formally examined during the program review process and is available on the strategic planning Dashboard for review at any time.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Performance is measured by grade distributions over the course of several semesters, plus class evaluations completed by students.
3.4 How does the discipline identify and support at-risk students?	At risk students are identified by the college's academic advising department, using guidelines established by the ICCB. Faculty are often asked, by the academic advising department, to provide incremental progress reports and suggestions relating to the student's work in a particular course.
3.5 To what extent is the discipline integrated with other instructional programs and services?	<p>Math courses need to be highly integrated with other science courses, as science courses sometimes utilize mathematics which is being learned concurrently.</p> <p>Each course in the math program has an IAI description of the topics that must be taught in a particular class. A further description, with additional detail, is published by the Illinois Math Association of Community Colleges (IMACC), which the IAI uses as a reference. SVCC's course outline is derived from these sources. The outline is the instrument used to communicate to other departments what mathematics is taught, and the order in which topics are presented throughout the semester.</p> <p>Courses of study are scheduled so students are prepared with salient math skills before they are needed in another discipline.</p>
3.6 What does the discipline or department review when developing or modifying curriculum?	When developing or modifying a curriculum the department reviews the IAI and IMACC course description (which includes clear guidelines on course content). Our curriculum must be aligned with these course descriptions.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	The program review process provides one formal avenue for review of success and retention. These issues are discussed at length during these processes. Additionally, the Student Success Committee will often examine this data and make recommendations.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>	

The largest barrier to student success is the low level of mathematical ability that our students possess upon starting college. As such, it is being addressed by the State, locally by the school districts, along with SVCC cooperation.

## ***Cross- Disciplinary***

<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>AREA</i>	Remedial Math
<b><i>REVIEW SUMMARY</i></b>	
<b>Program Objectives</b> What are the objectives or goals of the program/discipline?	The goal of the developmental mathematics program is to support students through the mathematics remediation process. We meet students at their ability level, through the help of the math assessment and placement process that new students are required to undergo. The goal is to equip students with the skills to successfully complete, not only the developmental mathematics sequence, but also aide their future mathematics coursework.
To what extent are these objectives or goals being achieved?	The mathematics department continue toward realization of the goals mentioned above. A new placement test is being utilized to help identify students' abilities to better place them in the developmental mathematics program.
How does this program contribute to other fields and the mission of the college?	The developmental mathematics program teaches students the fundamental mathematics skills necessary for many college and career paths. These skills can enrich students' lives inside and outside of the classroom (i.e. personal finance, helping their child with math, etc...).

**Prior Review Update**

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

Since the last program review many pilots and changes have been implemented to improve the quality and effectiveness of the developmental mathematics program. These changes include: program restructuring, a new placement testing system, and editing delivery methods.

The college has removed the developmental mathematics program from the Developmental Education department and incorporated it into the mathematics department. This permits the faculty to discuss all math courses and improvements as part of the annual operational planning process. It also gives the math faculty, the content experts, authority to guide the developmental math curriculum.

The college has also reinstated the Developmental Education committee designed to support the quality and improvement of the developmental education programs. The committee is composed of a variety of college faculty and staff, which gives the developmental math program access to input and contributions from college professionals outside of the math department.

Due to the elimination of ACT placement products in 2016, the math department selected the ALEKS math placement test. The ALEKS placement test allows for students to take a practice placement test prior to taking the proctored placement test in the Sauk testing center. By taking the practice or the proctored placement test, students open a remediation tool inside the ALEKS software. This software allows students to self-remediate through online help features and assessments tailored to their initial results. The goal of this process is that the student can self-remediate, take the proctored placement test and place higher than the student would have without the practice attempt, at no cost to the student.

The college piloted a self-paced, modularized, lab delivery method which would allow students to move through the sequence more quickly. This pilot did not increase the success rate of student promotion (A, B, or C required as pre-requisite for next course) over that of the traditional lecture method of delivery. This combined with the implementation of the ALEKS placement test, which give students access to self-remediation, marked the end to this pilot.

A summer bridge course was offered Summer 2017. This course would have helped students scheduled to take Math 081 attempt to place into college level math. However, there was little interest, so the course did not run.

Through the cooperative work of the math department, the Developmental education Committee, and college administration, MAT 075 and 081 were removed from online delivery methods. While these were popular options, the success rate was less than half that of the traditional lecture or lab delivery methods. With the installation of the ALEKS placement test, students can self-remediate through the online ALEKS program, so the need for the online sections is covered.

**REVIEW ANALYSIS**

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

<b>Indicator 1: Need</b>	<b>Response</b>
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	The mathematics faculty have collaborated with the Learning Commons Tutoring Center, Developmental Education Committee and administration to identify options to continue to meet the needs of students. As detailed above, placement testing, delivery methods, bridge courses, and scheduling continue to be explored as ways of meeting the needs of students.

<b>INDICATOR 2: COST EFFECTIVENESS</b>	<b>RESPONSE</b>
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2.1 What are the costs associated with this program?	<p>As shown below in Table 3B, the program has had a positive net income every fiscal year 2013-2017. Most expenses for teaching developmental education courses are instructional in nature (salary and benefits of instructors).</p> <p><b>Table 3B: Program Revenue</b></p> <table border="1"> <thead> <tr> <th>Row</th> <th>Revenue Item</th> <th>FY2013</th> <th>FY2014</th> <th>FY2015</th> <th>FY2016</th> <th>FY2017</th> <th>5-year Totals</th> </tr> </thead> <tbody> <tr> <td>x</td> <td>Tuition from program classes</td> <td>257,610</td> <td>230,634</td> <td>250,044</td> <td>244,044</td> <td>190,503</td> <td>1,172,835</td> </tr> <tr> <td>y</td> <td>Fees from program classes</td> <td>9,026</td> <td>10,924</td> <td>11,386</td> <td>11,594</td> <td>9,511</td> <td>52,441</td> </tr> <tr> <td>z</td> <td>Apportionment (estimated)</td> <td>15,951</td> <td>19,967</td> <td>18,625</td> <td>17,619</td> <td>13,068</td> <td>85,230</td> </tr> <tr> <td>aa</td> <td><b>Total Revenue</b></td> <td><b>282,587</b></td> <td><b>261,525</b></td> <td><b>280,055</b></td> <td><b>273,257</b></td> <td><b>213,082</b></td> <td><b>1,310,506</b></td> </tr> <tr> <td>bb</td> <td>Net Income (Row aa- row w) (negative numbers indicate a deficit)</td> <td>115,181</td> <td>142,413</td> <td>140,070</td> <td>162,869</td> <td>42,108</td> <td>602,641</td> </tr> </tbody> </table>	Row	Revenue Item	FY2013	FY2014	FY2015	FY2016	FY2017	5-year Totals	x	Tuition from program classes	257,610	230,634	250,044	244,044	190,503	1,172,835	y	Fees from program classes	9,026	10,924	11,386	11,594	9,511	52,441	z	Apportionment (estimated)	15,951	19,967	18,625	17,619	13,068	85,230	aa	<b>Total Revenue</b>	<b>282,587</b>	<b>261,525</b>	<b>280,055</b>	<b>273,257</b>	<b>213,082</b>	<b>1,310,506</b>	bb	Net Income (Row aa- row w) (negative numbers indicate a deficit)	115,181	142,413	140,070	162,869	42,108	602,641
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2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition and fees from program classes more than pays for the offerings in the program.
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2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	The program is not being funded by grants.
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<p>2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<p>The developmental course sequence was restructured to streamline the program. This is not only a cost saving for the college, but also the students in the program. The faculty has also reviewed and consolidated course textbooks and online options in order to keep material costs down and save students money.</p>
<p>2.5 Are there needs for additional resources? If so, what are they?</p>	<p>As detailed below in “Responses to Program Challenges”, there is a need for a leadership position in the program. This position would have to be compensated through stipend or release time. In our operational plan the last two years, the department has also requested another math faculty member be hired. This faculty member would teach college and developmental math courses. Another faculty member would decrease the reliance on part-time faculty and allow more flexibility and reliability of program offerings.</p>
<p><b>INDICATOR 3: QUALITY</b></p>	<p><b>RESPONSE</b></p>
<p>3.1 How is the college working with high schools to reduce remedial needs?</p>	<p>The college is working with local high schools on the 2018-2019 implementation of a 4<sup>th</sup> year math pathways course. The successful completion of this quantitative pathways course during senior year would place the student directly into: MAT 240 - Elementary Statistics, MAT 106 - Applied Mathematics, MAT 115 - Principles of Modern Math, or MAT 110 - Mathematics for Elementary Educators I.</p>
<p>3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?</p>	<p>The college piloted a self-paced, modularized, lab delivery approach in the developmental mathematics program to encourage students to work through the entire sequence faster. The college has also implemented the ALEKS placement test, which allows for students to self-remediate and place out of developmental math coursework or at least begin at a higher point in the sequence. See above for further details.</p>

<p>3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.</p>	<pre> graph BT     MAT070[MAT 070 Fund. Of Math] --&gt; MAT075[MAT 075 Beginning Algebra]     MAT075 --&gt; MAT106[MAT 106 Applied Math]     MAT075 --&gt; MAT076[MAT 076 Geometry]     MAT075 --&gt; MAT081[MAT 081 Intermediate Algebra]     MAT076 --&gt; MAT110[MAT 110 Math for El. Ed. I]     MAT076 --&gt; MAT115[MAT 115 Modern Math]     MAT081 --&gt; MAT240[MAT 240 Elementary Statistics]     MAT081 --&gt; MAT121[MAT 121 College Algebra]   </pre>
<p>3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>A wide variety of delivery methods have been implemented in the past including: self-paced lab, online, traditional, and traditional with a software component. We have removed the self-paced and the online delivery methods, see above for further details.</p>
<p>3.5 What innovation has been implemented or brought to this program?</p>	<p>MAT 070, 075, and 081 all utilize an online software component which allows students access to help features, instructional videos, additional practice problems, and instant feedback on homework and quizzes. Additionally, we have implemented the ALEKS placement testing product. See above for further details.</p>
<p>3.6 To what extent is the program integrated with other instructional programs and services?</p>	<p>A few of our college level courses, MAT 106, 121, and 240, use the same online software component mentioned above. This consistency allows students coming from the developmental sequence to focus more on learning the course materials, since they don't need to learn a new software for every course.</p> <p>Faculty also encourage students to visit the Learning Commons Tutoring Center, LCTC, for help outside of office hours. We have a member of the LCTC staff come to each developmental math classroom, describe their services and detail their open hours to the students during the first two weeks of class.</p>
<p>3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>The mathematics faculty have been collaborating with the local high school math teachers and the local ROE.</p>

<p>3.8 How well are completers of remedial/developmental courses doing in related college-level courses?</p>	<p>Students who complete a portion of the developmental math sequence have an overall 65.7% rate of successful completion (A, B, C &amp; D grades) of a college-level course. Even though D grades are considered successful completion of a college-level course, the department discusses success as A, B &amp; C grades. This is due to many second semester college level courses requiring a C or better in the prerequisite college level course. Ex: A student receiving a D in College Algebra, Math 121 will not be allowed to take Trigonometry, Math 122.</p>
<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<p>Professional development is available for math faculty through the College's professional development fund. However, it has not been emphasized by administration in the past; it will be in the future. "Some" professional development has been accumulated through our local partnership with high schools and the ROE in developing a transitional math course.</p>
<p><b><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i></b></p>	
<p>There are many barriers to implementing the program. These barriers include, but are not limited to, part-time faculty who teach for a semester and then leave, scheduling program courses to meet the needs of students, piloting changes within the program with little or no improvement in success rates, and student motivation to complete the program courses.</p>	

## ***Student and Academic Support Services***

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2018
<i>REVIEW AREA:</i>	Admissions and Records
<p><b>Program Summary</b> Please provide a brief summary of the function of the program.</p>	<p>The Office of Admissions and Records (OAR) is responsible for enrolling students; maintaining, securing, and evaluating student records; recording grades; preparing transcripts; planning commencement, early registration events, and student orientations.</p>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<ul style="list-style-type: none"> <li>• The OAR consolidated supplies with Academic Advising and Financial Aid offices.</li> <li>• Processes were changed to scan directly into student files in FileBound as opposed to printing the forms and then scanning into the student files.</li> <li>• All staff members were given two computer monitors to allow us to perform job tasks without having to print pages for reference.</li> <li>• An online withdrawal form was created for students.</li> <li>• Notifications are now being sent electronically to students through Argos.</li> <li>• Worked with the Coordinator of Database Administration to update Secure SRT and Secure FX reports in Argos.</li> <li>• Added the functionality to email student schedules through Argos.</li> <li>• Revised the New Student Orientation.</li> <li>• Marketed and evaluated SVCC Academy applications.</li> </ul>
<p>What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> <li>• Sometimes communication is an issue with areas outside the Student Services Area.</li> <li>• Staff/faculty do not completely understand the structure and responsibilities of the Office.</li> <li>• Many functions performed by the Office are not contingent on college enrollment. For example, graduates/alumni require services from their department even after they are no longer enrolled. Therefore, staffing may be reduced but workload does not significantly decrease.</li> </ul>
<p>What are the program's strengths?</p>	<ul style="list-style-type: none"> <li>• Dedicated, knowledgeable staff who are adaptable, efficient, and student centered.</li> <li>• Staff are able to problem solve.</li> </ul>
<p><b>Rationale</b> Detail all major findings resulting from the current review.</p>	<p>The OAR has dedicated, knowledgeable staff who are student centered and adaptable. Reduced staffing has, at times, reduced efficient.</p>

<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Work with Security to develop a plan to inhibit traffic flow into the back of the Student Services area during large community events.</p> <p>Work with Facilities to improve the lighting in certain hallways in the SSC.</p> <p>Investigate moving information stored on microfilm to PDF and electronic storage.</p> <p>Work with Director of Information and Security, Dean of Student Services, and VP of Academics and Student Services to determine equipment/technology purchases for future years. Funding bond money is often available each year to fund such purchases.</p> <p>Develop a plan to provide additional staffing for SSC in general and the OAR specifically. Plan should be presented during budgeting processes for FY2019.</p> <p>Work with IS/Security/Information Desk to develop a phone communication plan to improve service to community members calling the College's direct line (815-288-5511).</p> <p>Work with HR to develop a communication plan to help new full-time, adjunct, and dual credit faculty understand/utilize SOAR more efficiently, maybe include information as part of the New Employee Orientation.</p>
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<h2 style="margin: 0;">Student and Academic Support Services</h2> <p style="margin: 0;">The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between <b>4 - 8 pages in length</b>.</p>	
<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2018
<i>REVIEW AREA:</i>	Learning Commons (Library and Tutoring Center)
<p><b>Program Summary</b> Please provide a brief summary of the function of the program.</p>	<p>Sauk's Learning Commons houses both the SVCC Library and Learning Commons Tutoring.</p> <p>Sauk's Learning Commons Library promotes teaching and scholarship as well as lifelong learning by providing access to online and print resources, research assistance, and information literacy workshops. In addition, the library hosts a computer lab with internet access. It provides a quiet space for students to study or do group work.</p>

	<p>Sauk's Learning Commons Tutoring provides services to meet the academic needs of students enrolled at SVCC through: walk-in tutoring hours, hosting review/study sessions, and by providing tools for student success such as computers, DVDs, and handouts.</p>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>Learning Resource and Tutoring Centers merged to form "The Learning Commons".</p> <p>Learning Commons Library</p> <ul style="list-style-type: none"> <li>A. Negotiated agreement with Sage Publications to purchase CQ Researcher archive and annual updates. After initial investment, this results in a savings of over \$1500 annually</li> <li>B. Discontinued subscription to several high cost print nursing journals in favor of online access through OVID Nursing Community College Basic database, which also reduced the need for shelving space, eliminated wear and tear, and provided access retroactive 20 years.</li> <li>C. Replaced CREDO Literati and Gale Literature Resource Center subscriptions with less costly and more versatile EBSCO package consisting of Discovery, Literary Reference Center, and Curriculum Builder online course reserves API.</li> <li>D. Learning Commons Library created an Information Literacy Course that is now embedded within the College's LMS, Canvas.</li> </ul> <p>Learning Commons Tutoring</p> <ul style="list-style-type: none"> <li>E. When a DSO tutor who worked 25 hours/week left May of 2016, and an LAC tutor who worked 20 hours/week left in August 2016, the Coordinators of LCT and DSO collaborated to create one 20 hour/week position combining both of these positions.</li> <li>F. Due to the move to the Learning Commons model, the LCT ceased proctoring math exams because of a lack of space.</li> <li>G. Beginning FY17, LCT Coordinator began emailing beginning of semester/session memo to faculty and stopped printing and distributing memos. Scanned and saved documents rather than photocopying and filing.</li> <li>H. Eliminated personal printer in LCT office in order to reduce cost. (FY17)</li> <li>I. Recruited Sauk Scholar volunteers to work during the two weeks leading to midterm and finals which are traditionally more busy times during the semester.</li> <li>J. Continued to recruit faculty to work one or more office hours per week in LCT.</li> </ul>

	<p>K. Opened without non-student tutors from 8am to 9am, thus arranging schedule to make best use of professional/technical staff.</p> <p>L. Beginning fall term 2017, the Learning Commons as a whole changed Monday through Thursday closing time from 8pm to 7pm, thus making more efficient use of personnel and cutting student tutor hours.</p> <p>M. Due to the college's strategic initiative concerning online learning, the college began to contract with NetTutor in FY17 to augment tutoring services to all students and to ensure that online students have access to tutoring. Budget for this was carved out of Learning Commons Tutoring without increasing department budget.</p> <p>N. With the implementation of the Math Lab in Spring 2014, the LCT and Math Lab Coordinator established a mutually advantageous working relationship and continue to cooperate fully for the good of Sauk's developmental math students.</p> <p>O. As suggested in the FY14 Program Review, a science study room was incorporated within the tutoring center, and a number of anatomical and cell models were purchased.</p>
<p>What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> <li>• The current design of having an open area for library and tutoring use is providing some frustration to students that wish to have a more quiet location for studying. Renovations to the LC, including a glass wall partition, were recommended. More private study and collaborative rooms are needed as well.</li> <li>• Periodically, especially when staff are needed to provide student/class LC tours, it can be difficult to find enough staff coverage either for either the library or for FYE classes.</li> <li>• NetTutor is being utilized more often than was budgeted for; it is quite expensive to use and the budget is currently inadequate.</li> <li>• Many journals and electronic resources are getting more expensive.</li> </ul>
<p>What are the program's strengths?</p>	<ul style="list-style-type: none"> <li>• Student tutoring provides measurable benefits to Sauk students and to the student tutors providing that service. Students who utilize library services also tend to do better in college.</li> <li>• The functions of the Learning Commons align with the SVCC mission statement. The LCT provides walk-in tutoring, review/study sessions, access to computers, and has a dedicated space for science tutoring and learning. Additional resources include using NetTutor or Online Tutoring and a newer, expanding service called Ask a Tutor that will provide online assistance at a fraction of the cost of NetTutor. The LCL conducts presentations/tours to students (often for FYE classes), and has numerous online and physical library resources,</li> </ul>

	<p>research guides. Staff provides individualized help to students. CARLI membership is invaluable.</p> <ul style="list-style-type: none"> <li>• The LC has remained within budget most of the last five fiscal years with only one year going over budget. The staff has been supportive of reducing some resources in order to help with the College’s deficit spending these last few years.</li> <li>• Experienced and knowledgeable staff.</li> <li>• Student Satisfaction Inventory is favorable for tutoring and library services.</li> </ul>
<p><b>Rationale</b> Detail all major findings resulting from the current review.</p>	<p>All findings are listed in strengths or weakness sections above.</p>
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> <li>• The Learning Commons should remain a renovation priority as it is a student space and is used to strongly support the College’s mission, strategic vision and plan. Students, tutors and LC staff should be heavily involved in the design of a new Learning Commons’ space that provides adequate noise reduction by designing suitable collaborative and private study areas with adequate noise reduction between them. The redesign should consider moving the large student computer lab up into the LC to consolidate student learning spaces. Additional outlets will provide a much needed source of power for increased laptop usage.</li> <li>• While staffing can, at times, be inadequate in the Learning Commons Library area especially when library staff are used to conduct tours for FYE, English and other classes. Considering lower enrollment and the uncertainty of future budgets, the LC will work with and training other staff to provide temporary coverage. For example, it may be possible for FaCIT, LC Tutoring staff or other staff to conduct some of the tours when it’s not possible for a librarian to do so. A video “tour” should be created with FaCIT’s help that could be used as a rare substitute to the real thing.</li> <li>• LC hours will be extended the week before and during finals week for the fall, spring, and summer semesters. LC events to encourage students to stay and “cram” after hours for finals would be another service that could be provided by the LC staff and additional College volunteers.</li> <li>• Investigate discontinuing Red Canyon and instead use Who’s Next software for check in. Work with Janet Matheney and Information Services to move this along.</li> <li>• Find alternative tutoring methods and/or limit student usage (like we do for printing) of NetTutor for our students in order to reduce the cost of NetTutor.</li> </ul>