PROGRAM REVIEW COVER PAGE	
COLLEGE	Sauk Valley Community College
DISTRICT NUMBER	506
CONTACT PERSON *(NAME, TITLE, CONTACT INFORMATION)*	
FISCAL YEAR REVIEWED:	AY 21-22 Program Review
DIRECTORY OF REVIEWS SUBMITTED	
AREA BEING REVIEWED	*PAGE NUMBERS*
CAREER AND TECHNICAL EDUCATION	1-37
ACADEMIC DISCIPLINES	37-114
CROSS-DISCIPLINARY INSTRUCTION	
STUDENT AND ACADEMIC SUPPORT SERVICES	115-156
PRIOR REVIEW SUPPLEMENTAL INFORMATION	
OTHER ATTACHMENTS AS NECESSARY	

Career & Technical Education

College Name:	Sauk Valley Community College
Academic Years Reviewed:	16-17, 17-18, 18-19, 19-20, 20-21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Computer Information Systems: Computer Software Technology (076)	Degree	60	110601	Computer Information Systems: Business Software Specialist I (B32) Computer Information Systems: Business Software Specialist II (B36)
Computer Information Systems: Networking Specialist (075)	Degree	61-62	111002	Computer Information Systems: Networking (B31)
Computer Information Systems: Windows Server Administrator (077)	Degree	61-62	111001	Computer Information Systems: Server Support Specialist (B28)
Computer Information Systems: Business Software Specialist I (B32)	Certificate	16	520407	
Computer Information Systems: Business Software Specialist II (B36)	Certificate	22	520407	
Computer Information Systems: Management Information Systems (MIS) (B40)	Certificate	16	521201	
Computer Information Systems: Networking (B31)	Certificate	27	110901	
Computer Information Systems: PC Technician (B29)	Certificate	18	111001	
Computer Information Systems: Server Support Specialist (B28)	Certificate	30	111001	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.	
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This review addresses multiple degrees and certificates. The overarching goals and objectives for all these programs are: **Goal 1: Students will be technically competent.** ● Obj. 1: Students will apply knowledge of applications and tools to create a variety of documents and products. ● Obj. 2: Students will practice administrating systems. **Goal 2: Students will use critical thinking and problem-solving skills.** ● Obj. 1: Students will apply knowledge to troubleshoot common technical problems. ● Obj. 2: Students will be able to seek out solutions to common technical problems from a variety of sources. **Goal 3: Students will demonstrate professionalism.** ● Obj. 1: Students will practice written communication using technology. ● Obj. 2: Students will practice professional qualities. Students are prepared for entry level positions in the IT field. Jobs such as tech help desk, networking assistant, and administrative assistant are some examples.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	During Advisory Council meetings for CIS, SVCC has received positive feedback on their student graduates. A number of SVCC CIS programs prepare students for licensure in specific areas (Microsoft, Cisco), however, not many students end up taking these exams prior to graduation due to them being cost prohibitive. For a number of CIS programs, completers actually outnumber the number of students declared for that program. This points to A. High completion rates, and B. students haven't not declared for a specific major still earning a credential if they had (unknowingly) completed all of the courses.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	For the last program review, there was a recommendation to build out physical labs for the networking and server programs. This was accomplished, and now there is a designated classroom and lab area where students can perform hands-on learning in the server and networking areas. Additionally, since the last program review, SVCC went away from a document processing focused OAS degree program (Office and Administrative Services) and moved towards a software driven curriculum where students learn how to use different software programs to improve office and business performance.

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Greg Noack, CIS Faculty, Author. Josh West, Dean of Business, Career and Technical Programs, Author. Kathy Dirks, Director of Software and User Services, Reviewer.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Jon Shaffer, Adjunct Instructor, Reviewer. Dana Fellows, Adjunct Instructor, Reviewer. This document was sent to each adjunct instructor for review and recommendations.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no pre-requisites for any of the CIS certificates and degrees at SVCC.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	While none of the certificates are longer than 30 hours, one specifically is a three-semester sequence. This is due to the fact that the curriculum must be scaffolded over three semesters for students to build towards the final semester courses of server administration. Both the Networking Specialist and Windows Server Administrator AAS degrees sit at 61-62 hours. We believe this is warranted since our advisory councils agreed that each of the courses for these programs are warranted to prepare students for the field, and the Illinois Community College Board (ICCB) agrees, since they have approved both of these programs. FYE, a retention course to help students transition into college, bumps these over 60 credits, which we also believe is warranted.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Illinois Department of Employment Security, the following 10-year job predictions aligned with CIS certificates and programs within our district are as followed. ● Administrative Services Managers - 2028 prediction: 301 total positions, 3.79 % increase ● Computer and Information Systems Managers - 2028 prediction:209 positions, 6.09% increase ● Business Operations Specialists - 2028 prediction: 3371 positions, 5.34% increase ● Network & Comp System Administrators - 2028 prediction: 126 total, -1.56% decrease ● Computer User Support Specialists - 2028 prediction: 340 total, 5.6% increase ● Computer Network Support Specialists - 2028 prediction: 124 total, 5.1% increase These figures show a number of positions in the various CIS fields that SVCC programs support, with an estimated increase in each position besides Network & Computer System Administrators.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	See response above. Outlooks are positive outside of the Networking and System Administrator program.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	SVCC predominantly uses the Illinois Department of Employment Security for its employment projections.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	SVCC uses its relationship with the Whiteside Area Career Center (WACC) to recruit its CIS students into our programs. This is done through visits to WACC, and also by holding a WACC day at SVCC where each student comes and learns about an SVCC program that dovetails with what they are doing at the vocational school. Additional recruiting is done at career fairs, and at additional SVCC events like Work in the Real World where professionals come and share what it is like working "in the field".
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum recommendations are brought about through conversations with the CIS advisory council. Then, curriculum is discussed by SVCC faculty and administration, submitted to the Curriculum Committee, which then reviews and recommends for submission to the state (when applicable) and, eventually, the changes are made for the upcoming academic catalog.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	A multitude of changes took place in a variety of CIS programs approximately three years ago. At this time, SVCC replaced Office and Administrative Services with a more software driven Computer Information Technology AAS degree. Additionally, for the Windows Server Administrator degree, courses were re-arranged in terms of when they were offered to break up taking some very difficult courses simultaneously, and courses in Virtualization and Cloud Computing were created and offered. On the networking side, courses were reworked to better align with Cisco's certification exams, and a Cybersecurity course was added as that skills is in high demand in all industries.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: - Costs to the institution associated with this program - How costs compare to other similar programs on campus - How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). - Revenue Analysis - Student to faculty ratio - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	The overall cost of all the CIS CTE programs is $746,399, and revenues come in at $792,311 with an overall net income of $45,912. These programs, as a whole, are profitable. These programs are unique and quite dissimilar to any other program on campus. Other technology driven programs like nursing, multicraft technology, and welding have greater equipment and materials costs associated with them relative to CIS programs. The College pays for this program through a combination of tuition and fees, local tax support, and state financial support. Additionally, equipment is often purchased through Perkins state support, along with local funding bonds. Average class enrollment across all CIS sections is 7.1, thus resulting in a 7:1 student to teacher ratio. Rarely in any of these CIS programs is there a full class. Average class size for the last five years is the following: 7.4, 7.8, 6.9, 7.6, and 6.1. This is showing a slight drop in enrollment, however, the past year and a half has demonstrated lower enrollment throughout the College due to the pandemic. The only course we have in any CIS program with multiple sections is CIS 109 - Intro to Computers. This course is a requirement for numerous pathways outside of CIS, and generally has 3-4 sections (a combination of in person and online) to be more accessible to the varied needs of our diverse student population.

2.2 What are the findings of the cost-effectiveness analysis?	As illustrated above, these CIS programs, as a whole, are cost effective with a net income of over 40k.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is not funded by grants.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	SVCC does not have a varied tuition program, so CIS program affordability is comparable to other technology-based programs at the College. Course fees are generally at or under $30. The institution offers financial assistance in the form of Perkins dollars for special populations, scholarships for the Sauk Valley Foundation, financial aid for low-income students, and the referral of community programs and supports for those in need.
2.5 How will the college increase the cost- effectiveness of this program?	College administration will continue to assess the need of course sections, and programs in general, to ensure long term financial viability.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	None at this time.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Courses are taught in the traditional format, online, and hybrid. Only CIS 109 is taught in multiple modalities (in person and online). Over the past three years, the average grade for in person CIS 109 classes stands at 77%. For online sections, it is 80%. Failure rates are at 15% for on campus, and 11 % for online.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	SVCC leans on its diverse Advisory Council to inform on the quality and relevance of its CIS curriculum. Additionally, the dean of CTE offers annual readings to CTE faculty based on equity to aid in the creation of an inclusive and culturally responsive classroom.

3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	These programs, while containing the elements of a Program of Study, does not have an approved programs of study application on file with ICCB. The plan is to submit an application for approval in the 22-23 academic year. A challenge to program of study implementation is that two AAS degrees - Windows Server Administrator, and Networking Specialist, do not have full-time instructors who can lead the programs of study application process.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Students do have prior learning assessment opportunities (once they hit 15 credits), either via credit by proficiency (take final exam), credit by evaluation (work experience), or credit by certification (aligning with an industry certification). Dual credit is widely available as a number of the courses in every CIS program at Sauk have online courses. Dual credit students are available to take any of these courses if they can place into them via English Language Arts placement. There are numerous support services throughout the college, including the Learning Commons for tutoring, disability support services, and financial support through the college foundation. SVCC also has an advisor focused on career services, as well as a career services department. Each assigned advisor also advises on careers.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Students can complete the entirety of the Computer Software Technology online - thus helping students who are working while attending school. It allows for folks to stay employed while expanding their skillset and/or completely changing careers. Curriculum in the networking and server areas is cutting edge, with cloud computing, virtualization, and cybersecurity all being components.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Besides the aforementioned availability of dual credit courses that are online and available, numerous courses are offered free as dual credit at WACC. These include courses in Network Certification, A + Certification, Linux, and Security Certification.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Each AAS degree, Computer Software Technology, Networking Specialist, and Windows Server Administrator, all have a required internship. Students have the opportunity to utilize the skills and knowledge they have acquired through coursework in a real world environment. Certificate programs do not have internship requirements, but

	faculty and administrators can still look for industry work-based experiences for students, even if they are not articulated into college credit.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No industry accreditation is required.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes. A+ certification, Security certification, network certification, Microsoft office certification, and Cisco industry certification.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	None as of now.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	A+ certification, Security certification, network certification, Microsoft office certification, CCNA - Routing & Switching, and Cisco industry certification. SVCC does not track who takes industry certifications or licensure examinations, though multiple course prepare students for success in these exams.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	None at this time.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Our advisory council could always be expanded and diversified. However, there are not a lot of tech-based industries in our district at this time. We are also in the process of assessing if a canned free Microsoft or Google curriculum would be an effective option for our students.

3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty development opportunities are offered to full-time faculty in the form of classes, seminars, conferences, etc. SVCC has also supported adjunct faculty through paying for exams towards licensure in computer information system areas. In the ever-changing fields of CIS, professional development is a constant need to stay up on technology. SVCC will continue to support faculty, both adjunct and full-time, to stay up to date in these fields.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	College-wide professional development was provided during the 2021 fiscal year on topics related to diversity, equity, and inclusion. Additionally, every fall semester the Dean of CTE has all full-time non health science faculty read a work on diversity, equity, and inclusion. Afterwards, the group discusses how to implement what was learned into the classroom.
3.17 What is the status of the current technology and equipment used for this program?	Current technology and equipment is up-to-date. A large investment in equipment was made in the 2018 fiscal year to provide students in the networking and PC Technician program with hands-on practice. In 2021 a Macbook was purchased to support students completing the software specialist program using iOS and MS Office for Mac.
3.18 What assessment methods are used to ensure student success?	Students are assessed regularly by a variety of methods including formative and summative type assessments as well as project and practical type assessments. Additionally, students take general education and area specific assessments on an annual basis. SVCC uses this data to inform its programs and support services.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results are reported to the college through a college-wide assessment system. The assessment leader then takes data and disseminates to faculty leaders who share with faculty to incorporate into operational planning.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Within the CIS 109 course, more project type assignments have been added to improve students ability to apply the skills learned in using Microsoft Office software Word, Excel and PowerPoint. This was based on students not performing well on the final exam and final project. It was believed students needed more practice using the software throughout the semester. CIS 151, 152, 154, 156, 167: Labs are selectivly curated during the semester to test students on what they have learned. this gives them more interaction with topics that may be more difficult and allows them to give me feedback on what they want to see more of or are struggling with
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Sauk is still working on how to best collect information from graduates after they leave the institution. As of right now, it is not collected.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee provides invaluable input into our programs. Such input has influenced decisions we have made concerning programs and certificates we office as well as courses. For example, after meeting in 2018, four CIS courses were flagged by the committee as out of sync with the rest of the computer software courses. These courses were removed and others were added to create a more well-rounded program that will better prepare students for employment. Additionally, courses in virtualization, cloud computing, and cybersecurity were added based on advisory council recommendations. Engagement could be improved by meeting each semester as opposed to once a year.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	These programs require an internship, employers have an opportunity to work with our students in their workplace. Feedback from the employer is garnered concerning the students' preparation as well as their performance. Furthermore, as mentioned above, the advisory council recommends program updates and curriculum design changes.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	While we do not have a formal survey process, several program partners who recently hired a CIS graduates expressed that they are very satisfied with our graduate's skill set in the field. We do not have the number of graduates in CIS fields on an annual basis to justify a formal survey going out to area employers.
3.25 What are the program's strengths?	The full-time and adjunct faculty teaching the software, networking, server and PC technician programs all have real world work experience. Many of the courses are offered online or hybrid offering maximum flexibility for students. Courses and programs are up to date on the newest technology thanks, in part, to advisory council guidance.
3.26 What are the identified or potential weaknesses of the program?	Not having a full-time faculty member teaching the networking, server and PC technician programs hinders the ability to collaborate, leadership, and advocacy in these areas.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Within the last four years a major revision was made to many of the programs due to the retirement of several faculty and the need to adjust courses to prepare students for certification tests. It is felt that those updates and changes have made the programs up-to-date and will prepare students for employment. Review of pass rates in CIS 194 also prompted a change to a new adjuncy instructor.

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

As noted, recent changes have been made to course offerings, course sequencing, and a new instructor to improve pass rates.

Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.

CTE Program	1. Computer Software Technology (076) 2. Networking Specialist (075) 3. Windows Server Administrator (077) 4. Business Software Specialist I (B32) 5. Business Software Specialist II (B36) 6. Management Information Systems (MIS) (B40) 7. Networking (B31) 8. PC Technician (B29) 9. Server Support Specialist (B28)				
CIP Code	1. 110601 2. 111002 3. 111001 4. 520407 5. 520407 6. 521201 7. 110901 8. 111001 9. 111001				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	10	9	10	5
Number of Completers	21	17	15	12	14
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Students were broken down by ethnicity, race, and gender. Success rates were analyzed for each group.
How does the data support the program goals? Elaborate.	Students are completing the program at a successful rate.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	While grades were consistent between men and women, data showed that African American, Asian American, and Hispanic students did not persist at as high of rates as their Caucasian peers. African American students had withdrawal rates higher than their peers
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The College offers free tutoring services in its Learning Commons for CIS subjects. The full-time faculty member over CIS programs will make referencing tutoring help more of a priority throughout the academic year.
Are the students served in this program representative of the total student population? Please explain.	The percentages based on ethnicity/race are very close when comparing overall campus numbers with CIS students. In terms of gender, CIS programs are approximately 60 % male, whereas at the College, 60 % of enrollment are women.

| | Are the students served in this program representative of the district population? Please explain. | Generally, yes. The five-year mean of students enrolled was compared to the population statistics of Whiteside and Lee counties in 2019. There is a slight over representation of Hispanic, Black, and Asian populations when compared to each county, with the exception of the black population of Lee County. |

	Caucasian	Hispanic	Black	Asian
Five year mean of students Enrolled in CIS programs	79.7%	14.7%	2.6%	0.9%
Whiteside County 2019 population data	84.00%	12.30%	1.80%	0.60%
Lee County, 2019 population	85.90%	6.60%	5.60%	0.80%

https://www.census.gov/quickfacts/fact/table/whitesidecountyillinois,IL,US/PST120219#PST120219

https://www.census.gov/quickfacts/fact/table/leecountyillinois,whitesidecountyillinois,IL,US/PST120219

Review Results

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Career & Technical Education

College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY 17-21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
081 Criminal Justice - Law Enforcement	AAS	61	430107	C50 Criminal Justice - Corrections
C50 Criminal Justice - Corrections	Cert	18	430102	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.	
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program prepares students for careers in law enforcement agencies such as municipal police departments, county sheriffs' departments, state police and private security concerns. The program includes general education courses and provides an emphasis on criminal justice courses and supportive social science courses. Law enforcement majors pursue careers as municipal police officers, sheriffs' deputies, state troopers and private security guards. The job market in law enforcement is closely tied to legislation to fund it. If funding of tax supported law enforcement

	does not meet society's demand for law enforcement, growth will occur in the market for trained personnel in private security.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Overall program objectives are measured through the successfully completion of individual courses and a student practicum (in the field). During the practicum, the instructor garners feedback from both the student and the employer to find out if there are any gaps in preparation for the field. Typically positive feedback has been received, demonstrating the efficacy of the program. Law enforcement personnel are in very high demand, so if a graduating student has an associates degree, they have a distinct advantage over an applicant without that level of education.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Josh West – Dean of CTE Jon Mandrell – VP of Academics and Student Services Mike Wolfley – Vocational instructor Dan McCollum – Former chief of police and former instructor Brian Melton – Local chief of police. Dave Pilgrim – Local chief of police Lesley Dever – local probation officer
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Students and academic advisors also took part in an advisory council to review program review findings and discuss overall program quality.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no class pre-requisites for either the Corrections certificate or the AAS Law Enforcement degree. The only barrier for specific courses would be ELA placement scores. We were not provided ELA data for this program review.

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	While the Law Enforcement program does have over 60 credit hours (61) through extensive consultation with our advisory council, every current course in the degree is needed to create a successful law enforcement professional in the field. Our First Year Experience (FYE 101) course is one credit, and the institution believes this courses is very important for student success and retention.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Labor demand is extensive due to current applications being down and many retirements from the field. According to the Illinois Department of Employment Security (IDES) there is predicted to be 1990 positions in law enforcement in our district by 2028, a slight increase from 2018.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand overall has been fairly consistent, with 1986 total employees in 2018, and 1990 predicted in 2028. However, antidotally, police departments have went through a lot of retirements, and an overall decrease in applicants.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Per above, IDES data is used, along with data provided from our local workforce development board. Data is reviewed annually. The instructor also monitors job postings in the area, and notes that demand is extremely high.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The College teams up with area high schools to participate in career fairs, and the College itself holds career fairs annually. Additionally, the vocational school's CJS program is a logical place to recruit. Lastly, SVCC's marketing department highlights this program when able.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Changes are generally initially discussed at the faculty and advisory council level. Faculty then works with the dean over the department to strategize further. Once a plan is in place, the instructor submits an action form to go to the Curriculum Committee, which is reviewed by administration prior to reaching the agenda of the Curriculum Committee.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Upon review, CJS needs to revamp its advisory council, which has been largely dormant during the pandemic. To have a diverse set of professional voices helping guide the program will serve to strengthen students' preparation for the field.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affai*	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The institution looks at personnel costs for the most part, as this is a program that is not really driven by equipment needs. Revenue comes from the local tax base, tuition, and state funding. Additional student supports come from financial assistance and the Foundation. Administration has narrowed down course offerings (from both semesters to one) to better align with enrollment demand.
2.2 What are the findings of the cost-effectiveness analysis?	When combining courses in transfer and CTE, total revenue equals $434,430, with total costs being $494,894. Therefore, the program equaling $60,464 in losses.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	There are not significant grant funds associated with this program.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services,	Affordability relative to earnings upon graduation are favorable. Students can average between $20-$30 an hour upon program completion depending on the specific field. If students have a hard time affording the program, numerous financial supports are in place including financial assistance, foundation scholarships, and Perkins funds for students in special populations. Lastly, Business and Employment Skills Team (BEST) helps pay for tuition for students who qualify.

apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	The College will continually look to match student enrollment with the frequency of course offerings. Certain courses that were once offered twice a year are now offered only once.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	None at this time.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods of CJS courses are either in person or online (asynchronous). For the CJS Law Enforcement AAS degree, the difference between persistence rates of online and in person students is negligible, with 88.6 percent of online students persisting, relative to 88.4 overall.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program ensures that quality, relevant, contextualized, and culturally responsive instruction occur in two ways – 1. From the preparation and professional development of the lead CJS instructor. The instructor is finishing up his doctoral program this spring, and relies on 20 years of law enforcement practice in the field. 2. From close consultation with the CJS advisory council who inform the program on up to date best practices, techniques, and challenges in the field.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	As of now, this program has not been approved as a "program of study" as defined by Perkins V. However, all the elements of a "program of study" are present in the program. There is a practicum (internship) course associated with the degree, for experiential learning. The faculty member, as noted above, his highly qualified in the field. An advisory council leads the program in terms of curriculum and connections between students and the workforce. Dual credit is an option for our largest secondary school, where students come to campus and take one CJS course each semester for, ideally, two years. There is also a criminal justice program at the local vocational school. While it is not dual credit, SVCC and WACC work closely to introduce high educational options for vocational students. There are not a lot of equipment needs for the program, though it does offer students a simulator for "game out" what they may witness when they are in the profession.

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The CJS program offers multiple entry and exit points, as a student can earn the Corrections certificate first and join the workforce prior to earning a degree. Adult Education students are introduced to the CTE program as an option after graduating. Our Career Services department works with students on developing their resumes prior to applying for jobs and internships. As mentioned before, high school students can take CJS classes at SVCC, and earn up to 12 dual credits prior to graduating. Lastly, students are given the option to submit credit for prior learning in the field through completion of a final exam, proof of certification (EPA for example), or submitting an application demonstrating work experience in the field.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Two examples of innovations are the simulator and the crime scene lab. The simulator provides a multitude of scenarios where students apply in class concepts to decision making in "the field". The CJS has created a crime scene in the college basement to think through collection concepts and evidence processing.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Again, Sterling high school (our largest feeder school) sends students out for a CJS class each semester, for up to four semesters. As of now, the vocational (WACC) CJS instructor does not have a masters degree, therefore, we are not able to offer dual credit options there. Typically, we offer an intro course, criminal evidence and procedure, juvenile delinquency, and criminal law. These courses all transfer for students who do not end up attending SVCC.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The AAS degree offers a practicum for work-based learning opportunities. These students provide opportunities to ride along in patrol operations, work with dispatchers and detectives, and overall get a better feel for the day to day activities of various CJS professions. As of now, the practicum necessitates 240 hours of "field work". This may be a burden for full time students who are trying to graduate on time and also taking a full load of classes. The CJS faculty member, administration, and the advisory council will discuss if this can be done with less hours, and still provide valuable field experience.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	There is no industry accreditation aligned with the program.

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry credentials embedded in the program. However, future police officers still have to attend the police academy to be hired on in a department.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Rather than an apprenticeship, this program uses a practicum, as noted above.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	While SVCC works closely with Western Illinois University on facilitating transfer for a bachelors in criminal justice, there are no formal cooperative agreements at this time.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The most important change has been hiring a new full-time instructor to steward the program. The instructor has extensive experience, and thoroughly enjoys teaching the next round of coming police officers. He has invited in state police, corrections, and a federal prison representative to discuss with students the varying aspects of each sub field in CJS. Lastly, as noted above, high school students join with college age students for one class each semester. This increased enrollment creates a more robust discussion in class.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	SVCC (CJS) partners with marketing to highlight successful students who are from underrepresented demographics. SVCC also attempts to have an advisory council that is reflective of the overall demographics of the district. Lastly, SVCC as an institution has prioritized diversity, equity, and inclusion in its annual trainings in order to create a welcoming environment for CJS and all of its students.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Teachers are offered various trainings by our instructional design team to improve quality and accessibility of online and in person courses. The current instructor is finishing up his doctorate, so in terms of for credit programs, there really isn't farther to go.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	As noted, SVCC has invited Dr. Jodi Merriday to present on Diversity, Equity, and Inclusion topics each semester kick-off over the past 2 years. Additionally, the Dean of CTE has each full-time CTE faculty member read an article on a DEI topic and discuss in a round table format in order to look for ways to provide a more inclusive classroom experience.

3.17 What is the status of the current technology and equipment used for this program?	The simulator will need servicing in 3-5 years. Otherwise, this program does not have an extensive need in terms of technology/equipment.
3.18 What assessment methods are used to ensure student success?	This program uses the practicum for program assessment. After a practicum, the employer fills out a brief survey assessing Illinois Employability Skills. CTE departments are also working on development core competencies in the specific field where both employers and students will provide feedback upon completing an internship/practicum. This date will be used to inform teaching and curriculum moving forward.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The data is shared with the Assessment Coordinator, who then shares with the college as a whole.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	SVCC's CJS program has added more hands-on learning through the crime scene and simulator. This experiential learning better prepares students for the field both during their practicum and upon graduating. A CJS advisory council has not convened for a couple of years, in part due to COVID. That will change with a meeting this spring, and the department will discuss student performance and additional curriculum/instruction needs.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	As of now, SVCC does not have a mechanism to measure student satisfaction with the preparation after they graduate. SVCC is working on a new process to collect this based on graduation data. Students are also provided course evaluations for feedback on a select set of major courses each semester. Lastly, advisory councils informally discuss student preparation.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The CJS advisory council meets at least once a year and gives concrete feedback on program improvement in regards to curriculum and recruitment.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers come in and speak to classes on characteristics they are looking for in a future employee. Employers also come onto campus to use the simulator, and engage with the college through practicums. Career fairs are another avenue for CJS professionals to get on campus, meet our students, and discuss current challenges in the field.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	As noted, both the advisory council, and departments who take on a student intern, are provided a venue to share their perceptions on the quality of our students.

3.25 What are the program's strengths?	A very experienced and educated full-time instructor who is enthusiastic about teaching and the field overall. Partnership with the community that offer program feedback and experiential learning to students. The program also uses technology with the simulator which is not a common tool at many other community colleges. Overall, hands-on learning opportunities are a strength.
3.26 What are the identified or potential weaknesses of the program?	While enrollment is improving, it still has space to increase. Another factor is, with such a need for police officers, someone can get hired and sent to the police academy without the "need" for a higher education credential. Therefore, the program must continue to distinguish itself in the superiority its graduates' applications to in district positions.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	None at this time outside of meeting more frequently with an advisory council. We look forward to the feedback of the Program Review committee and advisory council and make changes, as recommended.

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

N/A

Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.

CTE Program	081 Criminal Justice - Law Enforcement C50 Criminal Justice - Corrections
CIP Code	081 430107 C50 430102

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	9	7	5	12
Number of Completers	5	6	3	2	2
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	SVCC reviewed disaggregated data based on ethnicity and gender. We also reviewed based on online courses vs in person. For more specifics, see below.
How does the data support the program goals? Elaborate.	Data shows relatively low enrollment, so it is difficult to extrapolate numbers comparatively to the rest of the college and community. Gender ratios in CJS are slightly higher for males than females, though close to evenly split. This is consistent with the district's demographics, but is a healthier ration than the college as a whole, which has approximately 60/40 female to male ratio. Hispanic students represent almost 23% of CJS students, which is higher than the district % of around 11 percent. African American students are underrepresented in the CJS program, with less than 2 % in the program relative to almost 3% in the district. Graduate need is high in the workforce, so SVCC needs to make sure that every person, irrespective of background, realizes the job opportunities that this degree would help realize.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	As noted above, Hispanic students are well represented in the CJS program, though African American students are underrepresented. In terms of perseverance, rates were high across the board, with minimal discrepancies based on ethnicity or race. Females persisted at about a 93% ratio, relative to males at about 88%.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The College can do a better job of recruiting African Americans into the program (though overall those numbers are low in our district, posing a challenge). SVCC will meet with marketing to ensure that promotional materials highlight underrepresented groups to attempt to attract them into the programs. Also, SVCC will continue to market success stories of minorities who have graduated.

Are the students served in this program representative of the total student population? Please explain.	Hispanic representation in CJS closely mirrors that of the college – at around 16%. Black representation in the program is slightly less, at about 1.5% in the program, relative to just under 3% at the College. This program has a better balance of female to male ratio (close to 50%) than the college as a whole.
Are the students served in this program representative of the district population? Please explain.	As noted, by gender the program is close to the district. The program actually has a higher percentage of Hispanic students than the district as a whole. The program has slightly smaller numbers of African American students compared to the district (which has small overall numbers – slightly under 3 %).

Review Results

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Resources Needed	

Responsibility Who is responsible for completing or implementing the modifications?	

Career & Technical Education

College Name:	Sauk Valley Community College
Academic Years Reviewed:	16-17, 17-18, 18-19, 19-20, 20-21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Multicraft Technology (061)	Degree	63-64		All below, including Beginning, Robotic, and Advanced Welding.
Electronics: Industrial (H65)	Certificate	20		
Heating, Refrigeration, & Air Conditioning: Entry Level Technician (H84)	Certificate	16.5		N/A
Industrial Maintenance Electrician (H94)	Certificate	24		N/A
Machining & CNC (H73)	Certificate	24		N/A

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	**Multicraft** Graduates of the Multicraft Technology program are prepared to enter the work force as engineering technicians, field service engineers, plant maintenance technicians and application engineers or to move into supervisory positions. Graduates may continue their education at many colleges and universities and earn an advanced degree. Multicraft technicians combine knowledge of mechanical engineering technology with

knowledge of electrical and electronic circuits to maintain, design, develop, test, and manufacture electronic and computer-controlled mechanical systems, such as robotic assembly machines. They also operate these machines in factories and other work sites. Maintenance technicians will work independently and with other plant personnel to perform preventative, predictive and routine maintenance tasks. They will troubleshoot issues, repair failures of production and facilities equipment, and ensure maximum equipment efficiency and effectiveness. Their work often overlaps that of both electrical and electronic engineering technicians and mechanical engineering technicians. The program content is constantly updated so that students stay current and competitive in today's market place. This degree allows the student to choose electives towards one student-selected specialization in Alternative Energy**, Electrical, Electronics, HVAC, or Welding. Graduates of the program may pursue certification in their field.

Work and Employment

Graduates of this program are prepared to work in industry, instrumentation, design, field service, and service laboratories. Graduates may supervise technicians in the assembly, installation, repair, maintenance, calibration, and modification of electro-mechanical systems and robotics.

Electronics: Industrial

Graduates of this program will be able to utilize and maintain various types of solid state sensors and controls in industrial applications.

Work and Employment

This program is designed to prepare a student for employment in industrial controls. This will include solid state and digital circuitry for the control of industrial equipment and the operation of programmable controls.

HVAC

Students will be able to troubleshoot, install, and service HVAC equipment.

Work and Employment

The technician is an entry-level position. The program graduate will troubleshoot and repair heating and air conditioning systems. The technician will be required to use and have knowledge of special testing equipment. Work conducted as an entry-level technician is usually supervised by a seasoned professional.

Industrial Maintenance Electrician

This program is designed to prepare individuals for work with maintenance staffs of local industries, specifically in the area of electrical control mechanisms.

Work and Employment

In our society, industries of one type or another produce almost all of our nation's goods. These industries rely on the machines, including robots that industrial mechanics maintain and repair. Maintenance workers in this field also care for buildings and work on plumbing, electrical, and air conditioning and heating systems.

Machining and CNC

The Certificate program is intended to provide knowledge and additional training to a student already in the field of manufacturing, as well as a new student to the field who would like to increase his/her knowledge on topics such as machining, tool & die, and CNC operations.

Work and Employment

The program will allow a student to either gain entry level employment into manufacturing fields or have a student already involved in manufacturing increase his/her skill set for greater employment flexibility.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Overall program objectives are measured through the successfully completion of individual courses, capstone courses, and internship performance. Certain classes such as EPA certification and OSHA 10 are measured through successful certification through an industry exam. In Electronics, students are offered the SET (Student Electronic Technician) exam. Lastly, advisory councils are consulted on student performance. 100 % of students get hired in their field if they decide to do so. The vast majority of students are hired prior to completing the Multicraft program.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	1. It was recommended that a survey be developed for students and participating industry/manufacturing members so that they can provide anonymous feedback to both the Multicraft and associated programs and to MEIP. Surveys were indeed sent out, but none returned. 2. Develop a plan to address the gender equity gap in the program- Sauk may be able to attract even more students to the program if a concerted effort was given to attracting more females to the program. The marketing department has made a concerted effort to highlight women in the field in their disseminated materials.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Josh West – Dean of Business, Career, and Technical Programs Jeff Johnson – Multicraft faculty Steve McPherson – Multicraft faculty Scott Gillihan – Welding faculty Jeremy Walls – Whiteside Area Career Center Manufacturing Instructor Wahl?
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Multicraft has a robust advisory council that meets twice a year and advices on program content, curriculum changes, recruitment, and trends in the field. Multicraft instructors also regularly engage with the Student Services department on various student needs. Students within the program are regularly consulted on the efficacy of the program.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no prerequisites for the program itself.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	While the Multicraft program does have over 60 credit hours, through extensive consultation with our advisory council, every current course in the degree is needed to create a successful multicraft technician in the field.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Installation and Repair Technicians have 5481 in our district with an increase of 4.96 % in the next 10 years. Other Installation/Maintenance and Repair have 3007 positions with an increase of 6.8%.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	As mentioned above, an increase of between 5 and 7 % is estimated for these career fields to 2028 (2018-2028).
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Illinois Department of Employment Security
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Faculty and staff attend career fairs, hold events on campus for career exploration in manufacturing, visit local industry, and hold a large Manufacturing Day even in the spring to attract students into the field. Additionally, faculty and staff visit the local vocational school, (WACC), to speak with students in their manufacturing areas to explain how their program dovetails with technical programs at Sauk (and employment in the field).
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum changes are initially discussed between faculty and the advisory council. Changes are then proposed, discussed with administration, routed through the Curriculum Committee, and ultimately sent to the state to be made official.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Outside of minor changes in regards to shifting courses from electives to the core of Multicraft, and English Language Arts prerequisites, no changes were made.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-*	**Response**

effectiveness: [*https://www.iccb.org/academic_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)*	
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	Overall program costs show a profit of roughly $18,000. Overall costs are more significant than non-technical programs at the college due to equipment and material needs. The college pays for this program via tuition, funding bonds, and Perkins monies. Average class enrollment is a healthy 10 to 1 ratio. Coming off of the pandemic, enrollment trends are up for the 21-22 academic year. Additional sections of introductory electrical and mechanical courses needed to be added to fill demand.
2.2 What are the findings of the cost-effectiveness analysis?	The programs are profitable.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Grant funding is not a core aspect of overall funding for these programs.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships,	Affordability relative to earnings upon graduation are favorable. Students can average between $18-$33 an hour upon program completion depending on the specific field. If students have a hard time affording the program, numerous financial supports are in place including financial assistance, foundation scholarships, and Perkins funds for students in special populations. Lastly, Business and Employment Skills Team (BEST) helps pay for tuition for students who qualify.

grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	The administration and faculty will continue to assess course and program offerings on an annual basis to ensure cost effectiveness.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	As the programs are profitable – no.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Most courses are offered in the traditional format, however, recently certain entry level courses have been offered in a hybrid format to add flexibility for students who are currently employed. It is too early in the process to accurately measure performance of hybrid relative to traditional. We do know that for IND 108 – Intro to CAD, changing to hybrid has helped performance relative to when that course was purely online. Only one other course – National Electric Code, is fully online.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Again, SVCC faculty and staff consult with their advisory council to ensure that program offerings align with industry needs. Additionally, the Dean of CTE has a culturally relevant reading each fall semester to facilitate discussion based on diversity, equity, and inclusion.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	We are currently working on this program's application as a Program of Study, and will be submitting for approval at the end of the spring 22 term.

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The Multicraft program offers multiple entry and exit points, as each of the certificates in the program review (along with welding programs) all roll into the Multicraft AAS degree. Adult Education students have entered our welding program as ICAPs students and are encouraged to continue on to complete the advanced welding certificate. The Dean of CTE meets with adult ed students to discuss manufacturing pathways. Our Career Services department works with students on developing their resumes prior to applying for jobs and internships. Lastly, students are given the option to submit credit for prior learning in the field through completion of a final exam, proof of certification (EPA for example), or submitting an application demonstrating work experience in the field.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	In prior years, certain Multicraft Technology students would struggle with applied math. Approximately four years ago math was baked into the Fundamentals of Electricity class, allowing students to apply math concepts to the specific field they were learning. This has drastically improved student performance with math concepts, and students are able to graduate at a higher rate not having to take a separate applied math course. ELT 120 covers the same content as that of applied math.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	CTE dual credit courses in technology have expanded since the last program review. Students at WACC can take 10 credits towards the Multicraft degree (CAD, machining, and welding) prior to graduating high school. Additionally, students at Rock Falls high school and Fulton high school can take dual credit courses in machining and welding. Lastly, students can take ELT 2612 – National Electric Code, for dual credit, as it is an online course.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Multicraft Technology has an extended internship program where students can work three days a week and attend school the other two. Internships are used to measure work readiness in the field and soft employability skills aligned with the Illinois Employment Skills Framework. The opportunities are instrumental for students to apply what they have learned in the class and lab to a real world work setting. Interns also bring back good discussion topics for lecture. Internship sites can be expanded to different areas of the district for ease of students who may be in more rural areas.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	A number of companies use SVCC Multicraft courses for their apprenticeship requirements. Additionally, SVCC is now a nationally recognized apprenticeship liason with the federal government, so we can help companies register apprentice programs.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Students are prepared to take the EPA 608 certification exam to handle refrigerants. Students also take an OSHA 10 class for certification. Lastly, electronic students take the SET – Student Electronic Technician exam.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Multicraft has a 3 + 1 agreement with NIU where a student can earn the AAS in Multicraft, take another year of gen eds, and take one year at NIU for a BS in Manufacturing Technology.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Our workforce council expanded drastically upon the start of the extended internship program. 18-20 companies participate in that program, with a number of others sending apprentices. SVCC administration and faculty also tour many local facilities to get a better understanding of needs. Multicraft also has partnerships with local economic development agencies. Multicraft is always looking to expand with more industries and other manufacturing stakeholders.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	SVCC (Multicraft) partners with marketing to highlight successful students who are from underrepresented demographics.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Multicraft faculty (and all other faculty) have numerous opportunities to attend conferences and training opportunities that align with their disciplines. Recently, a faculty member attended a training session for HVAC, and our welding instructor has received training to retain his CWI – Certified Welding Instructor/Inspector.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Each fall semester, the Dean of CTE chooses a diversity / equity / and inclusion reading. Upon finishing the reading, the group meets to discuss ways said reading can improve the classroom environment.
3.17 What is the status of the current technology and equipment used for this program?	Equipment needs are largely being met, with the exception of the need of two additional trainers in electrical to meet the needs of the growing program student population.
3.18 What assessment methods are used to ensure student success?	Assessments are generally done at the course level. Area assessments are also completed through the student internship or capstone course.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The Assessment co-chairs amass the data and distribute out to faculty to inform their class work.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	IND 118 – Mechanical Systems, was created after dialogue with local companies during a student's internship. Prior to this course, the program did not have sufficient training mechanical systems.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The majority of students are currently working (full-time or internship) while completing the program. Otherwise, SVCC does not have an established system to collect student satisfaction post-graduation.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	There is a very robust advisory council that meets each semester and gives concrete feedback on program improvement in regards to curriculum and recruitment.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged and active in all facets, including curriculum, review, placement, and internships.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Close to graduation, during a student's internship, Multicraft faculty discuss with employers their satisfaction with the student's work. Otherwise, industry members are informally surveyed during advisory council meetings.

3.25 What are the program's strengths?	Employability, wages, work-based opportunities, and high-quality training from experts in the field.
3.26 What are the identified or potential weaknesses of the program?	Equipment needs are limiting program growth in regards to trainers.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	None at this time. Enrollment is good, students are getting hired before they graduate, and at high wages.
Supplemental Questions 1. Are there opportunities for additional apprenticeships within the program? 2. In what ways do customized training enhance and detract from the for-credit programs? 3. What are the space and technology needs of this program? Please answer from the perspective of both the program and students.	Yes there are. We are working with area companies that are considering creating a registered apprenticeship in industrial maintenance. At this point, customized training helps in that it builds relationships with area employers who then send students to SVCC for for-credit classes. Customized training does have the ability to offer shorter term courses for those who cannot take a traditional 16 week class. At this point, three additional trainers are needed due to class sizes. We use Amatrol, and could use on for IND 118 – Mechanic Systems, one for ELT 262 – Electrical Controls, and ELT 259, Industrial and Ag Wiring.

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

Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.

CTE Program	Multicraft Technology AAS				
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	54	61	65	55	30
Number of Completers	4	5	6	14	4
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Data was reviewed based on ethnicity and gender. Persistence across ethnicities were relatively solid, with 90 % of Caucasian and 84 % of Hispanic students persisting (A-D), with the exception of African American students, where there were only 44.4 % persistency. However, the five year mean only had slightly above 1 black student enrolled in the program, which is a problem of itself. Considering African Americans only make up only slightly more than 3 % of the district, it makes sense that this number is relatively low. In terms of gender, females are underrepresented in Multicraft with only 9.2 mean of females in the program over the past five years. This is reflective of the overall industry imbalance in terms of lack of women in manufacturing.
How does the data support the program goals? Elaborate.	Data shows a robust program with a health enrollment of students. Issues remain in regards to attracting more females, and to a lessor extent, more African Americans into the program. Graduate need is high in the workforce, so SVCC needs to make sure that every person, irrespective of background, realizes the job opportunities that this degree would help realize.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	As stated above, there are equity gaps in regards to gender, and performance gaps in regards to African Americans in the program – with an extremely low number of African American students overall in Multicraft. Males persisted at an 88 % rate for Multicraft classes, with females at 92 % (again, with a low overall number.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The College can do a better job both recruiting females into Multicraft and other tech programs relating to the degree, as well as do a better job recruiting African Americans into the program (though overall those numbers are low in our district, posing a challenge). SVCC will meet with marketing to ensure that promotional materials highlight underrepresented groups to attempt to attract them into the programs. Also, SVCC will continue to market success stories of minorities who have graduated.

Are the students served in this program representative of the total student population? Please explain.	As mentioned above, this program is skewed heavy towards males, where the college as a whole is, as a five average, is 38 % male.
Are the students served in this program representative of the district population? Please explain.	As of 2020, according to SIU Edwardsville data, our total district population is slightly titled male. African Americans make up 3 % of our district, and 2.7 % of the program, so relatively comparable. 10% of our district identifies as Hispanic, compared to 10 % of Multicraft students. So outside of the male/female gap, Multicraft Technology students are mostly reflective of our district's demographics as a whole.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Resources Needed	

Responsibility Who is responsible for completing or implementing the modifications?	

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	16-17, 17-18, 18-19, 19-20, 20-21
Discipline Area:	Computer Science/Information Technology Track (641) Computer Science/Technical Track (840)
Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	A.A. 641 objectives: • Students will complete the Illinois Articulation Initiative's transferable General Education Core Curriculum and the lower-division portion of a Baccalaureate Degree in Computer Information Systems. • Students will demonstrate the ability to write well-designed software in a high-level programming language. • Students will demonstrate an understanding of the use of computer technology and information management methods to solve business problems. • Students will demonstrate an understanding of both the organizational context of the problem and the technologies, methodologies, and tools available in a variety of business applications. A.S. 840 objectives: • Students will complete the lower-division (freshman and sophomore) portion of a bachelor of science degree in Computer Science. • Students will demonstrate the ability to write well-designed software in a high-level programming language. • Students will demonstrate an understanding of fundamental data structures and algorithms used in computer science. These objectives have been revised since the last program review to make them clearer. Essentially, for each track the first objective is to complete the lower-division portion of a certain bachelor's degree, the second is to be able to program, and the remaining objectives address content specific to the track.

	In addition to the courses listed above, two math courses are related to the degree: MAT 150 and MAT 230. They will be included in the review as well.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	The data shows that where students persist, they learn the material they were supposed to learn, but that many students fail to complete the program. For the AA 641 degree, across the last 5 years there were 21 students enrolled, 7 degrees awarded, 10 GECC completions and 8 students who transferred. For the AS 840, there were 19 students enrolled, 11 degrees awarded, 11 GECC completions and 13 transfer students. In the last 5 years, 67% of the students who persisted in the courses passed with a C or better. There were 57% who passed with a C or better if withdrawals are counted. That there is a good match between the CIS 207-208 sequence, which is the core of both tracks, and the objectives of each track, can be seen by examining the learning objectives and assessments listed in the outlines for CIS 207 and CIS 208. Further confirmation is provided by IAI's approval of CIS 207 and 208 as equivalent to CS 911 and 912. CIS 208 is the capstone course for the entire program. Its learning outcomes cover the whole range of programming topics required for both tracks, and its final exam is specifically designed to test not only students' understanding of CIS 208 but their understanding of the entire programming curriculum. Of the 22 students who took the final exam over the last 5 years, 2 got a D, one got a C, and the rest got A or B. For both degrees, in the last two years the number of enrollments and the number of successful students was extremely low. It is likely that this was related to COVID, but we will need to be watching the enrollment numbers now that classes have returned to campus.
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	First-year programming students often take CIS 207 or MAT 150 in order to complete an engineering degree, rather than a computer science degree. MAT 150 is taught concurrently with CIS 207, and is meant specifically for students who wish to transfer to University of Illinois in engineering. There have been 11 students in MAT 150 in the last 5 years (out of 118 engineering students during those same years). MAT 230 is available for math majors who wish to take it, although that rarely happens (most MAT 230 students are getting a CIS degree). One way in which the discipline contributes to equitable access for all students is in the way that IT makes Visual Studio available for

	all students in the discipline. Up until now, there has been no specific focus on equity within the discipline, but this program review addresses that issue below and makes suggestions to alleviate that lack.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Relevant suggestions from the last program review include the following: - Remove MAT 150 and replace it with CIS 207. We did so but have re-instituted MAT 150 in the last two years. Explanation: MAT 150 is intended for engineering students transferring to the University of Illinois (U of I). At the time of the last program review, U of I had changed its requirements and so we were asked to consider dropping MAT 150 and offering CIS 207 only. However, two years later U of I renewed its requirement and on the advice of academic advising we restored MAT 150 as an option. - The suggested two-year schedule for the degrees was adjusted so that MAT 230 would be offered in the fall rather than in the spring. We did so, although some students seemed unaware of the change in the first 2-3 years. - In the last program review, we suggested reconsidering whether MAT 230 should continue to be offered at all due to low enrollment. The enrollment continues to be low, and so that is a question that the program review committee considered for this program review. The consensus of the committee – and I concur -- was that we still need MAT 230. The low enrollment can be explained by the fact that students are reluctant to take math courses in general, and that some students have trouble satisfying the college algebra prerequisite for the course even in their second year. On the other hand, students and academic advisors both confirm that it is a helpful course to have had when transferring. In addition, NIU requires it. - We suggested in the last program review that a team consisting of one instructor and one counselor visit an area high school once a semester, but did not follow through on that plan (especially after COVID hit). I suggest we follow through on it, and have added that to this year's program review action steps.

Review Analysis

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

Indicator 1: Need	**Response**

	1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program review itself provides a primary mechanism for determining needs. In addition to prompting the department to look over the program each review cycle and evaluate its success in meeting its goals, it also provides prompts to consider specific aspects of the program.

Changes to specific courses are frequently prompted by changes at the state level to the IAI requirements for the courses.

Academic advisors regularly bring concerns to instructors. For example, in the last few years I have responded to concerns about the MAT 230 (it was being offered at a time that conflicted with other key math courses) and MAT 150 (it needed to be updated to be accepted for transfer by University of Illinois engineering programs).

Since I am the only primary instructor for the discipline, and there are only a few students, the needs of students come to my attention relatively quickly through informal feedback in the classroom and in office hours.

The formal procedure for making changes is to send a curriculum action form to the curriculum committee, but in most cases that involves sending the proposed changes to the Transfer Coordinator for feedback first. |
| | 1.2 How will students be informed or recruited for this discipline? | There are two primary gateway courses for the program. CIS 101 introduces students to the entire CIS program. CIS 150 is an introductory programming course which gives students the opportunity to discover whether they are interested in programming.

I have occasionally accompanied academic advisors on visits to local high schools to talk about the program, but that has not happened for a long time.

One of the action steps from this program review is to do that more in the future. |
| | 1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? | None.

The number of students who pursue the programming degree is low, so offering additional options seems unwise at this point.

On the other hand, if we are going to keep the degrees at all, it seems better to keep both of them. This is because when students transfer into four year programming degrees, there are two different directions they typically go. One is the STEM route, which leads them to degrees in engineering or computer science departments. The other is the business computing route, which is usually connected with the business school of a university. Because both options are so different at the university level, students need to choose which option to pursue before they reach the university. Our programming courses are mostly the same for both options, so it there is no disadvantage to providing both options. The difference is in which additional courses students take (math and engineering preparatory courses or business courses). |

		Years ago we had a two-year degree for programming, but there were not enough available jobs in the area to support that.
	1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are 4 relevant courses with a CIS prefix: 101, 150, 207, and 208. Discrete Math, MAT 230, is also part of the degree. MAT 150 is offered to engineering majors, but it is taught concurrently with CIS 207, at no additional instructional cost. The two gateway courses are CIS 101 and CIS 150. They each had about 70 students enrolled altogether over the last five years. CIS 207 and MAT 150 combined had nearly 60 students. CIS 208 had a much smaller number of students – 30 over 5 years. MAT 230 had 22. That means that the trend, which is consistent from year to year, is to have about 15 students in semester 1, 12 in semester 2, and 5-6 in the second-year courses. In some years, the second-year courses only have 2-3 students. Probably the primary reason for the decline in enrollment as the courses progress is the increasing difficult of the courses. Students who find them difficult drop out of the sequence as they go.
	Indicator 2: Cost Effectiveness	**Response**
	2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The data provided for the program review reports that the program spends $130,000 on instructor salaries. That is clearly not accurate, and arises from the way the budget is allocated. In fact, CIS 101 is taught by one instructor, and all the other courses taught by one other instructor. MAT 150 has no additional instructional cost beyond what CIS 207 already requires. Often either CIS 208 or MAT 230 is taught tutorially. Thus, in a typical year, one instructor (Greg Noack) teaches one section of CIS 101 and the other (Kevin Megill) teaches 3 classes at a normal rate and one at a tutorial rate. So the cost of instruction is four regular courses and one tutorial course per year (not per semester). The expenditures for instructional supplies, publications and dues have averaged a little over $200 per year. Based on this, it is probable that the cost of the discipline is comparable to other programs offered by the college.
	2.2 What steps can be taken to offer curricula more cost-effectively?	Short of closing down the program, it is hard to see how to cut instructional costs. Visual Studio is provided for students as part of an arrangement with Microsoft. There are free alternatives available, but most are harder to use, and it might be counterproductive to do anything that would increase the learning curve for students.

2.3 Is there a need for additional resources?	No.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	During the COVID lockdown, all classes were taught online. Because CIS 208 and MAT 230 are frequently low-attendance courses, it would be helpful have online versions available for individual students to take.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The small number of students makes it difficult to formally compare the results. Anecdotally, I have noticed that CIS 150 students struggled when there was an online component, primarily because most of the in-class work involves students creating flowcharts of their own in groups, and we didn't have the technology to make that easily possible. CIS 207 and 208 students, however, seemed to do well with synchronous online lectures. Our program review committee pointed out that students in online math courses frequently complain that they don't want to have to teach themselves math. The same would presumably hold true here. That doesn't mean we cannot have online delivery, but we need to be sure that students get more than just a link to a commercial "Learn how to program" web site. The personal contact with the instructor is particularly important. This confirms my subjective impression that it is important to have at least some synchronous lectures in online programming courses. One of the potential barriers to equitable access for students is when they have difficulty getting Visual Studio running properly (Visual Studio is the software they need to write the programs for the course). The IT department at the college has been doing an excellent job working through issues with students, but one of the action steps I propose for this program review is to systematize that process so that we can be sure each year that students will know who to contact if they need help with installing Visual Studio.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Currently there are no adjunct instructors. Students evaluate courses using an evaluation form that is emailed to them. Faculty are observed in the classroom on a regular basis. Also possibly relevant is the final exam in CIS 208, which provides a capstone assessment of the overall success of the program in producing students with a good understanding of the key concepts and skills they need.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	The professional development committee at Sauk provides the opportunity for instructors to apply for funding to attend conferences in their discipline. During the last two years, the college has also provided a variety of professional development opportunities to help instructors cope with the sudden shift to online learning.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	None.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	Since there is only one primary instructor, and only one of each course per year, it is easy for me to keep track informally of how students are doing from semester to semester. The college's Nuro Retention software makes it easy to report when students are struggling in some way. The Learning Commons Tutoring is essential for helping struggling students, especially in CIS 150. Usually they have at least one student who is capable of tutoring programming students (and it is important that they do).
3.7 To what extent is the discipline integrated with other instructional programs and services?	Relations to other instructional programs: ● CIS 101 is a general purpose course that is useful for CIS students in other degree, not just the programming degrees. ● MAT 150 is specifically designed for engineering students. (There were 118 engineering students from FY 2017 through FY 2021, and 11 of those took MAT 150). ● The schedule for the programming courses is as carefully designed as possible to accommodate both math courses and engineering-related courses. ● MAT 230 is a useful course for math majors to take, although it is not required. Relations to other instructional services: ● As mentioned above, Nuro Retention software alerts academic advisors and counselors to at-risk students in a timely manner. Canvas attendance records and grades are used by advisors. ● Also mentioned above, the Learning Commons Tutoring is helpful for students, particularly in CIS 150. ● Sauk's IT department is particularly helpful for students struggling to get Visual Studio working on their computers.
3.8 What does the discipline or department review when developing or modifying curriculum?	The most important is the set of IAI requirements for CIS 207 and CIS 208 (CS 911 and 912). Next are other transfer requirements. Before making any major changes, the department checks with the Transfer Coordinator or other academic advisors to be aware of the impact they might have on transferability. We also consult current textbooks to get a sense of the most recent expectations in the discipline.

	The course that typically has low retention / success rates is CIS 208, but since there is usually only a handful of students, it is hard to draw definite conclusions about the course as a whole, because one or two students who struggle can cause large changes to the retention / success rate.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	In the past, when CIS 208 students have struggled more than expected, they were almost always students who also struggled in CIS 150 and 207. Students who just squeak by in the earlier, easier classes have difficulty passing the harder ones. A couple of years ago, concerned about a few years in a row with few really good programmers among the CIS 208 students, I rearranged the material and assignments in CIS 207 to make it both harder and more targeted towards 208. My subjective impression is that that seemed to help with the subsequent 208 students, although the small number of students involved means that objectively it's not clear whether it made a difference. The system in place to address retention and success rates is the program review itself. Every five years we look at these factors for the program as a whole and respond accordingly. As far as separate student populations, the most obvious disparity, and the one I think about most as an instructor, is that between genders. The ratio of female students to male is small in all the programming courses. Here is the number of female students enrolled by the end of the semester in several courses over the last 5 years. CIS 150: 9 out of 64 (2 of which failed) CIS 207/MAT 150: 7 out of 54 CIS 208: 6 out of 22 MAT 230: 5 out of 20 I comment in several places later on in this program review about what we might do to improve equity for female programmers.
3.10 How does the college determine student success in this discipline?	The most important markers of student success are degree completion rates and success rates for students in individual courses. The success of each course before CIS 208 is primarily shown by student success in the following course. The final exam in CIS 208 is designed to measure student success in all the programming courses as a whole. Degree completion rates over the last five years show that approximately 1/3 of those students who enter the business track complete it and 1/2 of those who enter the technical track. Success rates for individual courses are shown below in the reports for each course. Success rates for the final exam in CIS 208 were mentioned earlier in this form but I will repeat them here for convenience: Of the 22 students who took the final exam over the last 5 years, 2 got a D,

	one got a C, and the rest got A or B.
3.11 Did the review of quality result in any actions or modifications? Please explain.	After reviewing the course description for MAT 150, I realized the students needed some extra math-related assignments. I added those to the course for spring of 2022. Several other changes are proposed in the action steps at the end of this program review.
Supplemental Questions 1. Are the programming language courses currently offered appropriate for trends in the CIS field.	Yes. We teach C++. Universities expect that transfer students will have learned a high-level, object-oriented programming language but usually do not require a specific language. When they do, C++ is perhaps the most popular choice, with Python being a frequent alternative. For example, WIU uses Python, NIU uses C++, and the University of Illinois uses both. Given that we do not have the enrollment to justify teaching two different programming languages, C++ is still our best choice.

List any barriers encountered while implementing the discipline.

The primary barrier of the program is what it has always been: low enrollment. Most students who are interested in programming go to four-year schools immediately after high school.

It has been hard to get students to take MAT 230, perhaps because so many are unprepared mathematically when the enter the college, and have trouble satisfying the College Algebra prerequisite during their first year.

Changing modalities during the Covid lockdown has made it difficult for some students to succeed in CIS 207 and 208.

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

Academic Discipline Area	Computer Science				
Course Title	CIS 150, Fundamentals of Business Computer Programming				
Course Description	This course introduces students to programming logic, presenting the techniques of problem analysis and program design. Several business-oriented algorithms will be designed by the student using flowcharts, pseudocode and other programming logic tools.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	16	10	16	15

Credit Hours Produced	36	48	30	48	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	60%	60%	89%	60%	77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None

How does the data support the course goals? Elaborate.	First, a quick note: the Year 5 column in the CIS Transfer spreadsheet accompanying this program review seems to be based on an enrollment of 14 students rather than the 15 reported there. If that is correct, the success rate would have been 83%. I adjusted it to 77% based on 15 students. The specific learning outcomes in the outline for this course comprise the general goal of preparing students for CIS 207 by teaching them to develop algorithms. These learning outcomes cover the most important features of programming algorithms, and the assignments and tests all assess whether students can use those features in their programs. Thus, success rate in the course is a good indicator of whether the goals have been met for an individual student. The data listed above shows that between 60% and 90% of the students succeed in the course each year. The percentage for all five years put together is 68%. Another way to measure the success of the course is to look at the pass rates in CIS 207. This course prepares students for that, so if they are succeeding there, this course has done its job. In the past 5 years, 41 of 48 students have succeeded in CIS 207, which is an average of 85.4%.
What disaggregated data was reviewed?	I looked at the data for female students in the course. Over the last five years, a total of 9 female students were enrolled in CIS 150 by the end of the semester, which is 13%. Of these, 6 passed the course with a C or better for a success rate of 67%. Thus, the success rate for female students is very close to that of all students, but the enrollment is quite low.
Were there identifiable gaps in the data? Please explain.	Most of the data is as expected. The low enrollment of female students indicates the need to ensure equitable access for all genders.

Performance and Equity	
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Mathematics
Course Title	MAT 150, Computer programming for mathematics and engineering
Course Description	The syntax of a high-level programming language is studied and applied to problems in mathematics, science and engineering. An emphasis is placed on the structured development of algorithms to solve these problems. The

	Year 1	Year 2	Year 3	Year 4	Year 5
	programming language features that lend themselves to problems in these areas such as special variable types, library and user defined functions, and subprograms are dealt with in more detail. Applications involving methods of finding roots of functions, numerical techniques of integration and differentiation, vector and matrix operations included.				
Number of Students Enrolled	5	2	2	0	2
Credit Hours Produced	15	6	6	0	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None

How does the data support the course goals? Elaborate.	In reviewing the course assignments and comparing them to the outline, I have become aware that we need more assignments related to numeric integration and differentiation, and to vector and/or matrix operations. I am adding those this semester. With that change, student success rates in the future should more fully reflect the course goals. In any case, the data shows a success rate of 100% for MAT 150 students, but the sample size for the course is so small that it is difficult to draw any firm conclusions from that. CIS 207 and MAT 150 are taught as a single course (they are differentiated by different assignments, different textbooks, and extra lecture videos available for MAT 150 students). If we combine the data for MAT 150 and CIS 207, we get the following data: # of students enrolled: 17, 13, 13, 7, and 9 over the last five years. Success rate: 88%, 69%, 92%, 100%, 100% over the last five years.
What disaggregated data was reviewed?	I looked at the data for female students in the course. Over the last five years, a total of 7 female students out of 59 were enrolled in CIS 207 or MAT 150 by the end of the semester, or 12%. The success rate for female students was 100%. Thus, the success rate for female students is high but the enrollment is low.
Were there identifiable gaps in the data? Please explain.	The data showed low enrollment in MAT 150 generally if it is considered by itself, but if the class data is combined with that of CIS 207 the enrollment averages 12 per semester. It also shows low enrollment of female students in the two courses, around 12%.

Performance and Equity

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

Academic Discipline Area	Computer Science				
Course Title	CIS 207, C++ Programming				
Course Description	This course teaches structured computer programming in the C++ language. It emphasizes structured design, and procedural and data abstraction. It covers the fundamental control structures and data types in C++.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	11	11	7	7
Credit Hours Produced	36	33	33	21	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	64%	90%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CS 911	CS 911	CS 911	CS 911	CS 911
How does the data support the course goals? Elaborate.	Students who want credit from IAI for CIS 207 must also take and pass CIS 208, so the primary purpose of CIS 207 is to help students succeed in the two-course sequence which ends with CIS 208. There are three relevant factors to consider. First is the success rate of CIS 207, shown above. Second is the retention from CIS 207 to CIS 208. Year 1: 12 to 5 (42%) Year 2: 11 to 9 (82%) Year 3: 11 to 5 (45%) Year 4: 7 to 8 (includes a student from MAT 150) (> 100%) Year 5: 7 to 3 (43%) It can be seen that the retention is low in general, often below 50%. The final relevant factor is the persistence of CIS 208 students: 60%, 78%, 80%, 100%, and 33% for the five years, and 83% for all students combined in those five years. Thus, the data shows that many students in CIS 207 do not go on to complete CIS 208, but those who do tend to succeed in it, and that students do tend to succeed in CIS 207. Even though 207 is preparation for 208, 208 is also significantly harder. I would expect that students who obtain no more than a C in 207 are unlikely to pass 208. That may explain the low retention from CIS 207 to CIS 208; anecdotally, most of the students who were not retained from 207 to 208 would have been unlikely to succeed in CIS 208. For that reason, I'm more focused on increasing persistence than the retention in the data above. The data shows that CIS 207 is adequately preparing for students for 208, but there is room for improvement.				

What disaggregated data was reviewed?	I looked at the data for female students in this course combined with MAT 150. That data was reported above for MAT 150, but I will repeat it here for convenience: Over the last five years, a total of 7 female students out of 59 were enrolled in CIS 207 or MAT 150 by the end of the semester, or 12%. The success rate for female students was 100%. Thus, the success rate for female students is high but the enrollment is low.
Were there identifiable gaps in the data? Please explain.	The two areas of possible concern are the low representation of female students in the course and the low retention of students from CIS 207 to CIS 208.

Performance and Equity

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

Academic Discipline Area	Computer Science				
Course Title	CIS 208, C++ Programming II				
Course Description	This course builds on the material in CIS 207 in teaching structured programming using the C++ programming language. It emphasizes abstract data types in addition to exploring sorting, searching, and recursion.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	9	5	8	3
Credit Hours Produced	15	27	15	24	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	86%	80%	75%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CS 912	CS 912	CS 912	CS 912	CS 912
How does the data support the course goals? Elaborate.	The primary purpose of CIS 208 is to fulfill the requirements for IAI CS 912. That means not only that students can program in a high-level language, but a) that they are able to use the more complex aspects of object-oriented programming, such as inheritance, pointers, and recursion, and b) that they understand classic data structures such as stacks, queues, linked lists, and binary trees. The learning outcomes listed in the outline for CIS 208 reflect this focus. The assignments for CIS 208 are more difficult than those for CIS 207 and require students to write programs using advanced object-oriented techniques. The midterm and quizzes assess students' understanding of classic data structures. The data shows that around 83% of the students persist through the course and 80% of those succeed. In addition, the final exam for the course provides a capstone assessment of the whole programming sequence. The data is listed above, but I will repeat it here				

	for convenience: Of the 22 students who took the final exam over the last 5 years, 2 got a D, one got a C, and the rest got A or B. Again, the data indicates that the course is meeting its goals.
What disaggregated data was reviewed?	I looked at the data for female students in CIS 208. Over the last five years, a total of 6 female students out of 22 were enrolled in CIS 208 by the end of the semester, or 27%. The success rate for female students was 100%. Thus, the success rate for female students is high but the enrollment is low.
Were there identifiable gaps in the data? Please explain.	One area of concern is the low percentage of female students in the course. However, this is mitigated by two factors. First, the small number of students means that this data is hard to interpret with any confidence. Second, however, the percentage of female students moves from 13% in CIS 150 to 12% in CIS 207/MAT 150 to 27% in CIS 208. Thus, once female students enter the program, we seem to retain them. The primary question isn't how to increase female enrollment in CIS 208, but how to increase it in CIS 150.

Performance and Equity

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

Academic Discipline Area	Mathematics, Computer Science				
Course Title	MAT 230, Discrete Math				
Course Description	Introduction to analysis of finite collections and mathematical foundations of sequential machines, computer system design, data structures and algorithms. Includes sets and logic, counting, recursion, graph theory, trees, nets, Boolean algebra, automata, and formal grammars and languages.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	6	4	6	3
Credit Hours Produced	9	18	12	18	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	83%	100%	83%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 905, CS 915	M1 905, CS 915	M1 905, CS 915	M1 905, CS 915	M1 905, CS 915
How does the data support the course goals? Elaborate.	The data shows that students both persist and succeed in the course. In five years, there was one withdrawal out of 22 students, and there were 2 grades below C.				

What disaggregated data was reviewed?	I looked at the data for female students in MAT 230. Over the last five years, a total of 5 female students out of 20 were enrolled in MAT 230 by the end of the semester, or 25%. The success rate for female students was 100%. Thus, the success rate for female students is high but the enrollment is low.
Were there identifiable gaps in the data? Please explain.	The most important question about MAT 230 continues to be: What is the reason for the low enrollment? We hoped after the last program review that moving the scheduling of the course would increase the number of people who take it. Members of this year's program review committee, including students, suggest that the primary difficulty is simply that students aren't sufficiently prepared to take a 200 level math course, and so they skip taking it.

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Computer Science				
Course Title	CIS 101				
Course Description	This course provides an introduction to the fundamentals of computer information systems through a comprehensive study of the development, history, growth, and application of the computer as a tool of information systems. The student will gain a functional understanding of computer hardware, systems software, storage devices, telecommunications, database theory and applications, operating systems, programming languages, software development, systems analysis and design, and management information systems. Issues of computer security, Internet, and ethics will be stressed throughout the course. The student will be provided with a balance of real-world applications and technical information of information systems. The student will participate in introductory computer laboratory exercises emphasizing word processing and electronic spreadsheet.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	21	18	7	10
Credit Hours Produced	66	63	54	21	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	84%	88%	86%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	The learning outcomes for this course are described in the course outline; the overall place of CIS 101 in the programming degrees is to give students a good understanding of the overall nature of computers and software, as can be seen in the course description listed above. The data shows that students both persist (only four students withdrew in the				

	last five years) and succeed in the course (at least 80% succeed, as shown in the chart above) .
	Enrollment was high for three years, and then dropped during the last two. The next few years will show whether that was due to COVID.
What disaggregated data was reviewed?	For the programming-based courses, I collected data about the number of female students enrolled. That data was not easily available for this course, but would be worth tracking in the future. It would be helpful to compare the percentage of female students in the programming-related courses with the percentage in this one and in other CIS courses.
Were there identifiable gaps in the data? Please explain.	None.

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	**High school visits** First three weeks of each semester, starting with Fall 2022: I meet with an academic advisor schedule a visit to an area high school during the semester. During the semester, we visit the high school. Optionally, include a female STEM student or former STEM student from Sauk. **Online resources / community for female STEM students** During spring of 2023, I meet with a few STEM faculty members and other interested parties to determine the viability of an online resource / community to support and engage female STEM students. **IT Liaison for programming students** During spring of 2022, talk with Zach Miles and Art VanZuiden (both of whom are in IT and both of whom will be taking a programming class) to determine whether we should have a system which will ensure that in the future programming students will have someone to contact directly if they have questions about getting Visual Studio installed and working correctly every spring. In the spring of 2023 and subsequently, establish that system. **Consistent availability of programming tutor in LC Tutoring** In Spring of 2023, investigate what it would require to ensure a student tutor who can tutor programming each year in the Learning Commons Tutoring. Depending on the findings, set that up by Fall of 2024.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The high school visits are intended to help increase enrollment, which is the biggest obstacle faced by the program in meeting the objectives. The online community for female STEM students (and the presence of a female student during the high school visits) will help address the question of gender equity for the program. The IT Liaison will additionally help ensure equitable access for all students to the resources needed to succeed in the course. The consistent availability of a programming tutor will help with the retention and success of students, which will also contribute to the achievement of the program objectives.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The online resource / community for female STEM students is directly aimed at addressing an equity gap. Including female STEM students on high school visits and providing a liaison for Visual Studio support also have the potential to improve equity.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	First, the program also struggles with low enrollment. The gender equity gap is also fundamentally an enrollment issue – one female students are in the program, they remain in the program and complete it just as often as male students. Correspondingly, the single most important action step is, in my opinion, setting up regular high school visits.

	Second, MAT 150's description included some programming assignments that I had not been giving to students on a consistent basis. That has been addressed already, starting this semester.

Third, we have had questions about whether MAT 230 should be eliminated from the program. After discussion with the Program Review Team, we concluded that the class is valuable for students (required by NIU, for one thing), and that the low enrollment is understandable due to its being a high-level math class, and that it should remain in place. That is why there are no modifications being made to MAT 230.

Fourth, the focus on equity drew my attention, and the attention of the Program Review Team, to possible barriers to student success. Those barriers led to the suggestion of the final two action steps. |
| **Resources Needed** | Resources needed: an academic advisor willing to make a high school visitor once per semester; an IT person willing to focus on Visual Studio for the programming students during the first two weeks of winter. If the online resource / community for female STEM students is something we agree is viable, that may require some additional resources, but it is hard to say what they would be at this time. Presumably, most years, ensuring that there is a student tutor in the Learning Commons Tutoring who can tutor programming will require no additional resources, but it might help to be able to allocate funds specifically for this purpose. |
| **Responsibility**
Who is responsible for completing or implementing the modifications? | First action step: me and someone from academic advising.
Second action step: me, and whoever ends up exploring the issue with me.
Third action step: Zach Miles, Art VanZuiden, and perhaps other IT personnel.
Fourth action step: initially, I will meet with the Learning Commons and the remaining responsibilities will become clearer. |

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY 17-21
	Discipline Area:	Criminal Justice
	Review Summary
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives
What are the objectives of the discipline?	Criminal Justice transfer students complete general education requirements to enhance overall communication, analytical, and critical thinking skills. Additionally, students are strongly encouraged to complete elective CJS courses in Criminal Law, Criminal Investigations, Juvenile Delinquency, and Intro to Criminal Justice. This introduces them foundational topics in criminal justice, from where they

	will build at the four year institution.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Student persistence rates for both full-time and part-time are quite high in this program – almost 89%. Major completions have trended up over the past five years, going from 2, 2, 9, 6, and 6. With a new instructor, enrollments are improving, with confidence that they numbers will continue to rise and expand the pipeline of students transferring into CJS at a four-year institution.
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The core value of criminal justice is serving other people. Justice and equity are at the core of the approach of law enforcement to its community. This is ingrained in the curriculum, and the profession as a whole. Students are taught to approach every interaction with integrity and fairness to all constituents. Strong persistence rates across ethnicities in this program exemplify this approach.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	

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

Indicator 1: Need	**Response**
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	As this is a transfer degree, most courses in the gen ed area are determined by state regulations and institution offerings in specific departments. On the elective side, criminal justice courses are recommended by our transfer institutions, and we also reference IAI transfer recommendations for the major. Once a change is determined, faculty submit a recommendation that is then routed to the Curriculum Committee, who debates, and then sends on to the state for final approval.
1.2 How will students be informed or recruited for this discipline?	Students are indentified and recruited through dual enrollment at the area vocational school. Additionally, our largest high school, Sterling, sends over students to attend CJS dual credit courses on campus. Retention of these students is important to overall growth. The instructor looks out for opportunities in the community, such as career fairs, to attract students to the program and profession. The instructor also has a presence with the student club, which attempts to attract new students at Sauk events.

1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	SVCC has not eliminated or added any transfer degrees in the field of Criminal Justice over the past five years. We will continue to monitor trends in the field and adjust program offerings accordingly.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are twelve total CJS courses being offered. One of those is a topics course that is not consistently offered. Largest enrollment courses include the intro course – CJS 101, as well as transfer courses – Criminal Law, Criminal Investigation, and Juvenile Delinquency.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The institution looks at personnel costs for the most part, as this is a program that is not really driven by equipment needs. Revenue comes from the local tax base, tuition, and state funding. Additional student supports come from financial assistance and the Foundation. Administration has narrowed down course offerings (from both semesters to one) to better align with enrollment demand. The vast majority of courses are taught by one full-time faculty member. Occasionally an adjunct or two teaches an online course.
2.2 What steps can be taken to offer curricula more cost-effectively?	When combining courses in transfer and CTE, total revenue equals $434,430, with total costs being $494,894. Therefore, the program equaling $60,464 in losses. Course offerings have been paired down over the past year to more accurately reflect demand. A new advisory council has been formed, and a new instructor hired, which will also create momentum for the program.
2.3 Is there a need for additional resources?	There is no obvious need at this time.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Delivery methods of CJS courses are either in person or online (asynchronous).

3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The difference between persistence rates of online and in person students is negligible, with 88.6 percent of online students persisting, relative to 88.4 overall. If a student needs to have an online course, the College has a computer lending program, and the Foundation can help with internet. SVCC also works diligently to ensure its online courses have high accessibility rates for its students.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The academic dean of Criminal Justice has a course observation every year until the faculty member is tenured, then every third year. Adjunct faculty have their courses observed approximately every year. In terms of online, courses, the College has a "best practices" rubric to evaluation online courses with the instructor present. While student evaluations are not used for faculty evaluations, they can serve as a tool for faculty to assess their class performance.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	All faculty have the ability to apply for faculty development funds through the faculty led Faculty Development Committee. Additionally, our instruction design team consistently offers online courses for faculty on a variety of subjects.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	When we were in-between full-time faculty for CJS, one course – Criminology, was pulled by IAI for an audit. Our VP of Academics, Jon Mandrell, submitted the course that has since been approved. He is an ex police officer, and former full time faculty member for CJS, so this was a good fit.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	"At risk" students are not identified at the programmatic level. Rather, they are identified at the onset of their time at Sauk, through a Student Satisfaction Inventory survey. Students deemed at risk are recommended to join TRiO or Sauk's SHARP program – both of whom focus on more holistic advising techniques. Additionally, students are introduced to student supports both during their new student orientations, and through the First Year Experience course. The Learning Commons, which offers both tutoring and library services, also consistently markets its offerings.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The CJS transfer program is integrated, as all transfer programs are, with general education core requirements. Students are encouraged to take courses in sociology and psychology that could better relate to their discipline. Recently, the new CJS full-time

		instructor has partnered with the biology department to better understand forensics, as well as partners with the campus resource officer for various demonstrations.
	3.8 What does the discipline or department review when developing or modifying curriculum?	Transfer major courses go through IAI state vetting to make sure that they continue to transfer. Additionally, an advisory council makes curriculum recommendations to ensure the program is aligned with skills and needs in the field.
	3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Sauk will look at modalities when studying if certain sections of courses have lower success rates than others. For example, if an online class is doing poorly relative to the in person class, faculty and admin will discuss if the online course is the best option/offering for students. The Dean of CTE performs a Comprehensive Local Needs Assessment every other year, which compares community demographics with representation within specific programs. If a particularly demographic is underrepresented in a program, administration, faculty, and marketing will develop a plan to improve on that balance.
	3.10 How does the college determine student success in this discipline?	Student success in this discipline is measured, at the course level, with persistence of a student moving forward with an A-D. At the program level, success is measured in a student completing his/her associates in arts and transferring to a four-year institution for a bachelors in criminal justice, law enforcement, or a related discipline.
	3.11 Did the review of quality result in any actions or modifications? Please explain.	None at this time. Quality was consistent across courses and modalities.

List any barriers encountered while implementing the discipline.
At times over the past five years, enrollment has been low resulting in a classroom experience that is less enriching compared to a relatively full class. Sterling High School students now attend courses at Sauk. This, along with a new life for the program with a new full-time instructor, have helped to increase enrollment and create a more dynamic learning experience for CJS students.

Performance and Equity

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

Academic Discipline Area	Criminal Justice
Course Title	CJS 101 Introduction to Criminal Justice
Course Description	The course examines the history, development, and philosophy of the American criminal justice system. It includes discussions of the types of agencies involved in the administration of criminal justice and policies and procedures followed by those agencies, using a general career-oriented approach. Specific lectures include those topics such as criminal law, criminal offenses and offenders, and agencies responsible for the prevention and control of crime.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	60	46	55	32	43
Credit Hours Produced	180	138	165	96	129
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.3	88.9	87	83.9	81.4
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CRJ 901	CRJ 901	CRJ 901	CRJ 901	CRJ 901

How does the data support the course goals? Elaborate.	High percentage rates of course success suggests that students well understood the examination of a number of introductory concepts in criminal justice.
What disaggregated data was reviewed?	Data was disaggregated based on ethnicity, gender, full-time / part-time, and online.
Were there identifiable gaps in the data? Please explain.	In regards to ethnicity, all groups persisted at a consistently high rate, with the five year mean coming in at 87.6%, and Hispanic students at 89.5, and Black students at 88.9%. Males had an 84.8 success rate, slightly below the mean, and females had 89.8. In summary, no significant gaps existed in terms of student performance in this class. Part time students peformed slightly under the mean, with a success rate of 81.6. Online students performed slightly less as well, coming in at 82.5%

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no additional steps, as success rates are quite high across ethnicity and gender. While part-time and online students succeeded at a slightly lesser rate than the mean, these groups still performed well, overall.
Program Objectives If program objectives are	N/A

not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	None at this time, as there are no racial equity gaps. Black and Hispanic students are performing at a higher rate than Caucasian students.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Findings show a high persistence/success rates across groups. Part time students and online students perform slightly poorer, but those follow along with data for other courses. SVCC is working to improve its student supports, and online courses – both of which should assist in approving those numbers.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity				
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.				
Academic Discipline Area	Criminal Justice				
Course Title	CJS 120 Introduction to Corrections				
Course Description	The course is an introduction and analysis of punishment, custody and rehabilitation as administered by law enforcement, courts and corrections. Emphasis is placed on the sociological study of the rehabilitation process. The course includes a visitation by practitioners and clients, as well as field trips to various types of institutions.				

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	20	22	12	20
Credit Hours Produced	72	60	66	36	60

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	94.4	82.8	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CRJ 911	CRJ 911	CRJ 911	CRJ 911	CRJ 911

How does the data support the course goals? Elaborate.	While not as high as CJS 101, CJS 120 comes in at a 79.2 % success rate, which suggests that the vast majority of students are learning the principal course goals around corrections.
What disaggregated data was reviewed?	Data was disaggregated based on ethnicity, gender, full-time / part-time, and online.
Were there identifiable gaps in the data? Please explain.	Oddly, all students were shown as part-time who took this course, so therefore it mirrors the 79.2 success rate. In terms of ethnicity and gender, all groups were close to the 79.2 rate, with the exception of black students who had a 33% success rate. Black students make up approximately 4% of the overall program. This is relatively low, but reflects the district overall which has a black percentage rate of slightly above 3 %.

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Sauk will continue to market its student supports to ensure that each group within this course has an equal amount of success relative to its peers.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The academic administrator who look at who has traditionally taught this class, as it is odd that all students performed well in CJS 101, yet black students did not perform well in CJS 120 – which is an intro course to corrections.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This course is only being taught by our full-time instructor at this point, rather than adjuncts in the past. Our full-time instructors are consistently given equity based training to ensure that everyone is treated equally and fairly in courses/programs.
Resources Needed	None at this time.

Responsibility Who is responsible for completing or implementing the modifications?	Dean of Business, Career, and Technical programs handles scheduling.

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Criminal Justice				
Course Title	CJS 130 Introduction to Criminal Investigation				
Course Description	The guidelines and requisites for criminal investigators are defined and developed through a general orientation examining both preliminary and supplementary criminal investigations. Specific types of crime are examined in terms of statutory elements, *modus operandi*, evidence development and collection, sources of information, interview and interrogation, suspect identification, reporting and courtroom presentation and procedure.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	38	19	29	12
Credit Hours Produced	81	114	57	87	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70.9	80	54.5	81.8	73.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 4-28-20 ISU 11-23-20 NIU 5-13-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20	EIU 4-28-20 ISU 11-23-20 NIU 5-13-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20	EIU 4-28-20 ISU 11-23-20 NIU 5-13-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20	EIU 4-28-20 ISU 11-23-20 NIU 5-13-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20	EIU 4-28-20 ISU 11-23-20 NIU 5-13-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20

How does the data support the course goals? Elaborate.	All groups have performed well in this class, with an overall mean success rate of 96%.
What disaggregated data was reviewed?	Data was disaggregated based on ethnicity, gender, full-time / part-time, and online.
Were there identifiable gaps in the data? Please explain.	None

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	N/A
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Data demonstrates that all groups are performing well in this class, therefore, no modifications are necessary at this time.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	N/A

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

Academic Discipline Area	Criminal Justice
Course Title	CJS 135 Introduction to Criminal Law
Course Description	The factors relevant to resolution and decision in the bringing forth of criminal charges are developed within the adversary system. The basic principles of criminal liability are reviewed laying the foundation for considering specific offenses against property, habitation, and persons. Special consideration is given to the criminal law within Illinois.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	29	22	37	22	26
Credit Hours Produced	87	66	111	66	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.7	72.8	88.8	86.4	88.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 4-28-20 ISU 11-23-20 NIU 5-11-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20	EIU 4-28-20 ISU 11-23-20 NIU 5-11-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20	EIU 4-28-20 ISU 11-23-20 NIU 5-11-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20	EIU 4-28-20 ISU 11-23-20 NIU 5-11-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20	EIU 4-28-20 ISU 11-23-20 NIU 5-11-20 SIU 5-20-20 U of I 4-29-20 WIU 10-16-20
How does the data support the course goals? Elaborate.	Overall success rates in this course are high, sitting at 88.8%, as a five year mean.				
What disaggregated data was reviewed?	Data was disaggregated based on ethnicity, gender, full-time / part-time, and online.				
Were there identifiable gaps in the data? Please explain.	All groups performed well, other than black students, who only had a 20% success rate. While black students only make up 4% of the program, this is a low number in terms of success.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	This course, for a number of years, has been taught by adjuncts. It is now being taught by the full-time instructor. This will allow students additional support in terms of access to five office hours a week. The faculty member can consistently encourage students to utilize office hours, which will hopefully raise student performance across all groups. We will also consider teaching this course in person going forward.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	As noted above, having a full-time instructor teach this class will offer students additional supports, and ideally shrink racial equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity	
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Criminal Justice
Course Title	CJS 208 Juvenile Delinquency
Course Description	The course is an analysis of the social and psychological factors of delinquent behavior. The practical application of theories, causation, prevention and rehabilitation is considered with regard to programs. The role of the juvenile police, corrections, and probation officers is considered, as well as a look at the Illinois Juvenile Court Act.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	41	25	27	12
Credit Hours Produced	84	123	75	81	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.9	95.1	87.5	88.9	83.3
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CRJ 914	CRJ 914	CRJ 914	CRJ 914	CRJ 914
How does the data support the course goals? Elaborate.	High percentage rates of course success suggests that students well understood the examination of factors impacting juvenile behavior and delinquency.				
What disaggregated data was reviewed?	Data was disaggregated based on ethnicity, gender, full-time / part-time, and online.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions need to be taken. Students are successful across modalities and race/ethnicity. Overall success rates are 91.6% for this course.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	None needed.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Due to high success rates, no future modifications are planned at this time.				

Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Criminal Justice				
Course Title	CJS 238 Criminology				
Course Description	The course is an analysis of the theories of criminology. Crime in relation to physical and psychological factors, to cultural areas, to the family and to other social institutions will be examined. Consideration is given to professional crime and white collar crime.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	3	10	6	4
Credit Hours Produced	24	9	30	18	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5	100	90	66.7	50
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CRJ 912	CRJ 912	CRJ 912	CRJ 912	CRJ 912
How does the data support the course goals? Elaborate.	Student persistence sits at 83.9 as a mean over the last five years. This is an upper level course, so it is not a surprise that persistence is a bit less than introductory courses.				
What disaggregated data was reviewed?	Data was disaggregated based on ethnicity, gender, full-time / part-time, and online.				
Were there identifiable gaps in the data? Please explain.	Data shows that black students withdrew 100% of the time. However, data does not show how many black students took this course, only how many black students majored in criminal justice over the past five years.				
Academic Course Review Results					
Intended Action Steps	The academic dean will work with the full-time CJS instructor to				

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	consider if online is the right modality for this course.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	In drilling down, only one black student has taken this course over the last five years, and that student withdrew. This points to a larger issue of racial equity in completion. The academic dean can have discussions with the Learning Commons to see if there can be more support for criminal justice majors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	There has largely been student success in this course, though enrollment is quite low for black students, and the one did not complete. SVCC will work on additional supports and also examine if the pre-requisite of SOC 111 for this course has been a barrier.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Josh West – Dean of Business, Career, and Academic Programs. Stephen Miko – CJS Lead Professor

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	16-17, 17-18, 18-19, 19-20, 20-21
Discipline Area:	Communication (Media) 614 Communication Studies 610
Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	

Program Objectives What are the objectives of the discipline?		<u>Communication (Media) 614</u> The program seeks to prepare students to enter the workforce or transfer to four-year institutions to pursue a bachelor's degree in Mass Communication with an emphasis in journalism/news editorial or photojournalism. <u>Communication Studies 610</u> The program seeks to: 1) Provide students with the theories, concepts, and skills necessary to become more effective speakers and critical listeners in personal, professional, social, and public situations; 2) Build a foundation for students' general education and prepare them for a bachelor's degree in communication studies or related fields.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?		Each course in the programs is designed with these objectives in mind. As for the COM courses reviewed herein, Table 4A, which provides the programs' grade distribution, shows that 80.3% of students enrolled in COM courses over the last five years have earned A-C grades. We also know that the objectives of the Comm (Media) program are being achieved because students in the journalism and writing ENG courses contribute to the college's student newspaper, *The Skyhawk View*. There is also anecdotal evidence of the programs' success. Students taking COM 131 (*Intro to Oral Comm*), for example, frequently report that they have found the course very useful in helping them prepare and deliver presentations outside of the classroom. Although the number of declared majors in both programs is small (16 for both over the last five years, per Table 2), Table 6 indicates that the average retention rates are comparable to those of the college. For Fall to Fall, the college's retention rate is 80.0%, while the Comm (Media) program's rate is 93.3% and the Comm Studies program's rate is 78.6%. For Fall to Spring, the college's rate is 62.6%, while the Comm (Media) program's rate is 61.9% and the Comm Studies program's rate is 75.0%.
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?		Because the ability to organize one's thoughts, support them with evidence and reasoning, adapt them to different audiences and contexts, and then clearly present them to others is essential for every kind of learning, occupation, and relationship, our COM courses solidly contribute to the college's overall mission. Indeed, the 'basic course,' COM 131, is a required

	course for many transfer-degree seeking students across the college. In addition, the instructors of COM courses have adhered to the college's vision of expanding access to higher education by offering more online courses and ensuring that all deliverables, from text documents to video lectures, meet technological accessibility standards. Finally, none of the 100-level COM courses (131, 151, 161, and 181) have perquisites that may decrease registration accessibility.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	To meet IAI guidelines and to better prepare students for other courses as well as their lives outside of school, COM 131 has become more focused on public speaking skills (two instructors have even changed textbooks) and less on diverse theories of communication. Plus, two instructors have developed and taught asynchronous online versions of COM 131, and a third has taught the course synchronously online.

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

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Administrators track enrollment and student success data each semester to help determine how many sections of a course to offer and through what delivery method. Programs review IAI guidelines for each course at least every five years and update course outlines and syllabi accordingly. Administrators and programs also examine comparable schools' programs when determining course offerings. Finally, the college conducts surveys within the community to gauge the programs and skills desired by local employers.
1.2 How will students be informed or recruited for this discipline?	Students are recruited to Sauk generally through various college marketing and public relations activities in the community and to the communication programs specifically by individual instructors in the COM 131 course. Students are also informed of program offerings by advisors, the course catalog, and the course schedule.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	None

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Five COM courses: ● COM 131 *Introduction to Oral Communication* ● COM 151 *Interpersonal Communication* ● COM 161 *Small Group Communication* ● COM 181 *Introduction to Mass Communication* ● COM 231 *Public Speaking* The largest by far is COM 131, with 1556 of the 1624 total number of students enrolled in COM courses over the last five years. Besides COM 131 and COM 181, the Communication (Media) program suggests these courses, which are not reviewed here: ● ENG 153 *Basic News Writing* ● ENG 154 *Basic News Editing* ● ENG 270 *Creative Writing* ● ENG 271 *Creative Writing II* ● Either ART 103 *Digital Photography* or ART 225 *Photography I*
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Since FY 2017, there have been three full-time instructors (though none teach COM courses exclusively) and, for COM 131, either one or two part-time/dual-credit instructors. Per Table 3, the total expenses since FY 2017 have been $515,629. Of this, $1517 have been used for instructional supplies (with 31% of the budget remaining), while $514,112 have been used for faculty salaries and benefits. Over this time, COM courses have generated $758,887 in revenue. Thus, after expenses, COM courses have provided **$243,257 in income** for the college.
2.2 What steps can be taken to offer curricula more cost-effectively?	Unclear. As the college's overall enrollment has declined since FY 2017, Table 1B shows that the number of COM 131 offerings per year has, accordingly, decreased, from 22 in FY 2017 to 17 in FY 2021, but the average enrollment per section has increased from 16.5 to 16.8 over that time. Considering all COM courses then, the average enrollment per section has also increased, from 14.6 in FY 2017 to 16.2 in FY 2021. Other COM courses are already offered at a minimal level: COM 151 and COM 181 are each offered once per year, and COM 161 and COM 231 are each offered once every two years.

	2.3 Is there a need for additional resources?	Not at this time
	Indicator 3: Quality	**Response**
	3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	COM 131 is offered in both face-to-face and asynchronous online formats. During FY 2021, when face-to-face instruction was prohibited due to COVID, COM 131 was offered both synchronously and asynchronously online. COM 151 and COM 181 are both offered in an asynchronous online format. COM 161 is offered face-to-face.
	3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Yes. Table 4B indicates success rates for each delivery method since FY 2017. Because the low-enrollment courses – COM 151, 161, and 181 – are only offered in one format, there is no data to compare. However, with regard to COM 131, the success rates (A-C grades) of full-time students (77.2%) and online students (74.9%) are comparable. The college asks instructors to make additional sections of a course available in an alternative format when the need arises. For example, in Spring 2022, when the only online section of COM 131 quickly filled, another instructor was asked to switch an existing face-to-face section to an online section to accommodate the demand. The college offers students Canvas training and, if needed, laptops and Internet funds for online courses.
	3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The appropriate dean regularly observes all faculty in the classroom and prepares an evaluation based on a detailed template. Part-time instructors are observed and evaluated every year and a half, untenured full-time faculty every year, and tenured full-time faculty every three years. Students are also asked to complete evaluations of their courses and instructors every semester.
	3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	All faculty are offered opportunities to receive online training in instructional design and technologies throughout the year (e.g., Canvas, Knowmia). Faculty in-service days usually involve a speaker who addresses issues related to improving instruction (e.g., diversity and inclusion, recording lecture videos). The Faculty Development Committee also offers funding for all instructors seeking opportunities to attend conferences

		in person or virtually.
	3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	None
	3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	Instructors identify "at-risk" students based on attendance, classroom behavior, and assignment performance. When struggling, students are encouraged to visit the instructor during office hours, ask questions, seek tutoring or assistance from the Writing Center, and/or contact advising, counseling, or request emergency funding. Instructors also complete five-week progress reports on student athletes and students involved in TRIO and the DSO. In addition, the college uses Nuro's retention software to assist advising as they work with students and target key services to assist them. The software also has a component where instructors can flag a student for additional assistance or follow-up.
	3.7 To what extent is the discipline integrated with other instructional programs and services?	The organizational, research, problem-solving, interpersonal, and speaking skills covered in COM courses are beneficial for virtually every other course students take at the college. Each course, including those taught face-to-face, also maintains a Canvas page and is thus technologically integrated into the college's LMS.
	3.8 What does the discipline or department review when developing or modifying curriculum?	Faculty review IAI guidelines, other colleges' program offerings, course enrollments, student persistence and retention rates, and competency data obtained from annual assessments to determine the need for course development or modification. Individual instructors also modify courses to keep them current by updating textbooks and lectures.
	3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Instructors monitor student success on an ongoing basis by reviewing student performance on assignments and then, if students are struggling, modify the assignment and/or their instruction. Every five years, programs review data showing student success rates according to enrollment status (full-time, part-time, or dual-credit), delivery method (online or face-to-face), sex, and race/ethnicity. While the college does not target students for additional services solely based on sex, race, etc., advisors use technology and instructor input to guide

		struggling students toward services that can help them be more successful in the classroom (see 3.6 above).
	3.10 How does the college determine student success in this discipline?	As Tables 4A and 4B demonstrate, grade distributions are tracked for every course every year. Table 6 shows that the retention of those students with declared majors in the programs is also tracked.
	3.11 Did the review of quality result in any actions or modifications? Please explain.	As a result of this review, we recommend the deletion of COM 231 (*Public Speaking*) from the Comm Studies program and course catalog. The course is not IAI approved and has been made redundant since COM 131 has essentially become a public speaking course. Given the low enrollment in the existing COM courses besides 131, adding a course does not seem reasonable or necessary at this time. However, should we want or need to replace 231 in the Comm Studies program, a course in business/professional/organizational or intercultural communication is recommended for reasons discussed below.
	Supplemental Questions 1. How are we informing students about pathways and transfer opportunities within communications? 2. What are current trends in the communications field? 3. Are the current course offerings sufficient to expose students to the discipline?	1. Students learn about the career pathways for communication majors and the more advanced communication courses that exist in each of the COM courses taught at Sauk via the textbooks and instructors' lectures. 2. The biggest explosion in consumer products and services involves communication technologies and how those have transformed human cognition and interaction. Accordingly, we discuss these effects in our COM courses. 3. Mostly yes. After a review of six other community colleges' communication programs (Carl Sandburg, Illinois Valley, John Wood, Kishwaukee, Parkland, and Rock Valley), Sauk's offerings appear sufficient. All six offer an oral comm/public speaking course; five offer interpersonal comm; four offer mass comm; and three offer small group comm. Only one (Kishwaukee) offers an advanced public speaking course, further suggesting that our COM 231 is not necessary. Should we want or need to replace 231, four schools (Illinois Valley, John Wood, Kishwaukee, and Parkland) offer a business or professional comm course, and two (Illinois Valley and Rock Valley) offer an intercultural comm course, which would fit well with Sauk's recent diversity initiatives.

List any barriers encountered while implementing the discipline.
Students who are at a middle-school reading level often have difficulty comprehending the material and assignments designed for college-credit courses. It is also exceedingly difficult to teach college-level material to students who lack requisite skills in note-taking, studying, and time-management. Social media addiction has also had a markedly negative affect on students' time-management and mental health.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Communication (Media) 614 Communication Studies 610				
Course Title	COM 131 – Introduction to Oral Communication				
Course Description	This course combines communication theory with the practice of oral communication skills. This course: (1) develops awareness of the communication process; (2) provides inventional, organizational, and expressive strategies; (3) promotes understanding of and adaptation to a variety of communication contexts; and (4) emphasizes critical skills in listening, reading, thinking, and speaking.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	364	313	280	314	285
Credit Hours Produced	1092	939	840	942	855
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.4%	83.1%	83.7%	80.3%	78.5%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C2 900	C2 900	C2 900	C2 900	C2 900
How does the data support the course goals? Elaborate.	The above data indicate that 80.4% of enrolled students over the past five years satisfactorily achieved the course goals. A review of instructor-provided assessment data provides further confirmation and specification. For the Oral Presentation competency, aggregated data for 255 students across 18 sections of COM 131 since Spring 2018 reveal: ● 94.1% addressed assignment prompts without digressing ● 75.1% supported main ideas with specific details or				

	evidence ● 76.1% exhibited poise ● 70.4% addressed the needs of the audience for information or clarification
What disaggregated data was reviewed?	Table 4B distinguishes the grades earned by full-time, part-time, and dual-credit students and identifies the grades earned by online students. While the five-year average percentages of A-F grades and Ws by full-time and online students are comparable, the grades earned by part-time and dual-credit students are dramatically higher: 　　 FT 　　 Online 　　 PT 　　 DC A　20.3%　23.3%　**53.9%**　**41.5%** B　34.8%　31.8%　**29.2%**　**51.9%** C　22.1%　19.8%　10.1%　3.1% D　 6.0%　 4.2%　 0.0%　 0.6% F　 5.1%　 6.6%　 3.4%　 0.0% W　11.7%　14.2%　 3.4%　 2.5% Year 2021 data indicate that an astonishing 72.7% of students earned an A in sections taught by a dual-credit instructor at a high school. A comparison between Table 4B and Table 1B, which identifies the number of students enrolled by type of instructor, reveals that all of the part-time and dual-credit students were taught by a part-time or dual-credit instructor. Table 5C distinguishes grades according to students' sex and race/ethnicity. The five-year averages indicate a moderate grade difference according to sex, with females performing better than males: 　　　　Male　　Female A-C　74.5%　**83.8%** D-F　12.3%　 7.6% W　 13.0%　 8.5% This 83.8% success rate for females is higher than the college's overall 78.6% success rate for females, per Table 5A. With regard to race/ethnicity, the five-year averages indicate that Caucasian students had the highest success rate (A-C grades), the lowest rate of D or F grades, and the second lowest W rate (after Hispanic students). The most dramatic and troublesome difference in all grade categories across race/ethnicity would be the performance of Black students: 　　　Caucasian 　　Hispanic 　　Black 　　Asian A-D　81.9%　　76.8%　　**52.1%**　73.7% D-F　 8.1%　　14.3%　　**25.0%**　10.5% W　 10.0%　　 9.1%　　**22.9%**　15.8% While overall college data (Table 5A) indicate that Black students have the lowest success rate (61.5%) and the highest rate of D or F

	grades (16.1%) and Ws (16.8%), the rates for Black students in this course are worse in all three categories.
Were there identifiable gaps in the data? Please explain.	No

Academic Discipline Area	Communication Studies 610				
Course Title	COM 151 – Interpersonal Communication				
Course Description	An introduction to the basic theories and concepts relevant to interpersonal interaction. Emphasis is placed on the role of communication in the creation, maintenance, and termination of social, romantic, familial, and professional relationships.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	15	8	10	7
Credit Hours Produced	27	45	24	30	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.9%	93.3%	100%	90%	57.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 901	MC 901	MC 901	MC 901	MC 901
How does the data support the course goals? Elaborate.	The above data indicate that 85.9% of enrolled students over the past five years satisfactorily achieved the course goals.				
What disaggregated data was reviewed?	Table 5C distinguishes grades according to students' sex and race/ethnicity. Over five years, 100% of males and 82.8% of females earned A-C grades; 100% of Hispanic and Black students and 87.5% of Caucasian students earned A-C grades.				
Were there identifiable gaps in the data? Please explain.	No				

Academic Discipline Area	Communication Studies 610
Course Title	COM 161 – Small Group Communication
Course Description	An introduction to the theory and practice of small group communication. Emphasis is placed on social norms, the nature and types of groups, and leadership development. Students are expected to demonstrate both practical and theoretical understanding of problem-solving, information-providing, decision-making, and conflict management.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	0	5	0	0
Credit Hours Produced	9		15		
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%		100%		
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 902	MC 902	MC 902	MC 902	MC 902
How does the data support the course goals? Elaborate.	100% of enrolled students successfully accomplished the course goals, largely because the low enrollment encouraged a tight-knit small group in the classroom.				
What disaggregated data was reviewed?	Yes, but due to the small number of students, no meaningful analysis could be performed.				
Were there identifiable gaps in the data? Please explain.	This is a face-to-face course offered every other spring (odd years). However, it was not offered in year 5 (Spring 2021) when COVID restrictions prohibited face-to-face instruction.				

Academic Discipline Area	Communication (Media) 614 Communication Studies 610				
Course Title	COM 181 – Introduction to Mass Communication				
Course Description	Provides an overview of the nature, functions, and responsibilities of the mass communication industries in a global environment with an emphasis on the media's role in American society.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	7	0	0	0
Credit Hours Produced	12	21			
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50.0%	57.2%			
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 911	MC 911	MC 911	MC 911	MC 911
How does the data support the course goals? Elaborate.	The data indicate that half the students struggle with performing satisfactorily on the course assignments. The textbook and/or the assignments likely need to be changed to improve student success.				
What disaggregated data was reviewed?	Yes, but due to the small number of students, no meaningful analysis could be performed.				

Were there identifiable gaps in the data? Please explain.	While the course is offered every fall, it did not run Fall 2018, 2019, or 2020 due to low enrollment. It did, however, run again Fall 2021.

Academic Discipline Area	Communication Studies 610				
Course Title	COM 231 – Public Speaking				
Course Description	An analysis of the principles of organization, support, and presentation of public speeches. Instruction and practice in audience analysis, motivational devices, selection of supportive material and platform behavior in public address.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU – 9/2716 ISU – 10/10/16 NIU – 5/31/17 SIU – 12/12/16 U of I – 9/20/16 WIU – 6/21/17				
How does the data support the course goals? Elaborate.	No data to review				
What disaggregated data was reviewed?	No data to review				
Were there identifiable gaps in the data? Please explain.	This course is offered every other spring (even years), but it has not run due to low enrollment. This is likely because the course is not IAI approved. Moreover, this course has been made redundant because COM 131 is now essentially a public speaking course. This is why the course should be deleted from the program.				
Academic Course Review Results					
Intended Action Steps Please detail action steps					

to be completed in the future based on this review with a timeline and/or anticipated dates.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	16-17, 17-18, 18-19, 19-20, 20-21
	Discipline Area:	**English 602**
	Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	

Program Objectives What are the objectives of the discipline?	The primary objectives of the program are to help students develop proficiency in writing college-level expository and research-based essays, hone writing skills for specific professions, and provide them with instruction in analyzing and responding to literature to supplement their general education requirements and/or pursue English degrees at transfer institutions. The courses include Composition I and II, Business/Technical Communication, Basic News Writing, Basic News Editing, Newspaper Production I and II, Introduction to Literature, Fiction, Poetry, Women and Literature, Intro to World Literature, American Literature I and II, British Literature I and II, Minority American Literature, and Creative Writing I and II.	
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Most Sauk students pursuing associate's and transfer degrees are required to complete ENG 101 (Composition I) and ENG 103 (Composition II). As noted in the data provided, 5,248 students have enrolled in ENG courses over the past 5 years. The number of these students enrolled online was 1,633. The number of students declaring English majors is relatively small, with just 15 over these past 5 years, but additional courses focused on specific writing skills beyond ENG 101 and ENG 103 have had 235 students enrolled, and literature courses have had 452 students enrolled, including those wishing to earn credits in Humanities required for different degrees. Given the number of students declaring English majors and opportunities to earn credits in Humanities elsewhere at the college, the number of course offerings has been sufficient for helping meet our students' needs.	
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	Helping our students develop reading and writing skills and the ability to analyze and respond to information in order to communicate effectively in a variety of contexts is very important. These essential skills may not be covered thoroughly in many other courses, so it is imperative that they are addressed through our offerings. The courses are offered at a variety of times and through different modalities, including in-person and online synchronous and asynchronous delivery, and designed to meet all accessibility requirements.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Enrollment caps for required composition courses have been reduced slightly as a result of additional writing requirements mandated through the IAI, allowing instructors more opportunities to highlight one-on-one instruction. We have begun to offer courses through synchronous online delivery as a result of the global Covid-19 pandemic and have continued addressing evolving accessibility requirements to help all students enrolled succeed.	

Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	College administrators collect student success data at the end of each semester and share the results with our Institutional Research office and college committees to evaluate whether changes need to be made. College leaders are also involved at the state level to monitor the need for any necessary updates.
1.2 How will students be informed or recruited for this discipline?	Academic advising and any other marketing efforts the college can provide.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	Our program has not added or deleted any degrees or major options since our last review.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Eighteen courses are offered in our discipline. ENG 101 and ENG 103 see the most enrollment.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Total costs these past five years have added up to $1,672,736. This includes instructional supplies and faculty members' salaries and benefits. Since there are many faculty members in our area helping cover the many courses and sections offered, the cost is likely higher than observed in most other disciplines, but we see a lot of revenue generated too, adding up to a total of $2,454,123, revenue that can likely help cover costs for other disciplines with fewer faculty members and offerings and less enrollment. Faculty members' salaries and benefits are the primary costs, with 254 total sections (4,069 students) covered by full-time faculty members and 87 total sections (1,179 students) covered by part-time and dual-credit instructors.

2.2 What steps can be taken to offer curricula more cost-effectively?	With a net income of $781,387 generated over the past five years, this program is operating at a reasonable cost. But we could consider looking into how some courses that are offered online receive higher enrollment than in-person courses offered at specific times and expanding the number of online offerings and resources. We understand that in-person instruction is often desired, but with continued efforts to develop quality online courses and resources and students' increased comfort with completing work in this format, this is worth a look.
2.3 Is there a need for additional resources?	We would like to see continued and possibly increased funding of Sauk's Writing Center to help meet Sauk's needs. Additional resources focused on helping students transition to and succeed in the online format would be helpful too.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	During the early days of the pandemic all faculty members were required to use online modes of instruction. Courses in our area are now offered through synchronous and asynchronous online delivery and in the traditional classroom format.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Yes. We have data tables indicating persistence rates and grade distributions for the different courses and formats offered. We see overall that full-time faculty members' on-campus offerings reveal roughly consistent persistence rates with online offerings and that part-time and dual-credit offerings show elevated persistence rates. It is not clear why these off-campus courses offered by non-Sauk instructors reveal elevated rates. Many students take courses in the online format while still in high school and may or may not utilize all supports offered through Sauk's campus, focusing instead on some available at their high schools, whatever they might be. But Sauk does offer on-campus and online writing assistance through our Writing Center and NetTutor. Students completing work in Sauk's traditional classrooms and online are also encouraged to meet with their instructors during office hours or through email and use additional resources.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Full-time faculty members complete annual academic assessments focused on area-level and general-education skills as part of Sauk's assessment process. If done well, these assessments can reveal ways to improve courses. It is not clear whether part-time and dual-credit instructors complete such assessments. As part of a new process begun in this last academic year, full-time non-tenured faculty members are observed annually by an academic administrator and required to complete self-evaluations, while full-time tenured faculty members now complete an annual "assessment" of their ability to meet required responsibilities and are observed once every three years.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Professional development opportunities highlighting instructional design are available on campus and online for full-time, part-time, and dual-credit instructors. Our Faculty Development Committee also offers funding for all instructors seeking opportunities to attend conferences in person or virtually.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Rachel Brunner has served on an IAI panel as a co-chair since spring 2020.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	Faculty members communicate with at-risk students in the classroom, through one-on-one meetings, and online to help keep them focused and motivated. These students are encouraged to not only work with faculty members to address their struggles but to utilize resources available through NetTutor and Sauk's Writing Center. Nuro Retention software is also utilized to help counselors identify and work with at-risk students. Faculty members also complete five-week reports and enter midterm grades to share with academic advisors. Beyond the Nuro notifications and reports submitted, communication between faculty members and academic advisors is limited.
3.7 To what extent is the discipline integrated with other instructional programs and services?	With its primary goal of helping students develop proficiency in writing college-level expository and research-based essays, the discipline serves as a key foundation of higher learning. Since many disciplines do not highlight these skills in their courses, it is necessary that they are covered in ours.

Our program also helps coordinate the publication of Sauk's student newspaper, *The Skyhawk View*, and our annual Fine Arts publication, *The Works*.

Students who take our literature courses can earn credits in Humanities to satisfy requirements for their respective degrees. |
3.8 What does the discipline or department review when developing or modifying curriculum?	We evaluate evolving IAI guidelines, enrollment trends, faculty members' assessments, and student success rates to determine changes that need to be made.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	In addition to administrators reviewing student success data to share with specific faculty members when interventions are necessary, this data is also discussed in area meetings. Students in high-risk categories are also encouraged to work with members of our TRIO and SHARP programs.
3.10 How does the college determine student success in this discipline?	As noted in the "Performance and Equity" section of this report, this is determined as follows: "Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students."
3.11 Did the review of quality result in any actions or modifications? Please explain.	We will soon be revisiting placement criteria for enrollment in required composition courses as a result of changes made through the Developmental Education Reform Act.

Supplemental Questions	1. One suggestion is to have ENG faculty members work with Writing Center staff to develop online resources that students completing work on campus or online can utilize at their convenience, such as practice grammar and punctuation quizzes, citation guides, outline templates, and other tools highlighting stages of the writing process.
1. With the addition of the Writing Center how can the English department advance the Writing Center's efforts? 2. In reflecting on the FY 17 program review, has the decrease in class sizes and caps resulted in improved success rates?	2. ENG 101 and ENG 103 courses taught by Sauk's full-time faculty members have seen slightly reduced enrollment caps. The percentage of students receiving C grades or better in ENG 101 sections has increased from 71.9 to 73.6. The percentage of students receiving C grades or better in ENG 103 sections has increased from 77.1 to 85.4.

List any barriers encountered while implementing the discipline.

Many students entering ENG 101 have limited experiences with writing and indicate that their English courses in high school have focused primarily on interpreting literature and other similar exercises, not composing essays. Writing essays also takes time, including navigating stages of the writing process. Because many forms of education students have been exposed to do not require them to spend as much time working through stages to achieve goals, they sometimes struggle. They may also find that such writing is expected in only certain disciplines and therefore not necessarily important for achieving specific goals.

From fall 2014 to spring 2020, students entering ENG 101 identified as at-risk due to placement scores had been required to also complete ELA 090 at the same time to help supplement their understanding of the writing process and develop their skills. This Sauk policy was ended because state officials decided to remove remedial barriers to credit-earning courses. The fall of 2019, the last fall semester at-risk students were required to take ELA 090, 118 students were enrolled in the course. The fall of 2020, when such students were advised that the course would help them but was no longer required, only 9 students enrolled. When looking at grades students earned in ENG 101 beginning that semester, we can see a clear drop in the percentage of students who were successful.

Many students completing composition courses online struggle at times for these and similar reasons. They are often unfamiliar with the writing process and do not give themselves enough time to work through the stages required to compose essays that meet IAI specifications for earning transferable credits. Rather than giving themselves at least as much time each week as they would spend in a classroom on campus completing their work, they may view the online course as an opportunity to save even more time, convincing themselves they can fit all of the required work into their busy schedules. Some struggling ENG 101 students who have completed their work on campus or online admit by the end of the semester that they have managed their time poorly. This problem can be more evident in online sections of the course. Despite available resources, including working with their instructors during office hours or contacting them through email, or working with tutors in Sauk's Writing Center, many students seem unprepared for completing the work required.

When comparing student success rates in ENG 101 and ENG 103, the differences may be due to students needing to develop skills necessary to succeed in ENG 101 before entering ENG 103.

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	English
Course Title	ENG 101

Course Description	Composition I				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	601	512	514	516	485
Credit Hours Produced	1,803	1,536	1,542	1,548	1,455
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.6%	74.4%	72.8%	74.3%	66.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 900				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.					
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?					
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?					

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 103				
Course Description	Composition II				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	450	380	362	379	362
Credit Hours Produced	1,350	1,140	1,086	1,137	1,086
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81.1%	85.2%	83.3%	88.1%	89.9%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 901R				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					

Were there identifiable gaps in the data? Please explain.	

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

Academic Discipline Area	English
Course Title	ENG 111

Course Description	Bus/Technical Communication				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	21	18	12	16
Credit Hours Produced	84	63	54	36	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.4%	61.8%	83.4%	91.6%	75.1%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 6-16-2020 ISU 11-23-2020 NIU 2-8-2021 SIU 6-27-2021 U of I 6-9-2021				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.					
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Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 153				
Course Description	Basic News Writing				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	4	6	3	4
Credit Hours Produced	36	12	18	9	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81.9%	100%	100%	66.7%	100%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 919				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					

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

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 154				
Course Description	Basic News Editing				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	0	4	4	3
Credit Hours Produced	21	0	12	12	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.8%		75%	66.6%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 920				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.					
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 155				
Course Description	Newspaper Production I				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	1	0
Credit Hours Produced	0	0	0	1	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100%	

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 1-8-20 ISU 11-22-19 NIU 11-6-19 SIU 11-18-19 U of I 11-5-19 WIU 12-16-21				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					
Academic Course Review Results					
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Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 156				
Course Description	Newspaper Production II				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	1	0
Credit Hours Produced	0	0	0	1	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100%	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 1-8-20				

	ISU 11-22-19 NIU 11-6-19 SIU 11-18-19 U of I 11-5-19 WIU 12-16-21				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					

Academic Course Review Results

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

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 160				
Course Description	Introduction to Literature				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	37	52	48	14	17
Credit Hours Produced	111	156	144	42	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.7%	82.6%	87.6%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 900				

How does the data support the course goals? Elaborate.	
What disaggregated data was reviewed?	
Were there identifiable gaps in the data? Please explain.	

Academic Course Review Results	
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	Performance and Equity				
	Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.				
Academic Discipline Area	English				
Course Title	ENG 201				
Course Description	Fiction				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	38	34	23	22	21
Credit Hours Produced	114	102	69	66	63
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.4%	85.3%	90.9%	90.9%	95.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 901				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					
Academic Course Review Results					
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Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 203				
Course Description	Introduction to Poetry				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	4	0	18	0
Credit Hours Produced	0	12	0	54	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		75%		72.2%	
IAI Status (list code) or Form 13 Status (list	H3 903				

signature dates and institutions)					
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
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<table>
<tr><td colspan="6">Performance and Equity
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<tr><td>Academic Discipline Area</td><td colspan="5">English</td></tr>
<tr><td>Course Title</td><td colspan="5">ENG 212</td></tr>
<tr><td>Course Description</td><td colspan="5">Women and Literature</td></tr>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td></tr>
<tr><td>Number of Students Enrolled</td><td>12</td><td>0</td><td>7</td><td>0</td><td>14</td></tr>
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<tr><td>IAI Status (list code) or Form 13 Status (list signature dates and institutions)</td><td>H3 911D</td><td></td><td></td><td></td><td></td></tr>
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Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 225				
Course Description	American Literature to 1860				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	13	0
Credit Hours Produced	0	0	0	39	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				92.4%	

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 914				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
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Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 226				
Course Description	American Literature from 1860				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	7	0	8	0
Credit Hours Produced	0	21	0	24	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		71.5%		87.5%	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 915				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.					
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Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 227				
Course Description	British Literature I				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	0	0	0	9
Credit Hours Produced	30	0	0	0	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%				88.8%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 912				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					

Academic Course Review Results	
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<tr><td>Course Title</td><td colspan="5">ENG 228</td></tr>
<tr><td>Course Description</td><td colspan="5">British Literature II</td></tr>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td></tr>
<tr><td>Number of Students Enrolled</td><td>8</td><td>0</td><td>0</td><td>0</td><td>10</td></tr>
<tr><td>Credit Hours Produced</td><td>24</td><td>0</td><td>0</td><td>0</td><td>30</td></tr>
<tr><td>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</td><td>75%</td><td></td><td></td><td></td><td>80%</td></tr>
<tr><td>IAI Status (list code) or Form 13 Status (list signature dates and institutions)</td><td>H3 913</td><td></td><td></td><td></td><td></td></tr>
<tr><td>How does the data support the course goals? Elaborate.</td><td colspan="5"></td></tr>
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 230				
Course Description	Minority American Literature				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	18	0	8	0
Credit Hours Produced	0	54	0	24	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		61.1%		71.4%	

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 910D				
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
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Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English				
Course Title	ENG 270				
Course Description	Creative Writing				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	8	12	10	10
Credit Hours Produced	42	24	36	30	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.8%	87.5%	91.7%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 6-16-20 ISU 11-23-20 NIU 2-8-21 SIU 6-23-20 U of I 6-22-20 WIU 12-16-21				

How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					
Academic Course Review Results					
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.					
Resources Needed					
Responsibility Who is responsible for completing or implementing the modifications?					

Performance and Equity				
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	English			
Course Title	ENG 271			
Course Description	Creative Writing II			
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	7	12	4	6
Credit Hours Produced	24	21	36	12	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	91.7%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 6-16-20 ISU 11-23-20 NIU 2-8-21 SIU 6-25-20 U of I 6-22-20 WIU 12-16-21				
How does the data support the course goals? Elaborate.					

What disaggregated data was reviewed?	
Were there identifiable gaps in the data? Please explain.	

Academic Course Review Results	
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Responsibility Who is responsible for completing or implementing the modifications?	

English Language Acquisition (Title II- Adult Education and Literacy Program)

This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program.

College Name:	Sauk Valley Community College
Academic Years Reviewed:	2016-17, 2017-18, 2018-19, 2019-20, 2020-21

Performance and Equity
Please complete for the ELA program reviewed.

	2016-17	2017-18	2018-19	2019-20	2020-21
#1 Number of Students Enrolled	37	40	77	60	37
#2 Number of ESL *Course* Completers *Students who completed their ESL course in these program years	37	40	77	60	37
#3 Number of ESL Program Completers *Students who exited out of the ESL program based on reading post-test score	2	3	11	3	5
#4 Number of Students in a Bridges course:	0	3	2	1	2
#5 Number of Students in an ICAPS course:	0	0	0	0	1
#6 Number of Students in Workplace Literacy Training	0	0	0	0	0
#7 Other (Please identify) Number of students who made a measurable skill gain in reading after 40+ hours of instruction	21 = 56%	18 = 45%	40 = 51%	14 = 23%	21 = 56%
#8 Other (Please identify) Number of ESL students who transitioned to SVCC upon completion of the ESL program	1	1	1	3	2

How does the data support the program goals? Elaborate.	The goals of the program are to support English language learners by providing free English language acquisition courses to help students improve their reading, writing, and communication skills. Upon completion of the course, students transition to post-secondary training and/or the workforce.

The data shows the following:
- #1 Program enrollment - We saw a shift in enrollment due to state funding issues in FY 17 & 18 (budget impasse years) as well as FY 20 & 21 (COVID 19 pandemic).
- #2 Program Completion – The data shows the students who successfully completed the ESL course in which they were enrolled.
There are 4 ESL courses available (GSP 062, 066, 068, 070). The levels of these courses range from beginner to intermediate to advanced. Students are enrolled in the GSP course according to their reading level. Student reading levels are determined by the score on the CASAS Life & Work reading exam or the CASAS Goals or TABE reading exam. This exam is given to the student upon enrollment into the adult education program. The Life & Work exam is for non-native English speakers. If an ESL student tests too high in Life & Work, the student will be given the Goals or TABE test which is typically taken by Adult Basic or Adult Secondary Education students.
At the end of the semester, when the student completes the GSP course, the student may be enrolled in the next GSP course. To complete the ESL program, a student needs to "test out" based on the reading level. Once an ESL student achieves a 9th grade reading level in the Life & Work testing series, the student will take the Goals or TABE reading exam to determine course placement in the Adult Basic Education (ABE) or Adult Secondary Education (ASE) GSP courses (GSP 031, 033, 035, 041, 080). The ABE and ASE GSP courses prepare students to complete the high school equivalency exams (GED) or to prepare for the transition to the workforce or to college.
- #3 The number of students who exited out of the

	ESL program based on reading post-test score. When ESL students enter the program, they complete the CASAS Life & Work reading pre-test. If students score a 236 or higher on the post-test, students are exited out of ESL classes and are enrolled in ABE (Adult Basic Education) classes. Students complete the CASAS Goals or TABE reading pre-test to establish their ABE course enrollment.
	#4 & #5 The number of students who completed integrated education and training (Bridge or ICAPS courses) during the program years under review. These students completed their learning goals and transitioned to GED preparation classes, to the workforce, or to college. Though the number is small, we did have ESL students enroll in Bridge and ICAPS programs to prepare for post-secondary or the workforce. #6 We do not offer a separate workplace literacy program. These skills are part of our ESL program. #7 This is the percentage of students who made a measurable skill gain when completing their post-reading test. Per grant requirements, a specific percentage of students must make a measurable skill gain each year on the reading post-test. #8 The number of ESL completers who transitioned to Sauk to earn a post-secondary credential or degree. Again, there is a small number of ESL students who transitioned to college upon the completion of the Adult Education program.

Are there any identifiable gaps? If so, please explain.	Yes, there are gaps in program enrollment numbers. During FY 16 and FY 17, the state was experiencing the budget impasse. The state was not able to provide funding for the adult education program during this time. During the years of the budget impasse, the college did provide funding so that the Adult Education program was able to continue services. The program was not able to maintain services at the same level as before the budget impasse, meaning, we were not able to offer the frequency of classes during the impasse due to funding limitations. During FY 20, the COVID pandemic affected program enrollment. Many of our ESL students are also parents. With many K-12 students learning virtually during this time, many ESL adult students were not able to participate in adult education classes. Another identifiable gap is the number of students served in each of the years in review. The numbers served are a fraction of the eligible population of our service region. The annual SIUE Department of Economics and Finance Report documents Illinois demographic information. According to the numbers in the SIUE report, during each year of this review, our program served between 0.5% to 1.0% of the total population eligible for ESL services. This shows a need to reach more eligible adults in our region for services. Another gap is the number of ESL students who transition to Sauk Valley Community College upon completion of the Adult Education program. In 2019, the program hired a full-time Adult Education Advisor. This position provides support to adult education students who are transitioning to post-secondary education. We are working to encourage more of our students to transition to college upon completion of the adult education program. The reasons why some ESL students do not transition to post-secondary include the cost of college, the availability to complete a college program, and feelings of uncertainty.

What is the college doing to overcome any identifiable gaps?	During the years of the state budget impasse, Sauk Valley Community College provided funding to continue to offer free ESL classes. Classes were offered on a limited basis, but this allowed the adult education program to remain open and serve students. During FY 18, state funding was restored and the full program was able to resume. Additional funds were provided by the state to help restore the program to operate as it did prior to the impasse. After the impasse, to increase the number of students served, the program provided ESL classes in several locations in our service area. We also provided classes in the morning as well as the evening. In FY 20, we introduced virtual attendance as an option due to the participation barriers imposed by the pandemic. To expand our access, in FY 20 we published program materials in print and on our webpage in English and in Spanish. In FY 21, we also printed our program registrations forms in Spanish. We continue to provide support to our students to encourage the transition to post-secondary education. The Adult Education Advisor works with students to assist them in completing the FAFSA (if eligible), to meet with a college Academic Advisor, and to learn more about college support services such as tutoring and mentoring.
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	As a college, SVCC strives to realize a mindset of equity and inclusion. We have completed professional development as a college to assist in this process. Some examples of how the Adult Education program ensures equitable access and inclusion is providing program information in Spanish; welcoming and accommodating students with special learning needs; and providing accessible services to encourage student participation and success. We provide individualized services based on student needs, regardless of race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective.
Review Summary	

Program Objectives What are the objectives of the English Language Acquisition program?	The objectives of the ESL program include providing instruction to: ● improve English reading, writing, speaking, and listening skills (academic skills) ● improve math skills (academic skills) ● improve digital literacy ● initiate and support workforce preparation ● prepare students for transition to post-secondary training and/or the workforce upon the completion of the adult education program
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	To validate that students improved their academic skills, we can see from the data on page 1 of this review (line #7) the number of students who made measurable skill gains in reading after 40+ hours of instruction. In four out of the five years, close to 50% of students made a reading measurable skill gain, meaning, the students increased their reading level after 40+ hours of instruction. In FY 20, the number for gains was low because we were not able to meet face to face to proctor reading post-tests due to the pandemic. Based on the data on page 1 (line #8), we have had smaller number of students transition to college upon completion of the ESL program. By examining the data on page 1 of this report (lines 4 & 5), we can also see that there are students who did complete both Bridge and ICAPS courses to study a career pathway. Bridge courses in health sciences were completed by ESL students over the years of this review. There was one ESL completer who also completed the CNA ICAPS course in FY 21. This student completed the CNA certificate at SVCC. At this point, there is not a way to validate the number of ESL completers who have entered the workforce so this information cannot be provided at this time.

How do your program objectives align with the goals and objectives in the 2018-2023 Illinois Adult Education Strategic Plan?	**Goal 1: Improve Outcomes by Scaling Effective Models and Strategies Across the System** The Adult Education program provides opportunities for ESL students to complete post-secondary training in order to enter a career pathway. As students enter the Adult Education program, they identify their career pathway of interest. This initial step helps our students to start thinking about their future beyond completing ESL or adult education classes. This encourages students to create not only a career goal, but also a plan for goal attainment. The Adult Education Advisor assists students in exploring potential careers as well as provides career advising regarding entry-level training programs, and support for students as they attain their goals. **Goal 2: Increase Postsecondary Transitions and Credential Attainment** To encourage and support the transition to postsecondary education, our program's Advisor works with students on an individual basis. Based on the information the student provided upon entrance to the program, student and staff review possible jobs within the pathway, the required training and education needed for an entry-level position, and the salary ranges for this pathway. Based on the information gained from this meeting, the Advisor can help the student to create a career plan to include possible college classes and credentials that the student must attain to seek employment in this pathway. The Adult Education program at Sauk Valley Community College provides students with the opportunity to make a seamless transition into postsecondary education. This begins with the Bridge program. The Adult Education program currently offers the Health Careers Bridge Course. This Bridge course provides students with contextualized occupation-specific basic skills instruction needed to gain a realistic perspective on the skills, knowledge, and training needed to complete post-secondary training and enter employment in a health career.

The next step in the process is the ICAPS program. The Adult Education program has created the CNA ICAPS program for students to complete after the Health Careers course. Certified Nursing Assistant (CNA) is an "in demand" field as indicated by our Local Workforce Investment Board. The CNA ICAPS course will allow the student to earn the CNA certification along with stackable college credits that can be used toward a higher-level nursing credential such as licensed practical nurse (LPN) or registered nurse (RN). Upon completion of the CNA ICAPS program, students are encouraged to work as a CNA, and then continue their training for an LPN or RN credential.

We provide students with the opportunity to learn more about different program areas at the college. We have provided tours of our welding program. We have also provided tours of the nursing program to our students in the Health Careers Bridge course. Student exposure to these potential career programs is helpful in encouraging students when choosing a career pathway.

Finally, our program does provide ESL students the opportunity to earn college credit as they are completing the Adult Education program. The College and Career Success course facilitates the self-development of the student by introducing the skills needed to become a successful college student and professional. Upon successful completion of this bridge course, students earn 1 college credit for FYE 101. This course grade is recorded on the student's SVCC transcript.

Goal 3: Strengthen College and Career Readiness
We understand that underprepared learners will be at a severe disadvantage in terms of acquiring and maintaining sustainable employment. By providing career exploration opportunities, education on college and career readiness, as well as collaborating with our program partners, we can provide our students with hands-on opportunities to experience the knowledge and skills needed to be successful in college and the workplace.

As mentioned in Goal 2, our program works with students on an individual basis to start the college and career readiness process. Under the guidance of program staff, students explore the possibilities available within their desired career. Students are able to utilize online programs such as PathwayU and Illinois Work Net to explore potential careers as well as learn specific information about the career pathway of interest. This is important in helping the student to understand the connection between postsecondary education and career attainment. This also helps to foster the skills needed to be ready for college and career.

Students also participate in monthly student success workshops. Monthly success-related topics are presented to students in the classroom by the program advisor. Some of these topics include time management, career exploration, test taking skills, and preparation for college transition.

An important aspect in strengthening career readiness is the opportunity for hands-on experience in the career of interest. As part of the Health Careers Bridge Course, students have the opportunity to participate in a job shadowing experience. The Illinois Area Health Education Centers Network Program (Illinois AHEC Network) facilitates the job shadow experience for each student in the bridge course. The job shadow allows the student to experience the reality of working in a health career. This helps the students to determine if a career in the health sciences is what they want to pursue.

Another opportunity to facilitate career readiness is to introduce essential employability skills to students in all ESL and adult education classes. Discussion on topics such as personal integrity, work ethic, effective communication skills, and the importance of working as a team allow students to understand how these skills improve their ability to be employable and to retain a job.

Goal 4: Develop Life-long Career Pathway Systems & Enabling Technologies

| | | The inclusion of digital literacy in the adult education classroom is crucial. In order for our students to compete in the current as well as the future workforce, they must be comfortable with the required technology utilized on the job.

Many of our students are not familiar with, and therefore not comfortable with, using a computer. Giving students access to technology during each class allows them to establish a comfort and familiarity with technology within the safe environment of the classroom.

In our ESL classrooms, we use the online program Burlington English. This program helps students improve their English language skills as well as providing career development and exploration lessons. Instructors also use various programs such as usalearns.org to develop English language skills. The opportunity to use technology to practice speaking, listening, and reading in English has proven to be invaluable for our ESL students.

We have also introduced our students to remote learning opportunities. Students are able to attend classes from home, using a web conferencing platform. This new technology has empowered students to continue their education when they are not able to be physically present in the classroom.

All of these guided classroom experiences lends itself to establishing a student's comfort with technology. |
| | What gaps were identified as it relates to program need? | In 2021, SIUE (the SIUE Department of Economics and Finance Report showing Illinois demographic information) reported that 4,884 adults in our region speak English as a second language. The enrollment data for the ESL program shows that a fraction of the eligible students was served during the program years. During each year, our program served between 0.5% to 1.0% of the population eligible for these services. This shows a need to reach more eligible adults in our region for services. |

		An additional support that is crucial for this population to access post-secondary education is financial assistance. Some of our students in the ESL program are not US citizens so they do not have a social security number. Also, some of these students do not have a US high school completion. Without having a social security number and a US high school completion, a student cannot apply for FAFSA funding (Free Application for Federal Student Aid) to assist in paying for post-secondary education programs.
	What additional support is needed to help students transition to post-secondary or employment?	Also, if a student is seeking a credential, for example, the CNA (Certified Nursing Assistant) certificate, the student must have a social security number to sit for the state licensure exam. If the student does not have a social security number, the student is not eligible to become licensed in Illinois as a CNA.
		Having additional funding streams to assist students with post-secondary education costs would help in transitioning ESL students to college training programs.
	Based upon this review, what steps are being taken to offer curricula more cost-effectively?	In FY 19, students began to receive a student account in the online learning program Burlington English. In FY 20, students began to use the Stand Out book series from Cengage Learning. The annual cost for the Stand Out workbook and the Burlington English license is $117 per student. These additional supplies make the cost per student higher than in previous program years when no books were purchased for student use and free online programs were used. However, we see that this is a good investment as it yields higher student achievement rates based on measurable skill gains made by students. We also see higher student retention rates. Students are also able to use these materials outside of the classroom to practice their skills. This added bonus helps to make the purchase of Burlington English licenses and the Stand Out book series worth the cost.

		The strengths of the program include:
	Discuss how the program strengths will lead to improved student outcomes.	- On average 45 – 50% of students make a measurable skill gain with the reading post-test. This shows that students are improving their reading and comprehension skills which is a core component of the program. - More students are transitioning to post-secondary education upon completion of the program. Students in our program have the goal to complete a post-secondary credential or degree. We are providing the support to help students get to the next level of their educational and professional goals. - We continue to have community support to provide class locations in the community. Having community organizations provide classroom space (free of charge) helps us to use our grant funds to support students in achieving their educational and professional goals.
	Prior Review Update Describe any quality improvements or modifications made since the last review period.	When comparing data from the last program review period, we have seen a decrease in student enrollment in the ESL program. However, we have seen a higher percentage of students make measurable skill gains in recent program years. Some improvements made to instruction include the following: - Emphasis on providing instruction in digital literacy with the use of Burlington English software in the classroom. This emphasis is needed in order to prepare our students for the workforce. - Continue to keep the ESL program at accessible locations in the community at times when students are able to attend classes. Keeping class locations accessible ensures that students will continue to attend. - We have adopted the *Stand Out* series curriculum for our ESL classes. This curriculum incorporates the College and Career Readiness Standards, grammar, vocabulary, math, and academic success skills. These lessons meet the state requirements to ensure that our students are college and career ready upon program completion.

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.

Indicator 1: Need	Response
1.1 Detail how the ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area.	According to data released by the Southern Illinois University Department of Economics and Finance Report, in October 2021, the total population of our 6-county service area was 96,587. Of this number, 4884 are adult members of the population who speak English as a second language. This shows that 5% of our population may qualify for our ESL program. To provide class locations that are accessible to our students, we continue to offer 2 class locations in Sterling and 2 class locations in Dixon. In 2019, The ESL class meeting at the YWCA in Sterling was moved to the Sterling Township Youth Center. This program location has steadily increased in student enrollment. In 2021, the ESL evening class moved from Jefferson Elementary School in Sterling to Whiteside Area Career Center (WACC) in Sterling. The evening class continues to have steady student attendance, in fact, attendance numbers for the current year have increased by two additional students from the class size previously offered at Jefferson Elementary. The student persistence rate has increased from 62% in 2019 to 67% in 2022. In 2018, we started a morning ESL class location in Dixon to serve students in Lee and Ogle counties. The attendance at our Dixon class has steadily increased. In August of 2021, we moved the class location from Sauk Valley Community College to Bethel Church in Dixon. This change in location has helped to see an increase in student persistence. In 2020, the student persistence rate for this class was 63%. In 2021, the class moved to Bethel Church in Dixon and the student persistence rate was 72%.

1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	The Adult Education program received ICCB approval to offer the Health Careers Bridge course in 2018 and the CNA ICAPS course in 2019. The Health Sciences pathway is documented in the Regional Report of the Economic Development for Region #6 (published in March 2020) as a targeted industry. According to LWIA #4, our targeted industries also include Manufacturing, Transportation/Distribution/Logistics, and Agriculture. The Health Careers Bridge course helps students explore health careers, review the reading, writing, math, and science skills needed in the health sciences; and develop resume writing and interview skills in order to get a job in a health career.
	The CNA ICAPS course provides direct academic support to adult education/ ESL students who are completing the CNA (Certified Nursing Assistant) certificate course. As part of the ICAPS course, an adult education instructor works with the adult education students enrolled in the CNA course to provide academic support. Upon completion of the CNA ICAPS program, students will earn their Certified Nursing Assistant (CNA) certificate and 12 stackable college credits. Successful completion of the CNA certificate is required for students to complete the Licensed Practical Nursing certificate and/or the Associate Degree of Nursing at SVCC.

1.3 Detail how past ELA enrollment trends compare to the index of need.	Over the last 5 years, the population numbers for adults who speak English as their second language has decreased according to the Southern Illinois University Department of Economics and Finance Report. 2016 – 5642 Adults speaking English as a Second Language (ESL) 2017 – 5787 Adult ESL 2018 – 5439 Adult ESL 2019 – 5255 Adult ESL 2020 – 4884 Adult ESL ELA enrollment trends in the Adult Education program at Sauk: FY 2017 – 37 enrolled students – 0.6% of population FY 2018 - 40 enrolled students – 0.7% of population FY 2019 – 77 enrolled students – 1.4% of population FY 2020 – 60 enrolled students – 1.2% of population FY 2021 – 37 enrolled students – 0.7% of population Our student enrollment is decreasing as well as our area's population. However, the numbers indicate there is still a need for ESL classes. In FY 17 and 18, our classes were limited due to funding related to the Illinois state budget impasse. In FY19 and FY20, the program was fully funded and we saw enrollment increase. In FY21, the pandemic caused a decrease in enrollment.

	The number of ESL students participating in Bridge courses is as follows: FY 2017 – 37 enrolled students in program – 0 students enrolled in Bridge *we did not have an ICCB approved Bridge course at this time FY 2018 – 40 enrolled students – 3 students enrolled in Bridge FY 2019 – 77 enrolled students – 2 students enrolled in Bridge FY 2020 – 60enrolled students – 1 student enrolled in Bridge FY 2021 – 37 enrolled students – 2 students enrolled in Bridge
1.4 Detail how Bridge Program enrollment trends compare to the index of need.	Our student enrollment is decreasing as well as our area's population. However, the numbers show that students are interested in Bridge offerings. FY18 was the first year the program offered an ICCB approved Bridge course. We have been able to recruit at least 1 student to enroll in a Bridge course each year. In FY23, the Adult Education program will offer a Manufacturing Bridge course to our students. The manufacturing pathway was chosen because this has been identified as a targeted industry in our area by the Economic Development for Region #6 as well as the LWIB. Currently 20% of our students in FY22 selected manufacturing as their career pathway of interest. This shows the likelihood of strong enrollment numbers for this Bridge course.
Indicator 2: Cost Effectiveness	**Response**
2.1 What is the cost per student associated with this program?	$1576.70 cost per student *This is based on a class of 10 students. The costs are based on instructor salary, student books, Burlington English technology license, and the instructional aide salary.
2.2 How is the college supporting the training portion of an IET for adult education students?	The college provides the CTE training programs for the students to complete i.e. the college provides the Certified Nursing Assistant training program.

2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes.	The college provides in-kind contributions of program space, as well as the use of laptops. The college does not provide dollars to provide ELA instruction. *During FY 16 & FY 17, the college did provide 100% funding for the program because $0 state grant funds were available due to the budget impasse.
2.4 What sources are being utilized in braided funding?	We utilize braided funding to help students cover the cost of the CNA ICAPS courses (tuition for the college courses). ICAPS students can work with BEST, Inc to receive tuition funding if the ELA student is not able to apply for federal financial assistance. Students can also apply for the Glenn Sauter Memorial Scholarship through the Sauk Valley College Foundation to assist with finding for college courses.
2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	To continue the program and achieve the goals, we will continue to provide all ESL classes, the Health Careers Bridge and CNA ICAPS course. In FY 23, we will continue to reach out to potential students to establish interest in the program. We will also be adding the Manufacturing Bridge course to our Bridge offerings. This class will allow students to explore this career pathway and enter post-secondary training in manufacturing upon completion of the adult education program.
2.6 Are there needs for additional ELA resources? If so, what are they?	Not at this time
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	We have dedicated and qualified instructional staff, the instruction provided does help students to make measurable skill gains (as evidenced by the data on page 1 of this review), and we provide opportunities for students to transition to college and the workforce upon completion of the program. In the fall of 2019, we asked students to evaluate the program. In the evaluation, students were asked to show their agreement on whether the program was helping them in the following ways: - The class is helping me to improve my skills - Information is explained in a way I can easily understand - The information I am learning is important to me - I regularly attend class because I am motivated to learn and accomplish my goals - I would recommend this class to others 95% of responders indicated a yes response to these questions. This shows that our students see the quality and value in our program. This is a tremendous strength. In the fall 2019 program evaluation, students did include comments for ways to improve the program. These statements were provided – - More opportunity to practice English conversation (classroom discussion, one-to-one conversation) - Books to take home for practice (Homework assignments) - Use more computer programs We did take these comments into consideration and made changes. In FY 20, we provided ESL students with a Burlington English online account. In FY 21, students could borrow the *Stand Out* textbook and they were given the corresponding *Stand Out* workbook. These resources allowed students to practice their skills outside of the classroom.
3.2 What are the potential weaknesses of the program?	We should be serving more ELA students annually based on the need in our area. We would like to be able to offer classes outside of the Dixon and Sterling areas to reach more students. We are restricted on what we can provide based on our annual funding award.

3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction?	Instructors complete the Standards Proficient Instructor Training to learn about how to incorporate the Illinois Content Standards into instruction. Instructors also cite the content standards they are applying in their weekly lesson plans which are submitted to the program director. This shows that the curriculum taught in our program is standards based.
3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs.	Our existing ICAPS programs include the Health Careers Bridge course and the CNA ICAPS course. ELA (ESL) students complete the Bridge course with the adult education program. Then they transition to the CNA ICAPS course upon completion of the program. We will be adding the Manufacturing Bridge course in October 2022. We hope to add the Welding ICAPS course in January 2024.
3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	ESL classes are located at Sauk Valley Community College as well as community locations in Dixon and in Sterling. Students are able to attend classes in person as well as virtually. Students who attend classes virtually participate in the same way as in-person students. These students also complete the same instructional activities. In the CNA ICAPS course, the CNA faculty is the lead instructor. The adult education instructor provides support to the student by providing a 1-hour support class to supplement the instruction.
3.6 What innovation has been brought to or implemented in the program?	Virtual attendance has been a huge shift for our program. We have also added the use of the online program Burlington English which allows students to practice their pronunciation and listening skills as well as improve their reading comprehension skills. Students are able to complete these lessons in or outside of the classroom (at home).
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?	We work with the college's writing center to provide students the opportunity to build upon and improve their writing skills. This has been an interest for students who would like to transition to college coursework. Students who enroll in the Health Careers Bridge course have the opportunity to complete job shadowing at KSB Hospital through our partnership with AHEC (Allied Health Education Center).

3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	All instructors are required to complete 12 hours of professional development each year. This includes training in the following programs/topics: Burlington English training Digital Literacy Evidence Based Reading Instruction Equity and Access Transition to College and Workforce CASAS testing training *training to administer the CASAS Life & Work or CASAS Goals reading assessment
3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.	In order to complete the CNA licensure exam, students must have a social security number. We do have ESL students who are interested in completing the CNA ICAPS course, however, they do not have a social security number. Therefore, they can complete the course, but they cannot take the state licensure exam and which prevents them from completing the ICAPS program. To address the issue of funding for college tuition for the ICAPS program, students can apply for funding assistance with BEST, Inc. Students can also apply for scholarship funds awarded by the Sauk Valley College Foundation through the Glenn Sauder Memorial Scholarship. This scholarship awards 5 $500 scholarships each year to adult education students transitioning to Sauk Valley Community College.
3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education?	The SVCC Adult Education program aligns with WIOA core partners (BEST, Inc., IDES, and DRS) as well as leaders in the Local Workforce Investment Area (LWIA) and on the Local Workforce Investment Board (LWIB). The LWIB and the Business Employment Skills Team (BEST), Inc., the Title I partner, are essential supporters of ICAPS/IET programs at SVCC. The LWIB has approved waiving the high school completion requirement for ICAPS students who are seeking funding through Title I to reduce the financial burden for credential attainment. This has helped ESL students enroll in the CNA ICAPS program and complete a workforce credential which allows students to enter the health sciences pathway. IDES, another WIOA core partner, provides students with job search assistance.

3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming.	The Program Director of Adult Education and the Adult Education Advisor have participated in the following trainings pertaining to Bridge and ICAPS programming: ● Transitions Academy - training on designing and implementing a Bridge and/or ICAPS program ● Career Navigator training - series of courses designed to train on the aspects of working with students on career exploration and development ● Service Integration training - working with WIOA Core Partners on ways to partner through ICAPS implementation
3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.	Our ELA (ESL courses) and transition courses (Bridge and ICAPS courses) incorporate the following academic skills into course content: ● Technology/digital literacy skills ● Academic success skills – note-taking, reading comprehension, test taking strategies ● Time management ● Career exploration ● Financial literacy ● Language arts, math, and science
3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.	ESL instructors incorporate ESL digital skills into lessons. Digital skills taught include: ● Keyboarding ● Using the internet, social media ● Create and edit documents using Microsoft office products ● Complete research to create original documents ● Create a project for a unique, academic purpose
3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.?	The Adult Education Advisor connects ESL students to college services. ESL students who are interested in transitioning to college, work with the Advisor to complete the steps for college enrollment. College support service representatives also come into the ESL classroom to share information on the services provided. We have had representatives from the tutoring center, the library, and student services meet with our ESL students to share information.

3.15 How is numeracy covered in the ELA program's various offerings?	Mathematical concepts and lessons are a part of the curriculum presented in the ESL classes. Our curriculum *Stand Out* (Cengage Learning) incorporates the following topics which are then included in lessons: ● Cardinal numbers ● Understanding money ● Graphing and pie charts ● Addition, subtraction, multiplication, division ● Whole numbers, fractions, decimals ● Positive and negative numbers ● Budgeting ● Calculating salary
3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed?	The Adult Education program at Sauk Valley Community College does not receive IELCE funding.

List any barriers encountered while implementing the program.
The main barrier is the number of students served in each of the years in review, is a fraction of the eligible population who could be attending classes. This is referenced in the SIUE Department of Economics and Finance Report which documents Illinois demographic information. During each year, our program served between 0.5% to 1.0% of the population eligible for these services. This shows a need to reach more eligible adults in our region for services.

Review Results- Next Steps

Rationale Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality.	
Intended Action Steps Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	

Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Sauk Valley Community College
Academic Years Reviewed:	16-17, 17-18, 18-19, 19-20, 20-21
Review Area:	Admissions and Records
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Jane Grove-Enrollment Management Specialist-Contributor/Researcher/Reviewer Meagan Rivera – Records Coordinator - Contributor/Researcher/Reviewer Phyllis Berge- Executive Secretary, Sinnissippi Centers-Community Perspective/Reviewer Pamela Medema- Director of Enrollment/Registrar – Researcher/Historian/ Recorder
Mission How does the program/service contribute to the mission of the college?	Mission Statement- ARO Admissions and Records is committed to providing efficient, accurate and timely assistance to students and staff through personal and technology based services. We strive to provide a supportive learning environment to students and staff as they navigate through the enrollment and record retrieval processes while maintaining strict compliance with all higher education regulations. SVCC Mission: Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service and economic development.

	1. ARO contributes to the missions of the college by providing instruction to students and staff on how to log into their records. Students will be able to access this information after they have left the college. 2. Members of the ARO staff volunteer to help with community events such as Dixon Petunia Festival, Salvation Army Bell Ringing, Blood Drive contributions, Buddy Bags, Gardenstock. On-campus events such as the Foundation's Chocolate Rendezvous, Sauk Employee giving campaign, Rt. 2 Highway cleanup, etc.
Advancement of Equity How does the program/service help advance equity?	The ARO attempts to remain consistent in adhering to all policies and regulations set forth by the federal, state and local governing bodies to ensure all students are treated fairly. ARO strives to assist all students and staff in accessing records by providing group and individual training on accessing records through online systems. During the COVID pandemic ARO converted many forms to fillable pdfs to provide for student access and to provide a means for the forms to be submitted electronically. This process provided a much needed service to the students while allowing ARO to remain compliant with regulations requiring documentation.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	ARO is responsible for maintaining both current and historical college and student records pertaining to registration, courses, and program completion. ARO is responsible for building academic terms within the BANNER system which is critical to operation throughout the college. ARO is also responsible for updating student contact information which can also be used by other areas of the college for continued contact with current and former students. Through the intake and registration process information obtained and entered into the BANNER system is used for college wide, state, and federal reporting. The overarching goals of the ARO is to be as thorough and accurate as is humanly possible and to have documentation to support all information submitted by the college.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Annual audits and the five year ICCB audit are the means used to determine achievement of the ARO objectives. During the five years identified for Program Review there were no findings of inadequate performance for the ARO.

Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	• New instructor intake will include a session with ARO to go over SOAR, class rosters, grade reporting (midterm and final), drops/adds, email. Result: Have not been able to coordinate with HR to accomplish this task. ARO will pursue a virtual presentation that instructors will need to watch on intake. • Withdrawal forms online for students. Result: Completed along with many other forms • Notifications being sent electronically to students through Argos. Result: Student Schedules – Completed. BANNER Communication Module used to notify students of non payment withdrawals, pre-registration alerts, and commencement invites. - COMPLETED • Ability to work with Kristina Fordyce to update Secure CRT and Secure FX reports in Argos. Result: 30% complete - will continue to work with IT, to update the rest • Ability to email student schedules through Argos. Result: Completed • Organizing and Monitoring New Student Orientation. Result: Completed but continually reviewing to meet the needs of the student • Marketing and evaluation of SVCC Academy Applications. Result: Completed
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	ICCB and the IBHE do not make specific mention of the Registrar's Office in operating manuals. However the ICCB System Rules Manual Section 1501.404 - Academic Records - states ``The college shall maintain permanent academic records for each student and protect them against loss, damage, or unauthorized alteration". Admissions and Records has been charged with maintaining both current and historical college and student records pertaining to registration, courses, and program completion. ARO maintains secure access to all student records as determined by FERPA regulations. Records are housed in the Ellucian BANNER system, the Filebound archive system and on microfilm.While it is not statutorily required, the activities performed by ARO allow the college to maintain compliance with Section 1501.404. In addition, information gathered by the ARO is required for other departments to complete mandatory reporting. According to ICCB, any reports directly impacted by

	information supplied by Admissions and Records have been submitted on time and accurately.
1.2 What is the *need* for this program/service and how does the institution determine *need*?	Enrollment reporting to the National Student Clearinghouse is required to be submitted every 60 days, Admissions and Records submits monthly reports. Information gathered by the ARO is required by the various offices on campus and by auditors to complete mandatory reporting. The areas impacted by the ARO data reports are Institutional Research, Financial Assistance, and Business Office.
1.3 If applicable, what is the student usage for this program/service?	Students taking classes whether "for college credit" or "not for college credit" will have registration processed through ARO. Registration processed: FY 17 5,924 students, 40,164.5 credit hours or an average of 13,388 classes FY 18 5,764 students, 37,294 credit hours or an average of 12,431 classes FY 19 6,058 students , 35,680 credit hours or an average of 11,893 classes FY 20 5,409 students 35718 credit hours or an average of 11,906 classes FY 21 4,233 students 30813 credits or an average of 10,271 classes. Degrees awarded: FY 17 (Total 671 awards) 267 degrees, 404 certificates FY 18 (Total 596 awards) 230 degrees, 366 certificates FY 19 (Total 698 awards) 249 degrees, 366 certificates, *83 credentials FY 20 (Total 651 awards) 249 degrees, 288 certificates, *114 credentials FY 21 (Total 626 awards) 222 degrees, 278 certificates, *126 credentials. Five year total of 3242 awards *In FY 19 the State separated the AA and AS degrees, in doing so the GECC became a credential award. All AA degrees are issued a credential and only those AS degrees that have the GECC met are issued the credential. Clearinghouse degree and enrollment verifications: FY 19 (10-28-2018 to 6-30-2019) 740 FY 20 (entire year) 1505

	FY 21 (entire year) 1680 New Student Orientation: FY 17 - 423 students on campus, 15 students online - $5 course fee - Shortened to 2 hour sessions (previously 4 hours) - Walking tour with "stops" for each department presenting - Took picture for student ID card - Added online option starting the spring 2017 semester FY 18 - 492 students on campus, 103 students online - Starting summer 2017, added Academy (high school cohort) and Rad Tech (new to Sauk students admitted to the Radiology program, generally out-of-district students) sessions FY 19 - 495 students on campus, 90 students online FY 20 - 457 students on campus, 134 students online FY 21 - 234 students on campus, 197 online - Due to COVID-19, summer orientations were switched to all online - By fall, in-person orientation was resumed with smaller sessions and social distancing. Additional sessions were added to accommodate the numbers. Students were given the option to switch to online if they did not feel comfortable attending on campus. Zoom presentations were developed and presented as an option.
1.4 How does the student usage compare to assessed need of the program/service?	No other area on campus has access to this information and the training in order to provide students with personalized assistance while maintaining the standards of confidentiality as required by FERPA.

Indicator: Cost	
2.1 What are the current expenditures of the department?	FY 2021 Budgeted items $9949 Expenditures $5168 (due to COVID expenditures for Orientation and In-State Travel were greatly reduced) FY 2021 Staff salaries and benefits totaled $312,136 for 1 administrator, and 6 full time support staff members.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	ARO is not considered to be a revenue generating office of the college. However, by promoting online applications, registration, document submissions, and transcript requests ARO has reduced the paper and postal service costs. In addition ARO has implemented direct uploading into the Filebound archive system and established workflow processes that have also reduced paper costs and time management cost. With the transition of having students request transcripts through the National Student Clearinghouse the following numbers represent income to the college with little to no expenses for transcripts <u>National Student Clearinghouse Transcript Numbers</u> 　　　　　E-mailed　　Paper mailed　Electronic Exchange FY 17 ● $3,966 net fee to school from 1279 requests 　　　51%　　　　　49% FY 18 ● $5,292 net fee to school from 1713 request 　　　52%　　　　　48% FY 19 ● $4,980 net fee to school from 1613 requests 　　　61%　　　　　39% FY 20 ● $5451 net fee to school from 1766 requests 　　　48%　　　　20%　　　　32% FY 21 ● $6156 net fee to school from 2028 requests 　　　48%　　　　12%　　　　40%

Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	We are not aware of any established quality benchmarks.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	All staff exceeded minimum qualifications for position at the time of hire. Internally, all new staff are provided "one on one" training with other ARO staff members on processes and protocols within the office. Step by step documentation manuals are provided to each new staff member as a reinforcing reference in addition to the documentation housed on the Admissions share drive.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	● Dual Credit Registration process - over the years ARO has established online workflows to assist in the routing of documents. The goal of these workflows was to reduce paper forms, track registration progress, and provide easier access to forms for parents and high school counselors. The establishment of dedicated shared drive spreadsheets for each high school allows the high school counselors the opportunity to track their students' registration progress. The results provide for a more timely registration of dual credit students. ● Jump Start and "One on One" Intake - "One on One" intake provides students with individualized instruction on initial setup for accessing the student email and SOAR account. Once students meet with the academic advisor the ARO staff member walks the student through registration and access to their schedule and bill. This interaction with the student has become very important especially since the Business Office and Financial Assistance have moved to sending bills and communicating with the students through student email. - Jump Start is a dedicated "one on one" intake and registration and event that takes place in the month of April and involves Academic Advisor, Financial Assistance as well as Admissions and Records. ● New Student Orientation - is for credit seeking students new to SVCC. It is an opportunity to introduce students to staff and services available to them and to provide the students an opportunity to review online access to SOAR, student email, and CANVAS. Student are also administered the CIS (College Inventory Survey) which is used by academic advising.

	● Online forms and workflows - Prior to the COVID remote work environment the ARO had started to transition to online forms and workflow processes for efficiency of office processes and ease of access for students. During the COVID remote work environment many more forms and processes have been transitioned to an online format. At the present time there is a hold on getting the rest of forms and processes transitioned.
3.4 What are the strengths of this program or service?	1. Knowledge/experience of the staff 2. Commitment/dedication of the staff to the office, Student Services Center, and the college 3. Longevity of the staff who have been adaptable to change and who have been responsible to the needs of students and other staff 4. Tends to be the go-to office for college wide problem solving in the areas of admissions, registration, records, and BANNER 5. Flexibility of the staff when asked to adjust work schedule to meet the needs of the office or Student Services Center.
3.5 What are the challenges or weaknesses of the program/service?	**Challenges -** 1.Building of Degreeworks will be a labor intensive process for both IT and the Registrar and until completed will require BANNER CAPP to continue to be built. At this time, no discussion has taken place to determine how Degreeworks will work with the CPOS processes currently used by Academic Advising and Financial Assistance but built by the Registrar through CAPP in BANNER. 2. Coverage of the front desk when staff is on break or not in attendance. 3. No secure way to lock down the Student Services Center after hours, on the weekends and most especially during an intruder emergency. 4. No means to have a "panic" notification button available within the office or center in an emergency. 5. Upgrading to online forms and workflows and New Student Orientation is an ongoing process and needs to be updated with the help of the IT staff in a timely manner. 6. Getting Dual Credit Orientation completed when classes are on the high school campuses. 7. Retaining/hiring new staff due to pay. Half of the staff within ARO are at level 1 and 2 and no one is near the control point for their respective position.

	Weakness - 1. Office coverage- with longevity of the staff and earned time off, it is becoming more difficult to fully cover the hours, services, and responsibilities of the office. 2. College wide understanding of the services and responsibilities of the ARO. It is more than just a registration office. 3. Few opportunities for A&R staff to be on college committees.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Survey of the Admissions and Records staff. Noel-Levits Student Satisfaction survey of 2017 and 2019
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	None are planned at this time outside of Noel-Levits, however ARO would like to establish a student exit survey specifically for ARO.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	National Student Clearinghouse data. Internal usage reports from BANNER, ARGOS, Secure CRT, and Filebound.
3.9 Were there any identifiable equity gaps in the data? Please explain.	There were no equity gaps noted.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	There were no equity gaps noted. However, ARO is always looking to provide equitable access by offering services to assist students through in-person, online, virtual, and telephone settings.

3.11 How does the program or service address inequities in instructional programs, if appropriate?	ARO is a service and does not generally have instructional programs other than New Student Orientation. Changes and modifications have been made as needed based on the circumstances presented. Examples of this are: Zoom meetings and the implementation of the CSI as requested by advising.
Supplemental Questions 1. Are there other processes or workflows that could be digitized? What activities could be automated? 2. What are some options available for converting microfilm records to digital records? 3. Are additional resources needed for orientation?	1. There are currently several projects in the works with IT but are awaiting the upgrades with Filebound and webforms. ARO plans to continue to evaluate processes and forms to be converted to workflows and webforms as the need presents. ARO also plans to continue to convert CRT reports to ARGOS as the need presents. ARO would like to see as many intracollege processes moved to a paperless workflow format. Several that have already been converted and proved to be successful are: grade change forms, substitution requests, withdrawal requests, and dual credit registration. As upgrades to BANNER move forward, ARO will be evaluating the capabilities of DegreeWorks and what changes that may bring about regarding program audits for students. 2. Hiring part time or contracted personnel to upload microfilm records to Filebound. There should also be consideration of having this personnel review records currently housed in Filebound to remove documents that are able to be deleted based on the Record Retention standards set forth by AACRAO. This in-house conversion will take years to complete. HOWEVER- the personnel must be someone experienced in college records. Another option for converting microfilmed records is to have the microfilm sent out to a vendor for digitizing in order to upload to Filebound. When last investigated, five years ago, the cost for this process based on the estimated number of student records we believe we have on microfilm, was in excess of $150,000. This option does not allow for the removal of records that are no longer required to be saved. Thus impacting Filebound storage space. 3. New Student Orientation needs to have a robust virtual college tour. Possibly a hologram format that incorporates presentations from staff within the areas being visited in the tour. Something that excludes time sensitive information but allows for updates and exclusions as needed. But still needs to have the capability of incorporating time sensitive information into the presentation as needed, especially for

	the online option of orientation. This hologram presentation will lighten the burden of finding tour guides and eliminate the need for ARO staff to be the backup presenters when other departments are not available to participate in all of the orientation sessions. This presentation format may provide the opportunity for offering more orientation sessions throughout the year, as students start classes at different times. It has always been a concern of ARO that those students attending the evening and Saturday sessions are not getting the same orientation experience as those attending during regular working hours of the college. Dual Credit orientation will be updated at the same time. Since ARO attempts to get students' photo ID's taken and distributed during on campus New Student Orientation, all student who complete the orientation online and the ZOOM meeting orientations are not represented. There are two things needed for this task: - a way to get and import students who complete orientation online or the Zoom meeting - a newer system for the photo IDs that allows for a more streamlined process, faster printing, and that is integrated with BANNER, CANVAS and any other online systems at the college, and possible integrations for purchasing things through the bookstore, vending machine, and cafeteria.

Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. Establish an online student service exit survey that is specific for Admissions and Records, to be used for the next program review. - To be ready for use with the registration cycle that begins in April 2022. 2. Work with IT to complete a new virtual presentation for Instructors to review at intake with HR to go over SOAR, class rosters, grade reporting (midterm and final), drops/adds, email.- To begin in April 2022 and complete by July of 2022. 3. Work with IT to complete all online forms and workflows currently requested. - To be ready for use with the registration cycle that begins in April 2022. 4. Put through additional requests for webforms,workflows, and conversion of SCT reports to ARGOS. - To begin immediately and to be completed by June 2023. 5. Revamp New Student Orientation to include an innovative hologram virtual tour in order to provide equitable information for all new students no matter the platform (on campus, online, or ZOOM meeting) And to provide an

	opportunity to utilize the personnel resources of the ARO more efficiently. - To begin in April 2022 and finish by June 2023. Afterward ongoing updates and evaluations for each presentation area as needed but specifically scheduled each June for updates to be completed by the end of July each year. 6. Work with the IT Department to upgrade the Photo ID system to provide greater versatility for usage of the card, integration with other college systems and easier picture taking and printing capabilities. - To begin in July 2022 and be completed by the end of June in 2023.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	NA
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	ARO has been progressive with processes and procedures for many years. ARO has attempted to move to more online options for registration, records, and reporting and has been successful within the limitations of the availability of the IT department. New Student Orientation seems to have become the sole responsibility of ARO, unfortunately the sessions come at a very busy time each semester - REGISTRATION immediately prior to the start of the new semester- and causes stress at a time when the ARO staff should be welcoming and helpful to new students during the "One on One" intake and those getting registered for the upcoming semester. The partnership with the National Student Clearinghouse (no cost to the college) has provided ARO the opportunity to redirect staff attention to other office processes by limiting the amount of time spent with degree/enrollment verifications and transcript ordering/processing. ARO will continue to partner with the NSC and will seek opportunities to partner with other services. ARO is in need of establishing a satisfaction survey specific to the services provided by ARO and exclusive from other department services such as advising or financial assistance.
Resources Needed	1. Financial resources for the transition of microfilm to Filebound. 2. Financial resources for any equipment needed for a hologram technological New Student Orientation tour. 3. Financial resources for an new or upgraded Photo Id system 4. IT assistance for the development of webforms, workflows and conversion of CRT reports.
Responsibility Who is responsible for	The Director of Admissions/Registrar, specific identified staff within ARO as identified by the DA/R, and various members of the

completing or implementing the modifications?	IT department.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Sauk Valley Community College
Academic Years Reviewed:	16-17, 17-18, 18-19. 19-20, 20-21
Review Area:	Recruiting
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Jon Mandrell, Vice President of Academics & Student Services Janis Jones, College & Career Readiness Facilitator Dallas Knack, Marketing Coordinator Stacey Bontz, Counselor, Milledgeville High School Ken Burn, WACC Student Services Director Sarah Partington, Coordinator of Student Recruitment & Dual Credit
Mission How does the program/service contribute to the mission of the college?	The words "engaging the community" encompasses so much of what Recruiting is as a whole. We engage community members, high school students, GED students and all prospective students in how to connect with SVCC to be a part of the lifelong learning process.
Advancement of Equity How does the program/service help advance equity?	We conduct presentations regarding how to get enrolled, programs of study, financial aid/scholarships, and so much more to all ages of prospective students (i.e. Junior High, High School, Community events). I have also worked with Ana Salgado to present to her FUSE (Families United for a Strong Education) group about opportunities at SVCC, and hosted presentations for Sterling High School's Latino Club both on our campus and at their high school. Ana and I work together to create marketing materials and PowerPoint presentations that translate into a Spanish version for use when need be. In addition, I work closely with our district high schools to create their MOU's for dual credit offerings and work with the high school counselors and students/parents to understand dual credit possibilities. New this year, as part of the Dual Credit Quality Act, more resources and services will be provided to students with disabilities with

	access to dual credit. I work closely with Sandra Geiseman, Director of Disability Support Services, to assist with IEP meetings at the high school when she is unable to attend. I have also recently joined the Diversity & Equity Committee. I also conduct presentations to students at the Regional Center for Change in Rock Falls which have resulted in campus visits. Overall, the College continues to hire faculty and staff of different ethnicities. A student focus group questionnaire was conducted to help us determine what student perspective is of Sauk, if there were any issues with their transition to Sauk, student opinions on what they consider ideal times to offer Explore Sauk and much more.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The goal has always been to reach as many prospective students to educate them on all of the possibilities and resources at SVCC. With the new CRM expected to begin after the first of the year in 2022, this program will be an invaluable tool to track student potentials with a communication plan for each.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Many of the goals are placed into the operational plan, which are monitored and assessed for progress. A quarterly review of the operational plan takes place with updates to the progress. Going forward, we will create additional benchmarks for prospective students, but also event attendance. With the use of the new QR code on marketing materials in the high schools and area businesses, we will be able to track how many individuals take advantage of that method to gain more information about SVCC.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	Host Explore Sauk on days that high school students are not in session to improve attendance. After moving those events to President's Day & Columbus Day, attendance improved.

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required	N/A

elements?	
1.2 What is the *need* for this program/service and how does the institution determine *need*?	The Recruiting Office seeks and assists prospective students in a variety of environments from high school campuses, community events to our own campus meetings/events. The College's mission is to engage learners of all ages and backgrounds. The office also facilitates a component of the enrollment process for dual credit, which has been valuable during the visits and conversations with schools.
1.3 If applicable, what is the student usage for this program/service?	Engagement with prospective students is part of the enrollment process, so usage is high, as identified in the focus group results Additionally, we followed up with our current students to gain their perspective on Sauk prior to becoming a student and then what it is now.
1.4 How does the student usage compare to assessed need of the program/service?	Assessed need is great due to declining enrollment. Additionally, dual credit enrollment and interest is high. Dual credit information night and Academy information night are continuing to grow in size.

Indicator: Cost

2.1 What are the current expenditures of the department?	Printing marketing materials, travel, event expenses (food, candy, water), and giveaways. The department does invest in new technologies at times, such as iPads, but this has been purchased through the ITS budget.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Cost effective strategies include more digital materials (QR codes). The purchase of two iPads has also assisted in collecting prospective student information and sharing that information with SVCC faculty and Admissions & Records.

Indicator: Quality

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	

3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The college's job descriptions, which indicate background, experience, and education are adhered to as part of the employment process. The college provides regular ongoing training for all of its employees, both at the institutional level and the departmental level. An initial two-day orientation for all employees is also provided.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	The college viewbook that is continuously updated with information and student pictures, dual credit registration process that has been moved to strictly online, the creation of our virtual campus tour video, digital materials with QR codes to collect prospective student information, and newly purchased CRM program to create a more effective communication plan for recruitment. Additionally, Recruiting is working with Marketing to develop SVCC faculty videos to be used in dual credit courses at high schools, in which faculty would introduce themselves and encourage them to explore Sauk.
3.4 What are the strengths of this program or service?	One-on-one service, close working relationships with our district K-12 schools, immense visibility in our surrounding communities, and aligns well to the Impact Program efforts. Further, the Recruiting Office has retained the same Recruiter for over 10 years.
3.5 What are the challenges or weaknesses of the program/service?	One person manages the recruitment office with a vast service district to serve within a rural area. It is difficult to speak to all aspects of different programs of study, but faculty and Student Services are engaged, when necessary. Limited budget can also be a challenge.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Student survey-Focus Group, Program Review team
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	Annual Operational Plans, budgets, work together with Institutional Research on points such as the number of students who matriculate to SVCC after graduation from our district high schools as well as WACC.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Maintain records of the number of attendees at campus events (Explore Sauk), interest cards collected at high schools and community events, and the number of students visited at each high school during Fall and Spring recruiting visits.

3.9 Were there any identifiable equity gaps in the data? Please explain.	Male student enrollment is low so there is a need to find out who they are, how to attract them and what their needs are. The new CRM will also help us to better identify those students who started with us and didn't finish, as well as to create an effective communication plan. We will continue to work with Cross Cultural Services to offer programs for our local Hispanic population.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	The college's Strategic Plan and Operational Plan focus heavily on serving all demographics and closing equity gaps. Additionally, committee work, increased partnerships with service organizations, and Student Activities events are intentional about engaging all learners and expanding its cross-cultural and diversity and efforts.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	N/A
Supplemental Questions 1. What efforts can be pursued to engage and recruit students virtually? 2. What does the future of high school visit days look like? 3. With the college pursuing CRM software, how will the department utilize this? 4. How can other employees of the college assist in your recruiting efforts?	1-A virtual tour video was created with a professional videographer and Google Meet & hybrid opportunities are now provided to meet with prospective students. 2-As of right now, they look to be back to pre-COVID and requests are high to attend in-person events, including at high schools. Many more high schools are hosting their own College & Career Fairs as well. 3-With the CRM, the department can create an efficient communication plan with prospective students. 4-Faculty to attend classroom visits at WACC to speak specifically to their programs, as well as the Impact Program staff to assist in the transition to SVCC.

Review Results	
Intended Action Steps Please detail action steps to be completed in the	1. Adapt new CRM software and create communication plan (Fall 2023) 2. Collaborate with the Impact Program staff to assist

future based on this review with a timeline and/or anticipated dates.	in visits (Fall 2022) 3. Increase digitization efforts, including QR Code interest card efforts (Summer 2022)
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Applying operational planning efforts to the strategic plan are critical. The following goals will be sought: 1. Work with marketing to adapt increased recruitment efforts for programs with inequities.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	