

**PROGRAM REVIEW REPORT
2018-2019**

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

Dr. David Hellmich, President

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Career & Technical Education				
<i>COLLEGE NAME:</i>		Sauk Valley Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2019		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Accounting (AAS 021)	Degree	62	520301	Accounting (B90)
Accounting (B90)	Cert	28	520301	none
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Accounting (AAS 021) -- This program prepares the student for entry-level positions or to be a junior member of the accounting staff of a private business, industrial enterprise, public accounting firm, or governmental agency. Emphasis is on the financial record keeping aspects of accounting and the preparation and analysis of reports as a basis for managerial decisions. Accounting (B90)—The certificate program prepares for entry-level positions in private business and industry, such as accounting clerk, bookkeeper, accounting assistant, trainee or technician.		
To what extent are these objectives being achieved?		The Advisory Committee indicates that these objectives are being met. However, they mentioned adding “payroll” or “bookkeeping” to curriculum would better serve students for employment opportunities upon graduation.		
Past Program Review Action What action was reported last time the program was reviewed?		<ul style="list-style-type: none"> - Creation of entrepreneurship certificate - Revitalization of workforce council meetings - Made programs available online 		
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.				

<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>Accounting (AAS 021)-- The only prerequisite for the Accounting program is for students to complete ELA 099 as the English Language Arts (ELA) requirement for ACC 101. Students may take ELA 099 concurrently with ACC 101. The Advisory Council was asked if that was an accurate placement for an ACC 101 course. They agreed that the placement was correct.</p> <p>Accounting (B90)-- The only prerequisite for the Accounting program is for students to complete ELA 099 as the English Language Arts (ELA) requirement for ACC 101. Students may take ELA 099 concurrently with ACC 101. The Advisory Council was asked if that was an accurate placement for an ACC 101 course. They agreed that the placement was correct.</p>
<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>Required Courses for Accounting (AAS 021) ACC 101 - Financial Accounting- 4 Semester hour(s) ACC 102 - Managerial Accounting- 4 Semester hour(s) ACC 201 - Intermediate Accounting I- 4 Semester hour(s) ACC 202 - Intermediate Accounting II- 4 Semester hour(s) ACC 203 - Cost Accounting- 3 Semester hour(s) ACC 204 - Tax Accounting- 3 Semester hour(s) ACC 205 - Accounting Information Systems- 3 Semester hour(s) ACC 207 - Accounting for Governmental and Not-For-Profit Organizations- 3 Semester hour(s) BUS 103 - Introduction to Business- 3 Semester hour(s) BUS 222 - The Legal Environment of Business- 3 Semester hour(s) BUS 231 - Occupational Seminar I- 1 Semester hour(s) BUS 235 - Occupational Internship I- 3 Semester hour(s) CIS 109 - Introduction to Computers- 3 Semester hour(s) CIS 220 - Computer Accounting- 2 Semester hour(s)</p> <p>General Education and SVCC Required Courses Communications Courses: 6 Semester hour(s) Humanities/Fine Arts Courses: 3 Semester hour(s) Social Science- ECO 211 required- 3 Semester hour(s) Physical/Life Science- 3 Semester hour(s) Mathematics (MAT 106 or higher)- 3 Semester hour(s) FYE 101 - First Year Experience 1 Semester hour(s)</p> <p>Required Courses for Accounting (B90) ACC 101 – Financial Accounting 4 Semester hour(s) ACC 102 – Managerial Accounting 4 Semester hour(s)</p>

	<p>ACC 201 – Intermediate Accounting I 4 Semester hour(s)</p> <p>ACC 202 – Intermediate Accounting II 4 Semester hour(s)</p> <p>ACC 203 – Cost Accounting 3 Semester hour(s)</p> <p>ACC 204 – Tax Accounting 3 Semester hour(s)</p> <p>ACC 205 – Accounting Information Systems 3 Semester hour(s)</p> <p>ACC 207 – Accounting for Governmental and Not-for-profit Organizations 3 Semester hour(s)</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Accounting (AAS 021)— This program is 62 credit hours which includes a mandatory one-credit FYE course. SVCC is very cognizant of keeping credit hours of programs near the 60 credit hour minimal and finds this course content of this program justifiable of two extra credit hours above 60.
<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>
1.1 How strong is the occupational demand for the program?	The occupational demand for accounting majors who earn an A.A.S. is moderate. The Accounting Advisory Council was mixed on whether a two-year accounting degree is needed, but said the focus should remain on bookkeeping and payroll and if more advanced accounting was needed then students should follow the transfer track to a four-year university.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Total enrollment in this program has dropped by approximately 37% in students and 69% in majors over the last five years. According to the ICCB, SVCC has had a 26% student loss over the last five years so this program is losing more students on average than the College is as a whole.
1.3 What is the district and/or regional need?	<p>Echoing the Advisory Council, Data from IDES and the BLS indicates that accounting graduates will remain moderate over the next five years. Wages will be competitive with other graduates with two-year degrees.</p> <p>A survey of wages from the IDES website for economic development region 6 (Northwest Illinois) indicates that the average pay for (entry level salary, median salary, experienced salary):</p> <ul style="list-style-type: none"> ● Business and Financial Operations Occupations: \$37,000, \$65,000, \$83,000 ● Business and Financial Operations: \$37,000, \$65,000, \$83,000 ● Accountants and Auditors: \$38,000, \$61,000, \$76,000 ● Tax Preparers: \$32,000, \$41,000, \$51,000 ● Bookkeeping, Account, and Auditing Clerks: \$24,000, \$36,000, \$42,000

	<ul style="list-style-type: none"> ● New Account Clerks: \$27,000, \$35,000, \$41,000 ● Financial Clerks: \$29,000, \$44,000, \$52,000 <p>Using IDES local employment outlook data for 2014-2024, the following projections were found.</p> <ul style="list-style-type: none"> ● Business and Financial Operations: +9% ● Accountants and Auditors: +10.9% ● Tax Preparers: +9.5% ● Bookkeeping and Auditing: -9.8% ● New Account Clerks: -12.5% ● Financial Clerks: -7.4% <p>Using U.S. Bureau of Labor Statistics* indicate that Accountants and Auditors have a median income of \$70,120 with an expected +10% nationwide growth from 2016-2026.</p> <p>*These are only for bachelor's degree accountants as they do not break down accountants with associate degrees.</p>
1.4 How are students recruited for this program?	Students are recruited to this program through a general marketing campaign focused on attracting students interested in completing two-year degrees. Additionally, SVCC's academic advisors provide guidance to students who are interested in accounting and business and direct them to an appropriate academic program.
1.5 Where are students recruited from?	Students are recruited from the SVCC district only which includes portions of six local counties.
1.6 Did the review of program need result in actions or modifications? Please explain.	The advisory council recommended a shorter certificate (one year as opposed to two) that encompasses skills in payroll accounting and bookkeeping.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The costs of \$454,436 (5 years) largely encompass instructor salaries and benefits.
2.2 How do costs compare to other programs on campus?	The costs, as compared to other lecture based programs, is higher mainly due to the fact that our one full-time instructor has a doctorate, and has taught for us for 30+ years.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college has made \$612,934 in revenue over the past five years, translating to a profit of \$133,390.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most costs for the programs are not covered by grant funding.

<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>While the overall cost of the program is more than covered by revenue, SVCC is committed to increasing enrollments in the 200 level A.A.S accounting courses, therefore generating additional revenue.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>3.1 What are the program's strengths?</p>	<p>Accounting courses have been taught for decades by a veteran professor with a Doctorate and CPA. Students can complete an accounting certificate if they do not want to complete the entire A.A.S. degree.</p> <p>The program can be completed fully online for flexibility for non-traditional students.</p> <p>The program is generally inexpensive (low tuition, few class fees) which provides additional access to the degree or certificate.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Program enrollments and the number of majors have dropped dramatically in the last five years.</p> <p>The Advisory Council for accounting has only recently been re-established and has provided some direction and support to the program.</p> <p>There is no current articulation agreement with universities for easy matriculation, however one is currently in the works with Ashford University.</p> <p>The accounting program needs a shorter certificate to complete as the current one is very long (28 credits). This shorter certificate would focus on payroll and potentially include:</p> <ul style="list-style-type: none"> ACC 101 - Financial Accounting (4) ACC 102 - Managerial Accounting (4) CIS 109 - Intro to Computers (3) OAS 103 - Basic Keyboarding (2) CIS 106 - Excel Software (3) CIS 220 - Computer Accounting (2) <p>New instructor needs to be lead for finding and cultivating internships (BUS 231/235).</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>This program is taught online and face-to-face. The program can be completed entirely online.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>This program fits within the Finance career pathway, under the Business, Marketing, and Computer Education CTE area.</p>

	Those wishing to attain a bachelor's degree in accounting will need to complete additional courses in math and general education. Those who complete the bachelor's degree will continue to attain a CPA. Sitting for the CPA takes an additional 30 credit hours above a bachelor's degree.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	This program can be completed fully online.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Currently there are none. However, we are in communication with the principal of Prophetstown to potentially have dual credit accounting in the Fall 2019 semester.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Bus 231 and 235 are part of the Accounting degree and provide internship opportunities for accounting students.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None, though as stated above, one is being worked on with Ashford University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No new partnerships have been formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Over the last five academic years, the student to faculty ratio has averaged 13:1 and has ranged from 10:1 to 16:1.

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>SVCC offers professional development funds to all full-time and adjunct faculty. For example, the recently retired Business instructor, Dr. Mary Lou Kidder, earned her doctorate while working at SVCC.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The accounting program uses very little technology or equipment. Generally on QuickBooks software is needed.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The Accounting AAS and Certificate Program offers classes in both the face-to-face and online learning environments. As of this writing, students may complete the Accounting AAS and Certificate Program completely in the online learning environment if they so choose. This online offering now complements the College's online offering of the AAS and Certificate Programs in Marketing and Management, as well as the online offerings related to Certificates in Supervisory Management and Entrepreneurship and Small Business Management.</p> <p>The Accounting AAS and Certificate Program employs two types of academic assessment related to student success. The first assessment instrument or instruments relates to the ongoing College-wide global assessment of students at the program level. The second assessment instrument or instruments relate to the assessment of students at the course level.</p> <p>Since the last Accounting AAS and Certificate program review five years ago, the accounting faculty continues to be involved with the SVCC global assessment of students at the program level. This assessment involves measuring outcomes of student success in academic achievement through semester evaluation of students in both general education goals and transfer and career education goals.</p> <p>Each semester a general assessment criterion or a transfer/career assessment criterion is selected to evaluate student academic achievement. The selection process is faculty-driven and led by the College Assessment Committee, of which Dr. James Chisholm, Professor of Physics, is chair. This assessment committee develops and chooses the suggested criteria related to both general education as well as transfer/career education. The faculty then choose one or more of the suggested criteria, as well as the suggested assessment instrument, which is also developed by the College assessment committee. The faculty then will administer the assessment instrument</p>

	<p>to the students. A summary of the assessment instrument results of student achievement is then keyboarded into the College-wide assessment data base by the accounting faculty.</p> <p>Typical assessment instruments employed by the accounting faculty each semester may involve a capstone assessment of students which have completed a required accounting program internship. This assessment instrument is prepared by the supervising employer related to the internship. A summary of the capstone assessment instrument prepared by the intern student's employer is then keyboarded into the College-wide data base by the accounting faculty.</p> <p>Other typical assessment instruments employed by the accounting faculty each semester involve assessments related to either general education or related to transfer/career education. These assessment instruments may include the assessment of student achievement of writing, problem-solving, technology, critical thinking and decision-making, communication, and quantitative thinking/reasoning. These assessments of student achievement usually involve a short pre-test/post-test, technology-related problem, quantitative problem with or without written analysis and summary administered by the accounting faculty in the classroom.</p> <p>Outside of the College-wide assessment of student achievement, each accounting faculty member measures student achievement in each accounting and business class. These assessment instruments include written chapter quizzes, written unit examinations, written final examinations, written spreadsheet problems, written comprehensive spreadsheet problems, and written cases which may involve qualitative or quantitative analysis, or both, with summaries formatted in a written accounting or business report/proposal.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>A survey was sent to all accounting degree and certificate graduates. Eight graduates responded to the survey.</p> <ul style="list-style-type: none"> ● Only 38% are currently working in the accounting field ● 12.5% were very satisfied with their preparation for employment, 50% were satisfied, 25% were neither satisfied nor dissatisfied, 12.5% were dissatisfied.

3.19 How is student satisfaction information collected?	Students have the opportunity to evaluate the instructor and the accounting classes annually. These surveys help the instructor improve the quality of instruction in their classes. A survey was sent to graduates (see question 18).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged with program participants through the required internship for the A.A.S. degree. However, we only recently reactivated the accounting Advisory Council which has already provided additional direction to the program.
3.21 How often does the program advisory committee meet?	An Advisory Council has just been established for the accounting program, and they have met twice during the Fall 2018 term. Long term, they will meet once a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Beth McFalls of McFalls, Berge, and Associates was asked this question. Of her entire staff of eight, only one did not attend SVCC. She said she has been very satisfied with the level of accounting expertise of students graduating SVCC.
3.23 How is employer satisfaction information collected?	Employer satisfaction is collected qualitatively through the Advisory Council.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<p>Yes, the program review process has allowed us to identify some challenges that will be addressed in the following manners.</p> <ul style="list-style-type: none"> ● Maintain a viable Advisory Council. ● Development of a shorter accounting certificate that is focused on payroll and bookkeeping. This shorter certificate (18 credits) would focus on payroll and potentially include: <ul style="list-style-type: none"> ○ ACC 101 - Financial Accounting (4 credits) ○ ACC 102 - Managerial Accounting (4 credits) ○ CIS 109 - Intro to Computers (3 credits) ○ OAS 103 - Basic Keyboarding (2 credits) ○ CIS 106 - Excel Software (3 credits) ○ CIS 220 - Computer Accounting (2 credits) ● Expand marketing to potential students to increase interest in the program. ● Find and cultivate new internship opportunities (BUS 231/235). ● Pursue additional accounting articulation agreements with four-year universities ● Work more closely with BEST to ensure that recently laid off students are aware that accounting is a fundable program.

<i>PROGRAM IDENTIFICATION INFORMATION</i>				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Welding: Entry Level (H48)	Cert	2	480508	none
Welding: Advanced (H49)	Cert	16	480508	none
Welding: Robotic Welding (H46)	Cert	5-6	480508	none

<p>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.</p>	
<p>Program Objectives What are the overarching objectives/goals of the program?</p>	<p>The SVCC welding program has been specifically designed to meet the needs of the local employers, specifically the manufacturers, which make up 30% of the employment in the SVCC college district.</p>
<p>To what extent are these objectives being achieved?</p>	<p>We have had graduates hired at several local industries. This last semester (Spring 2018) we started an internship program with Etnyre Corp and we are talking with Blount about the possibility of starting and internship program there as well.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed?</p>	<p>Introduction of outlines for welding lab courses and assessment tools. Introduction of robotic welding.</p>
<p><i>CTE PROGRAM REVIEW ANALYSIS</i></p>	
<p>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.</p>	
<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>Pre-requisites for all programs is WLD 106 or WLD 103.</p>
<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>Required Courses for Welding: Entry Level (H48) WLD 101 – Industrial MIG Welding 2 Semester hour(s)</p> <p>Required Courses for Welding: Advanced (H49) WLD 101 – Industrial MIG Welding 2 Semester hour(s) WLD 102 – Shielded Metal Arc Welding 3 Semester hour(s) WLD 103 – MIG Welding 3 Semester hour(s) WLD 104 – TIG Welding 3 Semester hour(s) WLD 106 – Welding Fundamentals 2 Semester hour(s) WLD 140 – Robotic Welding 3 Semester hour(s)</p> <p>Required Courses for Accounting (B90) WLD 103 – MIG Welding 3 Semester hour(s) Or WLD 106 – Welding Fundamentals 2 Semester hour(s)</p>

	WLD 140 – Robotic Welding 3 Semester hour(s)
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	Data has shown that welding jobs in the Sauk Valley area have grown in the previous years. Larger regional trends mirror this as well.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Employment of welding, soldering, and brazing workers was expected to grow about 5 percent over the 2006-16 decade, Which was slower than the average of other occupations. Employment of welders, cutters, solderers, and brazers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. The nation's aging infrastructure will require the expertise of welders, cutters, solderers, and brazers to help rebuild bridges, highways, and buildings. (source: U.S Bureau of Labor Statistics)
1.3 What is the district and/or regional need?	Regionally the average job openings growth from 2016-2026 is projected to be 67 for a total of 1537 and an average compound growth of .48. (Source: IDES Employment Projections LWA 4)
1.4 How are students recruited for this program?	Students are typically recruited through high schools and through the local career center. Employers will often send individuals to us for this program as well.
1.5 Where are students recruited from?	Students are recruited from the SVCC district only which includes portions of six local counties.
1.6 Did the review of program need result in actions or modifications? Please explain.	No actions or modifications have yet been made.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The costs associated with the welding program are instructional supplies, in state travel, equipment purchases, employee salaries, and employee benefits.
2.2 How do costs compare to other programs on campus?	The cost associated with running the welding program will be higher than most programs on campus because of all the consumables welding requires.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college is paying for the welding program through tuition, class fees, state apportionment, and funding bonds.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most costs for the programs are not covered by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No actions or modifications have yet been made.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The program's strengths are that students can earn three separate certificates in as little as two semesters. Upon completion of the Advanced Certificate, students will have a good overall understanding of the three major welding processes used in the field (GMAW, SMAW, and GTAW). This helps to make them employable in a field that continues to show job growth and helps the program achieve steady and consistent enrollment.
3.2 What are the identified or potential weaknesses of the program?	The main challenges of the program are finding ways to keep costs down with consumables and machine maintenance and ensuring classes are taught in a consistent manner. This is difficult due to the fact classes are taught using one full time instructor and as many as six adjuncts.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery method is traditional.
3.4 How does this program fit into a career pathway?	This program is designed to prepare students to enter the welding work force. This is done, in part, by training and enforcing identifiable employer concern areas such as safety and housekeeping, both of which can be found in OSHA standards and attendance.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The "5 musts of a good weld" work sheet is a very good tool to teach problem solving techniques to welding students. The work sheet has students identify the 5 musts of a good weld, (machine settings, travel angle, work angle, travel speed, arc length), and list what problems occur when each is not correct. For example: SMAW welding process, Arc Length too long-causes increase in amperage, spatter, and uncontrollable puddle. As a follow up, on a written final students are given specific weld discontinuities and are asked to identify the most likely cause using the 5 musts of a good weld

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	WLD 106 is offered as dual credit through Whiteside Area Career Center and Dixon High School.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	We have internship opportunities with Etnyre Corporation and are working with other companies to discuss the possibility of internships with their companies as well.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
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?	A partnership (internship) has been formed with Etnyre Corporation. The possibility of internships with other companies is being looked into.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for welding classes is designed to be 10 students to 1 faculty. The five year range has a high of 9.4 to 1 and a low of 7.3 to 1 for an overall average of 8.1 to 1.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	None currently.
3.16 What is the status of the current technology and equipment used for this program?	The technology used in the welding program is current with area manufacturing. Over the last 5 years we have added two robotic welders and have incorporated their use into the Advanced Certificate. Overall, the equipment used requires normal maintenance, but is in

	good working condition. We are in need of a new shear, which is currently being addressed.
3.17 What assessment methods are used to ensure student success?	Written tests were created to ensure welding students grasp key field requirements such as welding vocabulary, weld bead sequence, and general problem solving skills. Visual weld inspection is used to determine weld capability.
3.18 How satisfied are students with their preparation for employment?	Based on feedback collected through class evaluations, the students are very satisfied with their preparation for employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected through class evaluations.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in the welding program through work placement (the hiring of graduated students), and internships.
3.21 How often does the program advisory committee meet?	The program advisory committee meets on an as needed basis. In the past, we have met when new ideas or criteria are introduced for the welding program.
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	Employer satisfaction information is not currently collected.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No actions or modifications have yet been made.

Academic Disciplines	
<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019
<i>DISCIPLINE AREA:</i>	Business
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.	
<p>Program Objectives What are the objectives/goals of the discipline?</p>	<p>Business Programs (210 and 220) at Sauk Valley Community College include courses and majors in general business, accounting, finance, marketing and management. The following recommendations apply to programs in all of these fields. Community college students are strongly encouraged to complete an Associate degree prior to transfer. Further, students should consult closely with an advisor early in their programs if they intend to transfer as juniors into a Bachelor's degree program.</p>
<p>To what extent are these objectives being achieved?</p>	<p>The program data for the Business Transfer Program (210) and the Business Accounting Transfer Program (220) reflect the same numbers. Therefore, both of these transfer programs will be jointly analyzed. If measured by the percentage of students who declared and earned their Business 210 transfer degree over the past five years, 103 out of 156 were successful completers. This equates to 66%. For Business Accounting majors (220), over the last five years 31 out of 43 students earned their transfer degree. This equates to 72%. The overall college completion rate is 19%. If the objective is narrowed to how many students who transferred to a four year school in business earned their degree here at SVCC, for Business 210 majors, 103 out of 153 were degree completers, which equated to 67%. For Business Accounting 220 majors, 31 out of 37 students who transferred earned their degree prior to leaving SVCC, equating to 84%. The overall college ration is 46%. Therefore, in terms of the objective of transfer students earning their degree prior to attending a four year school in business or accounting, these programs are outperforming the college as a whole.</p>
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>As this is a transfer program, a significant amount of the degree (roughly 2/3rds) is comprised of general education requirements. As a result, students in this major are able to bring their ideas to a diverse set of</p>

	<p>classes and contribute to the overall classroom experience at the college. As this is one of the most popular degrees on campus, business students have an outsized impact in terms of taking classes in other fields.</p> <p>This program is of high demand, so it relates to the mission in that we are supporting the percentage of the population that wants to pursue scholarship in the field of business. Furthermore, students pursuing business and accounting are involved in sustainable professions, resulting in those that decide to remain in our district contribute to its overall economic development.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Since this is a transfer program and subscribes to the recommendations laid out by the Illinois Transfer Guide, the program has not changed over the past five years. However, BUS 260 – Entrepreneurship Principles, was added in the Fall of 2017. This course, while not technically transferable, does transfer to Northern Illinois University (NIU). As this is our number one feeder school, this gives our business transfer students to NIU an additional elective option.</p>
<p><i>REVIEW ANALYSIS</i></p> <p>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.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Janet Matheney, Dean of Student Services and Transfer Coordinator, reviews the ITransfer website to see what is recommended for transfer students in Business and Business Accounting. If a change is recommended, the transfer coordinator informs the Administrative Assistant, who then manages and updates the suggested courses sequence in the catalog.</p>
<p>1.2 How are students informed or recruited for this program?</p>	<p>SVCC’s recruiter informs prospective students of the variety of SVCC programs available, including these two transfer programs. Upon arriving at the college and meeting with advising, an academic advisor will council the students on programmatic options at the college. After discussing academic and career goals, the advisor may discuss how business or business accounting transfer may be a good fit. These two programs can also be marketed by letting students know the variety of ways they can earn their transfer degree, which includes classes offered in face-to-face campus learning environments, online learning environments, and</p>

	hybrid learning environments to accommodate each individual's personal/work schedule. Additionally, BUS 103 is an introduction to business, and can "hook" certain students who are interested in the various fields of business.
<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>
2.1 What are the costs associated with this discipline?	There are minimal costs associated with these programs outside of instructor pay.
2.2 What steps can be taken to offer curricula more cost-effectively?	The college can look at using adjuncts to lessen program costs. However, there is a benefit in having a consistent full time faculty member in terms of stability for the department and quality of education. Furthermore, a full time instructor has 6 office hours a week to help students, whereas adjunct instructors are not required to hold office hours.
2.3 Is there a need for additional resources?	Going into the Fall 2018 term, one full time Business instructor retired, and has yet to be replaced. Additional monetary resources will be needed if the college decides to hire a new full time business instructor. The accounting professor at SVCC is also retiring at the end of the spring 19 semester. He has taught a number of business courses as well, so that will be another need that will have to be filled.
<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	BUS 103 and 222 are both offered online as well as in class. Additionally, BUS 222 is offered as an eight week section once a year, as mentioned above.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	The college does indeed offer BUS 103 and BUS 222 in more than one method – in class and online. The college does indeed compare success rates between in class and online courses, as measured by student persistence.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	There is an observation form for both full time and adjunct instructors that involves their supervisor coming in and observe their teaching practices and progressive pedagogy.
3.4 How does the discipline identify and support at-risk students?	The college just began, in the Fall 2018 semester, SHARP (Sauk Holistic Advising and Retention Project). This project has each enrolling student fill out a survey to assess if they are at risk and would benefit from additional support. This includes prospective business majors as well. Additionally, faculty members have an early alert system to notify advising if they think a student is at risk and could benefit from extra

	resources. Lastly, students who qualify for TRiO Student Support Services are referred to this program for additional support.
3.5 To what extent is the discipline integrated with other instructional programs and services?	<p>The discipline is also integrated into other business applied science associates degrees and certificates such as Management, Marketing, and Entrepreneurship and Small Business Development. Any student who starts in an applied science associate or certificate takes courses that will transfer to a four year school, with the exception of BUS 260 – the only business course at the college that doesn't transfer (with the exception of NIU).</p> <p>Sauk also has a Small Business Development Center at the college. This service is free to the public and Sauk students, and allows them to bounce ideas off of professional advisors and attempt to apply knowledge gained in the classroom to the business world. BUS 260 has been continually taught by an employee of the SBDC, therefore, integrating that service to students in the class if they desire.</p>
3.6 What does the discipline or department review when developing or modifying curriculum?	Curriculum is approved via submissions to ICCB. As all of the business courses in this review, outside of BUS 260, are transferable, rarely are there significant curriculum changes as that would jeopardize the ability of these courses to transfer. Since BUS 260 is technically not transferable (again, outside of NIU), the instructor garners feedback from student surveys and adapts the course accordingly. Lastly, the instructor stays up on current entrepreneurship trends to see if they could/should be incorporated in the curriculum.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Generally, issues with regards to retention and success rates are addressed in the program review process every five years, and recommendations are implemented to address said issues. After, the dean monitors the changes to measure their success, and adjusts accordingly.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>	
At times it is difficult to recruit talented instructors, especially at the adjunct level, when stereotypically business and/or accounting professions make substantially more money outside of teaching.	

	<i>Academic Disciplines</i>
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	<i>COLLEGE NAME:</i>	Sauk Valley Community College
	<i>FISCAL YEAR IN REVIEW:</i>	2019
	<i>DISCIPLINE AREA:</i>	Kinesiology and Physical Education, and Pre-Athletic Training
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/goals of the discipline?	<p>Kinesiology and Physical Education This program prepares students to transfer to four-year institutions to pursue a bachelor's degree in kinesiology or physical education. The kinesiology major is a broad-based degree that prepares individuals to work in a variety of health, wellness and sport performance settings. The undergraduate curriculum can also prepare students for graduate school in exercise physiology, physical therapy, sport and exercise psychology, and sport management.</p> <p>Pre-athletic Training This program prepares students to transfer to a college or university to pursue an advanced degree in athletic training. Athletic trainers work for high schools, colleges, universities, professional athletic teams, the armed forces, sports medicine clinics, recreation clubs, resorts and camps. Athletic trainers make sure sport players are in the best physical condition and are able to withstand the rigors of competition. Trainers determine the physical condition of athletes and recommend exercises that will increase their strength and flexibility and then correct any weaknesses.</p>
	To what extent are these objectives being achieved?	<p>Over the last five years, Kinesiology and Physical Education (AA 0691) has had a total of 44 student majors, 12 who graduated with an associate's degree, thirteen who transferred, and at least four students who completed their Bachelor's degree.</p> <p>Over the last five years, Athletic Training (AA 0635) has had a total of 48 student majors, four who graduated with an associate's degree, fifteen who transferred, and two who earned a Bachelor's degree. Additionally, the PED department offers a robust and diverse class schedule that services to benefit students by earning them general election or elective credit hours toward their degree.</p>
	How does this discipline contribute to other fields and the mission of the college?	PED courses can also be used as electives for other transfer programs the college offers or as core classes for other two year degrees (ECE).

<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Revised the course outlines and deleted courses no longer viable. Created a topics (PED 100) to allow for more flexible class options.</p>
<p>REVIEW ANALYSIS</p> <p>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.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The program review process is the most important process to review academic programs and determine recommendations for programmatic change. However, the curriculum of programs is owned by faculty who can work with the academic administration to make modifications using the process established by the College which includes a Curriculum Committee who oversees curriculum changes.</p>
<p>1.2 How are students informed or recruited for this program?</p>	<p>Students are recruited to this program through a general marketing campaign focused on attracting students interested in completing two-year degrees. Additionally, SVCC's academic advisors provide guidance to students who are interested in accounting and business and direct them to an appropriate academic program. The suggested curriculum is found in our catalog and Sauk provides transfer guides for select schools.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	
<p>2.1 What are the costs associated with this discipline?</p>	<p>There are no significant equipment costs. Otherwise, the only significant cost relate to instructor salaries.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>None.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>None. The required courses for this program have the appropriate resources.</p>
<p>INDICATOR 3: QUALITY</p>	
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>Currently only PED115 is taught online. All of the other courses are taught only face-to-face. Neither program is delivered entirely online.</p>

<p>3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>Administration and faculty can evaluate student success in any modality by accessing data from the College Strategic Dashboard.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>The success rates of each class can be reviewed by faculty and administration by accessing data on the College Strategic Dashboard. Additionally, students will review the performance of faculty using a classroom/instructor evaluation form. Lastly, administration reviews the performance of faculty by conducting faculty evaluations based on the Faculty Contract.</p>
<p>3.4 How does the discipline identify and support at-risk students?</p>	<p>SVCC has many processes in place to support at-risk students include an Early Alert system, a very successful TRIO program, a new program academic advising program called SHARP, 5th week and midterm evaluations for athletes, TRIO, SHARP, and Academy students.</p>
<p>3.5 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>PED courses can also be used as electives for other transfer programs the college offers or as core classes for other two year degrees (ECE). PED 115 is also taken by transfer nursing students.</p>
<p>3.6 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Faculty and the Curriculum Committee evaluate the need of the program, national trends (NATA guidelines/recommendations), and the current transferability/articulation of individual courses.</p>
<p>3.7 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>The program review process allows faculty and administration to provide recommendations for improvement.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i></p>	
<p>Unfortunately, students in the pre-athletic training program often transfer before they complete a degree with Sauk because these students need clinical hours and required coursework not offered at Sauk in their sophomore year.</p>	

Academic Disciplines	
<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019
<i>DISCIPLINE AREA:</i>	Pre-Physical and Occupational Therapy, Pre-Professional Medical
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.	
<p>Program Objectives What are the objectives/goals of the discipline?</p>	<p>The pre-physical and occupational therapy associate in science suggested program prepares students to transfer to a college or university to pursue an advanced degree in occupational or physical therapy. Undergraduate majors that provide preparation for a master's program in occupational therapy or a doctor of physical therapy include health science, biology or other science related fields.</p> <p>The pre-professional – medical associate in science suggested program for students undecided about their undergraduate major/transfer school outlines the basic freshman-sophomore level courses required by medical schools, dental schools, veterinary schools, and pharmacy schools.</p>
<p>To what extent are these objectives being achieved?</p>	<p>The number of declared majors has remained small but consistent. The majority of students in these programs have either completed general education requirements, an associate degree or transferred to other college/university.</p>
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>Recommended major courses in these programs are mainly from the life/physical science and mathematics departments enhancing enrollment in these areas.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Program guides are updated annually taking into consideration the requirements of top transfer schools/programs in our area. Professional association contacts are provided as resources to supplement career and program resources. In addition, students are informed that admission to</p>

	these programs is competitive and may have additional requirements such as formal program applications, clinical requirements and specialized admission testing.
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 programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program is reviewed annually for any needed changes by the transfer coordinator in consultation with the appropriate academic department.
1.2 How are students informed or recruited for this program?	Students are recruited to this program through a general marketing campaign focused on attracting students interested in completing two-year degrees. In addition, the suggested curriculum is in the College catalog and website (academic programs). Advisors work individually with students interested in these fields of study creating academic plans for transfer.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this discipline?	Since the recommended courses are a part of other departments, the costs (instructional and equipment) are included in those specific department budgets (i.e. Biology, Chemistry, Physics).
2.2 What steps can be taken to offer curricula more cost-effectively?	No additional financial planning steps or resources are need at this time.
2.3 Is there a need for additional resources?	No additional financial planning steps or resources are 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.)?	Many of the recommended general education, non-lab courses have online offerings.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Yes, but comparison are conducted by the specific academic departments (i.e., chemistry, biology, etc.).

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Faculty and administration have access to data that compares success rates of students in each individual discipline for both adjunct and full-time faculty.
3.4 How does the discipline identify and support at-risk students?	The College Student Inventory is administered to all first-time degree or certificate seeking students to identify at-risk students. At-risk students may participate in student success initiatives such as TRIO or SHARP.
3.5 To what extent is the discipline integrated with other instructional programs and services?	The program is totally integrated into other instructional programs.
3.6 What does the discipline or department review when developing or modifying curriculum?	Program guides are updated annually taking into consideration the requirements of top transfer schools/programs in our area. Professional association contacts are provided as resources to supplement career and program resources. In addition, students are informed that admission to these programs is competitive and may have additional requirements such as formal program applications, clinical requirements and specialized admission testing.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	N/A. Courses are evaluated at a discipline level.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>	
Student underprepared in sciences and mathematics often have course sequencing issues which may delay their graduation. Because of our small enrollment, some courses are only offered once per year.	

Academic Disciplines	
<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019
<i>DISCIPLINE AREA:</i>	Biology, Chemistry, Physics, Engineering
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/goals of the discipline?	The Physical and Life Science area offers courses that provide the foundation for students that transfer as a physical or life science major or into pre-professional transfer programs.
To what extent are these objectives being achieved?	<p>The Physical and Life Science area offers courses that provide the foundation for students that transfer as a physical or life science major or into pre-professional transfer programs. The following areas will be examined to determine the extent these objectives are being achieved in the physical and life sciences transfer programs: enrollment, declared majors, degrees awarded and transfer rates.</p> <p>Enrollment -</p> <p>Table 1A contains data about the enrollment of students at the college and in transfer programs. The total college enrollment has declined by approximately 7% each year from FY 2014 to FY 2018. There has been a 27.9% decrease in students enrolled in the total college from FY 2014 to FY2018. The transfer program enrollment in the physical and life sciences area declined by 11.7% from FY 2014 to FY2016 but increased by 2.7% in FY 2017 and the same enrollment was maintained in FY 2018. Overall, there has been a 9.2% decrease in transfer program students enrolled in the college from FY 2014 to</p>

FY2018. The enrollment in transfer programs has declined, but at a slower rate than the total college enrollment from FY2014 to FY2018.

Declared majors, degrees awarded, transfer students (current program review data FY2014-FY2018 was compared to the previous program review data FY 2009-FY2013)

Data from Table 2 provides data for declared majors, degrees awarded and transfer program students.

Biology:

Declared majors -

The number of declared biology majors has fluctuated around 27 students from FY 2014-FY2016, peaked in FY2017 at 39 students, and decreased to 24 students in FY2018. The current five year total of declared biology majors is 144 students. The five-year total of biology declared majors from FY2009-FY2013 was 90 students.

Data demonstrates that the number of declared biology majors has increased since the previous program review. The five-year total of declared biology majors has increased from 90 students during FY 2009 to FY 2013 to 144 declared biology majors during FY 2014 - FY 2018.

Degrees awarded -

The highest number of degrees awarded was 9 degrees in FY 2017 and the lowest number of degrees awarded was 3 degrees in FY 2018. FY 2014 had 6 degrees awarded and FY 2015 and FY 2016 have 8 degrees awarded. The current five-year total has 34 biology degrees awarded. In comparison, the five year total of biology degrees awarded during FY 2009 - FY 2013 was 18 degrees.

Data demonstrates that the number of biology degrees awarded has increased since the previous program review. The five-year total of biology degrees awarded has increased from 18 degrees awarded in FY 2009 - FY 2013 to 34 biology degrees awarded during FY 2014 - FY 2018.

Transfer students -

The five-year trend shows a decreasing number of transfer students. The highest number of 14 transfer students occurred in FY2015 and 13 students FY2014. FY 2016 had 10 students; FY 2017 had 8 students and FY 2018 has 0 students represented. The current five year total have 45 biology transfer students. In comparison, the five year total number of biology transfer students from FY 2009 - FY 2013 was 19 students.

Data demonstrations that the number of transfer students have increased since the previous program review. The five-year total of transfer students has increased from 18 transfer students from FY 2009 – FY 2013 to 34 transfer students during FY 2014 – FY 2018.

Chemistry:

Declared majors -

The number of declared chemistry majors ranged from 4 to 7 students each year. FY 2014 and FY 2015 have 5 declared chemistry majors, FY 2016 and FY 2017 have 4 chemistry majors and FY 2018 has 7 chemistry majors. The five-year total of declared chemistry majors have 25 students. The five-year total of chemistry declared majors from FY2009-FY2013 was 14 students.

Data demonstrations that the number of declared chemistry majors have increased since the previous program review. The five-year total of declared chemistry majors has increased from 14 students during FY 2009 - FY 2013 to 25 declared chemistry majors during FY 2014 – FY 2018.

Degrees awarded -

The highest number of degrees awarded was 2 degrees in FY 2016, FY 2017 and FY 2018. The lowest number of degrees awarded was 1 in FY 2014 and FY 2015. The current five year total have 8 chemistry degrees awarded. In comparison, the five year total of chemistry degrees awarded during FY 2009 – FY 2013 was 2 degrees awarded.

Data demonstrations that the number of chemistry degrees awarded have increased since the previous program review. The five-year total of chemistry degrees awarded have increased from 2 degrees awarded in FY 2009 – FY 2013 to 8 chemistry degrees awarded during FY 2014 – FY 2018.

Transfer students -

The five-year trend shows a decreasing number of chemistry transfer students. The highest number of transfer students occurred in FY2014 which had 4 transfer students. FY 2015 and FY 2016 have 2 students; FY 2017 has (1) student and FY 2018 has 0 students recorded. The five-year total has 9 chemistry transfer students. In comparison, the five year total of chemistry transfer students from FY 2009 – FY 2013 was 4 students.

Data demonstrations that the number of chemistry transfer students have increased since the previous program review. The five-year total of chemistry transfer students have increased from 4 chemistry

transfer students during FY 2009 – FY 2013 to 9 students during FY 2014 – FY 2018.

Physics -

Declared majors -

The number of declared physics majors range from 2 to 5 student each year. FY 2014 has 5 declared physics majors, FY 2015 and FY 2016 have 2 physics majors in each year, FY 2017 has 5 majors and 3 physics majors in FY 2018. The five-year total of declared physics majors is 17 students. The five-year total of declared physics majors from FY2009-FY2013 was 11 students. Data demonstrations that the number of declared physics majors have increased since the previous program review. The five-year total of declared physics majors has increased from 11 students during FY 2009 to FY 2013 to 17 declared physics majors during FY 2014 – FY 2018.

Degrees awarded -

The highest number of physics degrees awarded was 2 degrees in FY 2018. The lowest number of degrees awarded was 0 in FY 2014. One degree was awarded in each of the years of FY 2015, FY 2016 and FY 2017. The current five year total is 5 physics degrees awarded. In comparison, the five year total of degrees awarded during FY 2009 – FY 2013 was 3 degrees awarded.

Data demonstrations that the number of physics degrees awarded have increased since the previous program review. The five-year total of chemistry degrees awarded has increased from 3 degrees awarded in FY 2009 – FY 2013 to 5 physics degrees awarded during FY 2014 – FY 2018.

Transfer students -

The five-year trend shows a fluctuating number of physics transfer students. The highest number of transfer students 2 occurred in FY2014 and FY 2017. FY 2015 and FY 2016 have 1 transfer student. FY 2018 has 0 students recorded. The five-year total is 6 physics transfer students. In comparison, the five year total of physics transfer students from FY 2009 – FY 2013 was 1 student.

Data demonstrations that the number of physics transfer students have increased since the previous program review. The five-year total of physics transfer students has increased from 1 physics transfer student during FY 2009 – FY 2013 to 6 students during FY 2014 – FY 2018.

Physical and Life Sciences Transfer program courses as a whole -

	<p>All transfer program courses are reviewed by IAI (Illinois Articulation Initiative) science majors' panels and meet IAI all physical and life sciences majors' recommendations. All physical and life sciences courses are approved as transfer courses to other IAI participating institutions. All transfer program courses are reviewed and accepted by ICCB (Illinois Community College Board).</p> <p>The Physical and Life Science area offers courses that provide the foundation for students that transfer as a physical or life science major and pre-professional transfer programs. Due to limited offerings of other transfer program courses, an ongoing effort is made to ensure there are no scheduling conflicts between courses within the physical and life science transfer program courses and with other areas such as math courses and pre-professional transfer programs courses. This allows students to complete their transfer program courses within 4 semesters. Transfer students are encouraged to choose a university to which they plan to transfer as soon as possible and to consult that institution's catalog or department advisor as they plan their academic transfer program.</p> <p>Assessment process -</p> <p>The Physical and Life Science area offers courses that provide the foundation for students that transfer as a physical or life science major and pre-professional transfer programs. The following two foundational scientific objectives are assessed, recorded and discussed by the physical and life sciences area faculty each year to support and improve skills of physical and life science transfer program students:</p> <ol style="list-style-type: none"> a. Students will demonstrate an understanding of how scientific knowledge is extracted by various scientific techniques and instrumentation. b. Students will demonstrate an understanding of basic scientific principles.
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>The mission of Sauk Valley Community College states, "Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development."</p> <p>Students enrolled in transfer program courses in the Physical and Life Science area are also required course in other disciplines and fields of study. For example, students enrolled in a health-related professional program. A coordinated scheduling effort was made to insure no overlaps in course scheduling between the math, chemistry, physics, biology and health</p>

	<p>sciences to insure the ability of a student to complete their physical and life sciences program coursework requirements within two years. Declared majors and transfer data was previously stated.</p> <p>Teaching and scholarship - Transfer program courses will satisfy general education requirements. The physical and life science area faculty offer a variety courses to satisfy the physical and life sciences requirements in general education, health professions careers and agriculture. Faculty involved in teaching transfer program courses, along with other science area faculty, provide the following other additional courses that satisfy the sciences requirements for general education degree and requirements of other disciplines: 9 life science courses, 2 chemistry courses, 8 physics courses, astronomy and environmental geology. Many of these courses are offered in each semester, with multiple sections as day-time or night-time offerings. On-line lecture sections are offered for some courses as well as courses that offer a lab component online as well. A new online astronomy lab class, biology lab class and chemistry lab class have been developed within the last five years and are being offered. Four course are offered as dual credit.</p> <p>Community - The science faculty and science area faculty lab assistant host students from 2 to 5 area high schools and 1 to 2 area 3rd grade student visits each year. Faculty are involved with the STEM outreach program in the spring of each year, Northern Illinois extension 4-H program, Sauk Safari Activity Day, College for Kids, Science Siesta, local prairie work project opportunities, and Rockford's science camp for kids at the Burpee Museum. Learning opportunities are hosted by the Science club and astronomy club for the community.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>To maintain or improve the transfer program objectives/goals the following quality improvements or modifications were made since the last review:</p> <ul style="list-style-type: none"> - The college created an additional full-time biology faculty position - The college was able to hire a highly qualified full-time physics professor due to the retirement of a previous physics professor. - The college was able to hire a highly qualified full-time chemistry assistant professor due to the retirement of a previous chemistry professor. - The physical and life sciences lab and lecture rooms, science faculty offices, and storage

	<p>areas have been renovated and are found adjacent to each other on the third floor of the college.</p> <p>- Computers and other electronic equipment have been updated in the physics area.</p>
<p>REVIEW ANALYSIS</p> <p>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.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Programmatic needs/changes are monitored by the Vice President of Academics and Student Services, Dean of General Education & Transfer Programs, and physical and life sciences area faculty. Programmatic needs/changes can be determined by: enrollment numbers, which determine the number of sections to be offered for each course. (Table 1A); communication with IAI physical and life sciences majors' panels, changes in course recommendations; ICCB committee evaluations; SVCC curriculum committee which has membership from counseling, faculty, administration, and staff that evaluate programmatic needs/changes. If changes or additions to programs or course outlines are required, the faculty in the physical and life sciences area will be responsible to make the required changes. Upon completion, science faculty will submit a Curriculum Action Form to the Curriculum Committee. If the committee votes to accept the changes, they will be sent to ICCB for approval. If the changes are not accepted, the form will be sent back to the science faculty for further modifications and resubmitted.</p>
<p>1.2 How are students informed or recruited for this program?</p>	<p>Students are informed or recruited to the physical and life sciences program through the following methods:</p> <ul style="list-style-type: none"> • Program pamphlets have been created by marketing and are distributed. • Marketing efforts depicting low tuition cost compared to other institutions, and individual Sauk success stories from former science students stating how Sauk prepared them to be successful as a transfer program student. • Sauk advisors and the Coordinator of Student Recruitment visit with students in area high schools. • SVCC catalog • Faculty work with students within the Honors program. • Potential science majors are allowed to visit classrooms during their high school visits.

	<ul style="list-style-type: none"> • Science faculty and science area faculty lab assistant host students from 2 to 5 area high schools each year to view the cadaver, participate in lab activities, tour the science labs and college. • The physical and life sciences area host and provide biology, chemistry, and physics lab activities 1 to 2 times a year for 3rd grade elementary students. • Faculty are involved with the STEM outreach program in the spring of each year. • Faculty have been involved in the Northern Illinois extension 4-H program, Sauk Safari Activity Day, College for Kids, Science Siesta, Rockford’s science camp for kids at the Burpee Museum • Faculty provide incentive to be involved in local prairie restoration work projects • SVCC science club and astronomy club provide outreach activities for the community and during Sauk Fest days. • Personal conversations between Sauk science faculty with parents and students about the physical and life sciences program at Sauk
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this discipline?	<p>The costs associated with the physical and life sciences area include the following budget items: maintenance services, instructional supplies, computer software, travel-in state, equipment purchased with funding bonds, employee salaries and benefits.</p> <ul style="list-style-type: none"> • Data shows that in three of the last five years the area has either been on budget or below budget for budget items. Non-budgeted in-state travel expenses in FY2015 and increased instructional supplies in FY2016 showed a 4 -5% increase in area budget item expenses. • Five-year totals show the area with an average of 2% budget remaining. • No equipment was purchased with funding bonds. • Employee salaries and benefits have fluctuated in the past five years. • Program total expenses have exceeded total revenue for the past five years. Transfer program courses have an average deficit of \$57,807 each year from FY2014-FY2018 giving a 5-year total deficit of \$-289,035. These numbers are limited to transfer program course finances. Faculty teaching transfer program courses also teach general education courses. When calculating the finances for all of the physical and life sciences area courses, the physical and life sciences area demonstrations an average profit of

	\$516,143 per year from FY2014-FY2018 giving a 5-year profit of \$2,580,715. When comparing the physical and life science transfer program finances to the all courses taught within the physical and life sciences area, the physical and life sciences area generates approximately a \$458,336 profit per year for the college.
2.2 What steps can be taken to offer curricula more cost-effectively?	<p>Steps taken to offer curricula more cost-effectively:</p> <ul style="list-style-type: none"> • Continue to offer combined lecture sections for courses based on lab enrollment limited to seats. • Expense budget is monitored monthly by the faculty assistant. Concerns are relayed to faculty members. • Faculty do not print notes for student use. Course materials and notes are provided on Canvas for students to view and print or can be purchased in the bookstore for certain courses. • Chemistry courses provide in-house lecture notes and lab manuals. • Lab materials are ordered at one time for bulk discounts. Quotes are solicited from supply companies for the bulk orders which can lead to further increased savings. • New sections are added to the schedule if needed to increase revenue. • Discontinue sections of courses due to low attendance. • Open source resources are used to decrease student costs for a course. • Bio 103 and Bio 111 have worked with a publisher to create customized lab manual for the course. Reducing lab manual cost from \$75 - \$150 to around \$18.
2.3 Is there a need for additional resources?	<p>Is there a need for additional resources?</p> <ul style="list-style-type: none"> • BIO 105 is reliant on the availability of twenty-four computers for lab practical exams. • NMR spectrometer for the chemistry program
INDICATOR 3: QUALITY	RESPONSE
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	CHE 105 is offered as a dual credit course in the Spring semester. Transfer program courses are offered during daytime hours. However, BIO 105 is offered at nighttime in the Fall semester and during the daytime during the summer schedule. BIO 105 is also offered as a dual-credit course.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Currently there is no formula that the college uses to compare success rates of each delivery method. Data found Table 1 A & B and Table 4 are compiled every five years for the program

	review process and distributed to each science area faculty member for viewing and/or discussion.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Classroom evaluations by the Dean of General Education & Transfer Programs and student evaluations.
3.4 How does the discipline identify and support at-risk students?	<p>The physical and life sciences area identify and support at-risk students by:</p> <ul style="list-style-type: none"> • Counseling or the student needs coordinator faculty identify at-risk students enrolled in a course. Faculty act in accordance with the request and/or accommodations. • Students are able to view, at any time, their current course grade in Canvas or posted on paper. • Faculty members will talk with at-risk students and/or have notified the early alert system at SAUK. • Daily quizzes are given in selected chemistry and biology courses, so faculty and students can evaluate their current understanding of concepts • Area faculty set up personal meetings with underperforming students (each semester) • Since physical and life science courses have labs, increased conversions can occur with the instructor and an at-risk student.
3.5 To what extent is the discipline integrated with other instructional programs and services?	Transfer program courses are integrated with the nursing program, professional health programs, math, and the engineering programs.
3.6 What does the discipline or department review when developing or modifying curriculum?	The physical and life sciences area reviews the IAI course recommendations when developing or modifying curriculum. The IAI has distinct guidelines for the content and requirements for each course. The area may look at program offerings at other institutions, ICCB requirements, or recommendations from the curriculum committee and student services.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	<p>Retention rates are examined during the program review process. No official transfer program courses retention rates are in place to address low retention and/or success rates. Similar techniques are used as with at-risk students to improve retention rates:</p> <ul style="list-style-type: none"> • When a student is identified by counseling or the student needs coordinator faculty act in accordance with the request and/or accommodations. • Students are able to view, at any time, their current course grade in Canvas or posted on paper. • Faculty members will talk with at-risk students and/or have notified the early alert system at SAUK. • Daily quizzes are given in certain chemistry and biology courses, so faculty and students can evaluate their current understanding of concepts

	<ul style="list-style-type: none"> • Area faculty set up personal meetings with underperforming students (each semester) • Since physical and life science courses have labs, increased conversions can occur with the instructor and an at-risk student. • Resources are available with recommended physical and life sciences tutors in the Learning Commons.
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LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

Barriers encountered while implementing this discipline are:

- scheduling issues; since courses typically have a lecture and lab section, scheduling course offerings so they do not overlap with math, biology, chemistry, and physics courses, health professions courses,
- due to low numbers of students in certain courses within transfer programs only one section can be offered yearly.
- Science area discussions have identified one of the largest barrier to student success is the low level of skills (math, English, study) that our students possess upon starting college. These barriers are trying to be addressed by the K-12 school system and the community college system.

<i>Cross- Disciplinary</i>	
<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019
<i>AREA</i>	Remedial English Language Arts
<i>REVIEW SUMMARY</i>	
Program Objectives What are the objectives or goals of the program/discipline?	1. Developmental ELA courses assist students in other fields by providing the foundation in writing and reading that is necessary for academic success.
To what extent are these objectives or goals being achieved?	2. Persistence rates (Tables 4A & 4B): ELA 090: 67.6%; ELA 099: 60.6%; ELA 095: 61.0% All college programs: 63.9% ELA persistence rates are very close to the overall persistence rates for all college programs. Retention rates (tables 5A & 5B): Fall to spring retention: All ELA courses: 72.5% College average 79.2% Fall to fall retention: All ELA courses: 48.2% College average: 61.2%
How does this program contribute to other fields and the mission of the college?	3. The Developmental ELA program insures that students who do not meet the criteria for placement into college-credit courses are still able to enroll in the college and pursue an education. Developmental ELA courses make it possible for all students to pursue a transfer degree or certification that will lead to gainful employment. In this way, the program fulfills Sauk's mission of engaging the community in lifelong learning and economic development.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	4. At the last review period, 2014, the Developmental English sequence consisted of two three-credit hour writing courses, ENG 091 and ENG 099. There were also two developmental reading courses of three credit hours each, RDG 095 and RDG 098. In 2014, the developmental writing and reading classes were integrated into two ELA courses of four credit hours each. ELA 095 integrated ENG 091 and RDG 095, and ELA 099 integrated ENG 099 and RDG 098. Thus, the ELA sequence went from a maximum of 12 credit hours to a maximum of eight credit hours.

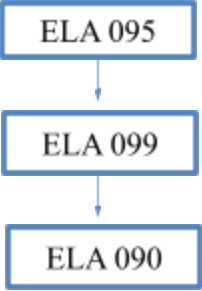
	<ul style="list-style-type: none"> • Reading and writing are not two distinct processes; they complement and reinforce each other. Therefore, from a student learning perspective, integrating reading and writing is a much more effective approach. • From a financial perspective, students save a maximum of four credit hours. • From a retention perspective, a shortened developmental sequence leads to increased completion and success rates. <p>Two other quality modifications have been made to Developmental ELA since the last review period:</p> <ol style="list-style-type: none"> 1. Developmental English used to share a department with developmental math and Adult Education. Now, Developmental Math is part of the mathematics department and Developmental ELA is part of the English department. 2. There is a Developmental Education standing committee. This committee includes members from all the different areas of the college that come into contact with developmental students: developmental ELA and developmental math faculty, Student Services, Financial Aid, Academic Advising, Learning Commons, Tutoring, and Disability Support. <p>Therefore, changes and modifications to the Developmental ELA program are now the result of a collaborative process between all areas of the college that affect developmental students.</p>
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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 offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	<ul style="list-style-type: none"> • ELA courses are offered on both mornings and afternoons on Mondays and Wednesdays and also on Tuesdays and Thursdays every semester. A combined ELA 095/099 class is offered at night and during the summer term. • All courses across all disciplines are required to include an ELA rigor level in their outlines: An ELA rigor level of 1 means that all students can take that course regardless of ELA level; ELA rigor level 2A means that students who enroll in that course need to have placed in ELA 095 or higher and are concurrently enrolled in ELA 095. Rigor level 2B means that students who enroll in that course need to have placed in ELA 099 or higher and are concurrently enrolled in ELA 099.

	<p>Rigor level 3 means that course should be taken by students who place in ENG 101 or higher.</p> <ul style="list-style-type: none"> The ELA program meets the needs of students across all programs by ensuring that they are not placed into a course for which they are not academically prepared.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	<ul style="list-style-type: none"> The costs of this program average approximately \$100,000 per year for a five-year total of \$425,922 (cost data from 2014 not included). The largest percentage of the cost is associated with instructional salaries and benefits. The cost of these courses is more than covered by tuition, fees, and apportionment, as evidenced by the \$176,000 net income generated by the program in the same five-year period. The program had a positive net income every fiscal year during those five years. The department believes the program is as cost-effective as possible. The small budget for materials and supplies are being managed effectively, and the logical change from a 12-credit sequence to an 8-credit sequence, as well as the addition of the co-requisite ELA 090, saves money for both the students and the institution.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition and fees from program classes more than pays for the offerings in the program.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	The program is not being funded by grants.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The logical change from a 12-credit sequence to an 8-credit sequence, as well as the addition of the co-requisite ELA 090, saves money for both the students and the institution.
2.5 Are there needs for additional resources? If so, what are they?	None at this time.
INDICATOR 3: QUALITY	RESPONSE
3.1 How is the college working with high schools to reduce remedial needs?	Through PASS, Partnership Advocating Student Success, the college works closely with area high schools to identify and strengthen areas that may result in the need for remediation.
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education	As detailed in question #3 above, the top tier of ELA 099 students (ACT scores 19-21) can enroll in ENG 101 with a one-hour co-requisite support course.

<p>finish the sequence within one academic year?</p>	<p>The integration of developmental writing and reading courses has shortened the developmental sequence so it can be completed in one year.</p>												
<p>3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.</p>	<p>1. The developmental ELA sequence is as follows:</p> <div style="text-align: center;">  <pre> graph TD A[ELA 095] --> B[ELA 099] B --> C[ELA 090] </pre> </div> <p>Students may enter the developmental sequence in ELA 095, ELA 099, or ELA 090. The placement requirements are as follows:</p>												
<p>3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>ELA 095 and ELA 099 are integrated writing and reading courses, so they are accelerated alternatives to separate developmental writing and reading courses. They are not offered online. To be successful in online courses, students need to possess a degree of motivation, confidence, and work ethic that is often lacking in developmental students. ELA 090 is offered online since it is a support course for ENG 101 and ENG 101 is offered as an online course.</p>												
<p>3.5 What innovation has been implemented or brought to this program?</p>	<p>The co-requisite model has been implemented in the developmental sequence. The top tier of ELA 099 students, that is students with an ACT English score of 19-21 or an Accuplacer score of 5, can enroll in ENG 101 with ELA 090 as a one-credit-hour co-requisite support course.</p>												
<p>3.6 To what extent is the program integrated with other instructional programs and services?</p>	<p>The ELA Developmental program is integrated well with all other instructional programs. All course outlines are required to specify the ELA rigor level that is required for success in each course. This insures that developmental students will not enroll in a course for which they may not have the proper foundation.</p>												
<p>3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>N/A</p>												
<p>3.8 How well are completers of remedial/developmental courses doing in related college-level courses?</p>	<p>1. Success in ENG 101 academic years 2016-2018:</p> <table border="1" data-bbox="743 1696 1435 1890"> <thead> <tr> <th>FY 16-18</th> <th># of credits</th> <th>A-C</th> <th>D, F, W</th> </tr> </thead> <tbody> <tr> <td>Students who tested directly into ENG 101</td> <td>2763</td> <td>84.5%</td> <td>15.5%</td> </tr> <tr> <td>Students who tested directly into ENG 101+</td> <td>1347</td> <td>59.7%</td> <td>40.3%</td> </tr> </tbody> </table>	FY 16-18	# of credits	A-C	D, F, W	Students who tested directly into ENG 101	2763	84.5%	15.5%	Students who tested directly into ENG 101+	1347	59.7%	40.3%
FY 16-18	# of credits	A-C	D, F, W										
Students who tested directly into ENG 101	2763	84.5%	15.5%										
Students who tested directly into ENG 101+	1347	59.7%	40.3%										

Students who completed ELA 099 and then enrolled in ENG 101+	1026	61.4 %	38.6%
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The table above suggests that ELA 099 may be contributing to students' success in ENG 101+. A required ACT score of 22 in English may be the reason for the high success rates in ENG 101. (table fy2016-fy2018)

Besides ENG 101, we also looked at the performance of students who took ELA 099 in two other courses: PSY 103 and HUM 210. These courses were selected because of their intensive writing requirements.

Since fall 2015, a total of 380 students who completed ELA 099 enrolled in either PSY 103 or HUM 210:

CLASS	A	B	C	D	F	W
PSY 103	50	53	61	33	17	9
HUM 210	3	18	15	2	2	6

A total of 223 students who completed ELA 099 took PSY 103, and 164 or 73.5% were successful (A-C).

A total of 46 students who completed ELA 099 took HUM 210, and 36 or 78.2% were successful (A-C).

Data provided by Tony Boone.

Although we cannot assume a direct cause and effect relationship between ELA 099 and success in PSY 103 and/or HUM 210, a high percentage of students who completed ELA 099 and took these courses were successful.

3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?

Currently, no specific professional development or training is offered to instructors. One full-time instructor has credentials in post-secondary literacy.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

The most serious challenge to the ELA program is the number of students in the classroom. To continue to provide the high-quality individual attention this group of students requires to be successful, the classroom cap of 15 students in ELA 095 and ELA 099 is imperative.

Additionally, ELA 090 is a one-hour co-requisite support course for students who place directly into ENG 101+ or for students who enroll in ENG 101 from the developmental sequence. The course consists of mini lectures on elements of the writing process and/or grammar, practice exercises, and at least three one-on-one conferences with each student over the course of the semester. In only fifty minutes a week, there simply is not enough time to effectively address all the issues impeding students' success in ENG 101 and allot sufficient time for effective individual conferences. Instructors are using their office hours or email for conferences which should be done in class.

Student and Academic Support Services

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

<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2019
<i>REVIEW AREA:</i>	Financial Assistance and Veterans' Services
<p>Program Summary Please provide a brief summary of the function of the program.</p>	<p>Financial Assistance (FA) awards financial aid to qualifying students in an efficient and accurate manner, meeting all Federal and state regulations and guidelines. FA offers guidance through the financial aid process to help make educational goals a reality. The mission statement of the FA office states FA enhances learning by educating and assisting our students and community with their academically related expenses thereby helping them achieve their educational goals.</p> <p>The primary functions of FA tie to the following Sauk Valley Community College (SVCC) Strategic Plan objectives: Goal 1, Objective 1.1. Identify and remediate barriers to student access. Goal 2, Objective 2.1. Identify and remediate barriers to student success. Goal 2, Objective 2.6. Improve semester to semester retention rates. Goal 2, Objective 2.8. Improve the degree and certificate completion rates. Goal 2, Objective 2.9. Improve the transfer rates to other colleges and universities. Goal 2, Objective 2.11. Partner with local secondary schools to improve college readiness.</p> <p>College Health Metrics (CHM): 2. Student Services: The College provides quality, supportive services to students. 6. Public Service: The College encourages and participates in regular public service. 8. Planning: The College conducts thoughtful, systematic planning to support future operations. Plans are updated annually or as necessary.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<ul style="list-style-type: none"> ● FA has continued and expanded past cost reducing practices and procedures to ensure financial viability. ● In addition, over the last five years, FA has reviewed and revised workflows within Filebound to ensure accuracy and efficiency. With the efforts of the

	<p>Business Office and Human Resources, People Admin was implemented to streamline the hiring process of work studies.</p> <ul style="list-style-type: none"> • Although travel and training was limited, the FA staff was able to remain knowledgeable of changing federal rules and regulations by utilizing regulatory and legislative resources, such as NASFAA news. • Community viability was improved by increasing the efforts to make financial literacy available in the public and student population. .
<p>What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • Federal Government shutdown has had an impact on our ability to process all aid packages in a timely manner, matches cannot be made with selective service or homeland security. • Staff turnover.
<p>What are the program's strengths?</p>	<ul style="list-style-type: none"> • Dedicated, knowledgeable staff who are adaptable, efficient, and student centered. • Federal and State Audit conducted with minimal findings.
<p>Rationale Detail all major findings resulting from the current review.</p>	<p>FA has had several staffing changes since the last program review. Currently, all positions have been filled and are critical to the functioning of the office. While enrollment has declined since the last program review, the number of FAFSA applications to process has stayed consistently over 2000. (See graph below). In addition, the regulations and reporting requirements imposed from the Department of Education has increased.</p>
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>On August 17, 2018 IL Governor Rauner signed into law SB2559 which creates Public Act 100-0926. Public Act 100-0926 amending the Higher Education Student Assistance Act to add a new Educational Loan Information Pilot Program, effective for the 2019-20 academic year. The pilot program will require public institutions of higher education that enroll students who are eligible to receive financial aid for the primary purposes of financing post-secondary education to disclose the following information annually to the student or the parent or guardian of the student:</p> <ol style="list-style-type: none"> 1) An estimate of the total amount of education loans taken out by the student or the parent or guardian. 2) An estimate of (a) the potential total payoff amount of the incurred education loans or a range of the total payoff amount and (b) monthly repayment amounts that a similarly situated borrower may incur for the amount of loans the student or parent or guardian has taken out, including principal and interest. 3) The percentage of the borrowing limit the student or the parent or guardian has reached at the time the information is provided.

4) Any financial resources available to the student or the parent or guardian.

In response to SB2559, FA will adjust our current model for Direct loan entrance counseling. First year borrowers will receive the current federal entrance counseling requirements in addition to the material referenced above. Second year borrowers will now be required to complete additional loan counseling. Private borrowers will now also be required to complete loan counseling. Materials and processes are being developed to accommodate the changes.

FA will continue to promote and increase awareness of Financial Aid programs through aggressive, year-round outreach efforts within the community and student population. We will make planned efforts to assist students on a personal level by fostering financial literacy and debt management, and by mitigating unusual circumstances that might otherwise hinder a student's academic progress.

FA will include specialized questions within the Noel Levitz Student Services Center Satisfaction Survey to be conducted in Fall 2019 to determine if we offer the services that our students want, need, and expect. We will also solicit feedback to determine if we are offering excellent customer service and meeting the needs of our students.

Staff will begin to cross train within the FA area to ensure processes are completed accurately and as efficiently as possible