

PROGRAM REVIEW COVER PAGE	
<i>COLLEGE</i>	Sauk Valley Community College
<i>DISTRICT NUMBER</i>	506
<i>CONTACT PERSON</i> (NAME, TITLE, CONTACT INFORMATION)	Aaron Roe, Director of Research and Planning, Aaron.r.roe@svcc.edu
<i>FISCAL YEAR REVIEWED:</i>	AY 23-24 Program Review
DIRECTORY OF REVIEWS SUBMITTED	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	1-36
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<i>OTHER ATTACHMENTS AS NECESSARY</i>	

Career & Technical Education				
College Name:		Sauk Valley Community College		
Academic Years Reviewed:		FY 2022-2026		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Welding	Cert	19		H46, H48, H49
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The SVCC welding program has been specifically designed to meet the needs of local employers, specifically the manufacturers, which make up 30% of the employment in the SVCC college district. The welding program is intended to prepare students for work in the welding field.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The completion rate of students seeking the Advanced Certificate in welding is 92.6%. This is a desired certificate for many area employers.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Investigate possible release time to support the welding program. No release time was awarded, but I, Scott Gillihan, was made the head of the welding program which addressed many of the identified needs for release time. Examine Fulton High School as a possible location for future welding courses, including pipe-welding I was part of a group that visited Fulton High School. It was determined that Fulton High School did not have the necessary equipment to run these classes, and that their faculty did not have the required training/ knowledge to teach some of the welding classes.		

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Jeffery Johnson-Multi-Craft Instructor Steve McPherson-Multi-Craft, Area Leader Myndi Fletcher-Purchasing Each of the above proofread the program review and offered feedback
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Welding advisory committee, Dean of Business and Career and Technical Education, and the Institutional Effectiveness committee all provided feedback to the process of the review.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites for the welding program were reviewed, and it was determined that they are sufficient.
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 What is the labor market demand for the program? Cite local and regional labor market information.	In 2022, there were 15 annual openings for General Maintenance and Repair Workers with an estimated growth for 2022-2027 of 7.52% Welders, Cutters, Solderers, and Brazers had 8 annual openings and an estimated growth for 2022-2027 of 10.91% First-Line Supervisors of Construction Trades and Extraction Workers had 2 annual openings and an estimated growth of 6.67%. The national growth for these jobs is estimated to increase by 6.7% Source: Lightcast
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In the previous 5 years, welding related jobs were projected to grow by 1% nationally and average compound growth of .48% regionally. In the next 5 years, the demand for welding related jobs is projected to be 223, which is a growth of 8.5% regionally. There is a projected national demand of +6.7%, putting the demand at 49% above the national average.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	IDES Employment Projections LWA 4 and Lightcast. This is reviewed every 3-5 years.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited for the program through information booths set up at area High School events and college night at SVCC. On request, I have visited area High Schools and provided tours for interested groups. We also offer dual credit opportunities with area High Schools for WLD 106 Welding Fundamentals, which acts as a feeder for those students interested in completing the remaining classes at SVCC to obtain welding certificates.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Primarily by enrollment data and personal discussions.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	In the past, the number of times a class is offered in a semester has changed due to enrollment data. (Classes have been added when the waiting list was great enough, and classes have been dropped when enrollment was very low). My Dean, Sasha Logan, and I also formed a Welding Advisory Committee to discuss the need for internships and to get program feedback from area businesses.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: - Costs to the institution associated with this program - How costs compare to other similar programs on campus - How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). - Revenue Analysis - Student to faculty ratio - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	The costs associated with the welding program are instructional supplies, consumables, equipment purchases, employee salaries, and employee benefits. The costs associated with running the welding program will be higher than most programs on campus due to the consumables that welding requires. The college is paying for the welding program through tuition, class (lab) fees, state apportionment, and funding bonds. The student to faculty ratio is 10 to 1. The five- year average for students to faculty has been 7.4 to 1. Enrollment showed a drop in FY 2021 and FY 2022 but was above average in FY 2023. Classes are schedule in morning, afternoon, and evenings to accommodate students’ schedules, whether that be other classes, work, etc.

2.2 What are the findings of the cost-effectiveness analysis?	The findings of the analysis are that with all the consumables used in the welding program, we do not make money. We do, however, help to fill the growing demand for welders in our area.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The majority of costs for the welding program are not paid for through grant funding.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The college and welding faculty continually assess the cost effectiveness of its programs and affordability of the textbooks and kits. Currently we don't receive any supplemental grant funding from outside sources, but the college does continue to fund the program as it is necessary to supply our community with welders.
2.5 How will the college increase the cost- effectiveness of this program?	By negotiating gas and tank rental prices, when possible, buy consumables for future use when notified of upcoming price increases, run classes as conservatively as possible, and seek metal donations from area companies.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No because the above-mentioned actions are already in place and being utilized. We are also enrolled in a program through Lincoln Electric that allows us to buy our welding rod and mig wire directly through their educational portal at a savings of about 60% compared to distributor pricing.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery method for all welding classes is traditional.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	This is accomplished through training, reading, and communication with industry leaders.

3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	(A) ; Aligns with the skill needs of industries in the economy of the State or regional economy involved Labor market data through Illinois Department of Employment Security and Lightcast are analyzed every 3 to 5 years to evaluate the projected local and state needs for welding related jobs. We also have a Welding Advisory Committee made up of area industry leaders which meets on an as needed basis to discuss area needs and training goals. These meetings have resulted in criteria based on John Deere specifications and the development of customized welding training for multi-craft millwright apprentices at Sterling Steel. (B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act; The welding program trains students in a variety of welding processes, preparing students to enter the workforce in multiple areas. (C) Includes counseling to support an individual in achieving the individual's education and career goals; I have one on one meetings with students on a regular basis to discuss where their career interest lies. I provide feedback to help them achieve their goals, whether that is giving advice on job openings or to fulfill their desire for further training. (D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; All welding classes align with company criteria. The WLD 101 was specifically created to prepare students for work as industrial MIG welders, which is the welding process used by a high percentage of local employers. The 5 Musts of a good weld worksheet was developed as a problem- solving tool for each welding process. (E) Organizes education, training, and other services to meet the particular needs of an individual in a matter that accelerates the educational and career advancement of the individual to the extent practicable; SVCC's welding program focuses on enforcing good fundamentals of welding. We also incorporate problem solving skills, as well as basic machine maintenance into

	our programs. We have flexible schedules, offering options to take each welding class in the morning, afternoon, or evening. We also offer dual credit for WLD 106 through local High Schools having welding programs that align with our criteria. (F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; We offer 3 certificates in the welding program, which can be stacked or taken individually, depending on each students' need or desire. (G) Helps an individual enter or advance within a specific occupation or occupational cluster; The welding program has an arrangement with Entyre Company for an opportunity for students to do internships with them. The student can work up to 30 paid hours per week, getting on the job training, and are able to continue to attend welding classes. There is also the possibility for the student to obtain employment through Entyre Company at the end of the internship. We also offer customized training to area companies, which can be designed to meet their specific needs.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	I created a worksheet using the "five musts of a good weld" (Machine Settings, Work Angle, Travel Angle, Travel Speed, and Arc Length) to use as a problem- solving tool to identify discontinuities in a weld, with the goal being to not have a failed weld. I have made these worksheets specific to each welding process.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	SVCC welding program offers dual credit for WLD 106 Welding Fundamentals. The completion of this course allows students who enroll at SVCC's welding program to start out in advanced welding classes. We currently offer dual enrollment through Whiteside Area Career Center, Rock Falls High School, Sterling High School, Dixon High School, and Fulton High School.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	WLD 101 was specifically designed and matched to John Deere criteria to meet the need for qualified welders at John Deere. The Entry Level Certificate (H48) is accepted by John Deere as 1000 hours of industrial MIG welding that they require. The opportunities improve the quality of the program by offering an option for employment. If a student is not interested in employment with John Deere, industrial MIG welding is widely used in other area manufacturing jobs.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	E.D. Etnyre & Company offers an internship opportunity to our welding students. The student is allowed to work at Etnyre Company for up to 30 hours per week, for which they are paid. Etnyre Company works the students work schedule around their school schedule. At the end of the internship, if the student proves to be someone that Etnyre Company is interested in, they are offered a full- time job and a pay raise. If the student accepts the job and works for Etnyre company for one year, Etnyre Company will reimburse the student for the costs of welding classes.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Not applicable
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The completion of WLD 101 is accepted as 1000 hours of Industrial MIG Welding experience required for employment through John Deere.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The welding program has formed partnerships with several area companies that employ welders through the formation of the welding advisory committee. These include IFH Group, Etnyre Company, Wood's, Astec Mobile Screens, Timken, Bonnell Industries, and MENK USA. The opportunities that exist are not so much to form other partnerships, but to continue to move forward with identified goals with this group.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The items discussed with the welding advisory committee were the possibility of creating more internships, the use of our electronic job board to post job openings, classroom visits, and metal donations for the welding program
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	As the only full- time faculty, I have received training for robotic welding through Lincoln Electric, and training to earn and retain my credentials as a Certified Welding Inspector and Certified Welding Educator through the American Welding Society. To my knowledge, no adjunct faculty have applied for training through SVCC. This is mainly due to the fact that all adjunct instructors work other full-time jobs and receive required training through those employers.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Diversity and Inclusion training is offered by SVCC and has been the topic of speakers at the fall kickoff.

3.17 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 several years, we have added two robotic welders and have incorporated their use into the Advanced Certificate. The equipment used is aging but is in good overall condition.
3.18 What assessment methods are used to ensure student success?	Written tests are designed 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 soundness.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	A new area assessment was recently embedded in Canvas which assesses welding technology and technique rather than general education.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	This was just recently implemented and has not had time for sufficient data to suggest revisions.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students overall are very satisfied with their preparation for employment. The satisfaction information is collected through class evaluations and in person meetings.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program committee meets on an as needed basis. In the past, we have met when new ideas or criteria are introduced for the welding program.
3.23 In what other ways 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 internship.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Overall, employers are very satisfied with the preparation of the welding program's graduates. Employer satisfaction information is collected through personal meetings and conversation and is evident through the continued hiring of welding graduates.
3.25 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 understanding of the three major welding processes used in the welding field (GMAW, SMAW, and GTAW). This will help the students employable in a field that continues to show job growth and helps the welding program maintain steady and consistent enrollment.

3.26 What are the identified or potential weaknesses of the program?	The identified weaknesses of the welding program are the continuing pricing increases for consumables and lag time in getting ordered necessities.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program	Welding				
CIP Code	480508				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	289	243	208	176	261
Number of Completers	29	9	22	8	33
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality	Table 1A-Welding Advanced H49 Table 5A programs by ethnicity & gender College Averages Table 5B Program Averages Welding Advanced H49 Lightcast Occupational Gender Program and Occupation Race/Ethnicity Breakdown. The Welding Advanced H49 Ethnicity breakdown runs very close to the overall college statistics, but not gender. The welding program is made up of about 90% males. The welding program statistics does follow the occupational breakdown very closely.				

among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	The data shows that we have a continued number of students each year seeking the Advanced Certificate, with a portion completing each year and being sent into the workforce.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The gaps are primarily in female enrollment.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	While the college certainly does not discourage females from enrolling in the welding program, the welding program is a certificate program which does not result in an Associate Degree. Those that enroll are interested in learning the skill set and employment in the welding field. Basically, it's not a program that anyone has to take and not everyone is interested in learning to weld or in becoming a welder.
Are the students served in this program representative of the total student population? Please explain.	Yes. Other than gender, the welding program and college data is very close.
Are the students served in this program representative of the district population? Please explain.	No. A high percentage of students enrolling in the welding program are caucasian males. The welding program is a certificate program, which, other than multi-craft, is not part of any degreed program. Students who enroll do so because they are looking to enter the welding field.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Welding as a program is essential for our region and community. Currently the program is running as lean as possible so look to expand marketing and attract more students to enroll in the welding program in the future, specifically to any female student enrollments.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Market more specifically to subpopulations in our area about welding opportunities and employment opportunities for welders in our region.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met effectively.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	There are no performance gaps currently when evaluating welding. The gap exists within enrollment figures overall, so attempts will be made to recruit and enroll students from other subpopulations and minority groups, especially female students.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	This will come from assistance of our welding faculty, marketing and advancement, and our dual credit recruiters.

Career & Technical Education				
College Name:		Sauk Valley Community College		
Academic Years Reviewed:		FY2019-FY2023		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Agribusiness/Agriculture Business	AA/AA S	66-67/60	010102	NA
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The agriculture business program is a two-year and transfer program designed to prepare individuals for jobs in the field of agricultural supply, distribution, and service. Students prepare for a career in the business of agricultural production, finance, commercial sales, commodity trading, or other service provision to producers. Students will receive training in precision agriculture as well as operating and managing an agricultural business.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Early indicators show that students who transfer from SVCC after starting a degree in Agriculture Business has shown success. With the nature of this program, most students start their program and then transfer, possibly without actually completing the program at SVCC, so initial data cannot be completed yet because only a few of the transferring students have graduated with a bachelor's degree. The early students who have transferred to a university have shown success with a 100% graduation rate.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		NA		

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Kevin Larson, Ag Instructor Sasha Logan, Dean of CTE
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	SVCC Ag Advisory Committee meets 2x/year to review overall program offerings and effectiveness.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Besides the college's placement exam scores, no pre-requisites are required for this program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Several business courses (i.e. Accounting, Economics, Marketing) are necessary for students to be successful in pursuing a degree in Agriculture Business and to be successful in the industry.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Labor market data for agribusiness is showing a -14.9% drop in our region when predicting future growth of the field with only 17 new annual openings. However with 154 jobs currently in 2022, the region sits about 206% over the national average.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand is decreasing at -14.9% for the next 5 years of employment within the field of agriculture business.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast is the primary source for labor market information. For program review purposes, the labor market data is reviewed every 5 years. General Ag labor market data for our area is reviewed annual with access to Lightcast.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	When visiting with prospective students during recruitment events, information is provided on how the classes and experiences prepare students for careers in Agriculture Business management. Emphasis is made on preparation is careers in farm business management and sales. Students are recruited during classroom visits, FFA events both on and off campus, and college/career fairs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The SVCC Ag Advisory Council meets 2x/year to review overall Ag programming. This overall council will be split into sub-committees to evaluate individual programs.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	A Topics Agriculture Communications course will be added to further expand the program offerings, with the intention of adding this as a full course. Agriculture Communications classes are a requirement for most universities to graduate with a bachelor's degree in Agriculture Business.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The budget for the Ag program does not distinguish between the different academic programs that make up the whole. The initial costs for the main course, AGR 150 - Ag Business Management are covered by student fees, but the course has very minimal expenses.
2.2 What are the findings of the cost-effectiveness analysis?	The budget for the Ag program does not distinguish between the different academic programs that make up the whole. The initial costs for the main course, AGR 150 - Ag Business Management are covered by student fees, but the course has very minimal expenses.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit,	The SVCC Ag Program does provide scholarships to FFA chapter presidents (\$500/semester) and FFA section officers (\$1,000/semester). SVC Foundation provides scholarship opportunities for all Ag students. Also, the Sauk Valley Area Chamber of Commerce Ag Committee has a large allotment for Ag scholarships, much of which are dedicated specifically for those students attending SVCC.

	scholarships, grant funding, referral to services, apprenticeship programming)	
	2.5 How will the college increase the cost- effectiveness of this program?	Continuous work will be done to recruit students into the program, thus increasing the income based on student enrollment fees.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	NA
	Indicator 3: Quality	Response
	3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Traditional & hybrid delivery (outside of COVID-19 pandemic years)
	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The instructor keeps constant connections with the Agriculture Business industry in the Sauk Valley area, as well as provide his own information, data, and techniques from his own beef cattle farming operation. Guest speakers from industry and industry tours are a common part of classroom instruction.
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No, but in progress to become an approved program of study at SVCC.

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes SVCC is working with area high schools to provide dual credit courses in Agriculture Business (as well as others) to meet career pathway program needs.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the addition of the greenhouse facility, the Ag business classes will eventually operate the greenhouse as a business, tracking expenses and income as well as developing marketing plans.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This is the first academic year that dual credit offerings have been widely implemented. Dual credit students enrolled: 0 (very few high school Agriculture teachers in our area have a Masters degree) Dual credit courses: Ag Business Management, Ag Marketing & Standards, Animal Science, Ag Mechanics, and Horticulture The Ag Business and Ag Marketing courses as a dual credit course are the highest priority for this particular program.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.	Practical Activities- using real scenarios from the instructor's own farming operation, working with commodity buyers to set up harvest contracts, practical sales experience, and the eventual management of the greenhouse as a business enterprise

	How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Industry Tours & Experiences - mostly guest speakers in class (USDA-FSA, Compeer, commodity marketing companies, custom harvesting businesses, etc) These experiences provide exposure to the agriculture business industry in our area and provides practice for skills necessary in agriculture business management. The next step in the evolution and improvement of the Ag Business program would be with the management of the greenhouse facility as a business enterprise.
	3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	NA
	3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	NA
	3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Industry internships are only a requirement for the AS program. Information about internships is shared with all students.
	3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA
	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
	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?	None besides employment opportunities for students

	What opportunities exist for other partnerships?	
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	None
	3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Personal advancement of skills from instructor's own farming operation. Professional development for area high school teachers can be provided on managing a greenhouse facility as a business enterprise.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	DEI committee at SVCC provides professional development opportunities for all faculty and staff.
	3.17 What is the status of the current technology and equipment used for this program?	Construction of the greenhouse facility and equipment is near completion. Once that is done, a plan to incorporate that into the Ag Business Management classes will be developed and implemented.
	3.18 What assessment methods are used to ensure student success?	Most of the SVCC Ag classes are taught using a version of Team Based Learning, which uses weekly chapter quizzes - both individual and team quizzes along with a comprehensive final exam.
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Once the new SVCC assessment protocols are implemented, the assessment data for this program will be better utilized and shared throughout the college.
	3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	With Team Based Learning, the students read the assigned chapter(s) before class. When class begins, the students take the Individual Readiness Assessment Test (IRAT) and then is followed up with the Team Readiness Assessment Test (TRAT). The depth of discussion of the topics is based on the students' quiz scores. Lower scores result in a more in-depth discussion to meet the lesson's/module's objectives.

3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students feel they are well prepared for employment with the help of the Team Based Learning process. During the TRAT quizzes, students discuss their thoughts on the quiz questions and gain confidence in their abilities to present, discuss, and defend their answers to the questions. This will lead to more confidence and success in their employment. In addition, the utilization of hands-on labs, guest speakers, and industry tours help reinforce the information and skills required to be successful.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The SVCC Ag Program as a whole currently has a singular department-wide advisory council, which provides direction and feedback as to the growth of the Ag program to meet the industry needs. Now that the SVCC Ag Program has established a firm foundation, the SVCC Ag Advisory Council will be divided into subcommittees to more specifically address the growth and needs of each program area within SVCC Ag.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Class guest speakers Class tour hosts Internship locations Career fair participation Equipment and technology support
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	With the general SVCC Ag Program's youth, the early students are just now entering the workforce. Most students who major in Ag Business management go back to the family farming operation. From conversations with former students, they feel that they were well prepared for their career endeavors. Students who have transferred are now graduating with their bachelor's degrees, so that data will be gathered soon.
3.25 What are the program's strengths?	In-depth, practical, hands-on, instruction along with continuous connections to the Ag business industry within the Sauk Valley area.
3.26 What are the identified or potential weaknesses of the program?	The Ag business management industry is very vast, with careers ranging from financial management, marketing, sales, investing, and much more. Being able to provide enough experiences to cover the vast array of the Ag business industry can be a large task.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The addition of an Ag communications class as a topics course has been explored some, but concerns are present in regard to the transferability and acceptance of a topics course rather than a traditional course. More needs to be done to investigate this issue.

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

The Ag business management program would greatly benefit from the management of the greenhouse facility as a business enterprise.

Performance and Equity

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

CTE Program	Agriculture Business				
CIP Code	010102				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	4	8	8	5
Number of Completers	1	3	1	1	0
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics	Disaggregated data comes from the keystone course for this program - AGR 102 - Ag Economics.				

(e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	Even though the Agriculture Business program is still in its initial years, data shows growth in enrollment and steady numbers of completers. There are gaps in the data with half of this program being a transfer program, so students don't necessarily have to complete their program before transferring on to a university or career training program. Students who also major in Ag Business don't necessarily have to enroll in the AGR 102 - Ag Economics course before graduating or transferring.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Even though the Agriculture Business program is still in its initial years, data shows growth in enrollment and steady numbers of completers. There are very low enrollment number from any students of any subpopulations. Nearly all of the enrollment is comprised from Caucasian students, with very few female students included in the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Additional time will allow data to be generated from graduated and transferred students.
Are the students served in this program representative of the total student population? Please explain.	Initial data shows that this program is similar in scale to the total student population at SVCC. Fall-fall and fall-spring retention numbers are slightly lower because of the nature of a career/transfer program like this where students don't necessarily need to complete a program before transferring to a university or career training program.
Are the students served in this program representative of the district population? Please explain.	Initial data shows that this program is similar in scale to the total student population at SVCC. Fall-fall and fall-spring retention numbers are slightly lower because of the nature of a career/transfer program like this where students don't necessarily need to complete a program before transferring to a university or career training program.
	Review Results

	Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.	Even though we are still in the initial years of this program being at Sauk, the program continues to grow and is essential for our region's need to be filled.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to focus efforts on growing the program in any means possible with extra marketing and recruiting visits to area high schools.
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives for this program are being met.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Marketing efforts are underway to reach more students of underrepresented populations from area communities and intentional outreach to local school districts are occurring to increase enrollments in the program.
	Resources Needed	Funding for marketing efforts.
	Responsibility Who is responsible for completing or implementing the modifications?	Agriculture faculty members, CTE Faculty leader, and the Dean of Business and Career and Technical Education.

Career & Technical Education				
College Name:		Sauk Valley Community College		
Academic Years Reviewed:		FY2019-FY2023		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Agriculture Animal Science	AS	66-67	010901	NA
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? <i>(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)</i>		The study of animal sciences provides opportunities for careers in animal production, animal management and associated industries, and preparation for professional school in veterinary medicine. Completing the following courses will permit students to begin college at one Illinois school and later transfer to another.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Early indicators show that students who transfer from SVCC after starting a degree in Animal Science has shown success. With the nature of this program, most students start their program and then transfer possibly without actually completing the program at SVCC, so initial data cannot be completed yet because the transferring students haven't graduated yet. The early students who have transferred to the veterinary technician program at Black Hawk College have been very successful, with 100% completion and employment.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		NA		

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	NA
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	SVCC Ag Advisory Committee meets 2x/year to review overall program offerings and effectiveness.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Besides the college's placement exam scores, no pre-requisites are required for this program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Several science courses (i.e. Biology, Zoology, Animal Science, Chemistry) are necessary for students to be successful in pursuing a degree in Animal Science and to be successful in the industry.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The lightcast regional analysis for animal science showed insufficient data for our counties for annual openings. This just means that there are very few in our region and cannot share with any certainty based on future trends.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Because there are less than 10 overall jobs in our region comparisons are insufficient for the prediction over growth for the next 5 years. Nationwide the growth for animal science and agriculture technicians shows 7.7%
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast is the primary source for labor market information. For program review purposes, the labor market data is reviewed every 5 years. General Ag labor market data for our area is reviewed annual with access to Lightcast.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	When visiting with prospective students during recruitment events, information is provided on how the labs and experiences prepare students for careers in Animal Science. Emphasis is made on preparation is careers as veterinary technicians and practicing veterinarians. Students are recruited during classroom visits, FFA events both on and off campus, and college/career fairs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The SVCC Ag Advisory Council meets 2x/year to review overall Ag programming. This overall council will be split into sub-committees to evaluate individual programs.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	A Topics - Animal Nutrition course will be added to further expand the program offerings, with the intention of adding this as a full course. Animal Nutrition courses are an entrance requirement for all veterinary technician programs and veterinary medicine schools.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic-affairs/program-review/)	Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The budget for the Ag program does not distinguish between the different academic programs that make up the whole. The initial costs for the main course, AGR 116 - Animal Science are covered by student lab fees, but the course has very minimal expenses. The money for the new lab materials was split between donations from the Whiteside County and Lee County Farm Bureau Foundations, with the remainder (approximately half) covered by college funding bonds.
2.2 What are the findings of the cost-effectiveness analysis?	The budget for the Ag program does not distinguish between the different academic programs that make up the whole. The initial costs for the main course, AGR 116 - Animal Science are covered by student lab fees, but the course has very minimal expenses. The money for the new lab materials was split between donations from the Whiteside County and Lee County Farm Bureau Foundations, with the remainder (approximately half) covered by college funding bonds.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	A large purchase was made for lab materials for the Animal Science course. \$20,000 was donated from the Whiteside and Lee County Farm Bureau Foundations while the remaining costs were covered by college funding bonds. Above that large purchase, this program requires little expenses.

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The SVCC Ag Program does provide scholarships to FFA chapter presidents (\$500/semester) and FFA section officers (\$1,000/semester). SVC Foundation provides scholarship opportunities for all Ag students. Also, the Sauk Valley Area Chamber of Commerce Ag Committee has a large allotment for Ag scholarships, much of which are dedicated specifically for those students attending SVCC.
2.5 How will the college increase the cost-effectiveness of this program?	Continuous work will be done to recruit students into the program, thus increase the income based on student enrollment fees.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	NA
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Traditional delivery (outside of COVID-19 pandemic years)
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The instructor keeps constant connections with the Animal Science industry in the Sauk Valley area, as well as provide his own information, data, and techniques from his own beef cattle farming operation. Guest speakers from industry and industry tours are a common part of classroom instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	No, but in progress to become an approved program of study at SVCC.

	If yes, describe any strengths or challenge to program of study implementation.	
	3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes SVCC is working with area high schools to provide dual credit courses in Animal Science (as well as others) to meet career pathway program needs.
	3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The addition of several lab items from RealityWorks has greatly improved lab instruction for the Animal Science course. The instructor continually thinks of industry tours and guest speakers that can enhance the students' experience in the course.
	3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This is the first academic year that dual credit offerings have been widely implemented. Dual credit students enrolled: 29 (as of 1/15/2024 - *1 class not reporting students) Dual credit courses: Ag Business Management, Ag Marketing & Standards, Animal Science, Ag Mechanics, and Horticulture The Animal Science course as a dual credit course is the highest priority for this particular program.

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Practical Labs - calving dystocia's, artificial insemination practice, medical injection practice, blood draw practice, castration practice, anatomy ID and physiology Industry Tours & Experiences - beef farm tours (feedlot, cow-calf), pig farm tours, sheep farm tours, animal nutrition research company tour (AgriKing), cow care (hoof trimming), dairy farm tours (w/ robotic milking) These labs and industry tours provide exposure to the animal science industry in our area and provides practice for skills necessary in beef cattle management. Improvements could be made in the labs to include other livestock species such as pigs and sheep.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	NA But certificates in the Beef Quality Assurance and Pork Quality Assurance programs are available and planned to be implemented in the future.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	NA But certificates in the Beef Quality Assurance and Pork Quality Assurance programs are available and planned to be implemented in the future.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Industry internships are not a requirement for this program, but highly encouraged. Information about internships are shared with all students.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	None besides employment opportunities for students
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	None
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Personal advancement of skills from instructor's own farming operation. Lab items may be taken to area high schools to provide professional development to dual credit instructors or as demonstrations to their classes.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	DEI committee at SVCC provides professional development opportunities for all faculty and staff.
3.17 What is the status of the current technology and equipment used for this program?	High quality models for labs Ultrasound trainer for bovine pregnancy ultrasound
3.18 What assessment methods are used to ensure student success?	Most of the SVCC Ag classes are taught using a version of Team Based Learning, which uses weekly chapter quizzes - both individual and team quizzes along with a comprehensive final exam.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Once the new SVCC assessment protocols are implemented, the assessment data for this program will be better utilized and shared through out the college.

3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	With Team Based Learning, the students read the assigned chapter(s) before class. When class begins, the students take the Individual Readiness Assessment Test (IRAT) and then is followed up with the Team Readiness Assessment Test (TRAT). The depth of discussion of the topics is based on the students' quiz scores. Lower scores result in a more in-depth discussion to meet the lesson's/module's objectives.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students feel they are well prepared for employment with the help of the Team Based Learning process. During the TRAT quizzes, students discuss their thoughts on the quiz questions and gain confidence in their abilities to present, discuss, and defend their answers to the questions. This will lead to more confidence and success in their employment. In addition, the utilization of hands-on labs, guest speakers, and industry tours help reinforce the information and skills required to be successful.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The SVCC Ag Program as a whole currently has a singular department-wide advisory council, which provides direction and feedback as to the growth of the Ag program to meet the industry needs. Now that the SVCC Ag Program has established a firm foundation, the SVCC Ag Advisory Council will be divided into subcommittees to more specifically address the growth and needs of each program area within SVCC Ag.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Class guest speakers Class tour hosts Internship locations Career fair participation Equipment and technology support
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	With the general SVCC Ag Program's youth, the early students are just now entering the workforce. Most students who major in Animal Science go on to enroll in a veterinary technician program or transfer to a university to further pursue graduate school in a veterinary medicine program, both of which take multiple years since their time at SVCC to complete. Of the Animal Science majors we have been able to track via social media, all 3 who have completed veterinary technician programs have been employed at area veterinary clinics. Other veterinary technician

		students who have graduated from SVCC are still in their program and have not graduated yet. Of the veterinary science students, one is currently in veterinary school at the university of Kansas and one is in the application process for the veterinary school at Iowa State University. The student at Iowa State has part-time employment at the Morrison Veterinary Clinic (MVC) while back home from school. The veterinarians at MVC have very high praises and remarks for her, which were shared during frequent conversations with the lead veterinarians at MVC.
	3.25 What are the program's strengths?	In-depth, practical, hands-on, instruction along with continuous connections to the livestock industry within the Sauk Valley area.
	3.26 What are the identified or potential weaknesses of the program?	Livestock agriculture is not the strength of the Sauk Valley area, thus besides students pursuing careers as veterinary technicians and veterinarians, student enrollment numbers as Animal Science majors is low. Promotion of careers in Animal Science needs to be promoted in the high school (or lower) levels. The SVCC Ag Program utilizes what the Sauk Valley area has to offer in regards to guest speakers, tour locations, and etc., but is always on the lookout for more opportunities. Also, as a part of the entrance requirements for veterinary technician programs and admittance into veterinary schools, a course in animal nutrition is a requirement, which SVCC does not provide. Thus, students who leave here are not fully prepared for their next steps in education and have to take those courses where they transfer to. The addition of an animal science course would also benefit those students interested in other areas of livestock production, animal nutrition (including sales), and more.
	3.27 Did the review of program quality result in any actions or modifications? Please explain.	The addition of an animal nutrition class as a topics course has been explored some, but concerns are present in regards to the transferability and acceptance of a topics course rather than a traditional course. More needs to be done to look into this issue.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.		

The Animal Science program would greatly benefit from the actual management of livestock animals as a part of the program, and there is a industry partner that has shown interest in providing a location for this.

Performance and Equity

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

CTE Program	Agriculture Animal Science				
CIP Code	010901				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	11	13	18	10
Number of Completers	0	0	0	1	2
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special	Disaggregated data comes from the keystone course for this program - AGR 116.				

population status & race, etc.)	
How does the data support the program goals? Elaborate.	Even though the Animal Science program is still in its initial years, data shows growth in enrollment and steady numbers of completers. There are gaps in the data with this program being a transfer program, so students don't necessarily have to complete their program before transferring on to a university or career training program. Students who also major in Animal Science don't necessarily have to enroll in the AGR 116 - Animal Science course before graduating or transferring.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Even though the Animal Science program is still in its initial years, data shows growth in enrollment and steady numbers of completers. There are gaps in the data with this program being a transfer program, so students don't necessarily have to complete their program before transferring on to a university or career training program. Students who also major in Animal Science don't necessarily have to enroll in the AGR 116 - Animal Science course before graduating or transferring.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Outreach from program instructor(s) such as partnering with the Whiteside County Farm Bureau for their Jr. Vet University. Additional time will allow data to be generated from graduated and transferred students.
Are the students served in this program representative of the total student population? Please explain.	Initial data shows that this program is similar in scale to the total student population at SVCC. Fall-fall and fall-spring retention numbers are slightly lower because of the nature of a transfer program like this where students don't necessarily need to complete a program before transferring to a university or career training program.
Are the students served in this program representative of the district population? Please explain.	Initial data shows that this program is similar in scale to the total student population at SVCC. Fall-fall and fall-spring retention numbers are slightly lower because of the nature of a transfer program like this where students don't necessarily need to complete a program before transferring to a university or career training program.
	Review Results

	Action ☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Although the labor market data showed a decrease in need for agriculture business and enterprise, the concertation needed in this community is still much higher than those surrounding. Our labor force currently is 206% above the national average showing it can't be factored in without the considerations of external factors.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Our enrollments in this program remain relatively low and our animal science completions are significantly lower than that with only 1 or 2 per year so far. This is far below the annual rate needed for the openings in our region. Our action step is to continue to expand the program to fill the need in our community.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Continue to work with partnerships in our area to expand program objectives of meeting the needs of our community, otherwise students are meeting the objectives within the program itself.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Currently there are very little enrollments in terms of subpopulations for agribusiness. We are seeing very low female enrollments in the agriculture industry overall and looking to expand more to female enrollments in Ag, specially by furthering outreach in our area FFA programs. This should allow for more interest to continue into postsecondary education.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	Agriculture faculty, CTE faculty leader, and Dean of Business and Career and technical education.

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY 2019 – FY 2023
	Discipline Area:	Accounting 220
	Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives What are the objectives of the discipline?	Business Programs, including accounting 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 the program endeavors to help students gain a foundational understanding of various accounting concepts, processes, procedures, and related calculations and thus prepare students for more advanced accounting education.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Based on 5-year average pass rates of around 83% for ACC 101 (financial accounting) and 94% for ACC 102 (managerial accounting), it seems the program has been largely successful in helping students achieve a foundational understanding of accounting, that would help them as they progress into more advanced accounting education. As far as degree completions, and success at transfer schools, it has been challenging to assess for this program period. The existing completions by major and transfer data seems to be comprised of a wide range of various business transfer programs. Accounting 220 is a small subset of that data, so it was not possible to glean meaningful conclusions specific to the Accounting 220 program. That being said, I have been in touch with several former students that have gone on to complete, Bachelor's programs, Master's programs, CPA/CMA certifications, and are currently working as accounting professionals in both public and private accounting. I even had an academic advisor from Western Illinois University reach out and commend me based on how well prepared one of my former accounting students was as she began her bachelor's program.
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How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	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 classes and contribute to the overall classroom experience at the college. As this is a popular degree on campus, business students have an outsized impact in terms of taking classes in other fields. The College mission of dedication to teaching and scholarship is supported by the percentage of the population that wants to pursue scholarship in the field. Furthermore, students pursuing business and accounting are involved in sustainable professions, resulting in those that decide to remain in our district contributing to its overall economic development.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	This is a transfer program and subscribes to the recommendations laid out by the Illinois Transfer Guide. However, textbooks were recently changed to provide students with more robust resources and supportive content. This includes accessible PowerPoint slides, assignments including videos with closed captions, detailed explanations and solutions after due dates pass, and assignment types that provide immediate feedback when mistakes are made. Additionally, by using inclusive access book adoptions, textbook costs are added during the registration process and students are guaranteed to have access to all required course materials on day one of the semester. These changes were made to provide students with additional supportive content that is more inclusive and addresses equity issues in education.
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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 faculty member, who then manages and updates the courses sequence in the catalog. Additionally, the course content is reviewed regularly, and the faculty updates as needed to ensure all ICCB guidelines are met.
1.2 How will students be informed or recruited for this discipline?	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 counsel 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. This program 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 hybrid learning environments to accommodate each individual's personal/work schedule.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	None – the business transfer degree with an accounting major is the same as it was in the last review period.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are two specific accounting courses offered within this transfer program. They are financial accounting (ACC 101) and managerial accounting (ACC 102). Financial accounting has a much larger annual enrollment with an average of around 97 students per year over the five-year review period. Average enrollment for managerial accounting over the same time period was around 63 students. These averages are down from around 132 students and 74 students respectively, in the last review period.

Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Aside from instructor pay, there are only small supplies and printing budgets and around \$1,200/year spent on maintaining the CPA license and training for the accounting instructor as of the end of the five-year period. In the first two years of the program period there was 1 full-time instructor and 2-part time instructors within the program. For the last three years, 1 full-time instructor has been teaching all of the course sections for the accounting transfer degree courses.
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?	Not at this time. The one full-time accounting instructor is able to teach all of the accounting courses and no other increases in resources are expected to be needed.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Both accounting transfer courses are offered in online as well as live in-class formats. Furthermore, the live sections allow students to make-up attendance points by completing additional assignments geared toward online courses to help cover the material missed by missing class.

3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Yes. Grades and pass rate data are retrieved and analyzed in a number of various ways including by class delivery method, instructor type, and ethnicity. Equitable access is supported in various ways such as allowing students to check-out a laptop for the semester and offering inclusive access textbooks so that fees are added during enrollment and students have day one access to all necessary materials.
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 observing their teaching practices and progressive pedagogy.
3.4 What professional development is offered for full-and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Full-time professional development funds can be requested for a variety of activities such as conferences, training sessions, and other materials. The current accounting instructor has annual access to online and virtual training options to maintain CPA licensure and further professional development.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	The one current accounting instructor has not been involved in any IAI panel reviews for courses in the discipline. However, both courses were submitted for review and approved during this time.
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	SVCC Orientation includes the Noel Levitz CSI survey which is used to assess if students are at risk and would benefit from additional support. This includes prospective business accounting 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. A vast amount of information including links and contact information is provided on every syllabus that direct students to many resources such as mental health counseling, disability support services, food and housing insecurity, and TimelyCare services. Lastly, students who qualify for TRIO Student Support Services are referred to this program for additional support.

	3.7 To what extent is the discipline integrated with other instructional programs and services?	In addition to the transfer program, these courses are also taught as part of the 1-year bookkeeping certificate and the AAS degree program. Furthermore, 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.
	3.8 What does the discipline or department review when developing or modifying curriculum?	Curriculum is approved via submissions to ICCB. Since both accounting courses in this review are transferable, rarely are there significant curriculum changes that would jeopardize the ability of these courses to transfer.
	3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	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. Additionally, during this review period new textbooks that included more robust support materials and assignment types were adopted. These extra resources, especially for online students, were meant to make the courses more accessible and easier to use, which could also improve retention. Furthermore, by using inclusive access book adoptions any textbook cost is added to the initial registration cost. This ensures all students have day one access to all required course materials and can help improve retention. For the accounting 220 program as a whole pass rates by ethnicity did not vary greatly. For example the 5-year average pass rates for ACC 101 were: Caucasian-82%, Hispanic-82%, Black-92%, and Asian 100%. Similar trends also occurred in ACC 102 and the accounting 220 program as a whole. These averages are about the same as the college average for Caucasian students (81%) but outperform the college averages significantly for other ethnicities: Hispanic 71%, Black 63%, and Asian 71%.

	3.10 How does the college determine student success in this discipline?	Generally, by assessing pass rates, the completion of transfer degrees, and successfully transferring and completing bachelor's programs.
	3.11 Did the review of quality result in any actions or modifications? Please explain.	None at this time. However, the program does meet annually with an advisory council that includes the instructor of the program, the dean of the program, and several accounting and business professionals from the Sauk Valley area to continually assess quality and program needs. Additionally, I hope that some changes can be made going forward that allow us to better capture data specifically for accounting major transfer students as it relates to degree completions and transfer.
List any barriers encountered while implementing the discipline.		
During this review period the greatest challenges implementing the discipline involved the retirement of the previous full-time instructor and the hiring of a new full-time instructor. Furthermore, since the previous instructor also taught business courses, there were multiple adjuncts teaching the online sections of these accounting courses. The new instructor, who has only taught accounting courses so far, has made the course requirements and experience more uniform for live and online sections (since he is teaching both course methods offered). This has also led to better resources for online students, more flexibility for live class students, and day 1 access to all materials for all students.		

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY 2019 – FY 2023
	Discipline Area:	BUS 210
	Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives What are the objectives of the discipline?	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 program if they intend to transfer as juniors into a bachelor's degree program.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	If measured by the percentage of students who declared and earned their Business 210 transfer degree over the past five years, 17 out of 103 were successful completers. This equates to 17%. If measured by the percentage of students who declared and completed their GECC, 21 out of 103 were successful completers, equating to 20%. It is safe to attribute these low percentages to this program review being pulled from data in the midst of the Covid-19 Pandemic, when our campus was shut down to in person learning for all BUS 210 courses from March 2020 through August 2021. If the objective is narrowed to how many students who transferred to a four-year school in business earned their degree here at SVCC, 15 out of 17 were transfer students, equating to 88%. Therefore, in terms of the objective of transfer students earning their degree prior to attending a four-year school in business, the BUS 210 program is performing very well.
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	As this is a transfer program, a significant amount of the degree (roughly 2/3rds) comprises general education requirements. As a result, students in this major are able to bring their ideas to a diverse set of classes and contribute to the overall classroom experience at the college. The College mission of dedication to teaching and scholarship is supported by the percentage of the population that wants to pursue scholarship in the field. Furthermore, students pursuing business and accounting are involved in sustainable professions, resulting in those that decide to remain in our district contributing to its overall economic development.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	Past recommendations as given by Joe Strabala-Bright included pursuing feedback from students regarding 8-week courses. Through discussing the pros/cons with students on 8-week courses as well as analyzing data through assessments, it was determined that 8-week courses did not provide enough benefit to the student to pursue, so beginning Fall, 2024 – 8-week modules in the BUS 210 program will dissolve. The second recommendation was to investigate CEO partnership. That partnership is in year 5, and is continuing for year 6 with Emily Zimmerman being the instructor for the dual credit course, and is still going very well. Each year, the number of students have increased, and Emily has been able to retain students at the high school level who have taken CEO to continue their post-secondary education at SVCC. Without the CEO partnership, those connections would not exist. The final recommendation was to seek assistance from marketing to promote work-based experience programs for business. Several students who are in the BUS 210 program are able to do a work study program specifically with marketing and the foundation. The connection Emily has established with Jim Grot and Dallas Knack has allowed for conversations to take place for a continued collaboration between marketing and Business. Additional from the recommendations from the last program review, other actionable steps that have taken place include Professor Zimmerman staying up to date on textbook editions to provide students with more robust resources and assignments. This collaboration with McGraw Hill includes access to videos, powerpoints, as well as immediate feedback on assignments and exam questions that were marked incorrectly.
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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 faculty member, who then manages and updates the courses sequence in the catalog. Additionally, the course content is reviewed regularly and the faculty updates as needed to ensure all ICCB guidelines are met.
1.2 How will students be informed or recruited for this discipline?	SVCC's recruiter informs prospective students of the variety of SVCC programs available, including this transfer program. Upon arriving at the college and meeting with advising, an academic advisor will counsel 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. This program 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 hybrid learning environments to accommodate each individual's personal/work schedule. In addition, each year the number of CEO students has increased, and Emily has been able to retain students at the high school level who have taken CEO to continue their post-secondary education at SVCC. Without the CEO partnership, those connections would not exist.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	None – the overall business transfer degree with a business major is the same as it was in the last review period. However, there has been a Social Media Marketing/E-Commerce course (BUS 215) as well as an Entrepreneurship Principles (BUS 260) course in order to educate students with current changes to the field.

	1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are three specific business courses offered within this transfer program. Intro to Business (BUS 103), Business Statistics (BUS 214) and Legal Environment of Business (BUS 222). Intro to Business has a much larger annual enrollment with an average of around 117 students per year over the five-year review period. Average enrollment for Business statistics is 11 students, and average enrollment for Legal Environment of Business is 56 students.
	Indicator 2: Cost Effectiveness	Response
	2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Aside from instructor pay, there are only small supplies and printing budgets associated with this transfer degree. For FY23, there was 1 adjunct instructor who taught BUS 103 for a wintermester term. Aside from that, for the past 5 years, there have been 3 full-time instructors who teach the BUS 103, BUS 214, and BUS 222 courses.
	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?	Not at this time. The current business faculty is able to teach all of the courses and no other increases in resources are expected to be needed. With the projected increase of Impact students, we will monitor the situation to see if additional resources are needed.
	Indicator 3: Quality	Response

3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Both BUS 103 and BUS 222 transfer courses are offered in online as well as live in-class formats. However, BUS 214 is only offered in the Spring semester in an in-person format only.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Yes. Grades and pass rate data are retrieved and analyzed in a number of various ways including by class delivery method, instructor type, and ethnicity. Equitable access is supported in various ways such as allowing students to check-out a laptop for the semester.
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 observing their teaching practices and progressive pedagogy.
3.4 What professional development is offered for full-and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Full-time professional development funds can be requested for a variety of activities such as conferences, training sessions, and other materials.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	The business faculty have not been involved in any IAI panel reviews for courses in the discipline. However, both courses were submitted for review and approved during this time.

	3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	SVCC Orientation includes the Noel Levitz CSI survey which is used to assess if students 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. A vast amount of information including links and contact information is provided on every syllabus that direct students to many resources such as mental health counseling, disability support services, food and housing insecurity, and TimelyCare services. Lastly, students who qualify for TRIO Student Support Services are referred to this program for additional support.
	3.7 To what extent is the discipline integrated with other instructional programs and services?	In addition to the transfer program, these courses are also taught as part of the Marketing Certificate (B92), Management Certificate (B93), Supervisory Management Certificate (B97), Entrepreneurship and Small Business Management Certificate (B89), as well as both AAS Degrees. Furthermore, 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.
	3.8 What does the discipline or department review when developing or modifying curriculum?	Curriculum is approved via submissions to ICCB. Since all business courses in this review are transferable, rarely are there significant curriculum changes that would jeopardize the ability of these courses to transfer.

	3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	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. Additionally, during this review period new textbooks that included more robust support materials and assignment types were adopted. These extra resources, especially for online students, were meant to make the courses more accessible and easier to use, which could also improve retention.
	3.10 How does the college determine student success in this discipline?	Generally, by assessing pass rates, the completion of transfer degrees, and successfully transferring and completing bachelor's programs.
	3.11 Did the review of quality result in any actions or modifications? Please explain.	None at this time. However, the program does meet annually with an advisory council that includes the instructor of the program, the dean of the program, and several business professionals from the Sauk Valley area to continually assess quality and program needs.
List any barriers encountered while implementing the discipline.		
During this review period the greatest challenges implementing the discipline involved the retirement of the previous full-time instructor and the hiring of a new full-time instructor. Furthermore, since the previous instructor taught multiple disciplines, there were multiple adjuncts teaching online sections of these courses. The current full-time faculty have made the course requirements and experience more uniform for in person and online sections.		

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY2019 - 2023
Discipline Area:	Biology
Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	- Offer courses that provide an educational foundation and laboratory skills background for students to be successful transferring as a biology major or entering pre-professional transfer programs. - Help students understand principles of biology, and use those principles to predict and explain the outcomes of experiments. - Provide students with the understanding of how scientific knowledge is extracted by various scientific techniques, equipment, and instrumentation. - Comply with the IAI Biology Major Panel recommendations for statewide transfer of courses.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?

The following areas will be examined to determine the extent these objectives are being achieved in the biology program: program enrollment, declared majors, degrees awarded, transfer rates and work in industry data.

Enrollment:-

Table 1A contains data for the enrollment of students at the college and in transfer programs. There has been an overall decrease in the total college enrolled from FY 2019 to FY2023 of 16.5%. The biology transfer program enrollment declined by 5.6% from FY 2019 to FY2023. The enrollment in the biology transfer program has declined, but at a slower rate than the total college enrollment from FY2019 to FY2023. Enrollment was one hundred nineteen students in FY 2019, one hundred eighteen students in FY 2020, in FY 2021 ninety-seven students, ninety-six students in FY 2022 and ninety students in FY 2023.

Declared majors -

Table 2. From FY 2019 to FY 2023, the number of declared biology majors range from forty-one to thirty students each year. The highest number of declared biology majors occurred in FY 2021 – forty-one declared majors and FY 2023 has the lowest number of declared majors – thirty declared majors. The five-year total of declared biology majors is one hundred seventy-eight.

The number of declared biology majors have increased since the previous program review process. The five-year total of declared biology majors from FY 2019 - FY 2023 was one hundred seventy-eight students. The five-year total of biology declared majors from FY2014 - FY2018 was one hundred forty-four students. The five-year total of declared biology majors from FY 2009 - FY 2013 was ninety students. The number of declared biology majors has increase over the last two program review cycles.

Degrees awarded –

The number of degrees awarded range from three degrees to five degrees. Five degrees were awarded in FY 2019, FY 2021 and in FY 2022. Four degrees were awarded in FY 2020 and three in FY 2023. The five-year totals for FY 2019 – FY 2023 show twenty-two total biology degrees awarded. In comparison, the five-year total of biology degrees awarded during FY 2009 – FY 2013 was eighteen degrees awarded. During FY 2014 – FY 2018 thirty-four biology degrees were awarded. The number of biology degrees awarded have decreased from FY 2014 – FY 2018.

Transfer students –

The five-year trend shows a decreasing number of biology transfer students. The highest number of transfer students occurred in FY2019 which had twenty-one transfer students. FY 2020 had eight; FY 2021 had eleven students; FY 2022 had three students and FY 2023 have no recorded transfer students. The five-year total number of biology transfer students was forty-three students.

In comparison, the five-year total of biology transfer students from FY 2009 – FY 2013 was nineteen students. The five-year totals of biology transfer students from FY 2014 – FY 2018 was thirty-four students.

The number of biology transfer students has increased through the last two program reviews.

	Bachelor's degrees completions - Seventeen biology bachelor's degrees have been completed from FY 2019 – FY 2023. Fifteen bachelor completions occurred in FY 2019, two in FY 2020 and no bachelor completions occurred from FY 2021 – FY 2023 Work and Industry- Lightcast program development and review workforce profile data shows Sauk Valley Community College has fourteen alumni working regionally in the occupations of Secondary School Teachers, Except Special and Career/Technical Education, Environmental Science and Protection Technicians-including Health, Biological Technicians, Natural Sciences Managers, Statisticians, Medical Scientists-Except Epidemiologists, Life Scientists – All Other, Epidemiologist. These fourteen alumni represent 3.02% of regional profiles working in these occupations, which ranks Sauk 5th among the list of ten regional institutions providing talent for these listed occupations. Of the other regional community colleges listed, Sauk is ranked highest. Secondary School Teachers, Except Special and Career/Technical represents the highest number of individuals working in these occupations. Lightcast regional trends data for these jobs, from 2022 to 2027, predicts an increase of .4% in regional jobs, an increase of 4.4% statewide and an increase of 7.1% nationally. Occupation Race/Ethnicity Breakdown White – 80.9%, Hispanic or Latino 7.9%, Black or African American 6.1%, Asians 2.7%, Two or more Races 2.5% and American Indian or Alaska Native 0%
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The biology program contributes to coursework for biology majors, pre-professional programs such as pre-medical programs, bachelor's degree in nursing, kinesiology, and coursework for certification of high school teaching programs.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	- Lab material has been borrowed from area organizations, instead of being purchased. For example, furs were borrowed from the Whiteside County Soil and Water Conservation office and taxidermy was borrowed from the Andresen Nature Center in Fulton, IL to use in zoology labs. - Two full-time biology professors were hired, due to retirement, during the current program review process. - Computers and other electronic equipment have been updated in the biology area and lecture rooms. - All biology professors use Canvas to allow students access to notes and other course materials.
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Academic Program needs/changes are monitored by the Vice President of Academics and Student Services, Dean of Transfer Programs and Academic Support Services, Dean of Student Services, Academic Advisor and Transfer Specialist, and physical and life sciences area faculty. Academic Program needs/changes can be determined by: enrollment numbers, which determine the number of sections to be offered for each course; communication with IAI physical and life sciences majors' panels, changes in course recommendations; ICCB committee evaluations. 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. The science faculty will submit a Curriculum Action Form to the Curriculum Committee. The needs and changes are reviewed by the faculty leader, academic dean, and Curriculum Committee for approval. 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. Changes to academic programs generally occur due to changes to IAI recommendations or ICCB recommendations. For example, each course in the biology program has topics that must be taught based on IAI recommendations. Courses are submitted to IAI Major Panels for approval as well. Approvals are submitted to ICCB/IBHE. IAI is notified of new transfer courses and course or program deletions.
1.2 How will students be informed or recruited for this discipline?	- A Programs of Study sheet listing the biology transfer program is given to all prospective SVCC students by the student Recruiting and Impact Coordinator. - A Science Club is offered as a student activity for student-to-student interactions and faculty interactions on our campus. - In the SVCC catalog, the biology program page provides a link to Careers in Biology with their salary ranges. - Marketing efforts depicting low tuition cost compared to other Institutions. - Sauk success stories from former science students stating how Sauk prepared them to be successful as a transfer program student. - SVCC catalog - Faculty work with students within the Honors program. - Biology faculty and science area faculty lab assistant host students from area high schools to view the cadaver, participate in lab activates, tour the science labs and college. - Faculty provide incentive to be involved in local prairie restoration work projects. - Personal conversations between Sauk science faculty with parents and students about the physical and life sciences program at Sauk - Biology faculty participate in SVCC's "Meet the Majors" fair.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period.

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	BIO 105 - Principles of Biology, BIO 123 - Introduction to Botany, and BIO 131- General Zoology are the courses offered in this program discipline. BIO 105 has the highest five-year total enrollment of four hundred forty-four students. BIO 123 has a five-year average total enrollment of thirty-one students and BIO 131 has a five-year total enrollment of forty-five students.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Table 3A. The costs associated with the biology program include the following budget items: instructional supplies, maintenance services, prof/tech – Full-time, Prof/Tech – Overtime, office supplies, postage, capital supplies, Clerical - Full-time, equipment purchased with funding bonds, employee salaries and benefits. - Five-year totals show the program with an average of 11% of the budget remaining. - No equipment was purchased with funding bonds. - Employee salaries and benefits are the primary expenses for the program. Two to four full-time faculty are included in the budget and one to two part-time instructors are maintained for the program. - Program total expenses have exceeded total revenue for the past five years, except in FY 2023. - Biology transfer program courses average deficit fluctuates each year with an average of \$328,850 for each year from FY2019-FY2022. FY 2023 shows a profit of \$42,941. These numbers are limited to the biology transfer program course finances. Faculty teaching transfer program courses also teach general education courses. The biology faculty request the number of instructors and employee salaries, teaching BIO 105, BIO 123, and BIO 131 be revisited.
2.2 What steps can be taken to offer curricula more cost-effectively?	Steps taken to offer curricula more cost-effectively: - Course materials and notes are provided through Canvas for students to view and print or can be purchased in the bookstore for certain courses. - Maximize the number of students for lecture sections based on a capacity of twenty-four students in lab. - New sections are added to the schedule if needed to increase revenue. - Discontinue sections of courses due to low attendance or offer as tutorial section. - Open-source resources are used to decrease student costs for courses. - Lab material has been borrowed from area organizations, instead of being purchased. For example, furs were borrowed from the Whiteside County Soil and Water Conservation office and taxidermy was borrowed from the Andresen Nature Center in Fulton, IL to use in zoology labs.
2.3 Is there a need for additional resources?	- the budget will need to be adjusted to match the increase in cost of instructional supplies (lab materials).
Indicator 3: Quality	Response

3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	BIO 105, BIO 123 and BIO 131 are taught by full-time instructors, face-to-face, in the classroom (except for the fall of 2020 – online, synchronously due to Covid-19 mitigations). In FY 2020, one dual credit instructor taught one section of BIO 105 with an enrollment of three students. Alternative delivery methods are limited in order to comply with IAI Biology Majors Panel recommendations. No more than 4 labs (out of the course sequence) are computer simulations and no more than three labs (out of the course sequence) can be field trips. On March 16, 2020, the IAI, IBHE, and ICCB issued an email communication as guidance for Spring 2020 courses. Alternative lab methods were allowed due to the ongoing circumstances of the COVID-19 pandemic. IAI, IBHE and ICCB extended their guidance through the end of the Summer 2022 semester to ensure institutions have the greatest flexibility in considering all options for instruction. BIO 105, BIO 123 and BIO 131 were able to meet for hands-on lab instruction throughout the COVID-19 pandemic.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The college offers one course delivery method, face-to-face on campus or in district high school classrooms (one section in FY 2020). The college compare success rates of each delivery method during the five-year program review process. The college provides the opportunity for students to check out laptops, if needed, to access coursework found in Canvas.
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 Transfer Programs and Academic Support Services and student evaluations.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Faculty are able to request monetary support from Faculty Development Funds to attend events/activities which update or upgrade competencies, especially those related to teaching and learning, or to improve services to students. Only permanent full-time faculty are eligible to receive these funds. Exceptions may be made for adjunct faculty with the approval of the Academic Vice President prior to the request being submitted to the Faculty Development Committee. The maximum amount authorized for any one individual is \$1,000 per fiscal year.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No biology faculty have been actively involved in IAI panel reviews over the last review period.

3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	- Faculty submit a 5-Week progress report to assist in the tracking of the academic progress of student athletes, TRIO SSS students, academy students, and students who are on academic alert or supervision status. - Mid-term grades are submitted for all students. - Learning Commons faculty to come to the classroom each semester to explain the services and tutor schedule for the discipline. - 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. - Faculty members provide individual tutoring during office hours with at-risk students and with all other students. - Biology major courses all have labs which increase the opportunity conversions can occur with the instructor and an at-risk student. - Faculty within the discipline recommend former tutors to the Learning Commons. - A full-time biology faculty member holds part of their office hours in the Learning Commons.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Students in the biology program are often required to take courses in other disciplines and fields of study. A coordinated scheduling effort is made to ensure no overlaps in course scheduling occurs between the math, chemistry, physics, other biology courses and health sciences to ensure the ability of a student to complete their biology program coursework requirements within two years.
3.8 What does the discipline or department review when developing or modifying curriculum?	IAI Biological Sciences Major Panel recommendations or ICCB recommendations.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Table 6 A & B contains data for college retention rates and biology transfer program retention rates. The college’s 5-year mean retention rate from Fall to Spring is 80.9%. The college’s 5-year mean retention rate from Fall to Fall is 60.5%. The biology transfer program 5-year mean retention rate from Fall to Spring is 82.8%. The biology transfer program 5-year mean retention rate from Fall to Fall is 65.7%. Data is reviewed to determine if one student population is disproportionately affecting course success rates during the program review process. Disparities are discussed and documented by faculty and the program review committee. If discussions lead to action steps to address equity gaps, including racial equity gaps, data will be collected and reviewed in the next program review for progress.
3.10 How does the college determine student success in this discipline?	Program level course grades, persistence, retention and course enrollment.

3.11 Did the review of quality result in any actions or modifications? Please explain.	The review of quality results did not cause any action or modifications.
List any barriers encountered while implementing the discipline.	
- The scheduling of courses for biology majors is limited. Students in the biology program are often required to take courses in other disciplines and fields of study. A coordinated scheduling effort is made to ensure no overlaps in course scheduling occurs between the math, chemistry, physics, other biology courses and health sciences to ensure the ability of a student to complete their biology program coursework requirements within two years.	

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY2019 - 2023
Discipline Area:	Chemistry
Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	• Offer courses that provide the qualitative and quantitative foundations for students transferring as a chemistry major or to pre-professional transfer programs such as engineering, pre-medical or other sciences. • Provide students with the necessary laboratory skills and techniques to be successful in their transfer degree program. • Comply with the IAI Chemistry Major Panel recommendations for statewide transfer of courses.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?

The following areas will be examined to determine the extent these objectives are being achieved in the chemistry program: program enrollment, declared majors, degrees awarded, transfer rates and work in industry data.

Enrollment -

Table 1A contains data for the enrollment of students at the college and in transfer programs. There has been an overall decrease in the total college enrollment from FY 2019 to FY2023 of 16.5%. The chemistry transfer program enrollment declined by 10.7% from FY 2019 to FY2023. The enrollment in the chemistry transfer program has declined, but at a slower rate than the total college enrollment from FY2019 to FY2023. Enrollment was consistent in FY 2019 and 2020 of one hundred twenty-two students, increased to one hundred twenty-nine students in FY 2021 and FY 2022 and decreased to one hundred nine students in FY 2023.

Declared majors -

Table 2. From FY 2019 to FY 2023, the number of declared chemistry majors range from thirteen to five students each year. FY 2019 has the highest number of declared chemistry majors-thirteen declared majors and FY 2023 has the lowest number of declared majors – five declared majors. The data demonstrates a downward trend in declared chemistry majors. The five-year total of declared chemistry majors is forty-seven students.

The number of declared chemistry majors have increased over the last two program review cycles. The five-year total of declared chemistry majors from FY 2019 - FY 2023 was forty-seven students. The five-year total of chemistry declared majors from FY2014 - FY2018 was twenty-five students. The five-year total of declared chemistry majors from FY 2009 - FY 2013 was fourteen students.

Degrees awarded –

The highest number of degrees awarded were three degrees in FY 2019. FY 2020 had two degrees awarded and FY 2021 – FY 2023 each have one degree awarded. The five-year totals show eight total chemistry degrees awarded. In comparison, FY 2014 – FY 2018 had eight chemistry degrees awarded and FY 2009 – FY 2013 had two chemistry degrees awarded. The number of chemistry degrees awarded have increased and were maintained in the current program review years.

Transfer students –

There were a decreasing number of chemistry transfer students each year from FY 2019 – 2023. The highest number of transfer students occurred in FY2019 which had five transfer students. FY 2020 and FY 2021 had two students; FY 2022 and FY 2023 had no recorded transfer students. The five-year total number of transfer students FY 2019 – FY 2023 was nine students.

In comparison, the five-year total of chemistry transfer students from FY 2014 – FY 2018 was nine students and from FY 2009 – FY 2013 there were four students. The number of chemistry transfer students did increase and were maintained in the current program review years.

Bachelor degrees completions -

Four chemistry bachelor degrees have been completed from FY 2019 – FY 2023. Three bachelor completions occurred in FY 2019, one in FY 2020 and no bachelor completions occurred from FY 2021 – FY 2023.

	Work and Industry- Lightcast program development and review workforce profile data shows Sauk Valley Community College has twelve alumni working regionally in the occupations of Secondary School Teachers, Except Special and Career/Technical Education, Engineers-All Other, Chemical Technicians, Natural Sciences Managers, Museum Technicians and Conservators, Chemists, Chemical Engineers, Forensic Science Technicians. These twelve alumni represent 2.05% of regional profiles working in these occupations, which ranks Sauk 6th among the list of ten regional institutions providing talent for these listed occupations. Of the other regional community colleges listed, Sauk is ranked highest. Secondary School Teachers, Except Special and Career/Technical represents the highest number of individuals working in these occupations. Lightcast regional trends data for these jobs, from 2022 to 2027, predicts an increase of .4% in regional jobs, an increase of 4.2% statewide and an increase of 6.2% nationally. Occupation Race/Ethnicity Breakdown: White – 81.4%, Hispanic or Latino 7.7%, Black or African American 5.9%, Asians 2.6%, Two or more Races 2.4% and American Indian or Alaska Native 0%
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The chemistry programs contribute to coursework in pre-professional programs such as engineering, pre-medical programs, physical and natural sciences, and coursework for certification of high school teaching programs.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	- Three different full-time chemistry professors were employed during the current program review process. - The college was able to hire a full-time chemistry professor due to the retirement of a chemistry professor. - After two years, the college was able to hire another full-time chemistry professor due to instructional preferences at another institution. - Computers and other electronic equipment have been updated in the chemistry area and lecture rooms. - Chemistry lab courses provide printed lab manuals. - Chemistry students have access to the instructor's PowerPoint notes used in lectures. - CHE 105 and CHE 106 lectures were recorded in FY 2021 - FY 2022.

Review Analysis

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

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Academic Program needs/changes are monitored by the Vice President of Academics and Student Services, Dean of Transfer Programs and Academic Support Services, Dean of Student Services, Academic Advisor and Transfer Specialist, and physical and life sciences area faculty. Academic Program needs/changes can be determined by: enrollment numbers, which determine the number of sections to be offered for each course; communication with IAI physical and life sciences majors' panels, changes in course recommendations; ICCB committee evaluations. 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. The science faculty will submit a Curriculum Action Form to the Curriculum Committee. The needs and changes are reviewed by the faculty leader, academic dean, and Curriculum Committee for approval. 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. Changes to academic programs generally occur due to changes to IAI recommendations or ICCB recommendations. For example, each course in the chemistry program has topics that must be taught based on IAI recommendations. Courses are submitted to IAI Major Panels for approval as well. Approvals are submitted to ICCB/IBHE. IAI is notified of new transfer courses and course or program deletions.
1.2 How will students be informed or recruited for this discipline?	- A Programs of Study sheet listing the Chemistry transfer program is given to all prospective SVCC students by the Student Recruiting and Impact Coordinator. - A Science Club is offered as a student activity for student-to-student interactions and faculty interactions on our campus. - In the SVCC catalog, the Chemistry program page provides a link to Careers in Chemistry with their salary ranges. - Marketing efforts depicting low tuition cost compared to other Institutions. - Sauk success stories from former science students stating how Sauk prepared them to be successful as a transfer program student. - SVCC catalog. - Faculty work with students within the Honors program. - The science area faculty lab assistant host students from area high schools each year to tour the science labs and college. - Personal conversations between Sauk science faculty with parents and students about the physical and life sciences program at Sauk - Chemistry faculty participate in SVCC's "Meet the Majors Fair."
1.4 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period.

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	CHE 105, CHE 106, CHE 201 and CHE 202 are the courses offered in this program discipline. CHE 105 has the highest five-year total enrollment of 359 students. CHE 106 has a five-year average total enrollment of 183, CHE 201 has a five-year total enrollment of 45 and CHE 202 has a five-year total enrollment of 24 students.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Table 3A. The costs associated with the physics program include the following budget items: instructional supplies, maintenance services, prof/tech – Full-time, Prof/Tech – Overtime, Clerical - Full-time, printing, maintenance supplies, equipment purchased with funding bonds, employee salaries and benefits. - Five-year totals show the program with an average of 11% of the budget remaining. - No equipment was purchased with funding bonds. - Employee salaries and benefits are the primary expenses for the program. Two full-time faculty and one part-time instructor are listed for the program from FY 2019 – FY 2023. - Program total expenses have exceeded total revenue for the past five years, except in FY 2023. - Chemistry transfer program courses average deficit fluctuates each year with an average of \$81,269 each year from FY2019-FY2022. FY 2023 shows a profit of \$88,002. These numbers are limited to the chemistry transfer program course finances. Faculty teaching transfer program courses also teach general education courses.
2.2 What steps can be taken to offer curricula more cost-effectively?	Steps taken to offer curricula more cost-effectively: - Course materials and notes are provided through Canvas for students to view and print or can be purchased in the bookstore for certain courses. - Maximize the number of students for lecture sections based on a capacity of twenty-four students in lab. - New sections are added to the schedule if needed to increase revenue. - Discontinue sections of courses due to low attendance or offer as tutorial section. - Open-source resources are used to decrease student costs for courses.
2.3 Is there a need for additional resources?	- Purchase a tablet for chemistry faculty which will give the ability to project chemistry problems on to the projector screen. White board use in 1K4 limits the ability of students in the back of the lecture room to see numbers and lettering on the white boards in the front of the classroom. - Purchase and mount periodic tables on the walls of all the lecture rooms used by chemistry faculty. - Yearly repainting of white board walls in classrooms used by chemistry faculty. - Purchase a microwave for CHE 202 alternate heating method lab exercise.
Indicator 3: Quality	Response

3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	One section of CHE 105 is taught in the fall semester and one section of CHE 106 is taught in the spring semester by one full-time chemistry instructor. CHE 105 and CHE 106 sections are taught by part-time instructors in two in-district high schools. One section of dual credit for CHE 106 was offered in FY 2020. All sections are taught face-to-face. Alternative delivery methods are limited to comply with IAI Chemistry Majors Panel recommendations. At least 75% of the chemistry major's labs must be clearly labeled as hands-on/face-to-face. The panel has determined that lab kits are not appropriate for major courses and courses that use them will not be approved by the panel. "Computer simulations may be used to augment instruction but are not generally considered suitable replacements for hands-on experiments. This perspective appears to be in line with positions taken by professional associations of science teachers, as well. Courses will not be approved by the panel in which computer simulations or non-hands-on activities comprise more than 25% of the laboratory experiences." On March 16, 2020, the IAI, IBHE, and ICCB issued an email communication as guidance for Spring 2020 courses. Alternative lab methods were allowed due to the ongoing circumstances of the COVID-19 pandemic. IAI, IBHE and ICCB extended their guidance through the end of the Summer 2022 semester to ensure institutions have the greatest flexibility in considering all options for instruction. Computer lab simulations were used in CHE 105, CHE 106, CHE 201 and CHE 202 disproportionately more than hands-on lab exercises during this time. Compliance to IAI Chemistry Majors Panel and the American Chemical Society resumed in the fall semester of 2023.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The college offers one course delivery method, face-to-face on campus or in district high school classrooms. The college compare success rates of each delivery method during the five-year program review process. The college provides the opportunity for students to check out laptops, if needed, to access coursework found in Canvas.
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 Transfer Programs and Academic Support Services and student evaluations.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Faculty are able to request monetary support from Faculty Development Funds to attend events/activities which update or upgrade competencies, especially those related to teaching and learning, or to improve services to students. Only permanent full-time faculty are eligible to receive these funds. Exceptions may be made for adjunct faculty with the approval of the Academic Vice President prior to the request being submitted to the Faculty Development Committee. The maximum amount authorized for any one individual is \$1,000 per fiscal year.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No chemistry faculty have been actively involved in IAI panel reviews over the last review period.

3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	- Faculty submit a 5-Week progress report to assist in the tracking of the academic progress of student athletes, TRIO SSS students, academy students, and students who are on academic alert or supervision status. - Mid-term grades are submitted for all students. - Learning Commons faculty to come to the classroom each semester to explain the services and tutor schedule for the discipline. - 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. - Faculty members provide individual tutoring during office hours with at-risk students and with all other students. - Chemistry major courses all have labs which increase the opportunity conversions can occur with the instructor and an at-risk student. - Faculty within the discipline recommend tutors to the Learning Commons. - Chemistry instructors are actively involved in review sessions before exams coordinated through the Learning Commons.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Students in the chemistry program are often required to take courses in other disciplines and fields of study. A coordinated scheduling effort is made to ensure no overlaps in course scheduling between the math, physics, biology and health sciences to ensure the ability of a student to complete their chemistry program coursework requirements within two years.
3.8 What does the discipline or department review when developing or modifying curriculum?	IAI recommendations or ICCB recommendations. The ACS (American Chemical Society) provide standards and guidelines as well.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Table 6 A & B contains data for college retention rates and chemistry transfer program retention rates. The college’s 5-year mean retention rate from Fall to Spring is 80.9%. The college’s 5-year mean retention rate from Fall to Fall is 60.5%. The chemistry transfer program 5-year mean retention rate from Fall to Spring is 81.8%. The chemistry transfer program 5-year mean retention rate from Fall to Fall is 55%. Data is reviewed to determine if one student population is disproportionately affecting course success rates during the program review process. Disparities are discussed and documented by faculty and the program review committee. If discussions lead to action steps to address equity gaps, including racial equity gaps, data will be collected and reviewed in the next program review for progress.
3.10 How does the college determine student success in this discipline?	Program level course grades, persistence, retention and course enrollment.

3.11 Did the review of quality result in any actions or modifications? Please explain.	- The temporary adoption of computer simulations as the main source of lab instruction was eliminated due to IAI recommendations and to cultivate hands-on chemistry lab skills in FY 2023.
List any barriers encountered while implementing the discipline.	
- For a student to have the greatest opportunity of success in CHE 105 and CHE 106, basic algebra is essential. Adding college algebra or equivalent as a prerequisite or corequisite is being considered for entering the program. - The scheduling of courses for chemistry majors is limited (one course offering for each course per year). Students in the chemistry program are often required to take courses in other disciplines and fields of study with limited time offerings.	

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY2019 - 2023
Discipline Area:	Kinesiology and Physical Education (691)
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	- Prepares students to transfer to a four-year institution to pursue a bachelor's degree in kinesiology or physical education. - Kinesiology and physical education majors are broad-based degrees that prepare individuals to work in a variety of health, wellness and sport performance settings. - Provide the undergraduate curriculum to prepare students for graduate school in exercise physiology, physical therapy, sport and exercise psychology, and sport management.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?

The following areas will be examined to determine the extent these objectives are being achieved in the kinesiology and physical education program: program enrollment, declared majors, degrees awarded, transfer rates and work in industry data.

Enrollment:

Table 1A contains data about the enrollment of students at the college and in all transfer programs. There has been an overall decrease in the total college enrolled from FY 2019 to FY2023 of 16.5%. The kinesiology and physical education program enrollment have fluctuated from FY 2019 to FY2023. Enrollment was thirteen students in FY 2019, a high of thirty-five students in FY 2020, in FY 2021 twelve students, twenty-one students in FY 2022 and fourteen students in FY 2023. For comparison, the FY 2014 - FY 2018 program review, shows the five-year total enrollment of kinesiology program/physical education students was forty-four. The five-year total enrollment of kinesiology and physical education program students has increased during FY 2019-FY 2023 to ninety-five students.

Declared majors:

From Table 2 - from FY 2019 to FY 2023, the number of declared kinesiology and physical education majors range from twelve to twenty students each year. The highest number of declared kinesiology and physical education majors occurred in FY 2022 and in FY 2023 with twenty declared majors. FY 2020 had the lowest number of declared majors with twelve declared majors. The overall trend is an increase of declared kinesiology and physical education majors from FY 2019 – FY 2023. The five-year total of declared kinesiology and physical education majors is eighty-two students.

Data demonstrates that the number of declared kinesiology and physical education majors has increased since the previous program review process. The five-year total of declared kinesiology and physical education majors from FY 2019 - FY 2023 was eighty-two students. The five-year total of kinesiology and physical education declared majors from FY2014 - FY2018 was forty-four students.

Degrees awarded –

From Table 2, the number of degrees awarded range from one degree to four degrees each year. Four degrees were awarded in FY 2023. One degree was awarded in FY 2022. The five-year totals display twelve kinesiology and physical education degrees awarded. In comparison, the five-year total of kinesiology and physical education degrees awarded during FY 2014 – FY 2018 was twelve degrees awarded as well.

Transfer students –

From Table 2 - The five-year trend shows a decreasing number of kinesiology and physical education transfer students year to year. The highest number of transfer students occurred in FY2021 which transferred eight students. FY 2023 transferred one student. The five-year total number of transfer students was twenty students. In comparison, the five-year total of kinesiology and physical education transfer students from FY 2014-FY 2018 was thirteen students. Sixteen GECC completions have happened from FY 2019-FY 2023.

Bachelor degrees completions -

Three kinesiology and physical education bachelor degree completions have occurred FY 2019 – FY 2023. All three

	completions occurred in FY 2019. Four bachelor degree completions occurred from FY 2014 – FY 2018. Industry- Lightcast program development and review workforce profile data shows Sauk Valley Community College has <u>twenty-five</u> alumni working regionally in the occupations of Exercise Trainers and Group fitness Instructors, Coaches and Scouts, Social and Community Service Managers, Health Education Specialists, Physical Therapist Aids, Dietitians and Nutritionists, Education Administrators - All Other, Athletic Trainers, Umpires, Referees, and Other Sports Officials, Athletes and Sports Competitors and Exercise Physiologists. These twenty-five alumni represent 7.25% of regional profiles working in these occupations, which ranks Sauk first among the list of ten regional institutions providing talent for these listed occupations. Lightcast regional trends data for these jobs, from 2022 to 2027, predicts an increase of 11.7% in regional jobs, an increase of 8.7% statewide and an increase of 11.2% nationally. In 2022, kinesiology listed jobs in our region are 53% below the national average. Occupation Race/Ethnicity Breakdown White – 81.2%, Hispanic or Latino 7.4%, Black or African American 8.2%, Asians 1.7%, Two or more Races 1.5% and American Indian or Alaska Native 0%. Sauk’s kinesiology and physical education program Race/Ethnicity Breakdown. White – 80.0%, Hispanic or Latino 15.5%, Black or African American 3.7%, Asians 0%, Two or more Races 0% (no data given) and American Indian or Alaska Native 0% (no data given).
How does this discipline contribute to other fields and the mission of the college, including addressing the college’s vision for equitable access for students?	The kinesiology and physical education program contribute to coursework in pre-professional programs such as pre-medical programs, physical and natural sciences programs, and coursework for certification of high school teaching programs Courses in the kinesiology and physical education program provide general election or elective credit hours for transfer programs to be used toward a student’s degree.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	An online section of PED 214 – Introduction to Physical Education has been added to the Wintermester schedule.
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Academic Program needs/changes are monitored by the Vice President of Academics and Student Services, Dean of Transfer Programs and Academic Support Services, Dean of Student Services, Academic Advisor and Transfer Specialist, kinesiology and physical education area faculty. Academic Program needs/changes can be determined by: enrollment numbers, which determine the number of sections to be offered for each course; general education IAI panels, changes in course recommendations; ICCB committee evaluations. If changes or additions to programs or course outlines are required, the faculty in the kinesiology and physical education area faculty will be responsible to make the required changes. The kinesiology and physical education area faculty will submit a Curriculum Action Form to the Curriculum Committee. The needs and changes are reviewed by the faculty leader, academic dean, and Curriculum Committee for approval. 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 kinesiology and physical education area faculty for further modifications and resubmitted. Changes to academic programs generally occur due to changes to IAI recommendations or ICCB recommendations.
1.2 How will students be informed or recruited for this discipline?	- A Programs of Study sheet listing the Kinesiology and Physical Education major program is given to all prospective SVCC students by the student recruiting and impact coordinator. - Marketing efforts depicting low tuition cost compared to other institutions. - SVCC catalog - Personal conversations between Sauk science faculty with parents and students about the kinesiology and physical education program at Sauk.
1.5 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	PED 213 and PED 214 are the courses offered in this program discipline. PED 213 – First Aid has a five-year total enrollment of twenty-three students. PED 214 - Introduction to Physical Education has a five-year total enrollment of seventy-two students.
Indicator 2: Cost Effectiveness	Response

2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Table 3A. The costs associated with the kinesiology and physical education program show no budget items, instructional supplies, maintenance services, office supplies or employee salaries and benefits. No total expenses are associated with the kinesiology program. The kinesiology and physical education program were maintained by two part-time faculty instructors in FY 2019 and FY 2020. One part-time faculty instructor was maintained in FY 2021, FY 2022 and FY 2023. The kinesiology and physical education program show a net income each year through the FY 2019 – FY 2023 fiscal years. The lowest net income of \$5,194 in FY 2019 and the highest income of \$15,523 in FY 2020. The five-year net income total was \$45,039.
2.2 What steps can be taken to offer curricula more cost-effectively?	- Course materials and notes are provided through Canvas for students to view and print or can be purchased in the bookstore for certain courses. - New sections are added to the schedule if needed to increase revenue. - Discontinue sections of courses due to low attendance or offer as tutorial section.
2.3 Is there a need for additional resources?	No additional resources are needed 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.)?	All sections of PED 213 and PED 214 are taught on campus, face-to-face. An online section of PED 214 is now offered during Wintermester. No dual credit or other alternative delivery methods are offered.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	All sections of PED 213 are taught on campus, face-to-face. One instructor teaches PED 213. PED 214 is taught face-to-face and online (Wintermester). Success rates of each delivery method is examined during the program review process. Laptops can be checked out by the students if they need to access information through Canvas for both courses.
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 Transfer Programs and Academic Support Services and student evaluations.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Faculty are able to request monetary support from Faculty Development Funds to attend events/activities which update or upgrade competencies, especially those related to teaching and learning, or to improve services to students. Only permanent full-time faculty are eligible to receive these funds. Exceptions may be made for adjunct faculty with the approval of the Academic Vice President prior to the request being submitted to the Faculty Development Committee. The maximum amount authorized for any one individual is \$1,000 per fiscal year.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No faculty have been actively involved in IAI panel review for courses in this discipline over the last review period. No IAI panel currently exists for kinesiology and physical education.
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	- Faculty submit a 5-Week progress report to assist in the tracking of the academic progress of student athletes, TRIO SSS students, academy students, and students who are on academic alert or supervision status. - Mid-term grades are submitted for all students. - 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. - Faculty members provide individual tutoring during office hours with at-risk students and with all other students.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Students in the kinesiology and physical education program fulfill most of their suggested program courses credits in other disciplines of the college.
3.8 What does the discipline or department review when developing or modifying curriculum?	The program review process is an 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. The American Red Cross (ARC) in Adult and Pediatric First Aid/CPR/AED proficiency exam requirements are reviewed.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Table 6 A & B contains data for college retention rates and kinesiology transfer and physical education program retention rates. The college’s 5-year mean retention rate from Fall to Spring is 80.9%. The college’s 5-year mean retention rate from Fall to Fall is 60.5%. The kinesiology and physical education transfer program 5-year mean retention rate from Fall to Spring is 79.6%. The kinesiology and physical education transfer program 5-year mean retention rate from Fall to Fall is 46.4%. Data is reviewed to determine if one student population is disproportionately affecting course success rates during the program review process. Disparities are discussed and documented by faculty and the program review committee. If discussions lead to action steps to address equity gaps, including racial equity gaps, data will be collected and reviewed in the next program review for progress.
3.10 How does the college determine student success in this discipline?	Program level course grades, persistence, retention and course enrollment.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The review of quality results did not cause any action or modifications.
List any barriers encountered while implementing the discipline.	

PED 213 – First Aid was not taught in FY 2021, FY2022, FY 2023 due to the inability of hiring a certified American Red Cross instructor.

No other barriers were encountered while implementing the kinesiology and physical education transfer program.

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY2019 - 2023
Discipline Area:	Physics
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	- Provide students with an understanding of physics knowledge is extracted by various techniques and instrumentation. - Teach students to understand the principles of physics, and use those principles to predict and explain the outcomes of experiments. - Provide students with the necessary background for their transfer degree studies, graduate studies, and/or work in industry. - Comply with the IAI Physics Major Panel recommendations for statewide transfer of courses.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?

The following areas will be examined to determine the extent these objectives are being achieved in the physics program: program enrollment, declared majors, degrees awarded, transfer rates and work in industry data.

Enrollment:

Table 1A contains data about the enrollment of students at the college and in transfer programs. There has been an overall decrease in the total college enrolled from FY 2019 to FY2023 of 16.5%. The physics transfer program enrollment declined by 13.2% from FY 2019 to FY2023. The enrollment in the physics transfer program has declined, but at a slower rate than the total college enrollment from FY2019 to FY2023. Enrollment was highest in FY 2019 of thirty-eight students, decreased to thirty-five students in FY 2020, twenty-five students in FY 2021, twenty-three students in FY 2022 and increased to thirty-three students in FY 2023.

Declared majors -

Table 2. From FY 2019 to FY 2023, the number of declared physics majors range from two to ten students each year. FY 2019 has two declared physics majors, FY 2020 and FY 2021 have three physics majors in each year, FY 2022 has six majors and ten physics majors in FY 2023. The five-year total of declared physics majors is twenty-four students.

The data demonstrates 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 seventeen declared physics majors during FY 2014 to FY 2018 to twenty-four declared physics majors during FY 2019 – FY 2023.

Degrees awarded -

No degrees were awarded in FY 2019. One degree was awarded in each of the years from FY 2020 - FY 2023. The current five-year total is four physics degrees awarded. In comparison, the five-year total of degrees awarded during FY 2009 – FY 2013 was three and FY 2014 – FY 2018 was five degrees awarded.

Data demonstrations that the number of physics degrees awarded have remained relatively consistent over the last two program review periods.

Transfer students –

The five-year trend shows one recorded physics transfer student in FY 2019. There are no recorded transfer students from FY 2020 – FY 2023.

In comparison, the five-year total of physics transfer students from FY 2009 – FY 2013 was one student and the five-year total of physics transfer students during FY 2014 – FY 2018 was six students.

No bachelor degrees competitions have been recorded from FY 2019 – FY 2023.

Work and Industry-

Lightcast program development and review workforce profile data shows Sauk Valley Community College has eleven alumni working regionally in the occupations Secondary School Teachers, Except Special and Career/Technical Education, Natural Sciences Managers, Physicists, Biochemists and Biophysicists, Atmospheric and Space Scientists, Astronomers, Nuclear Engineers, and Materials Scientists.

	These 11 alumni represent 2.67% of regional profiles working in these occupations, which ranks Sauk 5th among the list of ten regional institutions providing talent for these listed occupations. Of the other regional community colleges listed, Sauk is ranked highest in the number of institutions providing talent for the listed occupations. Lightcast regional trends data for these jobs, from 2022 to 2027, predicts a decrease of -1.4% in regional jobs, an increase of 3.7% statewide and an increase of 5.8% nationally. Physics Occupation Race/Ethnicity Breakdown White – 81.2%, Hispanic or Latino 7.9%, Black or African American 6%, Asians 2.5%, Two or more Races 2.4% and American Indian or Alaska Native 0%
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The physics programs contribute to coursework in pre-professional medical programs, mathematics program, chemistry program, applied physics occupations and coursework for certification of high school teaching programs.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	- All courses remain complaint with IAI standards for articulation amongst Illinois schools. Changes were made to the topics covered in PHY 211 and 213 to bring them into compliance with changed IAI Major Course Descriptors (PHY 911 and PHY 915A, respectively).
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Academic Program needs/changes are monitored by the Vice President of Academics and Student Services, Dean of Transfer Programs and Academic Support Services, Dean of Student Services, Academic Advisor and Transfer Specialist, and physical and life sciences area faculty. Academic Program needs/changes can be determined by: enrollment numbers, which determine the number of sections to be offered for each course; communication with IAI physical and life sciences majors' panels, changes in course recommendations; ICCB committee evaluations. 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. The science faculty will submit a Curriculum Action Form to the Curriculum Committee. The needs and changes are reviewed by the faculty leader, academic dean, and Curriculum Committee for approval. 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. Changes to academic programs generally occur due to changes to IAI recommendations or ICCB recommendations. For example, each course in the physics program has topics that must be taught based on IAI recommendations. Courses are submitted to IAI Major Panels for approval as well. Approvals are submitted to ICCB/IBHE. IAI is notified of new transfer courses and course or program deletions.
1.2 How will students be informed or recruited for this discipline?	- A Programs of Study sheet listing the Physics transfer program is given to all prospective SVCC students by the Student Recruiting and Impact Coordinator. - A Science Club is offered as a student activity for student-to-student interactions and faculty interactions on our campus. - In the SVCC catalog, the Physics program page provides a link to Careers in Biology with their salary ranges. - Marketing efforts depicting low tuition cost compared to other Institutions. - Sauk success stories from former science students stating how Sauk prepared them to be successful as a transfer program student. - SVCC catalog - Faculty work with students within the Honors program. - The science area faculty lab assistant host students from area high schools to tour the science labs and college. - Personal conversations between Sauk science faculty with parents and students about the physical and life sciences program at Sauk - Physic faculty participate in SVCC's "Meet the Majors" fair.
1.6 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	- No new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period.

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	PHY211 - Engineering Physics I, PHY212 - Engineering Physics II, and PHY213 - Engineering Physics III are the courses offered in this program discipline. PHY 211 has the highest five-year average enrollment of seven students per year. PHY 212 average enrollment is 6.5 students and PHY 213 is 1.8 students.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Table 3A. The costs associated with the physics program include the following budget items: instructional supplies, instructional supplies, travel-in state, printing, equipment purchased with funding bonds, employee salaries and benefits. - Five-year totals show the program has an average of 72% remaining in the budget. - No equipment was purchased with funding bonds. - Employee salaries and benefits are the primary expenses for the program. One full-time faculty is maintained for the program. - The physics program total expenses have exceeded total revenue for the past five years. - An average deficit of \$46,999 is seen each year from FY2019 – FY2023. These numbers are limited to transfer program course finances. The faculty member teaching in the physics transfer program also teach general education courses.
2.2 What steps can be taken to offer curricula more cost-effectively?	Steps taken to offer curricula more cost-effectively: - Course materials and notes are provided through Canvas for students to view and print or can be purchased in the bookstore for certain courses. - New sections are added to the schedule if needed to increase revenue. - Discontinue sections of courses due to low attendance or offer as tutorial section. - Open-source resources are used to decrease student costs for courses.
2.3 Is there a need for additional resources?	- During the pandemic, the number of laptops for the physics lab was reduced from 12 to 6. This needs to be returned to its original number for the required lab exercises.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	All courses in the physics program, both lecture and lab, are taught by onThe college offers one method of course delivery for physics major courses (PHY 211, PHY 212, PHY 213). As stated above, the IAI physics major panel requires a minimum of 30 scheduled contact hours of lab. A minimum of 10 lab activities on different topics, of which no more 2 can be simulations. All 10 labs should involve the collection and analysis of data. These recommendations limit alternative delivery methods

3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The college offers one method of course delivery for physics major courses (PHY 211, PHY 212, PHY 213). As stated above, the IAI physics major panel requires a minimum of 30 scheduled contact hours of lab. A minimum of 10 lab activities on different topics, of which no more 2 can be simulations. All 10 labs should involve the collection and analysis of data. These recommendations limit alternative delivery methods. No other delivery methods exist within the program.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Class Classroom evaluations by the Dean of Transfer Programs and Academic Support Services and student evaluations.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Faculty are able to request monetary support from Faculty Development Funds to attend events/activities which update or upgrade competencies, especially those related to teaching and learning, or to improve services to students. Only permanent full-time faculty are eligible to receive these funds. Exceptions may be made for adjunct faculty with the approval of the Academic Vice President prior to the request being submitted to the Faculty Development Committee. The maximum amount authorized for any one individual is \$1,000 per fiscal year.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	One faculty member (Dr. James Chisholm) has been actively involved in IAI panel review for courses in this discipline over the last review period.
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	- Faculty submit a 5-Week progress report to assist in the tracking of the academic progress of student athletes, TRIO SSS students, academy students, and students who are on academic alert or supervision status. - Mid-term grades are submitted for all students. - Learning Commons faculty to come to the classroom each semester to explain the services and tutor schedule for the discipline. - 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. - Faculty members provide individual tutoring during office hours (both face-to-face and online) with at-risk students and with all other students. - Physics major courses all have labs which increase the opportunity conversions can occur with the instructor and an at-risk student. - Faculty within the discipline recommend former tutors to the Learning Commons.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The physics program Students enrolled in physics transfer program courses are required to take courses in other disciplines and fields of study. A coordinated scheduling effort is made to ensure no overlaps in course scheduling between the math, chemistry, physics, biology and health sciences to ensure the ability of a student to complete their physics program coursework requirements within two years.
3.8 What does the discipline or department review when developing or modifying curriculum?	IAI Physics Major Panel recommendations or ICCB recommendations.

3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Table 6 A & B contains data for college retention rates and physics transfer program retention rates. The college's 5-year mean retention rate from Fall to Spring is 80.9%. The college's 5-year mean retention rate from Fall to Fall is 60.5%. The physics transfer program 5-year mean retention rate from Fall to Spring is 93.3%. The physics transfer program 5-year mean retention rate from Fall to Fall is 66.7%. Data is reviewed to determine if one student population is disproportionately affecting course success rates during the program review process. Disparities are discussed and documented by faculty and the program review committee. If discussions lead to action steps to address equity gaps, including racial equity gaps, data will be collected and reviewed in the next program review for progress.
3.10 How does the college determine student success in this discipline?	Program level course grades, persistence, retention and course enrollment.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The review of quality results did not cause any action or modifications.
List any barriers encountered while implementing the discipline.	
The scheduling of courses for physics majors is limited. Students in the physics program are often required to take courses in other disciplines and fields of study. A coordinated scheduling effort is made to ensure no overlaps in course scheduling occurs between the math, chemistry, physics, other biology courses and health sciences to ensure the ability of a student to complete their biology program coursework requirements within two years.	

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY2019 - 2023
Discipline Area:	Pre-Athletic Training (635)
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	- Prepares students to transfer to four-year universities to pursue an advanced degree in athletic training. - Gain skills that help determine the physical condition of athletes and recommend exercises that will increase their strength and flexibility and then correct any weaknesses.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?

The following areas will be examined to determine the extent these objectives are being achieved in the pre-athletic training program: program enrollment, declared majors, degrees awarded, transfer rates and work in industry data.

Enrollment:

Table 1A contains data about the enrollment of students at the college and in transfer programs. There has been an overall decrease in the total college enrolled from FY 2019 to FY2023 of 16.5%. The pre-athletic transfer program enrollment declined slightly from FY 2019 to FY2023. The enrollment in the pre-athletic training program was one hundred thirteen students in FY 2019, one hundred twenty-five students in FY 2020, in FY 2021 eighty-six students, ninety-one students in FY 2022 and one hundred four students in FY 2023. The enrollment totals listed for this program are from PED 115 - Nutrition and Diet Therapy and PED 213 – First Aid. No sections of PED 213 were taught in FY 2021, FY 2022 and FY 2023. No student enrollment in PED 213 could account for the decrease in total enrollment for the program during these years.

Declared majors:

In Table 2, from FY 2019 to FY 2023, the number of declared pre-athletic training majors range from two to nine students each year. The highest number of declared pre-athletic training majors occurred in FY 2020 – nine declared majors and FY 2021 shows the lowest number of declared majors – two declared majors. The five-year total of declared pre-athletic training majors is twenty-nine.

The data demonstrates that the number of declared pre-athletic training majors has decreased since the previous program review process. The five-year total of declared pre-athletic training majors from FY 2019 - FY 2023 was twenty-nine students. The five-year total of pre-athletic training majors from FY2014 - FY2018 was forty-eight students. The total number of declared pre-athletic training majors has decreased since the last program review cycle.

Degrees awarded –

Three degrees were awarded in FY 2019 and no degrees awarded from FY 2020 – FY 2023, giving a five-year total of degrees awarded of three degrees. For comparison, the five-year total number of pre-athletic training degrees awarded during FY 2014 – FY 2018 was four degrees.

Transfer students –

The five-year trend shows a decreasing number of pre-athletic training transfer students. The highest number of transfer students occurred in FY2019 which had three transfer students. FY 2020 had one and FY 2021 – FY 2023 has no recorded transfer students. The five-year total number of transfer students was four. In comparison, the five-year total of pre-athletic training transfer students from FY 2014 – FY 2018 was fifteen.

Bachelor degrees completions -

Four pre-athletic training bachelor degrees have been completed from FY 2019 – FY 2023. Three bachelor completions occurred in FY 2019, one in FY 2020 and no bachelor completions occurred from FY 2021 – FY 2023. In the years of FY 2013 – 2018, two bachelor degrees were earned.

Work and Industry-

	Lightcast's workforce profile data shows Sauk Valley Community College has 7 alumni working regionally in the occupations of Athletic Trainers, Exercise Trainers and Group Fitness Instructors. These 7 alumni represent 9.09% of regional profiles working in these occupations, which ranks Sauk Valley Community College 1st among regional talent providers. Lightcast regional trends data for these jobs, from 2022 to 2027, predicts an increase of 15% in regional jobs (we are currently 41% below the national average in these occupations in our region), an increase of 8.0% statewide and an increase of 11.9% nationally. Less than 10 jobs are represented in our region. Occupations Gender, Race/Ethnicity Breakdown Gender: Male- 32%, Female 68% Race/Ethnicity: White – 85.1%, Hispanic or Latino 7.1%, Black or African American 5.7%, Asians 1.0%, Two or more Races 1.1% and American Indian or Alaska Native 0% Sauk's Pre-Athletic Training transfer program Race/Ethnicity: White – 79.7%, Hispanic or Latino 15.1%, Black or African American 2.6%, Asians 1.2%, Two or more Races 0% (no data provided) and American Indian or Alaska Native 0% (No data provided) Gender: Male- 23.6%, Female 76.8%
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	Courses in the pre-athletic training program provide general election or elective credit hours for transfer programs to be used toward a student's degree.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	No quality improvements or modifications were made since the last review period.
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Academic Program needs/changes are monitored by the Vice President of Academics, Dean of Student Services, transfer coordinator, and physical education area faculty. Academic Program needs/changes can be determined by enrollment numbers, which determine the number of sections to be offered for each course. If changes or additions to programs or course outlines are required, the faculty in the pre-athletic training program will be responsible to make the required changes. The pre-athletic training program faculty will submit a Curriculum Action Form to the Curriculum Committee. The needs and changes are reviewed by the faculty leader, academic dean, and Curriculum Committee for approval. If the committee votes to accept the changes, they will be sent to ICCB/IBHE for approval. If the changes are not accepted, the form will be sent back to the pre-athletic training program faculty for further modifications and resubmitted. Changes to academic programs generally occur due to changes to IAI recommendations or ICCB recommendations. No courses for a pre-athletic training are listed on the IAI website. So, no course topics or IAI recommendations exist for pre-athletic training.
1.2 How will students be informed or recruited for this discipline?	- A Programs of Study sheet listing the pre-athletic training program is given to all prospective SVCC students by the student recruiting and impact coordinator. - Marketing efforts depicting low tuition cost compared to other institutions. - SVCC catalog - Personal conversations between Sauk physical education faculty with parents and students about the pre-athletic training program at Sauk.
1.7 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	PED 115 - Nutrition and Diet Therapy and PED 213 - First Aid are the courses offered in this program discipline. PED 115 has the highest five-year total enrollment of four hundred ninety-six students. PED 213 has a five-year total enrollment of twenty-three students.
Indicator 2: Cost Effectiveness	Response

2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Table 3A. The costs associated with the pre-athletic training program show no budget items, instructional supplies, maintenance services, office supplies or employee salaries and benefits. No total expenses are associated with the pre-athletic training program. The pre-athletic training program maintained two part-time faculty instructors in FY 2019 and FY 2020. One part-time faculty instructor was maintained in FY 2021, FY 2022 and FY 2023. The pre-athletic training program shows a net income for each year through the FY 2019 – FY 2023 fiscal years. The lowest net income of \$45,567 occurred in FY 2021 and the highest net income of \$59,056 occurred in FY 2023. The five-year net income total was \$265, 936.
2.2 What steps can be taken to offer curricula more cost-effectively?	- Course materials and notes are provided through Canvas for students to view and print or can be purchased in the bookstore for certain courses. - New sections are added to the schedule if needed to increase revenue. - Discontinue sections of courses due to low attendance or offer as tutorial section. - PED 115 is offered online.
2.3 Is there a need for additional resources?	- No additional resources are needed 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.)?	All sections of PED 213 were taught on campus, face-to-face by the same instructor. All sections of PED 115 were taught online by the same instructor. No other alternative delivery methods were used in these courses.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The college offers one course delivery method for each course. PED 115 is offered in the fall of odd and even years, spring of odd and even years, and in the summer of odd and even years. Since this course is online, the college provides the opportunity for students to check out laptops if needed. PED 213 is scheduled to be offered in the spring of odd and even years.
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 Transfer Programs and Academic Support Services and student evaluations.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Faculty are able to request monetary support from Faculty Development Funds to attend events/activities which update or upgrade competencies, especially those related to teaching and learning, or to improve services to students. Only permanent full-time faculty are eligible to receive these funds. Exceptions may be made for adjunct faculty with the approval of the Academic Vice President prior to the request being submitted to the Faculty Development Committee. The maximum amount authorized for any one individual is \$1,000 per fiscal year.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No faculty have been actively involved in IAI panel review for courses in this discipline over the last review period. No IAI panel is listed for pre-athletic training.
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	- Faculty submit a 5-Week progress report to assist in the tracking of the academic progress of student athletes, TRIO SSS students, academy students, and students who are on academic alert or supervision status. - Mid-term grades are submitted for all students. - 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. - Faculty members will talk with at-risk students and/or have notified the early alert system at SAUK. - Students are encouraged to go to the Learning Commons staff for writing and basic study skills assistance.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Students in the pre-athletic training program fulfill most of their suggested program course credits in other disciplines of the college.
3.8 What does the discipline or department review when developing or modifying curriculum?	- The program review process is an important process to review academic programs and determine recommendations for programmatic change. - Monitor accredited professional athletic training education programs. - Recommendations by the AT Strategic Alliance. - American Red Cross (ARC) in Adult and Pediatric First Aid/CPR/AED proficiency exam requirements.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Table 6 A & B contains data for college retention rates and pre-athletic training transfer program retention rates. The college’s 5-year mean retention rate from Fall to Spring is 80.9%. The college’s 5-year mean retention rate from Fall to Fall is 60.5%. The pre-athletic training transfer program 5-year mean retention rate from Fall to Spring is 71.4%. The pre-athletic training transfer program 5-year mean retention rate from Fall to Fall is 37.5%. Data is reviewed to determine if one student population is disproportionately affecting course success rates during the program review process. Action steps are discussed and implemented to address equity gaps, including racial equity gaps.
3.10 How does the college determine student success in this discipline?	Program level course grades, persistence, retention and course enrollment.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The review of quality results did not cause any action or modifications.
List any barriers encountered while implementing the discipline.	

PED 213 – First Aid was not taught in FY 2021, FY2022, FY 2023 due to the inability of hiring a certified American Red Cross instructor.

No other barriers were encountered while implementing the pre-athletic training program.

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY2019 - 2023
Discipline Area:	Pre-Physical Therapy/Occupational Therapy (830)
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	• Prepares students to transfer to a college or university to pursue an advanced degree in physical or occupational therapy. • Provide preparation for a master's program in occupational therapy or a doctor of physical therapy including health science, biology or other science related fields.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?

The following areas will be examined to determine the extent these objectives are being achieved in the pre-physical/occupational therapy program: program enrollment, declared majors, degrees awarded, transfer rates and work in industry data.

The data is limited for pre-physical/occupational therapy program majors. No introductory transfer courses are directly linked to a pre-physical/occupational therapy program major. Recommended major courses for pre-physical/occupational therapy programs are primarily from the physical/life sciences and mathematics programs.

Enrollment:

No specific courses for the pre-physical/occupational therapy program. No course enrollment data available.

Declared majors -

From Table 2, from FY 2019 to FY 2023, the number of declared pre-physical/occupational therapy majors range from nine to two students each year. The highest number of declared pre-physical/occupational therapy majors occurred in FY 2020 – nine declared majors and FY 2021 has the lowest number of declared majors – two declared majors. The five-year total of declared pre-physical/occupational therapy majors is twenty-nine students.

The data demonstrates that the number of declared pre-physical/occupational therapy majors have varied in the current program review process. No data from the previous program review process available for comparison.

Degrees awarded –

The number of degrees awarded range from three degrees to zero degrees each year. Three degrees were awarded in FY 2019 and zero degrees for FY 2020 – FY 2023.

Transfer students –

The five-year trend shows a decreasing number of pre-physical/occupational therapy transfer students. The highest number of transfer students occurred in FY2019 which had three transfer students. FY 2020 had one; FY 2021-FY 2023 had zero recorded transfer students. The five-year total number of transfer students was four students.

Bachelor degrees completions -

Four pre-physical/occupational therapy bachelor degrees have been completed from FY 2019 – FY 2023. Three bachelor completions occurred in FY 2019, one in FY 2020 and no bachelor completions occurred from FY 2021 – FY 2023

Work and Industry-

Lightcast program development and review workforce profile data shows Sauk Valley Community College has one alumnus working regionally in the occupation of Physician and all other.

The one alumnus represents 3.7% of regional profiles working in these occupations, which ranks Sauk 7th among the list of ten institutions providing talent for these listed occupations. Sauk is the only regional community colleges listed.

Lightcast regional trends data for these jobs, from 2022 to 2027, predicts an increase of 5.7% in regional jobs, an increase of 2.6% statewide and an increase of 6.1% nationally.

	Occupation Race/Ethnicity Breakdown White – 65.3%, Hispanic or Latino 5.6%, Black or African American 6.4%, Asians 18.2%, Two or more Races 4.5% and American Indian or Alaska Native 0%
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The recommended coursework for the pre-physical/occupational therapy program is embedded in other programs.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	No quality improvements or modifications were made since the last review period.
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Academic Program needs/changes are monitored by the Vice President of Academics, Dean of Student Services, transfer coordinator, and physical/life sciences area faculty. Academic Program needs/changes can be determined by: enrollment numbers, which courses should be recommended for the pre-physical/occupational therapy program. If changes are required faculty will submit a Curriculum Action Form to the Curriculum Committee. The needs and changes are reviewed by the faculty leader, academic dean, and Curriculum Committee for approval. 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. Changes to academic programs generally occur due to changes to IAI recommendations or ICCB recommendations
1.2 How will students be informed or recruited for this discipline?	- A Programs of Study sheet listing the pre-physical/occupational therapy program is given to all prospective SVCC students by the student recruiting and impact coordinator. - Marketing efforts depicting low tuition cost compared to other institutions. - SVCC catalog - Personal conversations between Sauk physical/life science faculty with parents and students about the pre-physical/occupational therapy.
1.8 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period.

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	No introductory transfer courses are directly linked to a pre-physical/occupational therapy program major. Recommended major courses for pre-physical/occupational therapy programs are primarily from the physical/life sciences and mathematics programs.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Table 3A. The costs associated with the pre-physical/occupational therapy program are based on the following budget items: instructional supplies, maintenance services, prof/tech – Full-time, Prof/Tech – Overtime, office supplies, postage, capital supplies, Clerical - Full-time, equipment purchased with funding bonds, employee salaries and benefits. No total expenses are associated with the pre-physical/occupational therapy program. No total revenue is directly linked to the pre-physical/occupational therapy program. With no direct expenses and revenues, the five-year net income is zero dollars for the pre-physical/occupational therapy program
2.2 What steps can be taken to offer curricula more cost-effectively?	Examples of steps that can be found in the courses recommended for pre-physical/occupational therapy program students, found in other programs: - Course materials and notes are provided through Canvas for students to view and print or can be purchased in the bookstore for certain courses. - Maximize the number of students for lecture sections based on a capacity of twenty-four students in lab. - New sections are added to the schedule if needed to increase revenue. - Discontinue sections of courses due to low attendance or offer as tutorial section. - Open-source resources are used to decrease student costs for courses.
2.3 Is there a need for additional resources?	No additional resources needed 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.)?	N/A – No direct pre-physical/occupational therapy program courses offered. Within other programs, recommended pre-physical/occupational therapy program courses may use face-to-face, online, dual credit deliver methods but may be limited to comply with IAI majors panel recommendations.

3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The success rates of each delivery method would be reviewed during the program review process for each individual program.
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. (Courses supporting the pre-physical/occupational therapy program)
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Faculty are able to request monetary support from Faculty Development Funds to attend events/activities which update or upgrade competencies, especially those related to teaching and learning, or to improve services to students. Only permanent full-time faculty are eligible to receive these funds. Exceptions may be made for adjunct faculty with the approval of the Academic Vice President prior to the request being submitted to the Faculty Development Committee. The maximum amount authorized for any one individual is \$1,000 per fiscal year.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	N/A – No IAI panel exists for the pre-physical/occupational therapy program.
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	- Faculty submit a 5-Week progress report to assist in the tracking of the academic progress of student athletes, TRIO SSS students, academy students, and students who are on academic alert or supervision status. - Mid-term grades are submitted for all students. - 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. - Faculty members will talk with at-risk students and/or have notified the early alert system at SAUK. - Students are encouraged to go to the Learning Commons staff for writing and basic study skills assistance.
3.7 To what extent is the discipline integrated with other instructional programs and services?	No introductory transfer courses are directly linked to a pre-physical/occupational therapy program major. Recommended major courses for pre-physical/occupational therapy programs are primarily from the physical/life sciences, mathematics programs and GECC.
3.8 What does the discipline or department review when developing or modifying curriculum?	Academic Program needs/changes are monitored by the Vice President of Academics, Dean of Student Services, transfer coordinator, and physical/life sciences area faculty.

3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Table 6 A & B contains data for college retention rates and pre-physical/occupational therapy program retention rates. The college's 5-year mean retention rate from Fall to Spring is 80.9%. The college's 5-year mean retention rate from Fall to Fall is 60.5%. The pre-physical/occupational therapy program 5-year mean retention rate from Fall to Spring is 84.6%. The pre-physical/occupational therapy program 5-year mean retention rate from Fall to Fall is 62.5%. Data is reviewed to determine if one student population is disproportionately affecting course success rates during the program review process. Action steps are discussed and implemented to address equity gaps, including racial equity gaps.
3.10 How does the college determine student success in this discipline?	Program level course grades, persistence, retention and course enrollment.
3.11 Did the review of quality result in any actions or modifications? Please explain.	No actions or modifications resulted in this review.
List any barriers encountered while implementing the discipline.	
One barrier to implementing this discipline is to set up partnerships with other institutions to have a seamless transition between community college and a 4 year and ensure that students are always on a path to success in the educational journey.	

<i>DEVELOPMENTAL ENGLISH</i>	
<i>COLLEGE NAME:</i>	Sauk Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	18-19, 19-20, 20-21, 21-22, 22-23
<i>REVIEW SUMMARY</i>	
Program Objectives What are the objectives or goals of the program/discipline?	The Developmental ELA program allows students who do not meet the criteria for placement into college-level courses to pursue a course of study that leads to transfer degrees or certifications. It provides underprepared students with the reading and writing skills necessary for success in college-level courses.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	The persistence and success rates of ELA students let us know if our objective is being achieved. However, it's important to note that we lose many students for reasons other than academic ones. The F and W grades do not tell the whole story.
How does this program contribute to other fields and the mission of the college?	The ELA program contributes to other fields by giving underprepared students the skills necessary to be successful in college-level classes. The ELA program fulfills SVCC's mission of engagement with the community in lifelong learning and economic development.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	One quality improvement made since the last review period is to place more students into ENG 101 by adding a concurrency requirement determined by placement scores. Some students who would have been placed into ELA 099 are now placed into ENG 101 plus ELA 090, which is a support course for ENG 101. ELA 090 was previously only a recommended course. Another quality improvement is the addition of a reading test to more accurately place students who have no other measures. Even though the ELA courses integrate reading and writing skills, prior to summer 2023, reading skills did not factor into course placement.
<i>REVIEW ANALYSIS</i>	
C 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).	The current number of sections of ELA 095 and ELA 099 is sufficient to cover enrollment. One section of ELA 095 is offered M-W afternoons, and there are sections of ELA 099 on M-W and on T-Th both in the mornings and in the afternoons. There is one section of ELA 099 offered at night. After being a recommended course for the last three years of the review period with only one section offered online, ELA 090 is again required of some students, and all sections are offered online. Additional relevant information is detailed under “Rationale.”
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The report for the five-year period FY19-FY23 shows that 92% of the budget allotted to supplies, printing, and dues remained unused. Therefore, the Developmental ELA program has been extremely cost-effective in this regard. However, the report also shows an overall 5-year deficit of \$36, 246 resulting from total expenses being more than the revenue from the program. In FY 19 and 20, the college had a positive net income of over \$100,000. However, in the next two years, FY 21 and 22, the net income declined by approximately \$40,000 due to a decrease in tuition revenue. These years experienced the brunt of the COVID pandemic, so it is fair to say that the drop in revenue was likely a direct consequence of the pandemic. FY 23 shows an increase in revenue of about \$6,000, which hopefully signals a return to pre-COVID numbers.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	There are no grants or other sources of payment for the Developmental ELA 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.	N/A
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	As explained above, the deficit shown in the financial report is most likely due to the loss of enrollment during the two years impacted by the COVID pandemic. We do not attribute this deficit to problems with curricula and therefore propose no changes.
2.5 Are there needs for additional resources? If so, what are they?	At present, there is no need for additional resources. However, the two full-time faculty who teach all the daytime ELA classes will be retiring before the next review period. The college will need to hire instructors qualified to teach ELA.
INDICATOR 3: QUALITY	RESPONSE

3.1 How is the college working with high schools to reduce developmental needs?	Through the PASS program, SVCC has been working with area high schools to reduce developmental needs. For several years now, both Karen Abele and I have been working alongside high school teachers to create a Transitional ELA (TELA) course that will serve as fourth-year English for students. Students who pass TELA with a grade of C or higher will be enrolled directly into ENG 101 at SVCC without the need for placement testing.
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	We have two levels of developmental ELA, so a student placed into the lower level (095) can finish the sequence within one year while a student placed in ELA 099 needs only one semester of remediation. Many support programs are in place to help students be successful along the way: tutoring, writing center, peer mentors, counseling, Nuro Retention.
3.3 Provide a description of the developmental sequence. Colleges may attach a graphic representation.	The sequence is as follow: ELA 095 ----- ELA 099 ----- ELA 090
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	All ELA 095 and ELA 099 classes are in person as the online format is not conducive to the success of developmental students. Besides being underprepared academically, most lack the necessary self-motivation, work ethic, and time management skills necessary for success in online classes. ELA 090 is currently offered only online.
3.5 What innovation has been implemented or brought to this program?	The addition of ELA 090 as a concurrency requirement for some students began this past summer (2023). Also, implementation of a reading test for placement also began in summer 2023.
3.6 To what extent is the program integrated with other instructional programs and services?	All courses at SVCC require an ELA rigor level, which is specified in the course outline. In this way, the ELA program is integrated with all other programs by ensuring that students are not placed into a course for which they are not academically prepared.
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?	N/A
3.8 How well are completers of developmental courses doing in related college-level courses?	• In the review period, 251 students attempted ENG 101 after passing ELA 099. • Of these, 169 or 67.3% were successful • 21 students, 8.3%, received Ds, showing that they at least finished the course. • There were 34 students with F's and 27 with W's for a total of 61 students or 24.2%. The data provided show only the aggregate figures for the five-year period, so we cannot determine if some years, particularly the pandemic years, had a lower success rate than others. As mentioned previously, F's and W's do not necessarily reflect academic reasons for failure, especially in developmental or entry-level courses.

3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	At present, no professional training specific to ELA is offered to instructors, but a Mental Health First Aid course is available to everyone. The Professional Development Committee has funds available for conferences and training workshops.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i>	
The biggest challenge encountered while implementing the program is the low academic foundation of some ELA students, especially 095 students. These students need a lot of additional help and guidance as well as a much slower pace, and this affects the entire class. This is not a new challenge, but it has worsened post-pandemic.	

Student and Academic Support Services

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

College Name:	Sauk Valley Community College
Academic Years Reviewed:	20-21, 21-22, 22-23
Review Area:	Business Office
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Kent Sorenson, Vice President of Business Services Allison Wade, Senior Payroll and Grants Accountant Melissa Erdmier, Accounts Receivable Specialist
Mission How does the program/service contribute to the mission of the college?	The Business Office does not have a formal mission statement. College Health Metric The College uses its revenue prudently while pursuing and utilizing alternative revenue streams. Investment in programs, personnel, processes, and infrastructure are carefully considered and supported by College Planning.
Advancement of Equity How does the program/service help advance equity?	The Business Office provides support to all academic programs and support services at the College, including equity initiatives.

Service Objectives

Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?

Student Accounts / Bursar

Responsible for maintaining student and third-party accounts. Services include cashiering, billing, reconciling accounts, and student payments.

Payroll

Responsible for payroll processing and related withholdings. Payroll processing encompasses collection and review of bi-weekly timesheets through disbursement of payroll related withholdings. The Business Office performs additional compensation set-up for adjunct faculty, supplemental contracts, and employee stipends. Supervision over the payroll process extends to Banner set-up for employee earnings and deductions to account for employee pay and withholdings.

Procurement and Accounts Payable

Responsible for maintaining vendor relationships. Services include preparing purchase orders, maintaining credit card program, preparing service contracts, processing invoices for payment, processing check requests, and processing employee reimbursements. Compliance with State procurement and BEP requirements is included in this function.

Accounting

Responsible for the establishment and maintenance of a system of internal controls to ensure the safekeeping of College resources, accuracy of financial records, and compliance with laws and regulations. Responsible for the preparation of College's annual financial report, as well as monthly or quarterly financial reports. Shared responsibility over the financial reporting and compliance requirements established within grant agreements.

Budget and Projections

Responsible for the coordinating the preparation of the College's annual budget and monitoring the status of organizational budgets. Financial projections play a key role in College Planning.

Risk Management

Responsible for the establishment and monitoring of the College's Risk Management Plan.

Tax Reporting

Responsible for annual and quarterly state and federal tax returns and forms.

Various internal service functions

	Internal stores, student lockers, short-term loans, outsourced services (Bookstore and Food Service)
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Regulatory requirements stipulate many of the objectives for the Business Office's service objectives. Adherence of these objectives is a baseline metric of achievement. Maintaining compliance and transparency with the continuously evolving regulatory environment along with meeting the customer satisfaction needs across the campus community are the primary objectives of the Business Office.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	Continuity of Services Continuity of services is a continued challenge with the relatively small number of staff in SVCC Business Office given the breadth of services provided. Turnover of 1 employee disrupts the operations of the entire department until a suitable replacement is identified, hired, and trained. A process that typically takes 12 months or more. The Business Office addressing this challenge through cross-training, pursuing professional development opportunities, promoting from within the department, and offering employees flexible work arrangements where reasonable accommodations can be made.
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	Although the Business Office function is not specifically statutorily required, it does monitor and maintain compliance with many statutory requirements.
1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i> ?	The business/accounting function is necessary within any organization.
1.3 If applicable, what is the student usage for this program/service?	All students are impacted, directly or indirectly, through the business office function.

1.4 How does the student usage compare to assessed need of the program/service?	The Business Office's student accounts function is a necessary student service and it is necessary for some level of segregation of duties from other student support services (e.g. admissions, financial aid, etc.)
Indicator: Cost	
2.1 What are the current expenditures of the department?	\$424,894 for FY23
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The Business Office is funded through unrestricted operating revenues. Technology and automation services are continuously considered to reduce manual efforts and refocus human talent. Development of current team members is a priority to ensure continuity of services and adequate expertise and knowledge of critical business functions and compliance requirements.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	An audit of all the College's funds is conducted annually as required by law. Audit recommendations are implemented to ensure the highest level of financial accountability of public funds.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Employees must meet the minimum requirements listed in job descriptions to be considered for employment. Background checks are required prior to offers of employment are extended. Continuing professional development is encouraged and monitored for each staff member and the Vice President of Business Services.

3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	Student Billing and Collections The Business Office has been refining its process to bill students and monitor outstanding balances over the past two-years. The newly implemented process includes collaboration with admissions and records to ensure timely electronic and mailed correspondence is disseminated to targeted populations ahead of key deadlines within each academic term. Outstanding balances and collections were disrupted during the pandemic but allowed the Business Office to develop a new process post-COVID. The Business Office is phasing out usage of typical collection agencies and implemented a student friendly past-due payment plan option with Nelnet (a third-party vendor). The past-due payment plan is a new option to ensure that students are not inhibited from enrolling when they have a prior term balance. The past-due payment plan is utilized in conjunction with the IDOR local government recovery program.
3.4 What are the strengths of this program or service?	The current team is motivated to learn and enhance their skills.
3.5 What are the challenges or weaknesses of the program/service?	Given the relatively small size of our College and Business Office staff, it is an ongoing challenge to ensure the Business Office team has appropriate level of talent maintain its level of service while adhering to the continuously evolving regulator environment and technology landscape.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Student and employee surveys were conducted after the prior program review. Feedback was supportive of current serviceability.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Continuous improvement is a regular practice in the Business Office. Process improvements are continuously considered and team members are empowered to investigate and recommend processing improvements. Professional development and conferences are encouraged to ensure best practices are researched and evaluated.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Student account activity Annual audits Program reviews conducted by grantor agencies

3.9 Were there any identifiable equity gaps in the data? Please explain.	None noted
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	N/A
3.11 How does the program or service address inequities in instructional programs, if appropriate?	The current budgetary process at the College allows individual programs or service departments to directly participate and request resources for data driven initiatives.

Student and Academic Support Services

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

College Name:	Sauk Valley Community College
Academic Years Reviewed:	2018-2023
Review Area:	Office of Financial Aid (OFA)
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Jenn Schultz- Director of Financial Assistance and Benefits Navigator Eric Valdez- Financial Assistance Advisor and Coordinator of Veteran's Services Cassie Kisse- Financial Assistance Advisor - Loans and MAP Kari Whittenberg- Financial Assistance Advisor - Scholarships and Work-study Mary McDonnell- Financial Assistance Specialist Joe Strabala-Bright- Dean of Student Services Aaron Roe- Director of Research and Planning Tony Boone- Technical Support Specialist - Programmer
Mission How does the program/service contribute to the mission of the college?	The OFA at SVCC significantly facilitates access to academic funding and supports students pursuing higher education. Our office is committed to enhancing the learning experience by educating and assisting students and community members in navigating their academically related expenses. We strive to ensure that our services empower individuals to achieve their educational goals by providing them with the financial resources they need. Our team of experts is always available to offer guidance and support, and we are dedicated to maintaining the highest standards of professionalism and expertise in all our dealings.
Advancement of Equity How does the program/service help advance equity?	The OFA plays a crucial role in advancing equity by helping students access the financial resources they need to pursue higher education. This is achieved by guiding students, parents, and community members in navigating the complex financial aid application process. This is particularly valuable for first-generation college students and those unfamiliar with the financial aid process. Engaging in these outreach efforts ensures that students and families are aware of the financial aid opportunities available to them and encourages individuals to attend who may not have thought it was possible.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The OFA is responsible for the administration of federal, state, institutional, and private financial aid for students. The overarching goal is to remove financial obstacles that prevent students from accessing higher education. This can be achieved by collaborating with the community to improve college readiness through providing financial literacy information on funding sources from government, institutions, and private entities. Additionally, promoting effective money management and debt reduction strategies can assist students in achieving their educational goals. Finally, expanding and improving student employment opportunities can provide additional financial support and experience.

To what extent are these objectives being achieved? Please detail how the achievement of program/service objectives is being measured or assessed.	The OFA guarantees that all operations comply with regulations and standards while offering top-notch services and educational opportunities. The OFA engages in meticulous planning, teamwork, and adaptability to external factors to achieve these goals. The quality of the services provided is assessed by conducting surveys and gathering feedback from aid recipients, which helps to determine the level of participation and knowledge gained.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	Reported actions from past program review: In response to SB2559, OFA will adjust our current Direct loan entrance counseling model. 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. OFA 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 plan to assist students on a personal level by fostering financial literacy and debt management and mitigating unusual circumstances that might otherwise hinder a student's academic progress. OFA 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 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 OFA area to ensure processes are completed accurately and as efficiently as possible. All identified actions and activities were completed successfully.
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	To participate in federal student aid programs, institutions are subject to specific federal regulations and requirements. These regulations are outlined in the Higher Education Act of 1965, as amended, and the associated Title IV federal student aid programs. Under Title IV, participating institutions must have a financial aid office and follow specific rules and regulations regarding the administration of federal financial aid programs. These regulations govern matters such as eligibility criteria, disbursement of funds, and student loan counseling. SVCC guarantees that all requirements are fulfilled by successfully passing all audits conducted.
1.2 What is the need for this program/service and how does the institution determine need?	Access to higher education is greatly facilitated by financial aid programs and services which offer essential support to students seeking financial assistance. The needs and success of the programs and services provided by the OFA can be gauged by the number of students who apply for and receive a financial aid award.
1.3 If applicable, what is the student usage for this program/service?	Between 2018 and 2023, a total of 4,601 students enrolled in degree and certificate-seeking programs at SVCC. Out of these, 3,054 students received financial aid awards, resulting in a utilization rate of 66.4%.

1.4 How does the student usage compare to assessed need of the program/service?	SVCC receives federal and state funding, and there are regulations in place to ensure that this funding is used to support students in need. The OFA ensures these regulations are met and funds are managed appropriately.
Indicator: Cost	
2.1 What are the current expenditures of the department?	The OFA has operated within the allocated budget for the previous five years. As of the latest available budget report, the OFA department's current expenditures are in the following categories: employee salary and benefits, conference and meeting expenses, publication and dues, travel, and maintenance services.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The OFA is funded through a combination of institutional funds and government aid programs. Cost-effective strategies that have been used to ensure sustainability include implementing technology solutions to streamline processes and reduce the use of paper, simplifying and streamlining forms to reduce the workload on staff and students, and cross-training staff members.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	The OFA utilizes peer institution data, default prevention, and audit results to measure quality benchmarks and standards.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The OFA remains knowledgeable of changing federal rules and regulations by obtaining affordable, up-to-date training for all staff members via conferences, webinars, articles, self-study guides, self-evaluation guides, and online courses. The staff also stays well-informed by utilizing regulatory and legislative resources. In addition, the financial aid staff is cross-trained to be prepared for potential changes in staffing.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	In the midst of the pandemic, virtual presentations played a crucial role in delivering financial literacy information. By recording these presentations and sharing them with community members, they offered a safer option to in-person gatherings. Thus, virtual presentations became an essential tool in ensuring the continued provision of vital financial literacy information while reducing the risk of virus transmission. Virtual presentations were instrumental in ensuring continuity, accessibility, and innovation across various sectors during the challenging times of the pandemic.
3.4 What are the strengths of this program or service?	The OFA has several strengths that mainly focus on supporting students in their pursuit of higher education. They contribute to accessibility and affordability by providing expert guidance, disseminating information, and offering financial planning services. The OFA also advocates for students to ensure they receive the necessary financial support. Moreover, they provide financial literacy education, default prevention, and resource coordination to help students make informed financial decisions. The current cohort default rate is 0% due to the pause on loan payments. Prior to the pause, the 3 yr. CDR was 14.4%.

3.5 What are the challenges or weaknesses of the program/service?	The OFA will face two large challenges over the next five years: FAFSA simplification and the implementation of an impact program. The FAFSA Simplification Act is a major reform that will revamp how federal student aid is awarded, starting with the 2024-25 award year. This redesign will involve various challenges, such as modifying processes, reallocating resources, updating communication methods, integrating technology, and adjusting policies. The Impact Program is an earned-tuition program that allows eligible students who graduate within the Sauk district to earn tuition and fees for up to three years at SVCC, or until they earn their certificate or degree. This will create an increased workload and administrative burden on the OFA.																																																																								
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	The OFA utilizes surveys, audits, and direct student feedback to measure strengths and challenges.																																																																								
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Annual evaluations, DIME forms																																																																								
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Ruffalo-Noel Levitz																																																																								
3.9 Were there any identifiable equity gaps in the data? Please explain.	In 2019, students placed an importance rating of 6.47 and a satisfaction level 5.99, leaving a 0.48 performance gap. This number is significantly lower than the national community college gap of 0.71. <table><tr><th></th><th colspan="3">Sauk Valley Community College - SSI</th><th colspan="3">National Community Colleges</th><th>Mean Difference</th></tr><tr><th>Scale</th><th>Importance</th><th>Satisfaction / SD</th><th>Performance Gap</th><th>Importance</th><th>Satisfaction / SD</th><th>Performance Gap</th><th></th></tr><tr><td>Admissions and Financial Aid</td><td>6.47</td><td>5.99 / 1.19</td><td>0.48</td><td>6.24</td><td>5.53 / 1.27</td><td>0.71</td><td>0.46 ***</td></tr></table> According to the institutional summary data provided by the SSI, the OFA has demonstrated superior performance levels in comparison to other national community colleges. This data substantiates the OFA's exceptional status and highlights its ability to outperform peers within the field. <table><tr><th></th><th colspan="3">Sauk Valley Community College - SSI</th><th colspan="3">National Community Colleges</th><th>Mean Difference</th></tr><tr><th>Scale/Item</th><th>Importance</th><th>Satisfaction / SD</th><th>Performance Gap</th><th>Importance</th><th>Satisfaction / SD</th><th>Performance Gap</th><th></th></tr><tr><td>ADMISSIONS AND FINANCIAL AID</td><td>6.47</td><td>5.99 / 1.19</td><td>0.48</td><td>6.24</td><td>5.53 / 1.27</td><td>0.71</td><td>0.46 ***</td></tr><tr><td>7. Adequate financial aid is available for most students.</td><td>6.45</td><td>5.82 / 1.59</td><td>0.63</td><td>6.31</td><td>5.48 / 1.64</td><td>0.83</td><td>0.34 **</td></tr><tr><td>13. Financial aid awards are announced to students in time to be helpful in college planning.</td><td>6.49</td><td>6.01 / 1.26</td><td>0.48</td><td>6.23</td><td>5.32 / 1.68</td><td>0.91</td><td>0.69 ***</td></tr><tr><td>20. Financial aid counselors are helpful.</td><td>6.56</td><td>6.09 / 1.30</td><td>0.47</td><td>6.25</td><td>5.42 / 1.67</td><td>0.83</td><td>0.67 ***</td></tr></table>		Sauk Valley Community College - SSI			National Community Colleges			Mean Difference	Scale	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap		Admissions and Financial Aid	6.47	5.99 / 1.19	0.48	6.24	5.53 / 1.27	0.71	0.46 ***		Sauk Valley Community College - SSI			National Community Colleges			Mean Difference	Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap		ADMISSIONS AND FINANCIAL AID	6.47	5.99 / 1.19	0.48	6.24	5.53 / 1.27	0.71	0.46 ***	7. Adequate financial aid is available for most students.	6.45	5.82 / 1.59	0.63	6.31	5.48 / 1.64	0.83	0.34 **	13. Financial aid awards are announced to students in time to be helpful in college planning.	6.49	6.01 / 1.26	0.48	6.23	5.32 / 1.68	0.91	0.69 ***	20. Financial aid counselors are helpful.	6.56	6.09 / 1.30	0.47	6.25	5.42 / 1.67	0.83	0.67 ***
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3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	Financial aid plays a crucial role in ensuring equitable access to programs and services. The implementation of the Impact Program will make education more affordable for students from diverse socio-economic backgrounds. The OFA is assisting in the following efforts to help close the equity gap. Offering financial literacy programs to educate parents and students about budgeting, managing student loans, and making informed financial decisions throughout their academic journey. Assisting with the financial aid application process to make it more accessible and less intimidating for students and their families. Working closely with student support services to identify students who may need additional assistance due to unique circumstances and provide tailored support.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	This program assists with allocating monies to lower income students, which at our institution are a mix of many other subpopulations of students. Meaning that addressing providing our lower income students the resources to continue their education really helps address a huge inequity in our community as a whole.