

PROGRAM REVIEW COVER PAGE	
<i>COLLEGE</i>	Sauk Valley Community College
<i>DISTRICT NUMBER</i>	506
<i>CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)</i>	Aaron Roe, Director of Research and Planning, Aaron.r.roe@svcc.edu
<i>FISCAL YEAR REVIEWED:</i>	AY 24-25 Program Review
DIRECTORY OF REVIEWS SUBMITTED	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	2-98
<i>ACADEMIC DISCIPLINES</i>	99-115
<i>CROSS-DISCIPLINARY INSTRUCTION</i>	
<i>STUDENT AND ACADEMIC SUPPORT SERVICES</i>	116-190
<i>PRIOR REVIEW SUPPLEMENTAL INFORMATION</i>	
<i>OTHER ATTACHMENTS AS NECESSARY</i>	

Career & Technical Education				
College Name: Sauk Valley Community College				
Academic Years Reviewed: FY2021-FY2025				
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
Accounting 021	Degree	62	52.0301	B70: Bookkeeping
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
Program Objectives What are the overarching objectives of the program? (i.e. <i>what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)	This program prepares the student for entry-level positions or to be a junior member of the accounting staff of a private business, industrial enterprise, public accounting firm, or governmental agency.			
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>	Program objectives are measured quantitatively through pass rates, program completion, and internship evaluations. Additionally qualitative feedback is gathered from the Advisory Council and past graduates.			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Maintain a viable Advisory Council. Since the last program review the Advisory Council has continued to meet yearly. Expansion of Advisory Council representation is needed for future meetings.			

	<p>Development of a shorter accounting certificate that is focused on payroll and bookkeeping. Since the previous program review a short 1-year bookkeeping certificate was created. Examination of the payroll course took place and it was decided to not pursue due to the course's inability to fold into the larger AAS and AA programs.</p> <p>Expand marketing to potential students to increase interest in the program. Since the last program review a community partner has worked diligently to recruit students to the program and provide an annual Business Symposium that is presented to both the current students and the community.</p> <p>Find and cultivate new internship opportunities (BUS 231/235). Partnerships can continue to be built in this area.</p> <p>Pursue additional accounting articulation agreements with four-year universities. No further partnerships have been completed since the previous program review.</p> <p>Work more closely with BEST to ensure that recently laid off students are aware that accounting is a fundable program. Communication is ongoing with BEST to inform potential students of the program. Students have also been placed in internships with this organization.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Geoffery Lemay - Associate Professor I, Accounting Sasha Logan - Dean of Business, Career and Technical Programs Aaron Roe - Director of Research and Planning</p> <p>All three individuals collected and reviewed program data.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Sauk Valley Community College utilizes and implements feedback from their advisory committees that each have expertise in their specialized industries with goals of how they envision the needs of the program to evolve in the future. Advisory committees are composed of both internal and external stakeholders. Committee members provide regular input on curriculum with regards to every changing industry needs and standards.</p>

CTE Program Review Analysis

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

<p>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.</p>	<p>ELA requirements of 2B (ELA 099) placement are in place for ACC101 which serves as the gateway course for the program. This data was reviewed and it was decided that the placement is sufficient to ensure student success in the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>This program is 62 credit hours which includes a mandatory one-credit FYE course. SVCC is very cognizant of keeping credit hours of programs near the 60 credit hour minimal and finds this course content of this program justifiable of two extra credit hours above 60.</p>
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>Labor market demand for accounting (52.0301), shows a total of 167 jobs in our region for 2023 which is 16% below the national average. There is a projected 1.0% growth in our five-county region, but an expected 18 annual openings due to projected openings. The expected earnings in our region are slightly lower than national trends but show a median earning of \$26.13 per hour or \$54,400 per year.</p> <p>Lightcast data: 2024</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Labor market demand for accounting (52.0301), shows a total of 167 jobs in our region for 2023 which is 16% below the national average. There is a projected 1.0% growth in our five-county region, but an expected 18 annual openings due to projected openings. This demand has remained relatively the same from the past five years as well relative to our region's growth in the occupation.</p> <p>Lightcast data: 2024</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The college utilizes Lightcast data to analyze trends annually for any programs at the college.</p>
<p>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</p>	<p>College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, pathway planning, recruitment fairs, and dual-credit class offerings in area high schools.</p>

program?)	
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>SVCC assures all courses and programs are current and high quality through its curricular development process and through the academic planning process. The faculty-led curriculum committee is the central body through which course and program development is organized.</p> <p>This course and program creation/modification process is described in the SVCC Curriculum Committee Manual:</p> <ol style="list-style-type: none"> 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee. 2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees. 4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or transferability. <p>Needs and changes to program offerings are identified through the academic planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.</p>
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.	<p>Based on the lightcast data, there are 18 annual job openings (90 over a 5-year period) in the local community related to bookkeeping and accounting and SVCC is the number one provider in the area whose students fill those types of positions. When compared with the 16 program completions over the 5-year review period, the demand for qualified candidates seems to be higher than the supply provided through this program. Furthermore, the advisory council reiterated the need for the program in annual meetings. Future review and expansion of local partners and internship sites need to be evaluated to ensure that community needs are being met.</p>

Indicator 2: Cost Effectiveness (see ICCB <i>and system resources for cost- effectiveness:</i> https://www.iccb.org/academic_affairs/program-review/)	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> ● 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 accounting 021 has minimal expenses other than maintaining one full time employee's salary to continue the program plus other credits being taught by other faculty in related disciplines. The tuition received from the program dropped slightly in FY2021 and FY2022 from the high in FY2022, however recovered in FY2023 to a new high in tuition received at \$246,578. This program shows a net positive regarding the monies brought into the institution. The costs associated with this program seem to be comparable to the other related disciplines such as in business, management, and entrepreneurship. Although the higher-level classes of accounting have significantly lower enrollments and section fill rates, the entry level classes that are used for both this program and the Business-Accounting transfer degree do very well in enrollment each year. This program (021) is offered and advertised as a program that can be completed "Fully Online". This does not directly seem to affect the course success rates of those that advance to the higher levels of the course sequencing although methods to increase enrollments are being considered.
2.2 What are the findings of the cost-effectiveness analysis?	Due to minimal costs outside of faculty salary, the program is being run as cost-effectively as possible. When looking at the Accounting budget compared to other CTE budgets the expenses are minimal.
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.	While most of the costs for this program are not covered by grant funding, the PERKINS grant funding for this program covers the \$1,250 annual cost of faculty CPA licensure requirements and professional development needs.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	Due to the tuition model at SVCC, this program is comparable with other programs both in person and online courses at the level course fees set by the institution and the program does not contain additional fees.

<p>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)</p> <p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>If a student is in need of assistance to overcome financial barriers to ensure participation in this program, SVCC provides access to numerous financial supports including: financial assistance, foundation scholarships, and Perkins funds for students in special populations. Additionally, the Business and Employment Skills Team (BEST) will help pay tuition for qualifying students.</p> <p>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.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>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 or program costs aside from salary increases are expected to be needed in the near future.</p>
Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>This program has courses offered in both a face to face and online modalities with no courses offered in the evening. The early courses (100 level) within the suggested sequence are offered in a split modality with choices in either face to face or online modality, but as the sequence progresses to the second or third semester courses, only online modalities are offered of those courses.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>There is an advisory council that meets minimally once per year to discuss the current program(s) to ensure that the content being taught is relevant to industry needs. Additionally, students have the opportunity to evaluate the instructor(s) and the classes annually. These surveys help the instructor improve the quality and relevancy of instruction in their classes.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No, this program (021) is not a part of the Perkins V programs of study.</p>

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 accounting and are actively working with our advisory groups to discuss the needs in our community.
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?	This program can be completed fully online. Furthermore, during this review period, textbooks and resources were recently changed to provide students with more robust resources and assignments including videos, detailed explanations and solutions after due dates pass, and assignment types that provide immediate feedback when mistakes are made. Furthermore these resources have been provided through inclusive access which ensures students have access to all necessary resources on day 1 of the course. This has also led to an overall drop in resource cost from a previous book cost of \$200-300 per course to a new average of \$80-120.
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?	Currently with our courses in this program being offered online, we have high school students that enroll in those as college-level classes. However, we are evaluating if bringing these courses directly to the high schools as dual credit options could be beneficial or not.
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?	Internship courses BUS 231 B and BUS 235 B are required courses for 021 AAS program. These internships give students the chance to experience work specific to the degree and program, while gaining valuable experience and connections. Furthermore, these internships improve the program by causing our graduates to be better prepared to enter the workforce. They also lead to interaction between faculty and internship supervisors at various local businesses.

<p>In what ways can these opportunities be improved?</p>	
<p>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).</p>	<p>Industry accreditation is not required for this program.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>There are no industry-recognized credentials applicable to this program.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>There is no apprenticeship program currently aligned with this program.</p>
<p>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.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>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?</p> <p>What opportunities exist for other partnerships?</p>	<p>No new partnerships have been formed since the last program review.</p>

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Working with McGraw-Hill to provide new textbooks and resources to students with more robust resources and assignments including videos, detailed explanations and solutions after due dates pass, and assignment types that provide immediate feedback when mistakes are made advances equitable access and outcomes for the program. Furthermore these resources have been provided through inclusive access which ensures all students have access to all necessary resources on day 1 of the course. This has also led to an overall drop in resource cost from a previous book cost of \$200-300 per course to a new average of \$80-120. All of these changes positively impact equitable access and program outcomes.
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?	Funding for discipline-specific conferences, internal trainings related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by Instructional Design, SVCC employees, and invited speakers. Additionally, PERKINS grant funding for this program covers the \$1,250 annual cost of faculty CPA licensure requirements and professional development needs.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The Diversity, Equity, and Inclusion Community at SVCC provides annual professional development opportunities for all faculty and staff.
3.17 What is the status of the current technology and equipment used for this program?	The accounting program uses very little technology or equipment outside of McGraw-Hill Connect access included within course resources. Generally, only QuickBooks software is needed when completing the QuickBooks course.
3.18 What assessment methods are used to ensure student success?	The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The data from the SVCC assessment process is collected and stored as outcomes within our LMS, Canvas. From there the data is aggregated by the program area and visualized through a dashboard in Tableau which is linked on our college's external webpage within Research and Planning.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Course level evaluation has led to modification of course assignments in every program course to better meet the needs of all students. Examples of modifications include extended time on exams, question modification, and assignment modifications. Additionally, ELA placement levels have been confirmed to be

	accurate to meet the needs of the course based on review of assessment data. This process will continue to be improved and evaluated while the institution proceeds with the new assessment roll out.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected? 3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Students are evaluated each semester through our course evaluation software, Smarteval's. They are also evaluated throughout our exit survey that is sent out to graduates on an annual basis. Students and employers have both responded stating that they are more than prepared for both college work at their transfer universities and the workforce following our program in accounting. The advisory council reviews all curriculum updates and provides input on industry needs. This engagement can be improved by diversifying and expanding the advisory council.
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 this program through participation in the Advisory Council where they provide input on the curriculum design. Additionally, employers in our community provide work-based learning opportunities for students to complete the internship component of this program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Various members of the advisory council are former SVCC graduates and/or employ former SVCC graduates and are happy with the preparation of the program's graduates. Employer satisfaction is collected qualitatively through the Advisory Council. There is not a formal process for the collection of this information, only discussion through the Advisory Council.
3.25 What are the program's strengths?	Pass rates for the program courses as a whole and individual accounting courses are between 80-90%. Program is accessible fully online which allows for flexibility. All Accounting courses have completed the course quality review for ILCCO's OCE.
3.26 What are the identified or potential weaknesses of the program?	Low enrollment in 200-level accounting courses which leads to a low number of completions of the Accounting AAS degree within the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	This review did not result in any actions or modifications. Major program revisions have taken place since the previous program review. Through this process new book adoptions led to course syllabi updates in all ACC prefix courses in the program. Course outlines will be updated throughout this process to

	better align with the updated textbooks and syllabi ensuring methodology is presented correctly. Additionally, expansion of industry contacts for both advisory council and internship partners. Additionally due to enrollment decline in 200 level courses recruiting strategies need to be explored.
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List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

No additional barriers were found when reviewing program data.

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	Accounting 021
CIP Code	52.0301

	Year 1	Year 2	Year 3	Year 4	Year 5
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Number of Students Enrolled	19	16	26	18	11
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Number of Completers	1	4	3	3	4
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Other (Please identify) Program Fall to Fall Retention Rate	45.5%	71.4%	55.6%	66.7%	70.0%
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What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline	The disaggregated data reviewed are race/ethnicity, gender, and full-time/part-time status for enrollment and course success rates.
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<p>level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>																																																																																									
<p>How does the data support the program goals?</p> <p>Elaborate.</p>	<table border="1"> <thead> <tr> <th></th><th>Total</th><th>Caucasian</th><th>Hispanic</th><th>Black</th><th>Asian</th><th>Male</th><th>Female</th></tr> </thead> <tbody> <tr> <td>SVCC</td><td>79.5%</td><td>81.9%</td><td>71.2%</td><td>64.0%</td><td>70.7%</td><td>78.6%</td><td>80.1%</td></tr> <tr> <td>Program 021</td><td>82.6%</td><td>84.1%</td><td>77.8%</td><td>71.5%</td><td>86.1%</td><td>80.8%</td><td>84.1%</td></tr> <tr> <td>By course</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>ACC 101</td><td>83.9%</td><td>83.9%</td><td>82.7%</td><td>80.0%</td><td>100.0%</td><td>83.6%</td><td>84.1%</td></tr> <tr> <td>ACC 102</td><td>92.6%</td><td>91.9%</td><td>97.4%</td><td>94.1%</td><td>100.0%</td><td>93.5%</td><td>91.1%</td></tr> <tr> <td>ACC 201</td><td>83.7%</td><td>80.6%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>72.8%</td><td>88.1%</td></tr> <tr> <td>ACC 202</td><td>96.3%</td><td>95.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>85.7%</td><td>100.0%</td></tr> <tr> <td>ACC 203</td><td>86.7%</td><td>86.9%</td><td>75.0%</td><td>100.0%</td><td>100.0%</td><td>87.5%</td><td>86.1%</td></tr> <tr> <td>ACC 204</td><td>84.6%</td><td>85.7%</td><td>100.0%</td><td>66.7%</td><td>N/A</td><td>62.5%</td><td>94.1%</td></tr> <tr> <td>ACC 205</td><td>92.6%</td><td>95.0%</td><td>75.0%</td><td>100.0%</td><td>100.0%</td><td>85.7%</td><td>95.1%</td></tr> </tbody> </table>		Total	Caucasian	Hispanic	Black	Asian	Male	Female	SVCC	79.5%	81.9%	71.2%	64.0%	70.7%	78.6%	80.1%	Program 021	82.6%	84.1%	77.8%	71.5%	86.1%	80.8%	84.1%	By course								ACC 101	83.9%	83.9%	82.7%	80.0%	100.0%	83.6%	84.1%	ACC 102	92.6%	91.9%	97.4%	94.1%	100.0%	93.5%	91.1%	ACC 201	83.7%	80.6%	100.0%	100.0%	100.0%	72.8%	88.1%	ACC 202	96.3%	95.0%	100.0%	100.0%	100.0%	85.7%	100.0%	ACC 203	86.7%	86.9%	75.0%	100.0%	100.0%	87.5%	86.1%	ACC 204	84.6%	85.7%	100.0%	66.7%	N/A	62.5%	94.1%	ACC 205	92.6%	95.0%	75.0%	100.0%	100.0%	85.7%	95.1%
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<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The students served in this program are comparable to the district population and college enrollment profile overall. Currently the college is at 74% Caucasian students overall whereas the accounting program is a little higher at 78%. This in turn shifts our Hispanic student population the most with 17% in our college overall but fewer in the accounting program with 14% enrollment. This program does enroll a much higher proportion of male students with 51% enrolled in the accounting program overall as compared to only 40% enrolled at the college on average.</p>
Review Results	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program continues to grow and is essential for our region's need to be filled.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Continue to focus efforts on growing the program in any means possible with extra marketing and recruiting visits to area high schools.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The program objectives for this program are being met.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>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.</p>
<p>Resources Needed</p>	<p>Funding for marketing efforts.</p>

Responsibility Who is responsible for completing or implementing the modifications?	Accounting faculty members, CTE Faculty leader, and the Dean of Business and Career and Technical Education.
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Career & Technical Education				
College Name:	Sauk Valley Community College			
Academic Years Reviewed:	FY2021-FY2025			
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 Mechanics	Degree	60	01.0201	
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 <i>What are the overarching objectives of the program? (i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)</i>	This program will introduce students to the various disciplines within the field of agricultural mechanics. Specifically, students will work within the Agriculture, Food, and Natural Resources Career Cluster in jobs such as service technicians; equipment operators; precision agriculture specialists; and customer-facing roles such as sales, parts, and service representatives.			
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,</i>	Response from the Ag advisory council and internship students indicates that students are receiving the skills necessary to enter the workforce and meet the objectives of the program.			

<p><i>passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Stabilize current curriculum, assess needs for course/degree offerings based off of advisory council and student enrollment – by end of AY 20-21. Develop long-term capital/equipment/resource plan – by end of AY 20-21. Develop a plan and monitor potential future partnerships with school districts, businesses, etc. – ongoing, first draft by end of AY 20-21</p>
<p>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.</p>	<p>Sasha Logan - Dean of Business & CTE <u>Jeff Johnson</u> - CTE Area Faculty Leader Kevin Larsen - Agriculture Faculty All members contributed to the completion of this program review</p>
<p>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.</p>	<p>Sauk Valley Community College utilizes and implements feedback from their advisory committees that each have expertise in their specialized industries with goals of how they envision the needs of the program to evolve in the future. Advisory committees are composed of both internal and external stakeholders. Committee members provide regular input on curriculum with regards to every changing industry needs and standards.</p>
<h3>CTE Program Review Analysis</h3> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>Pre-requisites were reviewed as a part of the course outline review along with enrollment and program completion data.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>60 credit hours is required for an AAS degree in Ag Mechanics</p>
<p>Indicator 1: Need</p>	<p>Response</p>

<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>Labor market demand for agriculture mechanics (01.0201), shows a total of 26 jobs in our region for 2023 which is 82% above the national average. There is a projected 3.8% growth in our five-county region, but an expected 3 annual openings due to projected growth. The expected earnings in our region are slightly lower than national trends but show a median earning of \$20.37 per hour or \$42,400 per year.</p> <p>Lightcast data: 2024</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Labor market demand for agriculture mechanics (01.0201), shows a total of 26 jobs in our region for 2023 which is 82% above the national average. There is a projected 3.8% growth in our five-county region, but an expected 3 annual openings due to projected growth. This demand has shown an increased need from the past five years nationally as well relative to our region's growth in the occupation.</p> <p>Lightcast data: 2024</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The college utilizes Lightcast data to analyze trends annually for any programs at the college.</p>
<p>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?)</p>	<p>College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, pathway planning, recruitment fairs, and dual-credit class offerings in area high schools.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>SVCC assures all courses and programs are current and high quality through its curricular development process and through the academic planning process. The faculty-led curriculum committee is the central body through which course and program development is organized.</p> <p>This course and program creation/modification process is described in the SVCC Curriculum Committee Manual:</p> <ol style="list-style-type: none"> 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee. 2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees. 4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or

	<p>transferability.</p> <p>Needs and changes to program offerings are identified through the academic planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.</p>
<p>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.</p>	<p>Starting Fall 2025, the AAS Ag Mechanics Degree program will be combined with the Multicraft degree program to better reflect industry needs and enrollment trends.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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 	<p>The budget for agriculture mechanization 018 has grown in expenditures over the past several years with the goal of growing and expanding this program, even while including overall expenses from the general Agriculture budget such as a new greenhouse for the development of our horticulture program. Overall, the revenue gained from tuition has been increasing in the past five years with the addition of the program, growing from \$12,144 to \$37,632 in FY2024. For the first year, the agriculture program added their own revenue from the sales of crops to area distributors and students, faculty, and staff. All due to new equipment that was able to be purchased to expand the offerings. This trend hopes to balance out the expenses from what was spent now in the growth of the program in the future with the maintenance of these partnerships. In looking at comparisons, agriculture coming back to SVCC is still a really new program since returning in the past 6-7 years. With needed expenses to grow the program, it is hard to compare to any other budgets, although we can evaluate further within the next program review cycle.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The large expenses with the addition of the greenhouse greatly skewed the financial information of all of the Agriculture programs. With that, the greenhouse will be separated from the general Agriculture budget and will have its own line item to better represent both entities separately.</p>

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 Growing AgriScience Teachers (GAST) grant funds are used for recruiting purposes as well as student salaries, student tuition and costs. These funds help offset costs that would otherwise be absorbed by the department.
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	Costs to students are minimal. Students are encouraged to apply for SVCC Foundation scholarships along with scholarships provided by the Agriculture department.
2.5 How will the college increase the cost-effectiveness of this program?	Harvest proceeds will be applied to all Ag programs to help offset costs.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Starting Fall 2025, the AAS Ag Mechanics Degree program will be combined with the Multicraft degree program to better reflect industry needs and enrollment trends.
Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	This program has courses mostly offered in a traditional face and online modality with no courses offered in the evening and only 1 offered online.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	There is an advisory council that meets minimally once per year to discuss the current program(s) to ensure that the content being taught is relevant to industry needs. Additionally, students have the opportunity to evaluate the instructor(s) and the classes annually. These surveys help the instructor improve the quality and relevancy of instruction in their classes. Perkins CLNA and Institutional Assessment procedures that are regularly completed provide an additional opportunity to identify areas of needed improvement.

<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No, this program (018) is not a part of the Perkins V programs of study.</p>
<p>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.</p>	<p>No</p>
<p>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?</p>	<p>Starting Fall 2025, the AAS Ag Mechanics Degree program will be combined with the Multicraft degree program to better reflect industry needs and enrollment trends.</p>
<p>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?</p>	<p>Dual credit courses taught in this program:</p> <ul style="list-style-type: none"> ● AGR 130 ● AGR 150 ● IND 118 ● ELT 120 ● WLD 106
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The IND 250 internship course is used as the capstone work-based learning opportunity to complete the program degree area.</p>

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.	NA
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.	No licensure is required for this degree pathway.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	<p>Sweetwater Technologies Prairie State Tractor - Dixon Thomson Truck and Trailer Birkeys Wolf Farms Precision</p> <p>The Agriculture department is continuously looking to add new partnerships to benefit all Ag program areas.</p>
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	All partnerships promote equitable access to the program. Some classes utilize OER. Curriculum resources provided by industry such as Grainbridge, Shift, AgLeader, University of Illinois Extension, and others are used.
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?	Funding for discipline-specific conferences, internal trainings related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by Instructional Design, SVCC employees, and invited speakers.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The Diversity, Equity, and Inclusion Community at SVCC provides annual professional development opportunities for all faculty and staff.
3.17 What is the status of the current technology and equipment used for this program?	All farm equipment, including tractor, tillage, planting, harvesting, is used in the operations of the Agriculture department. Technologies utilized include RTK GPS systems, multispectral crop scouting drone, harvest data collection and mapping. All equipment is operational and utilized throughout the year.
3.18 What assessment methods are used to ensure student success?	The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The data from the SVCC assessment process is collected and stored as outcomes within our LMS, Canvas. From there the data is aggregated by the program area and visualized through a dashboard in Tableau which is linked on our college's external webpage within Research and Planning.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The assessment data collected showed no negative trends and thus no adjustments were needed.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are evaluated each semester through our course evaluation software, Smarieval's. They are also evaluated throughout our exit survey that is sent out to graduates on an annual basis.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Ag advisory committee meets twice per year to discuss the current status of the Agriculture department as well as forecasting industry trends as it applies to the various Ag programs. Improvements can be made by meeting with more specific groups rather than a larger general group.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	An annual Ag career fair was started in the Fall of 2023 to help employers connect with students. The curriculum is reviewed annually with the advisory committee. Guest speakers and demonstrations are constantly being utilized in the classroom to further connect the students to the industry.

<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Informal feedback has indicated that students have performed well in the industry after completing the program.</p> <p>Student performance is formally reviewed through the internship supervisor evaluations as well as informally through information gathered from the members of the advisory council.</p>
<p>3.25 What are the program's strengths?</p>	<p>Practical, hands-on learning is the biggest strength of this program, as well as the entire Agriculture department. Local industry leaders are utilized often to showcase their expertise as well as to expose the students to the opportunities present in our region.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>A potential weakness of the program is low student enrollment in this program.</p> <p>Starting Fall 2025, the AAS Ag Mechanics Degree program will be combined with the Multicraft degree program to better reflect industry needs and enrollment trends.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Starting Fall 2025, the AAS Ag Mechanics Degree program will be combined with the Multicraft degree program to better reflect industry needs and enrollment trends.</p>

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

Starting Fall 2025, the AAS Ag Mechanics Degree program will be combined with the Multicraft degree program to better reflect industry needs and enrollment trends.

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 Mechanization 018
CIP Code	01.0201
	Year 1 Year 2 Year 3 Year 4 Year 5
Number of Students Enrolled	23 23 40 29 64
Number of Completers	1 0 2 3 1

Other (Please identify) Program Fall to Fall Retention Rate				100	100																																								
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.	The disaggregated data reviewed are race/ethnicity, gender, and full-time/part-time status for enrollment and course success rates.																																												
It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)																																													
How does the data support the program goals? Elaborate.	<p>Persistence:</p> <table border="1"> <thead> <tr> <th></th> <th>5-year mean</th> <th>Caucasian</th> <th>Hispanic</th> <th>Black</th> <th>Asian</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>SVC C</td> <td>86.9 %</td> <td>87.9 %</td> <td>84.8 %</td> <td>74.5 %</td> <td>87.4 %</td> <td>85.6 %</td> <td>87.8 %</td> </tr> <tr> <td>Program 018</td> <td>95.5 %</td> <td>96.4 %</td> <td>100%</td> <td>33.3 %</td> <td>0%</td> <td>97.6 %</td> <td>90.9 %</td> </tr> </tbody> </table> <p>Course Breakdown</p> <table border="1"> <tbody> <tr> <td>AGR109</td> <td>91.7 %</td> <td>94.1 %</td> <td>100%</td> <td>0%</td> <td>0%</td> <td>92.9 %</td> <td>87.5 %</td> </tr> <tr> <td>AGR116</td> <td>97.2</td> <td>97.0</td> <td>100%</td> <td>100%</td> <td>0%</td> <td>100%</td> <td>94.1</td> </tr> </tbody> </table>						5-year mean	Caucasian	Hispanic	Black	Asian	Male	Female	SVC C	86.9 %	87.9 %	84.8 %	74.5 %	87.4 %	85.6 %	87.8 %	Program 018	95.5 %	96.4 %	100%	33.3 %	0%	97.6 %	90.9 %	AGR109	91.7 %	94.1 %	100%	0%	0%	92.9 %	87.5 %	AGR116	97.2	97.0	100%	100%	0%	100%	94.1
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AGR116	97.2	97.0	100%	100%	0%	100%	94.1																																						

Are the students served in this program representative of the total student population? Please explain.	No, there is a much lower representation in this program relative to the college student enrollment profile overall. SVCC is higher in representation in female students, so this program being more male dominated is different from our proportion overall as well as the district. We can also better serve enrollments in Hispanic, African American, and Asian students.
Are the students served in this program representative of the district population? Please explain.	The students served in this program are not comparable to the district population and college enrollment profile overall. Currently the college is at 74% Caucasian students overall whereas the ag mechanization program is significantly higher at 92.5%. The remaining subpopulations is much lower in consideration of being so dominantly Caucasian students. 61% of the college enrollment overall is female but only 31.1% of this program is female.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> 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.
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Career & Technical Education				
College Name:	Sauk Valley Community College			
Academic Years Reviewed:	FY2021-FY2025			
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 Production Tech 014	Degree	60	01.0106	Agriculture Production A14
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
Program Objectives <i>What are the overarching objectives of the program? (i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)</i>	<p>The Agriculture Production Technology AAS program prepares students to enter employment in production agriculture through farming, farm management, or an allied business. Technical education is provided in crop and livestock production, mechanics skills, and farm business management. Practical, hands-on experience will be emphasized.</p>			
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	<p>Response from the Ag advisory council and internship students indicates that students are receiving the skills necessary to enter the workforce and meet the objectives of the program.</p>			

<p>are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Stabilize current curriculum, assess needs for course/degree offerings based off of advisory council and student enrollment – by end of AY 20-21. Develop long-term capital/equipment/resource plan – by end of AY 20-21. Develop a plan and monitor potential future partnerships with school districts, businesses, etc. – ongoing, first draft by end of AY 20-21.</p>
<p>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.</p>	<p>Sasha Logan - Dean of Business & CTE Jeff Johnson - CTE Area Faculty Leader Kevin Larsen - Agriculture Faculty All members contributed to the completion of this program review.</p>
<p>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.</p>	<p>Sauk Valley Community College utilizes and implements feedback from their advisory committees that each have expertise in their specialized industries with goals of how they envision the needs of the program to evolve in the future. Advisory committees are composed of both internal and external stakeholders. Committee members provide regular input on curriculum with regards to every changing industry needs and standards.</p>
<h3>CTE Program Review Analysis</h3> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>Pre-requisites were reviewed as a part of the course outline review along with enrollment and program completion data.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>60 credit hours is required for an AAS degree in Ag Production Technology.</p>
<p>Indicator 1: Need</p>	<p>Response</p>

<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>Labor market demand for ag production (01.0106), shows a total of 79 jobs in our region for 2023 which is 40% below the national average. There is a projected 0.0% growth in our five-county region, but an expected 7 annual openings due to projected openings. The expected earnings in our region are slightly lower than national trends but show a median earning of \$27.57 per hour or \$57,300 per year.</p> <p>Lightcast data: 2024</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Labor market demand for ag production (01.0106), shows a total of 79 jobs in our region for 2023 which is 40% below the national average. There is a projected 0.0% growth in our five-county region, but an expected 7 annual openings due to projected openings. This demand has remained relatively the same from the past five years as well relative to our region's growth in occupation.</p> <p>Lightcast data: 2024</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The college utilizes Lightcast data to analyze trends annually for any programs at the college.</p>
<p>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?)</p>	<p>College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, pathway planning, recruitment fairs, and dual-credit class offerings in area high schools.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>SVCC assures all courses and programs are current and high quality through its curricular development process and through the academic planning process. The faculty-led curriculum committee is the central body through which course and program development is organized.</p> <p>This course and program creation/modification process is described in the SVCC Curriculum Committee Manual:</p> <ol style="list-style-type: none"> 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee. 2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees. 4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or

	<p>transferability.</p> <p>Needs and changes to program offerings are identified through the academic planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.</p>
<p>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.</p>	<p>After reviewing the program review feedback, no changes to the program were necessary.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● 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 	<p>The budget for agriculture production technology 014 and A14 has grown in expenditures over the past several years with the goal of growing and expanding this program, even while including overall expenses from the general Agriculture budget such as a new greenhouse for the development of our horticulture program. Overall, the revenue gained from tuition has been increasing in the past five years with the addition of the program, growing from \$74,733 to \$101,349 in FY2024. For the first year in 2024, the agriculture program added their own revenue from the sales of crops to area distributors and students, faculty, and staff. All due to new equipment that was able to be purchased to expand the offerings. This trend hopes to balance out the expenses from what was spent now in the growth of the program in the future with the maintenance of these partnerships. In looking at comparisons, agriculture coming back to SVCC is still a really new program since returning in the past 6-7 years. With needed expenses to grow the program, it is hard to compare to any other budgets, although we can evaluate further within the next program review cycle.</p>

2.2 What are the findings of the cost-effectiveness analysis?	The large expenses with the addition of the greenhouse greatly skewed the financial information of all of the Agriculture programs. With that, the greenhouse will be separated from the general Agriculture budget and will have its own line item to better represent both entities separately.
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 Growing AgriScience Teachers (GAST) grant funds are used for recruiting purposes as well as student salaries, student tuition and costs. These funds help offset costs that would otherwise be absorbed by the department.
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)	Costs to students are minimal. Students are encouraged to apply for SVCC Foundation scholarships along with scholarships provided by the Agriculture department.
2.5 How will the college increase the cost-effectiveness of this program?	Harvest proceeds will be applied to all Ag programs to help offset costs.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	After reviewing the program costs, no changes were felt necessary.
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?	This program has courses offered in both a face to face and online modalities with no courses offered in the evening. The early courses (100 level) within the suggested sequence are offered in a split modality with choices in either face to face or online modality, but in AGR199 there were more online enrollments leading up to 2022 with a split and then only face to face courses after that due in part to COVID.

<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>There is an advisory council that meets minimally once per year to discuss the current program(s) to ensure that the content being taught is relevant to industry needs. Additionally, students have the opportunity to evaluate the instructor(s) and the classes annually. These surveys help the instructor improve the quality and relevancy of instruction in their classes. Perkins CLNA and Institutional Assessment procedures that are regularly completed provide an additional opportunity to identify areas of needed improvement.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>Yes, this program (A14 + 014) is a part of the Perkins V programs of study. Strengths: SVCC has incorporated multiple business partners into the curriculum as guest speakers in their content area of expertise. SVCC has also strengthened the partnerships with local school districts by adding dual credit in Agriculture to 7 of our local school districts by the FY 2025 year. Additionally, SVCC is in discussion with additional districts to add to this total for the FY 2026 year. Currently Agriculture Production Technology and Agriculture Mechanics includes multiple entry and exit points. Both of these degrees include the Commercial UAS (Drone) Pilot certificate that prepares students to take the FAA's Part 107 Remote Pilot exam. Additionally, the Agriculture Production Technology AAS has a one-year certificate that provides students with skills and experience with a wide variety of agriculture technology. Students can complete this certificate and find employment in the workforce or move into the more robust AAS degree.</p> <p>Challenges: overall low enrollment and lack of minority representation in all pathways.</p>
<p>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</p>	<p>No</p>

<p>based on the career pathway elements.</p>	
<p>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?</p>	<p>The addition of the Precision Ag Technology class had added another level of hands-on practical applications of content. In addition, all of the precision technology utilized in the farming operation is utilized in the Ag Production Technology program, which includes items like RTK GPS guidance, yield data collection, planting data collection, planter technology performance upgrades, data collection with drones, etc.</p>
<p>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?</p>	<p>Dual credit courses taught in this program:</p> <ul style="list-style-type: none"> ● AGR 130 ● AGR 150 ● AGR 155
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The IND 250 internship course is used as the capstone work-based learning opportunity to complete the program degree area. Work-based opportunities on campus occur with the utilization of our farm equipment and the associated technology with the operation of the plots.</p>
<p>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).</p>	<p>NA</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>NA</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>All agriculture students are encouraged to help with planting and harvest as a part of an unofficial apprenticeship opportunity to gain experience. Also, some classes have planting and harvest activities built in as a lab component of the course.</p>

<p>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.</p>	<p>No licensure is required for this degree pathway.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>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?</p>	<p>Sweetwater Technologies Prairie State Tractor - Dixon Thomson Truck and Trailer Birkeys Wolf Farms Precision</p> <p>The Agriculture department is continuously looking to add new partnerships to benefit all Ag program areas.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>All partnerships promote equitable access to the program. Some classes utilize OER. Curriculum resources provided by industry such as Skyvector, Grainbridge, Shift, AgLeader, University of Illinois Extension, and others are used.</p>
<p>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?</p>	<p>Funding for discipline-specific conferences, internal trainings related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by Instructional Design, SVCC employees, and invited speakers.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>The Diversity, Equity, and Inclusion Community at SVCC provides annual professional development opportunities for all faculty and staff.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>All farm equipment, including tractor, tillage, planting, harvesting, is used in the operations of the Agriculture department. Technologies utilized include RTK GPS systems, multispectral crop scouting drone, harvest data collection and mapping. All equipment is operational and utilized throughout the year.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program</p>

	improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The data from the SVCC assessment process is collected and stored as outcomes within our LMS, Canvas. From there the data is aggregated by the program area and visualized through a dashboard in Tableau which is linked on our college's external webpage within Research and Planning.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The assessment data collected showed no negative trends and thus no adjustments were needed.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are evaluated each semester through our course evaluation software, Smarteval's. They are also evaluated throughout our exit survey that is sent out to graduates on an annual basis.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Ag advisory committee meets twice per year to discuss the current status of the Agriculture department as well as forecasting industry trends as it applies to the various Ag programs. Improvements can be made by meeting with more specific groups rather than a larger general group.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	An annual Ag career fair was started in the Fall of 2023 to help employers connect with students. The curriculum is reviewed annually with the advisory committee. Guest speakers and demonstrations are constantly being utilized in the classroom to further connect the students to the industry.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Informal feedback has indicated that students have performed well in the industry after completing the program. Student performance is formally reviewed through the internship supervisor evaluations as well as informally through information gathered from the members of the advisory council.
3.25 What are the program's strengths?	Practical, hands-on learning is the biggest strength of this program, as well as the entire Agriculture department. Local industry leaders are utilized often to showcase their expertise as well as to expose the students to the opportunities present in our region.

3.26 What are the identified or potential weaknesses of the program?	<p>Low enrollment across all Agriculture programs is an area that is being addressed.</p> <p>The amount of time students can have one on one time with the farming and technology equipment is limited due to the number of students compared to the number of pieces of equipment.</p> <p>Also, currently the curriculum is incomplete with the lack of crop scouting and integrated pest management courses.</p>
3.27 Did the review of program quality result in any actions or modifications? Please explain.	<p>The review team is recommending the addition of crop scouting and integrated pest management courses to fully complete the program sequence.</p>
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
The lack of proper facilities is a hindrance to the Ag Production Technology program, as well as other programs within the Agriculture department. Consistency from advising in course sequence needs to be solidified.	

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 Production A14 + 014				
CIP Code	01.0106				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	30	57	50	93
Number of Completers	0	1	1	2	3
Other (Please identify) Program Fall to Fall Retention Rate	N/A	50%	0%	100%	100%
What disaggregated data was reviewed? If program enrollment is	The disaggregated data reviewed are race/ethnicity, gender, and full-time/part-time status for enrollment and course success rates.				

<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>																																																																																																									
<p>How does the data support the program goals?</p> <p>Elaborate.</p>	<p>Persistence:</p> <table border="1" data-bbox="597 819 1478 1058"> <thead> <tr> <th></th><th>5-year mean</th><th>Caucasian</th><th>Hispanic</th><th>Black</th><th>Asian</th><th>Male</th><th>Female</th></tr> </thead> <tbody> <tr> <td>SVCC</td><td>86.9%</td><td>87.9%</td><td>84.8%</td><td>74.5%</td><td>87.4%</td><td>85.6%</td><td>87.8%</td></tr> <tr> <td>Program 014</td><td>94.3%</td><td>95.8%</td><td>78.6%</td><td>33.3%</td><td>0%</td><td>96.3%</td><td>88.7%</td></tr> </tbody> </table> <p>Course Breakdown</p> <table border="1" data-bbox="597 1142 1478 1765"> <tbody> <tr> <td>AGR109</td><td>91.7%</td><td>94.1%</td><td>100%</td><td>0%</td><td>0%</td><td>92.9%</td><td>87.5%</td></tr> <tr> <td>AGR116</td><td>97.2%</td><td>97.0%</td><td>100%</td><td>100%</td><td>0%</td><td>100%</td><td>94.1%</td></tr> <tr> <td>AGR130</td><td>96.7%</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>96.0%</td><td>100%</td></tr> <tr> <td>AGR142</td><td>100%</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>100%</td><td>100%</td></tr> <tr> <td>AGR150</td><td>95.7%</td><td>95.5%</td><td>100%</td><td>0%</td><td>0%</td><td>100%</td><td>89.5%</td></tr> <tr> <td>AGR155</td><td>96.2%</td><td>95.7%</td><td>100%</td><td>0%</td><td>0%</td><td>100%</td><td>83.3%</td></tr> <tr> <td>AGR199</td><td>85.7%</td><td>89.5%</td><td>50%</td><td>0%</td><td>0%</td><td>94.1%</td><td>50%</td></tr> <tr> <td>AGR201</td><td>96.8%</td><td>96.7%</td><td>100%</td><td>0%</td><td>0%</td><td>100%</td><td>83.3%</td></tr> <tr> <td>AGR234</td><td>100%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td></tr> <tr> <td>UAS101</td><td>84.2%</td><td>93.3%</td><td>33.3%</td><td>0%</td><td>0%</td><td>82.4%</td><td>0%</td></tr> </tbody> </table> <p>Enrollment: Review of the data below indicates that the program is not representative of the diversity of the institution. Additionally, Female representation in this</p>		5-year mean	Caucasian	Hispanic	Black	Asian	Male	Female	SVCC	86.9%	87.9%	84.8%	74.5%	87.4%	85.6%	87.8%	Program 014	94.3%	95.8%	78.6%	33.3%	0%	96.3%	88.7%	AGR109	91.7%	94.1%	100%	0%	0%	92.9%	87.5%	AGR116	97.2%	97.0%	100%	100%	0%	100%	94.1%	AGR130	96.7%	100%	100%	0%	0%	96.0%	100%	AGR142	100%	100%	100%	0%	0%	100%	100%	AGR150	95.7%	95.5%	100%	0%	0%	100%	89.5%	AGR155	96.2%	95.7%	100%	0%	0%	100%	83.3%	AGR199	85.7%	89.5%	50%	0%	0%	94.1%	50%	AGR201	96.8%	96.7%	100%	0%	0%	100%	83.3%	AGR234	100%	100%	0%	0%	0%	100%	0%	UAS101	84.2%	93.3%	33.3%	0%	0%	82.4%	0%
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Program 014	38	34.8	1.8	.6	0	26.2	11.8																		
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Each individual course was evaluated in evaluating the program's success in identifying any gaps in equity as each level has varied trends. When evaluating the entry level courses (AGR109, AGR116, AGR130, AGR142) there is a decrease in the proportion of students enrolled from various subpopulations such as African American, Asian, or Hispanic students, however the course success rates drop significantly with these subpopulations as well. Enrollment when evaluating female students they experience an equity gap in enrollment and see a significantly lower success rate (88.7% compared to 96.3%).																								
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.	<p>The college as a whole continues to focus on ensuring barriers are removed through review of institutional policy and procedure. The recent development of the SVCC Equity Plan to evaluate and implement areas of needed improvement will assist with alleviating institution wide concerns with closing equity gaps.</p> <p>To address enrollment, the Agriculture department continuously participates in recruitment visits to area high schools (classroom visits as well as college/career fairs) and hosting agricultural and FFA events on campus. The addition of the FFA chapter plot competition on campus will be another avenue to connect with future students.</p>																								
Are the students served in this program representative of the total student population? Please explain.	No, students enrolled in the AGR courses are not representative of our total student population and district demographics. It does appear that agriculture courses seem to have heavier enrollment and course success with Caucasian and male students then it seems are representative of our district overall.																								
Are the students served in this program representative of the district population? Please explain.	The students served in this program are not comparable to the district population and college enrollment profile overall. Currently the college is at 74% Caucasian students overall whereas this agriculture program is a little higher at 91.5%. This in turn shifts our Hispanic student population the most with 17% in our college overall but fewer in the agriculture program with 4.7% enrollment. This program does enroll a much higher proportion of male students with 68.9% enrolled in the agriculture program overall as compared to only 40% enrolled at the college on average.																								
Review Results																									

Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> 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. Working to continue to add dual credit classes and horticulture into the program for agriculture with a partnership thru University of Illinois Extension Office.
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?	<p>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.</p> <p>Female students have a lower pass rate identified thru the use of data, initiatives should be implemented to target the low female student pass rate in entry level courses in Ag.</p>
Resources Needed	Marketing to continue to grow the program.
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:	FY2021-FY2025

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
Management and Marketing 019	Degree	61	52.0201	Marketing B92, Management B93,
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p>Program Objectives What are the overarching objectives of the program? (i.e. <i>what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<p>This program has been designed for persons seeking employment or advancement in middle management positions in business and industry. The program is designed to prepare a student for positions in human resources, sales, advertising, merchandising, and production.</p>		
<p>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></p>		<p>While this degree program as it currently stands is brand new, the programs that fed into this for the past 5 years have had 185 declared majors and 33 overall completions.</p> <p>Informal feedback from both degree completers and the advisory council indicates that students are obtaining the skills needed to effectively manage and market the business that they're employed with.</p>		
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>		<p>The FY 2019-2020 Program Review committee recommends the following:</p> <ul style="list-style-type: none"> - Pursue feedback from students regarding 8 week courses – by end of AY 20-21 - Investigate CEO partnership – by end of AY 20-21, continuing to evaluate partnership over time - Marketing assistance with work-based experience program for business – by end of AY 20-21 <p>Since the last program review, 8 week courses were eliminated based on student feedback to better balance student course load within the program.</p> <p>The CEO partnership has remained strong and continued to serve as a feeder program into the Business AAS.</p>		

	Marketing of work-based experience continues to be an area of focus.
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.	Emily Zimmerman - Associate Professor II Sasha Logan - Dean of Business, Career and Technical Programs Aaron Roe - Director of Research and Planning All three individuals collected and reviewed program data.
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.	Sauk Valley Community College utilizes and implements feedback from their advisory committees that each have expertise in their specialized industries with goals of how they envision the needs of the program to evolve in the future. Advisory committees are composed of both internal and external stakeholders. Committee members provide regular input on curriculum with regards to every changing industry needs and standards.
CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no program placement requirements to enter into the reviewed program. There are specific ELA requirements for intro level courses, such as Intro to Business and Financial Accounting. Each of these courses requires a placement into ELA 99.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Management and Marketing AAS degree comes in at 61 credits. Review of courses with faculty and advisory committee indicates the need for all included content to fully prepare students for the workforce. Additionally, FYE 101 is a 1 credit hour course required by the institution to assist with retention, belonging, and student success.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Labor market demand for management and marketing (52.0201), shows a total of 595 jobs in our region for 2023 which is 29% below the national average. There is a projected 3.9% growth in our five-county region, but an expected 61 annual openings due to projected openings.

	<p>The expected earnings in our region are slightly lower than national trends but show a median earning of \$29.84 per hour or \$62,100 per year.</p> <p><u>Lightcast data: 2024</u></p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>Labor market demand for management and marketing (52.0201), shows a total of 595 jobs in our region for 2023 which is 29% below the national average. There is a projected 3.9% growth in our five-county region, but an expected 61 annual openings due to projected openings. This demand is growing faster relative to our region's growth in the occupation.</p> <p><u>Lightcast data: 2024</u></p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<p>The college utilizes Lightcast data to analyze trends annually for any programs at the college.</p>
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?)	<p>College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, pathway planning, recruitment fairs, and dual-credit class offerings in area high schools.</p>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>SVCC assures all courses and programs are current and high quality through its curricular development process and through the academic planning process. The faculty-led curriculum committee is the central body through which course and program development is organized. This course and program creation/modification process is described in the SVCC Curriculum Committee Manual:</p> <ol style="list-style-type: none"> 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee. 2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees.

		<p>4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or transferability.</p> <p>Needs and changes to program offerings are identified through the academic planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.</p>
	<p>1.6 Did the review of the program result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>It was determined by area faculty and administration that two courses (BUS 218 - Supervision Techniques and BUS 205 - Principles of Management) had a majority of the material overlapping. BUS 205 is offered in both a traditional and online format both semesters, so it was determined that it was in the student's best interest to continue with the BUS 205 course, and replace BUS 218. Upon discussions with industry professionals and looking at peer institutions, a new course (BUS 155 - Materials Management) was created and will begin its first pilot course online in Spring, 2025.</p>
	<p>Indicator 2: Cost Effectiveness (<i>see ICCB and system resources for cost-effectiveness:</i> https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
	<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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 	<p>The budget for both management and marketing overall has minimal expenses other than maintaining a few employee's salary to continue the program plus other credits being taught by other faculty in related disciplines. The tuition received from the program dropped slightly in FY2021 and FY2022, however recovered in FY2023 to a new high in tuition received at \$386,164 in 2024. This program shows a net positive regarding the monies brought into the institution. The costs associated with this program seem to be comparable to the other related disciplines such as in accounting, management, and entrepreneurship. This program (019) is offered and advertised as a program that can be completed in a mixed modality, but some of the stackable credentials leading up to this program can be completed entirely online. This does not directly seem to affect the course success rates of those that advance to the higher levels of the course sequencing although methods to increase enrollments are</p>

	<ul style="list-style-type: none"> • Scheduling efficiency 	being considered.
	2.2 What are the findings of the cost-effectiveness analysis?	While the income for the program exceeds overall expenses for combined salaries, many of the core courses in this certificate program serve as core courses in various programs and reported funds may overlap.
	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.	N/A
	<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>Due to the tuition model at SVCC, this program is comparable with other programs both in person and online courses at the level course fees set by the institution and the program does not contain additional fees.</p> <p>If a student is in need of assistance to overcome financial barriers to ensure participation in this program, SVCC provides access to numerous financial supports including: financial assistance, and foundation scholarships. Additionally, the Business and Employment Skills Team (BEST) will help pay tuition for qualifying students.</p>
	2.5 How will the college increase the cost- effectiveness of this program?	The program is currently cost effective and not in need of adjustment at this time. The institution will continue monitoring offerings.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	No necessary actions were identified upon review.
	Indicator 3: Quality	Response

<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>This program has courses offered in both a face to face and online modalities with no courses offered in the evening. There are several courses offered only in an online format and no enrollments have been recorded in BUS155 over the past five years, due to this being a new addition as of FY 24. All higher level (200 level) BUS courses previously were only in an online format. Over the last academic year several of these courses have been adjusted to now provide mixed modality offerings.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>There is a business advisory council that meets minimally once per year to discuss the current program(s) to ensure that the content being taught is relevant to industry needs. Additionally, students have the opportunity to evaluate the instructor(s) and the business classes annually. These surveys help the instructor improve the quality and relevancy of instruction in their classes.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No, this program (019) is not a part of the Perkins V programs of study.</p>
<p>3.4 Does this program meet the definition of a career pathway program?</p> <p>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.</p>	<p>Yes</p> <p>SVCC is working with area high schools to provide dual credit courses in management and marketing and are actively working with our advisory groups to discuss the needs in our community.</p>
<p>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?</p>	<p>This program can be completed fully online, with the option of having the instructor complete lecture-based videos and upload onto the canvas course. SVCC also offers additional benefits to its business students in that they have access to a Small Business Development Center (SBDC) where they can obtain resources, business advice, and other business related services.</p>

<p>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?</p>	<p>Currently with our courses in this program being offered online, we have high school students that enroll in those as college-level classes. However, we are evaluating if bringing these courses directly to the high schools as dual credit options could be beneficial or not.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Bus 231 and 235 are part of the CTE Management and Marketing degree and provide internship opportunities for students.</p> <p>Opportunities to work directly for businesses in the area provides a stronger alliance between SVCC and local area industries, as well as allows for students to build strong relationships and network with leaders in the community, in the hopes that they stay in Sauk's district to continue their career and family life here.</p>
<p>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).</p>	<p>Industry accreditation is not required for any of these business programs.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>There are no industry-recognized credentials aligned with this business program.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>There is no apprenticeship program aligned with this business program.</p>
<p>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.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>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</p>	<p>SVCC and WACC have continued to strengthen the cooperative agreement for Creating Entrepreneurial Opportunities (CEO) program in which students receive dual credit for BUS 260.</p> <p>Students enrolled in BUS 260 are referred to the SBDC</p>

<p>partnerships?</p>	<p>for assistance in learning processes to start their own businesses and/or improve their small business practices.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Focus on expanding the diversity of the advisory council to be more inclusive and representative of the district as a whole has included partnerships with Discover Dixon and the Sauk Valley Area Chamber of Commerce to continue new partner outreach.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>Funding for discipline-specific conferences, internal training related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by Instructional Design, SVCC employees, and invited speakers.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>The Diversity, Equity, and Inclusion Community at SVCC provides annual professional development opportunities for all faculty and staff.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The business program uses very little technology or equipment. It is very lecture based, utilizing canvas for coursework and exams.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The data from the SVCC assessment process is collected and stored as outcomes within our LMS, Canvas. From there the data is aggregated by the program area and visualized through a dashboard in Tableau which is linked on our college's external webpage within Research and Planning.</p>
<p>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?)</p>	<p>Since the last program review BUS 222 has moved from only online to the current format of providing a section online and a section in person. When reviewing success rates in the online only format it indicated that students may benefit from this content being provided in person to meet the needs of all students.</p>

<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Students are evaluated each semester through our course evaluation software, SmarTeval's. They are also evaluated throughout our exit survey that is sent out to graduates on an annual basis.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program advisory council meets annually to review program curriculum and provide industry insight into the local industry needs. This allows us to continuously evaluate the effectiveness of the program and make adjustments when needed. For example, BUS 155 Materials Management which is in its first year was created to fill the need identified by industry through the advisory council.</p> <p>Over the past year we have worked to expand the industries represented on the program advisory council to better represent the district. Additionally, the meetings have moved from online to in-person which has led to more contributions from these industry partners throughout the meetings.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>Employers are engaged in this program through participation in hosting program interns in the final semester of their coursework. Employers provide feedback to faculty on students' technical and soft skills.</p> <p>Additionally, employers are engaged throughout the program where they serve as guest speakers and directly provide industry insight to students.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>While we do not have a formal collection process in place to receive feedback from employers, feedback is collected through student internship and advisory council participation.</p>
<p>3.25 What are the program's strengths?</p>	<p>Business courses can be an easy gateway for students who are unsure of a declared major and want to explore a variety of classes before deciding. There are also several certificate programs if students do not want to complete the entire AAS degree. The program can also be completed fully online for flexibility of non-traditional students. The program is generally inexpensive with low tuition and no additional class fees. Additionally, even though these programs are career oriented, if a student ultimately decides to earn a B.S., all of the courses transfer to four-year schools.</p>

3.26 What are the identified or potential weaknesses of the program?	While not currently problematic, it was identified through this review process that we could enhance student experience through the addition of media editing subscriptions such as Canva and Wix would benefit the students by providing more hands-on experience.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Not at this time. Recent modifications have already been implemented such as the addition of BUS 155 Materials Management. Additionally, the program has recently transitioned from two stand alone AAS programs to one combined program to reduce confusion, while meeting the needs of both our students and industry partners.

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

Retention numbers are lower than the institution as a whole, in the programs that fed into this current degree. This may be attributed to students transitioning between AA/AAS degrees.

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	Management and Marketing 019				
CIP Code	52.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Number of Completers	0	0	0	0	0
Other (Please identify) Program Fall to Fall Retention Rate					
What disaggregated data was reviewed? If program enrollment is low, programs may	<p>This program was newly developed in 2024, this is newly merged together hence no enrollments or completions in the past 5 years.</p> <p>The disaggregated data reviewed are race/ethnicity, gender, and full-</p>				

<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>time/part-time status for enrollment and course success rates.</p>
<p>How does the data support the program goals?</p> <p>Elaborate.</p>	<p>Due to this being a new iteration of the previous programs and no current data to support the program goals, this will be followed closely over future fiscal years.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)?</p> <p>Please explain.</p>	<p>Each individual course was evaluated in evaluating the program's success in identifying any gaps in equity as each level has varied trends. When evaluating the entry level courses (ACC101, ACC102, BUS103, and BUS112) there is a decrease in the proportion of students enrolled from various subpopulations such as African American or Hispanic students, however the course success rates remain comparable. Enrollment between male and female students appears to be equitable.</p> <p>When evaluating the course following the first suggested sequence in the program and continuing into the 200 level courses, a slightly different trend appears where although enrollments overall take a significant dip, we still see a sharper decrease in enrollment than Caucasian students when evaluating both Hispanic and African American students. BUS222 is notably a higher enrollment course in the program and even though not directly tied to the program itself, CIS109 is a high enrollment course for Introduction to Computers. We also see a more proportionate difference with a decrease of male students enrolled in the higher levels of accounting and business courses than female students. Although these declines appear in enrollments, there does not seem to be any notable discrepancies in success rates of those courses.</p>
<p>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.</p>	<p>All program marketing materials are being reviewed and updated this fiscal year.</p> <p>Program faculty continuously review curriculum with the intention of providing an equitable environment for all students. In the classroom this has been recently identified with the DSS population. While that is not indicated in the data review above, faculty continues to strive to close this self-identified gap.</p>

<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, students enrolled in the entry level 100 level courses of accounting are representative of our total student population and district demographics. As we start to progress to the 200 level accounting and business courses and due to the course enrollments declining more, the proportions change more rapidly with even 1 or 2 student percent changes by subpopulation. With such a small population size in comparison to the college profile and entry level courses it seems to have much more fluctuation in counts, although the success rates overall are higher than the college overall.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The students served in this program are comparable to the district population and college enrollment profile overall. Currently the college is at 74% Caucasian students overall whereas the Marketing and Management program is a little higher at 77.7%. This in turn shifts our Hispanic student population the most with 17% in our college overall but fewer in the Marketing and Management program with 14% enrollment. This program does enroll a much higher proportion of male students with 51% enrolled in the program overall as compared to only 40% enrolled at the college on average.</p>
Review Results	
<p>Action</p>	<ul style="list-style-type: none"> ● Continued with Minor Improvements X Significantly Modified ● Placed on Inactive Status ● Discontinued/Eliminated ● Other (please specify)
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>This program meets the needs of our region in offerings for business and marketing. Recently these were two separate programs that in the past year were combined to make sure we are as efficient as possible with course offerings.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Continue to monitor the enrollments of the combined program to ensure that the enrollment continues to stay consistent through the adjustment of marketing and management combined.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>This program is new with a new set of objectives, however separately each program was completing each of their objectives.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity</p>	<p>Most of the courses are equitable in terms of their pass rates with students from various subpopulations with the exception of students enrolled in BUS222. This course saw a drop in pass rates with both african american and hispanic students. This being one of the higher level courses to completing the program, we will evaluate any barriers to</p>

	gaps?	other populations such as modality and accessibility of the content.
	Resources Needed	N/A
	Responsibility Who is responsible for completing or implementing the modifications?	Professors in Business and Accounting, Dean of Business, Career, and Technical Education

Career & Technical Education				
<p>College Name: Sauk Valley Community College</p> <p>Academic Years Reviewed: FY2021-FY2025</p>				
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
Nurse Assistant E93	Cert	8	51.3902	
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
Program Objectives What are the overarching objectives of the program? (i.e. <i>what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)	This curriculum meets the mandates of the Illinois Department of Public Health to be eligible to take the competency exam for nurse aide.			
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>)	<p>Objectives are measured by first time pass rates of the IL CNA competency exam.</p> <p>See 3.11 for certification pass rates.</p>			

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	N/A
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.	Kim Cole Kenda Scott
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.	Sauk Valley Community College utilizes and implements feedback from their advisory committees that each have expertise in their specialized industries with goals of how they envision the needs of the program to evolve in the future. Advisory committees are composed of both internal and external stakeholders. Committee members provide regular input on curriculum with regards to every changing industry needs and standards.
CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no pre -requisites for this program.
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	Labor market demand for Nursing Assistant (51.3902), shows a total of 199 jobs in our region for 2023 which is 17% below the national average. There is a projected 3.5% growth in our five-county region, but an expected 32 annual openings due to

<p>regional labor market information.</p>	<p>projected openings. The expected earnings in our region are slightly lower than national trends but show a median earning of \$16.91 per hour or \$35,200 per year.</p> <p>Lightcast data: 2024</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Labor market demand for Nursing Assistant (51.3902), shows a total of 199 jobs in our region for 2023 which is 17% below the national average. There is a projected 3.5% growth in our five-county region, but an expected 32 annual openings due to projected openings. The expected earnings in our region are slightly lower than national trends but show a median earning of \$16.91 per hour or \$35,200 per year. This demand has been seeing an increase overall in need for nursing assistants in the next five years as well relative to our region's growth in the occupation.</p> <p>Lightcast data: 2024</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The college utilizes Lightcast data to analyze trends annually for any programs at the college.</p>
<p>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?)</p>	<p>College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, pathway planning, recruitment fairs, and dual-credit class offerings in area high schools.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>SVCC assures all courses and programs are current and high quality through its curricular development process and through the academic planning process. The faculty-led curriculum committee is the central body through which course and program development is organized.</p> <p>This course and program creation/modification process is described in the SVCC Curriculum Committee Manual:</p> <ol style="list-style-type: none"> 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee. 2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees.

	<p>4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or transferability.</p> <p>Needs and changes to program offerings are identified through the academic planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.</p>
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.	No
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● 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 	<p>The budget for the nursing assistant program does rely on an average of paying 5 instructors (2 FT and 3 PT) to maintain the success of this stackable program, however the nursing assistant program does maintain a net positive return. Program revenue from tuition and fees saw a slight drop in 2021 and 2022 but had a five year high in 2024 with \$193,956. The costs of instructional supplies have been remaining relatively stable with the purchase of some additional needed computer software in 2021, post pandemic. Over the course of the past five years, the program has on average revenue of 249,838.</p> <p>We have a need for 2 more adjunct instructors to fill openings.</p>

2.2 What are the findings of the cost-effectiveness analysis?	See 2.1 above
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.	Currently no costs are offset by grant funding. In AY2024 one part-time CNA instructor accepted a full-time position, with the additional course load costs paid by the PATH grant. SVCC has since assumed responsibility for her salary.
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 CNA program inclusive of tuition, fees, state test voucher, CPR certification, books and clinical supplies is approximately \$2, 062. Students are required to buy scrubs/shoes and a watch that is not included in the tuition. Another local community college (Highland) has a CNA program comparable to SVCC. The cost for the CNA program there is \$1,900-\$2,00 per student- including tuition, fees, books, CPR certification, and state test voucher. There are scholarships available for CNA students as well as referrals to the foundation if students need assistance with purchasing scrubs or shoes that aren't included in the course cost.
2.5 How will the college increase the cost- effectiveness of this program?	This program is currently quite cost effective and there are no obvious methods to improve in this matter
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	This program has courses offered mostly as a hybrid course with the dual credit section being face to face. There is a night section and will have a W/F/S section starting Spring 2025 to offer more options for nontraditional learners. In the 2022-2023 dual credit class, we attempted a hybrid course which was not successful for this group. For 2023-2024 dual credit, we went back to face to face with some improvement in first time pass rate on the state exam compared to the previous year. Success rates for the nursing assistant program

	overall are much higher in comparison overall to the entire college and each performs very well.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Curriculum is determined by IDPH requirements. Instructors are given education on cultural competence that can be included into course instruction.
3.3 Is this program part of a <u>Program of Study</u> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	<p>Yes, this program (E93) is a part of the Perkins V programs of study.</p> <p>Strengths: The college and the nursing program have developed strong community partnerships and the local hospital supports the entire health professions department. The programs faculty are both dedicated and committed to both the programs and the student's individual success both in and out of the classrooms. All our faculty possess the requisite skills, education, and credentials to teach at the LPN, ADN, and other individual stackable credentials within the health professions departments.</p> <p>Challenges: One big challenge is to retain qualified nursing faculty with the pay that we can provide in the public sector when so many hospitals/healthcare facilities are competing to get qualified people to work for them too.</p>
3.4 Does this program meet the definition of a <u>career pathway program</u> ? 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,	<p>Yes</p> <p>SVCC is working with area high schools to provide dual credit courses in nursing and our CNA program and are actively working with our advisory groups to discuss the needs in our community.</p>

<p>please describe if and how the college will improve the program based on the career pathway elements.</p>	
<p>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?</p>	<p>Successful implementation of the hybrid program in the adult courses with high first time pass rates on the IL competency exam.</p>
<p>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?</p>	<p>We have high school students that enroll in this as college-level classes. The dual credit enrollment has increased significantly in the last 2 years. However, we are evaluating if bringing these courses directly to the high schools as dual credit options could be beneficial or not.</p> <p>*Possibly looking at expanding to all area high schools as dual credit like we do with SHS?? That has been discussed the last couple of years but hasn't gone anywhere yet.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program?</p> <p>In what ways can these opportunities be improved?</p>	<p>All students have clinical rotations at local long term care facilities while enrolled in the program. These work-based learning opportunities improve student understanding of the job role once they pass the program and begin working in the field.</p>
<p>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).</p>	<p>Accreditation is not required for the CNA program as it is regulated by IDPH.</p>

<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>IDPH requires current licensure as a Registered Nurse to instruct CNA classes/clinicals. An instructor course must be completed prior to receiving the necessary certification to teach a CNA class/clinical. All CNA instructors meet or exceed these requirements.</p>																																				
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Per IDPH, students are allowed to start working at a long term care facility as an NA if they pass NRS101 and are within 120 days of taking the state competency exam. Many students take advantage of this and work as an NA while completing the CNA program and taking the state competency exam.</p>																																				
<p>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.</p>	<p>IDPH competency exam.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Course</th> <th># took the exam</th> <th>First time pass rate %</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>Dual Credit</td> <td>6</td> <td>100%</td> </tr> <tr> <td></td> <td>Adult</td> <td>36</td> <td>100%</td> </tr> <tr> <td>2022</td> <td>Dual Credit</td> <td>13</td> <td>100%</td> </tr> <tr> <td></td> <td>Adult</td> <td>44</td> <td>95%</td> </tr> <tr> <td>2023</td> <td>Dual Credit</td> <td>13</td> <td>62%</td> </tr> <tr> <td></td> <td>Adult</td> <td>62</td> <td>92%</td> </tr> <tr> <td>2024</td> <td>Dual Credit</td> <td>29</td> <td>79%</td> </tr> <tr> <td></td> <td>Adult</td> <td>60</td> <td>95%</td> </tr> </tbody> </table>	Year	Course	# took the exam	First time pass rate %	2021	Dual Credit	6	100%		Adult	36	100%	2022	Dual Credit	13	100%		Adult	44	95%	2023	Dual Credit	13	62%		Adult	62	92%	2024	Dual Credit	29	79%		Adult	60	95%
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<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>We have cooperative agreements with most local long term care facilities for clinical rotations.</p>																																				
<p>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?</p>	<p>We have continued partnerships with local long term care facilities as well as hospitals.</p>																																				
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Students requiring a variety of accommodations have completed the CNA program. We work closely with the Disabilities Support personnel to ensure student success.</p>																																				
<p>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</p>	<p>Funding for discipline-specific conferences, internal trainings related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by Instructional Design, SVCC employees, and invited speakers.</p>																																				

development is needed?	
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The Diversity, Equity, and Inclusion Community at SVCC provides annual professional development opportunities for all faculty and staff.
3.17 What is the status of the current technology and equipment used for this program?	Technology equipment used in the hybrid program are laptops for student use during class, for testing and class material. In the face to face section, computers and projectors are used and laptops are used for testing.
3.18 What assessment methods are used to ensure student success?	The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The data from the SVCC assessment process is collected and stored as outcomes within our LMS, Canvas. From there the data is aggregated by the program area and visualized through a dashboard in Tableau which is linked on our college's external webpage within Research and Planning.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	No curriculum revisions have been required. Curriculum hours are set by IDPH requirements.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are evaluated each semester through our course evaluation software, Smarieval's. They are also evaluated throughout our exit survey that is sent out to graduates on an annual basis. Students and employers have both responded stating that they are more than prepared for both college work at their transfer universities and the workforce following our program in Nursing.

<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>NA</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>All students received work based learning opportunities during clinical rotations at the local long term care facilities.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>The CNA program does not currently collect data on employer satisfaction. However, graduating students are able to secure employment if desired.</p>
<p>3.25 What are the program's strengths?</p>	<p>The program's strengths are in student comprehension of the material taught as measured by the first time pass rates on the state competency exam. Students are well prepared to enter the workforce or the nursing program after completion of SVCC's CNA program.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>One weakness of the program is not offering as many sections due to lack of CNA instructors available.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>AREA FACULTY AND DEAN SEPTEMBER</p>
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>Although the hybrid CNA courses have been successful; many past students expressed a desire for the return of a face-to-face option. One traditional adult course is now offered; giving students an opportunity to choose the method that meets their needs and learning preferences.</p>
<p>Performance and Equity</p> <p>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</p>	

recent 5- year longitudinal data available. Each year may represent a cohort.					
CTE Program	Nursing Assistant E93				
CIP Code	51.3902				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	49	62	85	104	45 for fall 2024 only so far
Number of Completers	43	57	75	93	
Other (Please identify) Program Fall to Fall Retention Rate	NA	NA	NA	NA	NA
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Enrollment has increased substantially over the last 5 years. We have seen an increase in both dual credit and adult enrollment.				
How does the data support the program goals? Elaborate.	Yes				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps,	There are only two courses that make up the program for Nursing Assistant. The program has varied equity gaps between these two courses but are similar trends overall to the entire nursing program. African American and Asian students but also male students are really underrepresented as compared to the college demographic proportions.				

success gaps, etc.)? Please explain.	Retention can not be calculated as students really only complete both courses within one semester. Success rates (A-C grades) appear to be equitable and higher than the college overall with all of the subpopulations for students enrolled in the Nursing Assistant 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.	Overall, the Nursing Department is satisfied with the CNA Program performance. No significant gaps were identified.
Are the students served in this program representative of the total student population? Please explain.	No, students enrolled in the courses of practical nursing are not representative of our total student population and district demographics. Due to the lower course enrollments declining more, the proportions change more rapidly. There is a much larger percentage of female students enrolled in the nursing assistant program than what's typical in the college overall making nursing a predominantly female program.
Are the students served in this program representative of the district population? Please explain.	The students served in this program are not comparable to the district population and college enrollment profile overall. Currently the college is at 74% Caucasian students overall whereas the nursing assistant program is a little lower at 68%. This in turn shifts our Hispanic student population the most with 17% in our college overall but there are more students in the nursing assistant program with 18.2% enrollment. This program does enroll a much higher proportion of female students with 87.8% enrolled in the nursing assistant program overall as compared to only 60% enrolled at the college on average.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Nursing assistant program is a well established program and is going a great job at completing and helping to pass students thru to completion with their licenses at the state. Further need still in marking the effectiveness of the program to fill the need of health careers in our community.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline	Working with academics, research and planning, and advisory council to continue to mirror the needs of the community. Continue to work with recruitment of the program.

and/or dates for each step.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	If the program of nursing assistant continues to flourish, we need to continue to look at the needs of workforce to develop partnerships and develop pathways from clinic directly to work in our community.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	We are attempting to reach out to all demographics in our community with marketing needs. Some marketing has been sent out in Spanish in our more diverse areas in our communities.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Faculty leaders from health professions will work with the deans to ensure the proper resources have been allocated.

Career & Technical Education				
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

Nursing (ADN) AAS 052	Degree	64	51.3801	E93 – Nurse Assistant Certificate E91 – Nursing Practical Certificate
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p>Program Objectives What are the overarching objectives of the program? (i.e. <i>what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>	<p>This program prepares graduates to function with the knowledge, skill, and attitudes needed to adapt quickly within the ever-changing healthcare environment for entry-level nursing practice in a variety of healthcare settings.</p> <p>ADN End-of-Program Student Learning Outcomes (QSEN)</p> <ol style="list-style-type: none"> 1. Patient-Centered Care - Validate individuals, families, and communities as partners in holistic care. 2. Safety - Plan nursing care that encompasses competent individual performance within a system that assesses for safe practice. 3. Evidence-Based Practice - Integrate current evidence-based knowledge into nursing care delivery. 4. Quality Improvement - Integrate systems and policies for continuous improvement in the delivery of healthcare. 5. Teamwork and Collaboration - Integrate the contributions of healthcare professionals to achieve the health goals of the patient, family, and the community. 6. Informatics - Use technologies to strengthen communication, manage information, and mitigate error in patient care delivery. 7. Professionalism - Support the ideals of leadership, ethical principles, and legal healthcare delivery. 			

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.*

EPSLO Assessment Tools

1. Standardized testing (Clinical Judgment Exams) - Students must achieve 80% of National Average score
 - a. Specifically chosen elements of exam assess student achievement in all EPSLOs
2. Faculty developed - 80% ELA
 - a. Clinical Evaluation (EBP)
 - b. SBAR Hand-off (Teamwork and Collaboration)
 - c. Team Coordinator Role rubric (Professionalism)
 - d. Dose calculation on final exam (Safety)
 - e. Skills Assessment Tool (Quality Improvement)
 - f. SimChart Search(Informatics)

Assessment Data and Analysis (2022-2024 Cohorts)

1. **Patient-Centered Care**
 - a. Students met or exceeded the ELA in all CJE categories
2. **Safety**
 - a. Met or exceed the ELA in all CJE safety categories
 - b. Achieved 80% on final dose calculation test
3. **Evidence-Based Practice**
 - a. Met or exceed the ELA in all CJE EBP categories
 - b. 91% students provided applicable evidence to support EBP entry in Clinical Evaluation Tool
4. **Quality Improvement**
 - a. Met or exceed the ELA in all CJE QI categories
 - b. 94% students met Skills Assessment goal
5. **Teamwork and Collaboration**
 - a. Met or exceed the ELA in all CJE Teamwork & Collaboration categories
 - b. 100% of students achieved SBAR ELA
6. **Informatics**
 - a. Did not meet the ELA in all CJE Informatics categories.
 - b. 91% of students achieved the SimChart Search ELA
7. **Professionalism**
 - a. Met or exceed the ELA in all CJE Professionalism categories
 - b. Met Clinical Evaluation ELA
 - c. Observation revealed unprofessional behavior in the classroom and lab environments

Completion Rate (2021-2023 Cohorts)

- ELA – 80% of ADN students will complete within 100% of program time.
 - 2021 – 33/44 (75%). ELA not met
 - 2022 – 23/31 (74%). ELA not met
 - 2023 – 27/35 (77%). ELA not met

	<p>Licensure Rate (2021-2023 Cohorts)</p> <ul style="list-style-type: none"> ELA – 80% of ADN graduating students will achieve licensure (passing NCLEX) on the first attempt. <ul style="list-style-type: none"> 2021 – 30/35 (86%). ELA met 2022 – 23/28 (82%). ELA met 2023 – 24/27 (89%). ELA met <p>Job Placement (2021-2023 Cohorts)</p> <ul style="list-style-type: none"> ELA – 90% of students will report employment as an LPN within one year of graduation. <ul style="list-style-type: none"> 2021 – 30/30 (100%). ELA met 2022 – 23/23 (100%). ELA met 2023 – 22/22 (100%). ELA met Survey response rates very low until faculty sought out graduates at local clinical sites.
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Actions since last review based on above evidence:</p> <ul style="list-style-type: none"> EPSLO Achievement <ul style="list-style-type: none"> Implemented several new learning activities and methods of assessment to address the following weaknesses: <ul style="list-style-type: none"> Safety Evidence-Based Practice Quality Improvement Informatics Professionalism Program Completion Rate: <ul style="list-style-type: none"> Retention Specialist available full-time Students with tier 1 average grad of 82% or lower are referred to Retention Specialist Topic specific review sessions Faculty monitored open labs Licensure Rate: <ul style="list-style-type: none"> Implemented NurseThink NCLEX review Job Placement: <ul style="list-style-type: none"> Started collecting data face-to-face, which improved response rate.
<p>Review Team</p> <p>Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	Kim Cole

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Sauk Valley Community College utilizes and implements feedback from their advisory committees that each have expertise in their specialized industries with goals of how they envision the needs of the program to evolve in the future. Advisory committees are composed of both internal and external stakeholders. Committee members provide regular input on curriculum with regards to every changing industry needs and standards. The Nursing Programs hold a Workforce Council meeting each April. Representatives from several local healthcare facilities attend and provide insight into current healthcare needs.</p> <p>Additionally, an elected student from each nursing cohort attends a monthly Nursing Faculty meeting.</p>
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CTE Program Review Analysis

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

<p>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.</p>	<p>Pre-requisite course grades are reviewed and considered during the application review process. Higher scores improve the applicant's placement in the acceptance process. Those who have completed courses that may be completed once in the Nursing Program also improve chances of acceptance.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The SVCC ADN requires a total of 64 credit hours for completion, which meets the Higher Learning Commission's and the Illinois Community College Board's minimum requirement of 60 credit hours to be completed by a student to earn an associate degree. The Illinois Nurse Practice Act recommends a 2-year associate degree program. Students complete the SVCC associate degree program in 2 years. Students must complete a minimum of the pre-admission courses before applying to the ADN program. Once accepted, students complete the ADN program within two academic years. Additionally, since the professional practice of nursing affects the public safety and welfare, 46 of the credits related directly to the nursing core curriculum.</p> <p>IL Nurse Practice Act; ICCB System Rules Manual</p>

Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>Labor market demand for Nursing ADN (51.3801), shows a total of 485 jobs in our region for 2023 which is 18% above the national average. There is a projected 1.0% growth in our five-county region, but an expected 29 annual openings due to projected openings. The expected earnings in our region are slightly lower than national trends but show a median earning of \$38.01 per hour or \$79,100 per year.</p>

	Lightcast data: 2024
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>Labor market demand for Nursing ADN (51.3801), shows a total of 485 jobs in our region for 2023 which is 18% above the national average. There is a projected 1.0% growth in our five-county region, but an expected 29 annual openings due to projected openings. This demand has been seeing an increase from the past five years as well relative to our region's growth in the occupation.</p> <ol style="list-style-type: none"> 1. There is a growing number of people (baby boomers) with chronic conditions, including diabetes, heart disease, cancer and obesity, which add to the demand for health care in all settings especially in rural areas. 2. The ADN program has seen an increase of advanced placement LPN student returning for the second year of ADN. This addition to the ADN program was also encouraged by stakeholders, who ultimately prefer a Bachelors in nursing. The number of returning LPN's has grown significantly and averages the addition of 10 students to the second year of ADN. Often as LPN students they have had a positive experience that they then return to complete the ADN. <ol style="list-style-type: none"> a. Many LPN students who choose to return and finish their degree hold part- or full-time jobs. Some suggested the SVCC Nursing Programs offer a part-time option for Advanced Placement students
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast data: 2024 The college utilizes Lightcast data to analyze trends annually for any programs at the college.
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?)	<p>College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, pathway planning, recruitment fairs, and dual-credit class offerings in area high schools.</p> <p>The nursing program participates in many college and career fairs at local high schools. The nursing program also offers 7 to 8 informational meetings per semester, along with private informational meetings on a scheduled basis. Many high school groups tour the nursing area during the school year. The nursing program is also fortunate to work with a designated admissions counselor who ensures accurate academic planning.</p>

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>SVCC assures all courses and programs are current and high quality through its curricular development process and through the academic planning process. The faculty-led curriculum committee is the central body through which course and program development is organized. This course and program creation/modification process is described in the SVCC Curriculum Committee Manual:</p> <ol style="list-style-type: none"> 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee. 2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees. 4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or transferability. <p>Needs and changes to program offerings are identified through the academic planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.</p>
<p>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.</p>	<p>The ADN Nursing Program recently introduced a part-time Advanced Placement option for LPN students returning to complete their degree. The first graduating part-time cohort is expected in May of 2025.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● 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 	<p>The budget for Nursing ADN does rely on an average of paying 6 instructors (5 FT and 1 PT) to maintain the success of these stackable programs, however the Nursing program does maintain a new positive return. Program revenue from tuition and fees saw a slight drop in 2021 and 2022, but had a five year high in 2020 with \$224,598, but has returned closely to that high in 2024 with \$223,657. The costs of instructional supplies have remained relatively stable with the purchase of some additional needed computer software in 2021, post pandemic. Over the course of the past five years, the program has on average net 211,980 overall. This program can adequately sustain itself with tuition and fees, however any grants looking ahead to maintain equipment would help the program in the future. Enrollment fluctuates year-to-year; however, has had an increase in the number of applicants and admissions over the last two years.</p> <p>Student to faculty ratio varies depending on the learning environment. Face-to-face courses are limited to 42 students; whereas, the IL Nurse Practice Act limits the number of students per instructor when in clinical environments, requiring a maximum faculty to student ratio of 10/1.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>See 2.1 above</p>
<p>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.</p>	<p>Generally, program costs do not require significant grant funding. However, the recent renewable PATH grant has provided funding for several updates and the conversion of a classroom to a much needed lab. Additionally, the PATH grant funds a portion of the Retention Coordinator's salary; allowing full-time retention services. The program is sustainable without grant funding.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit,</p>	<p>As with all courses and programs offered at SVCC, the costs associated with the ADN Nursing Program are reasonable and comparable to other area community colleges, and far less than those students incur at 4-year institutions.</p> <p>The Sauk Valley College Foundation (SVCF) is a proud supporter of SVCC's nursing students and program. Since 2016, the SVCF has provided over \$20,000 per year in scholarship</p>

<p>scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>support to nursing students, which is nearly 20% of all scholarships awarded through the SVCF.</p> <p>Many services are available to students experiencing financial barriers. Many students receive assistance from BEST, TRIO, and scholarships.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The program has been, and will continue to be cost conscious. Many items used in the nursing labs are recycled when possible. Recycling allows for the purchase of small equipment items at the end of the fiscal year with the remaining funds.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No</p>
Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>This program has courses offered in both a face to face and hybrid online modalities with no courses offered in the evening. Success rates for Nursing overall are much higher in comparison overall to the entire college and each perform very well.</p> <p>Since all students attend the same courses, no comparison data is available regarding the method of delivery.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The National Council Licensure Examination (NCLEX), along with regulatory and accrediting agencies guide the Nursing Program's instruction. All courses provide leveled instruction in a progressive format.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>Yes, this program (052) is a part of the Perkins V programs of study.</p> <p>Strengths:</p> <ol style="list-style-type: none"> 1. The college and the Nursing program have developed strong community partnerships and the local hospital supports the entire health professions department. 2. The programs faculty are both dedicated and committed to both the programs and the students individual success both in and out of the classrooms. 3. All our faculty possess the requisite skills, education, and credentials to teach at the LPN, ADN, and other individual stackable credentials within the health professions departments.

	<p>Challenges:</p> <ol style="list-style-type: none"> 4. One big challenge is to retain qualified nursing faculty with the pay that we can provide in the public sector when so many hospitals/healthcare facilities are competing to get qualified people to work for them too. 5. Classroom space is also a challenge for the program. With multiple programs underneath the Nursing umbrella, scheduling and securing a classroom often becomes problematic. 6. Reliable clinical sites. Recently, the two main hospitals used for clinical rotations have offered this privilege to other regional nursing programs. This has resulted in conflicts at clinical sites when both nursing programs are present at a clinical site. SVCC students are now somewhat limited in the clinical experience.
<p>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.</p>	<p>Yes</p> <p>SVCC is working with area high schools to provide dual credit courses in nursing and our CNA program and are actively working with our advisory groups to discuss the needs in our community.</p>
<p>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?</p>	<p>The recently introduced Part-time Advanced Placement option</p>
<p>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?</p>	<p>Currently with our courses in this program being offered online, we have high school students that enroll in those as college-level classes. However, we are evaluating if bringing these courses directly to the high schools as dual credit options could be beneficial or not.</p>

<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<ol style="list-style-type: none"> 1. All students are required to complete a predetermined number of clinical hours for each Nursing course. Although students are not paid for their time; they learn to work as a team member in the healthcare field. 2. SVCC Nursing offers a summer externship (NRS 051) for up to 10 students each year, which gives students the opportunity to explore a variety of nursing roles and work alongside area nursing leaders. The externship is currently held at KSB hospital, as CGH opted out a few years ago to form their own educational opportunity. <p>These opportunities allow students to apply theoretical knowledge to a clinical situation; preparing them for practice.</p>
<p>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).</p>	<p>Illinois began requiring Nursing Program accreditation in 2023. The SVCC Nursing programs voluntarily achieved accreditation through the Accreditation Commission for Education in Nursing (ACEN) in 2020. Currently, the program is in the re-accreditation process.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>According to the Illinois Nurse Practice Act, faculty teaching in the ADN Program must possess a master's degree and an active license to practice nursing in the state of Illinois. All Nursing Program faculty hold a master's degree or higher.</p> <p>IL Nurse Practice Act</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>The ADN Program does not offer apprenticeship; however, students may choose to enroll in the summer externship (NRS 051).</p>
<p>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.</p>	<p>Students completing the ADN program must achieve licensure before practicing as a nurse.</p> <p>NCLEX PASS RATES: 2021 - 27/34 (79%) 2022 - 26/28 (93%) 2023 - 22/26 (85%) Three-year Average - 85% (note: data includes only first-time)</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A There are multiple articulation agreements with RN-BSN programs</p>
<p>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?</p>	<p>The program has recently included a couple new long-term care facilities to the clinical rotation. MCH began hosting LPN and 1st year ADN students in 2021.</p>

<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>N/A</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<ol style="list-style-type: none"> 1. Funding for discipline-specific conferences, internal training related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by Instructional Design, SVCC employees, and invited speakers. 2. The Nursing Program faculty utilize multiple resources to remain current in the field. Often Perkins funding finances these opportunities. Membership in a variety of Nursing Associations and Nursing Education resources allows faculty to attend professional development courses on-line or in-person.
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<ol style="list-style-type: none"> 1. The Diversity, Equity, and Inclusion Community at SVCC provides annual professional development opportunities for all faculty and staff. 2. Many of the professional development resources available to the Nursing faculty focus heavily on DEI
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The Nursing Department is a very technologic area.</p> <ol style="list-style-type: none"> 1. Each student is provided with a laptop at the beginning of their program. ExamSoft testing is completed on the student's loaner laptop; however, can be used in any manner to facilitate learning. 2. SMART Board and multiple monitors are available to integrate on-line resources into the lab or lecture. 3. Moderate and High-technology manikins, which improve realism and student buy-in during simulations. 4. Debriefing system so students can observe their peers' performance in simulation. 5. Sim2Grow Medication Administration System mimics the electronic medication administration systems found within area healthcare facilities. 6. Elsevier Evolve provides an electronic medical record (EMR), useful in the lab environment.
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.</p>

	<p>The Nursing Program uses a Systematic Programmatic Evaluation (SPE) plan to assess student success annually. The results of the assessment pieces are discussed and faculty develop plans for improvement when needed. Evidence of this is located the ACEN Self-Study Report.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The data from the SVCC assessment process is collected and stored as outcomes within our LMS, Canvas. From there the data is aggregated by the program area and visualized through a dashboard in Tableau which is linked on our college's external webpage within Research and Planning.</p> <p>The Nursing Program uses a variety of methods to collect and record data. The SPE guides data collection, analysis, and the development of tools for improvement. This information is shared with the SVCC Board in July and with the Workforce Council members in April. As always, the nursing faculty encourage input aimed at improving program performance.</p>
<p>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?)</p>	<ol style="list-style-type: none"> 1. Change Humanities requirement. Many students were delayed in reentering the ADN program as an Advanced Placement student because of the Humanities requirement. Understanding the reasoning behind the prerequisite, the faculty decided to allow students to choose between the four Philosophy course offerings to meet the requirement. 2. Pharmacology (NRS 140) was a 2 credit, one semester course. Evaluation showed success rates were low and many students could not continue in the program. The faculty decided to split the Pharmacology course into two 1 credit courses (NRS 143 and NRS 144). Beginning with the 2024 cohort, NRS 143 is offered in the fall and spring semesters. NRS 144 is offered in the spring semester.
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Students are evaluated each semester through our course evaluation software, Smarteval's. They are also evaluated throughout our exit survey that is sent out to graduates on an annual basis. Students and employers have both responded stating that they are more than prepared for both college work at their transfer universities and the workforce following our program in Nursing.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>Employers from all healthcare settings participate in the yearly workforce council meeting (held each spring). Stakeholders share their needs (employment/educational), offer suggestions for improvement, and have helped mold our current curriculum. An example is "Interview Day" changing from a practice exercise to an opportunity for students and employers to connect and complete the interview process on campus.</p>

	<p>There is a constant open dialogue between the hospital CNO's and the Dean of Health Professions.</p>
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	<p>CGHMC offers ADN nursing students the opportunity to work as Nurse Technician, which is a great learning experience. Input from area employers regarding resulted in the addition of a stress management class into the Mental Health Course. The purpose of this class is to assist with the student-to-practice transition.</p>
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	<p>Evidence indicates local employers are very satisfied with our graduates. The "Interview Day" has gone from practice to actual interviews and students are required to interview with 3-4 potential employers. Many of the students secure employment prior to graduation by participating in this activity.</p> <p>Employers share their satisfaction at the Workforce Council meeting and demonstrate their confidence in our graduates by the large number hired, and their continued financial support of various activities offered throughout the program. Preceptor evaluations are reviewed and provide insightful data that assists faculty with course and program revisions.</p>
3.25 What are the program's strengths?	<p>Strengths:</p> <ol style="list-style-type: none"> 1. The college and the Nursing program have developed strong community partnerships and the local hospital supports the entire health professions department. 2. The programs faculty are both dedicated and committed to both the programs and the students individual success both in and out of the classrooms. 3. All our faculty possess the requisite skills, education, and credentials to teach at the LPN, ADN, and other individual stackable credentials within the health professions departments.
3.26 What are the identified or potential weaknesses of the program?	<p>Weaknesses:</p> <ol style="list-style-type: none"> 1. Retaining qualified nursing faculty with the pay that we can provide in the public sector when so many hospitals/healthcare facilities are competing to get qualified people to work for them too. 2. Larger number of applicants (students) with low TEAS and reading scores. Faculty observation shows students have difficulty reading comprehension. This can lead to a decrease in our retention rates and/or NCLEX pass rates. 3. Insufficient classroom space. With multiple programs

	<p>underneath the Nursing umbrella, scheduling and securing a classroom often becomes problematic.</p> <ol style="list-style-type: none"> 4. Capstone Online 5. Lack of a Nutrition course.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Not at this point; although the Nursing Program lives in an ever-changing state.

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

Retention Related Challenges:

- English is second language
- Lower TEAS scores
- Lower GPA applicants
- Increasing number of students requiring accommodations

CTE Program																						
	Year 1	Year 2	Year 3	Year 4																		
Number of Students Enrolled	176	133	125	143																		
Number of Completers	46	35	26	29																		
Other (Please identify) Program Fall to Fall Retention Rate	77.1%	76.7%	74.0%	85.5%																		
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	<p>Demographic Information</p> <table border="1"> <thead> <tr> <th>Female</th> <th>Male</th> <th>Asian</th> <th>Black</th> <th>Caucasian</th> <th>Hispanic</th> </tr> </thead> <tbody> <tr> <td>58</td> <td>6</td> <td>1</td> <td>3</td> <td>66</td> <td>3</td> </tr> </tbody> </table> <p>Average age of student – 25 years</p> <p>Disaggregated Program Completion Rate:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Traditional</th> <th>Advanced Placement</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>24/34 (71%)</td> <td>9/10 (90%)</td> </tr> </tbody> </table>				Female	Male	Asian	Black	Caucasian	Hispanic	58	6	1	3	66	3	Year	Traditional	Advanced Placement	2021	24/34 (71%)	9/10 (90%)
Female	Male	Asian	Black	Caucasian	Hispanic																	
58	6	1	3	66	3																	
Year	Traditional	Advanced Placement																				
2021	24/34 (71%)	9/10 (90%)																				

status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	2022	21/28 (75%)	2/3 (67%)
	2023	19/27 (70%)	8/8 (100%)
Disaggregated Licensure Rate:			
How does the data support the program goals? Elaborate.	Year	Traditional	Advanced Placement
	2021	24/25 (96%)	6/9 (67%)
	2022	21/26 (81%)	2/2 (100%)
	2023	17/19 (89%)	7/8 (88%)
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	<p>Although the ADN Nursing Program completion rates do not consistently meet our ELA, first-time NCLEX pass rates for SVCC graduates generally exceeds state and national averages. Our goal is to graduate competent, prepared novice nurses, which unfortunately means retention rates may suffer.</p> <p>The overall feeling from faculty is that many students lack sufficient reading and comprehension skills, which is necessary for successful completion of the program. Additionally, we have noticed progressively lower GPA and TEAs scores among applicants. Many students are not prepared for the rigor of a nursing program.</p> <p>Advanced Placement students have historically struggled with the transition from LPN to ADN student. Faculty are examining this in an effort to develop an action plan.</p>		
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.	<p>The identified gaps are directly related to student enrollment. Historically, more women tend to gravitate toward nursing than do men; especially in rural areas. Recruitment is one method of increasing male student enrollment into the Nursing Program. Currently, the Nursing Program:</p> <ul style="list-style-type: none"> ● Attends college and community activities ● Actively promotes all nursing program options <ul style="list-style-type: none"> ○ Banners ○ Bucksliips <p>Nursing Information meetings held monthly.</p>		
Are the students served in this program representative of the total student population? Please explain.	<p>No, students enrolled in the nursing courses is not representative of our total student population and district demographics. Due to the lower course enrollments declining more, the proportions change more rapidly. There is a much larger percentage of female students enrolled in practical nursing than what's typical in the college overall making nursing a predominate female program.</p>		
REVIEW RESULTS			
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)		

Summary Rationale Please provide a brief rationale for the chosen action.	The Nursing ADN program is also very established and doing very well in retaining and completing students, and the waitlist for the program is still continuing despite annually filling every seat that we can. Potential action could be to continue to evaluate if our clinic sites are satisfied with preparation for students. Currently we have a job placement rate of 100% in our community.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The intended action steps are to ensure that we continue to strive and work with academics and our advisory council to meet the needs of our community.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	In the future, the program faculty mentioned a need to evaluate the current gap for student preparation in sufficient reading and comprehension skills. This is necessary for a successful completion of the program and want to evaluate a way to develop these in addition to the program objectives of the specific nursing degree.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Continued efforts are underway to ensure that the cohort sample is similar to the demographics of our community and our region. Currently in health care, there is a need for more spanish speaking and ESL students as our hispanic population is growing in our communities. We are working to match that needed skill set for our community and have discussed ideas for specific courses that have specialities in language like Healthcare Spanish to cover important introductory terms needed in a healthcare setting.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Faculty leaders from health professions will work with the deans to ensure the proper resources have been allocated.

Career & Technical Education				
College Name:		Sauk Valley Community College		
Academic Years Reviewed:		FY2021-FY2025		
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
Practical Nursing E91	Cert	43	51.3901	E93 – Nurse Assistant Certificate
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (i.e. <i>what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)	<p>This program is designed to prepare the graduate to function with the knowledge, skills and attitudes needed for the role of the beginning practical nurse to provide care in a variety of health care settings.</p> <p>LPN End-of-Program Student Learning Outcomes (QSEN):</p> <ol style="list-style-type: none"> 1. Patient Centered Care: Demonstrate respect for the diversity of patients, families, and communities. 2. Safety: Demonstrate safe, competent nursing care as part of the interdisciplinary healthcare team. 3. Evidence-Based Practice: Implement current evidence-based knowledge into practice. 4. Quality Improvement: Apply the systems and policies that are essential in the delivery of healthcare. 5. Teamwork and Collaboration: Participate in healthcare delivery to achieve quality individual, family and community outcomes. 6. Informatics: Utilize technology as a tool for communication and documentation of patient care. 7. Professionalism: Adhere to professional ethical and legal healthcare management principles. 			

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.*

EPSLO Assessment Tools

1. Standardized testing (Clinical Judgment Exams) - Students must achieve 80% of National Average score
 - a. Specifically chosen elements of exam assess student achievement in all EPSLOs
2. Faculty developed - 80% ELA
 - a. Clinical Evaluation (EBP)
 - b. SBAR Hand-off (Teamwork and Collaboration)
 - c. Team Coordinator Role rubric (Professionalism)
 - d. Dose calculation on final exam (Safety)
 - e. Skills Assessment Tool (Quality Improvement)
 - f. SimChart Search (Informatics)

Assessment and Analysis (2022-2024 Cohorts)

1. **Patient-Centered Care**
 - a. Students met or exceeded the ELA in all CJE categories
2. **Safety**
 - a. Met or exceed the ELA in all CJE safety categories
 - b. Achieved 80% on final dose calculation test
3. **Evidence-Based Practice**
 - a. Met the ELA in all CJE EBP categories
 - b. 84% students provided applicable evidence to support EBP entry in Clinical Evaluation Tool
4. **Quality Improvement**
 - a. Met ELA in all CJE categories
 - b. 98% students met Skills Assessment goal
5. **Teamwork and Collaboration**
 - a. Met or exceed the ELA in all CJE Teamwork & Collaboration categories
 - b. 100% of students achieved SBAR ELA
6. **Informatics**
 - a. Met the ELA in all CJE Informatics categories 2 out of 3 years.
 - b. 100% of students achieved the SimChart Search ELA
7. **Professionalism**
 - a. Met or exceed the ELA in all CJE Professionalism categories
 - b. Met Clinical Evaluation ELA in 2 out of 3 years

Completion Rate (2021-2023 Cohorts)

- ELA – 80% of LPN students will complete within 100% of program time.
 - 2021 – 15/19 (79%). ELA not met
 - 2022 – 16/17 (95%). ELA met
 - 2023 – 13/18 (72%). ELA not met

	<p>Licensure Rate (2021-2023 Cohorts)</p> <ul style="list-style-type: none"> • ELA – 80% of LPN graduating students will achieve licensure (passing NCLEX) on the first attempt. <ul style="list-style-type: none"> ◦ 2021 – 14/15 (93%). ELA met ◦ 2022 – 13/16 (81%). ELA met ◦ 2023 – 12/13 (92%). ELA met <p>Job Placement (2021-2023 Cohorts)</p> <ul style="list-style-type: none"> • ELA – 90% of students will report employment as an LPN within one year of graduation. <ul style="list-style-type: none"> ◦ 2021 – 13/14 (93%). ELA met ◦ 2022 – 16/16 (100%). ELA met ◦ 2023 – 13/13 (100%). ELA met • Survey response rates very low
<p>Past Program Review Action</p> <p>What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Unable to locate previous program review document.</p> <p>Actions since last review based on above evidence:</p> <ul style="list-style-type: none"> • EPSLO Achievement <ul style="list-style-type: none"> ◦ Implemented several new learning activities and methods of assessment to address the following weaknesses: <ul style="list-style-type: none"> ▪ Safety ▪ Evidence-Based Practice ▪ Quality Improvement ▪ Informatics ▪ Professionalism • Program Completion Rate: <ul style="list-style-type: none"> ◦ Retention Specialist available full-time ◦ Students with tier 1 average grade of 82% or lower are referred to Retention Specialist ◦ Topic specific review sessions ◦ Faculty monitored open labs • Licensure Rate: <ul style="list-style-type: none"> ◦ Implemented NurseThink NCLEX review ◦ Comprehensive review by NRS 111 instructors prior to course final exam • Job Placement: <ul style="list-style-type: none"> ◦ Started collecting data face-to-face, which improved response rate.
<p>Review Team</p> <p>Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Kim Cole</p>

<p>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.</p>	<p>Sauk Valley Community College utilizes and implements feedback from their advisory committees that each have expertise in their specialized industries with goals of how they envision the needs of the program to evolve in the future. Advisory committees are composed of both internal and external stakeholders. Committee members provide regular input on curriculum with regards to every changing industry needs and standards.</p> <p>The Nursing Programs hold a Workforce Council meeting each April. Representatives from several local healthcare facilities attend and provide insight into current healthcare needs. Additionally, an elected student from each nursing cohort attends a monthly Nursing Faculty meeting,</p>
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CTE Program Review Analysis

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

<p>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.</p>	<p>Pre-requisite course grades are reviewed and considered during the application review process. Higher scores improve the applicant's placement in the acceptance process. Those who have completed courses that may be completed once in the Nursing Program also improve chances of acceptance.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Illinois Community College Board, the college's State coordinating Board, requires certificate programs to be 59 credit hours or less (ICCB System Rules Manual, page 14). The SVCC LPN program requires 43 credit hours to complete, meeting ICCB regulations. The Illinois Nurse Practice Act does not address clock-to-credit hours ratios or specify credit hour requirements. However, Section 1300.320 states a practical nursing program must allow a student to complete the program in one calendar year. The SVCC LPN program is three semesters in length (fall, spring, and summer semesters), and includes 36 major field credit hours and seven general education credit hours.</p> <p>Additionally, since the practice of nursing affects the public safety and welfare, 36 of the credits related directly to the nursing core curriculum.</p> <p>Currently, the LPN students participate in the pinning and graduation ceremonies prior to completing the nursing program. Although infrequent, students have failed the final LPN course. Consideration is being given to restructuring the flow of LPN courses to coincide with the traditional graduation in May.</p>

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>Labor market demand for Practical Nursing (51.3901), shows a total of 64 jobs in our region for 2023 which is 24% above the national average. There is a projected -3.1% growth in our five-county region, but an expected 5 annual openings due to projected openings. The expected earnings in our region are slightly lower than national trends but show a median earning of \$28.43 per hour or \$59,100 per year.</p> <p>Lightcast data: 2024</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>Labor market demand for Practical Nursing (51.3901), shows a total of 64 jobs in our region for 2023 which is 24% above the national average. There is a projected -3.1% growth in our five-county region, but an expected 5 annual openings due to projected openings. The expected earnings in our region are slightly lower than national trends but show a median earning of \$28.43 per hour or \$59,100 per year.</p> <p>This demand has been seeing a decrease overall in need for practical nursing in the next five years as well relative to our region's growth in the occupation.</p> <p>Lightcast data: 2024</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The college utilizes Lightcast data to analyze trends annually for any programs at the college.
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?)	<p>College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, pathway planning, recruitment fairs, and dual-credit class offerings in area high schools.</p> <p>The nursing program participates in many college and career fairs at local high schools. The nursing program also offers 7 to 8 informational meetings per semester, along with private informational meetings on a scheduled basis. Many high school groups tour the nursing area during the school year. The nursing program is also fortunate to work with a designated admissions counselor who ensures accurate academic planning.</p>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>SVCC assures all courses and programs are current and high quality through its curricular development process and through the academic planning process. The faculty-led curriculum committee is the central body through which course and program development is organized.</p> <p>This course and program creation/modification process is described in the SVCC Curriculum Committee Manual:</p>

	<p>1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee.</p> <p>2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions.</p> <p>3. All new programs must be approved by SVCC's Board of Trustees.</p> <p>4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or transferability.</p> <p>Needs and changes to program offerings are identified through the academic planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.</p>
<p>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.</p>	<p>Need to consider restructuring the flow of courses so the students complete the program prior to graduation.</p>
<p>Indicator 2: Cost Effectiveness (<i>see ICCB and system resources for cost-effectiveness:</i> https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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, 	<p>The budget for Practical Nursing does rely on an average of paying 2 full-time instructors to maintain the success of these stackable programs, however the Nursing program does maintain a net positive return. Program revenue from tuition and fees saw a slight drop in 2020 and 2022 but had a five year high in 2023 with \$94,708. The costs of instructional supplies have remained relatively stable with the purchase of some additional needed computer software in 2021, post pandemic. Over the course of the past five years, the program has on average revenue of 167,174.</p> <p>Student to faculty ratio varies depending on the learning</p>

<p>fees (lab, technology, background checks, etc.).</p> <ul style="list-style-type: none"> ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>environment. Face-to-face courses are limited to 24 students; whereas, the IL Nurse Practice Act limits the number of students per instructor when in clinical environments, requiring a maximum faculty to student ratio of 10/1.</p> <p>The LPN Program admits one time a year; so enrollment in courses after NRS 108 varies based on student success. The number of students beginning the LPN program has increased over the last 3 years.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>See 2.1 above</p>
<p>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.</p>	<p>Generally, program costs do not require significant grant funding. However, the recent renewable PATH grant has provided funding for several updates and the conversion of a classroom to a much-needed lab. Additionally, the PATH grant funds a portion of the Retention Coordinator's salary; allowing full-time retention services. The program is sustainable without grant funding.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>As with all courses and programs offered at SVCC, the costs associated with the LPN Nursing Program are reasonable and comparable to other area community colleges. SVCC is unique in that we offer a stand-alone LPN program; attracting students from other districts.</p> <p>The Sauk Valley College Foundation (SVCF) is a proud supporter of SVCC's nursing students and program. Since 2016, the SVCF has provided over \$20,000 per year in scholarship support to nursing students, which is nearly 20% of all scholarships awarded through the SVCF.</p> <p>Many services are available to students experiencing financial barriers. Many students receive assistance from BEST, TRIO, and scholarships.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The program has been, and will continue to be cost conscious. Many items used in the nursing labs are recycled when possible. Recycling allows for the purchase of small equipment items at the end of the fiscal year with the remaining funds.</p>

2.6 Did the review of program cost result in any actions or modifications? Please explain.	N/A
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?	This program has courses offered fully face to face with no courses offered in the evening. Success rates for Practical Nursing overall are much higher in comparison overall to the entire college and each perform very well. Completion Rate (2021-2023 Cohorts) <ul style="list-style-type: none"> ELA – 80% of LPN students will complete within 100% of program time. <ul style="list-style-type: none"> 2021 – 15/19 (79%). ELA not met 2022 – 16/17 (95%). ELA met 2023 – 13/18 (72%). ELA not met
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The National Council Licensure Examination (NCLEX), along with regulatory and accrediting agencies guide the Nursing Program's instruction. All courses provide leveled instruction in a progressive format.
3.3 Is this program part of a <u>Program of Study</u> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, this program (E91) is a part of the Perkins V programs of study. Strengths: <ol style="list-style-type: none"> The college and the nursing program have developed strong community partnerships and the local hospital supports the entire health professions department. The programs faculty are both dedicated and committed to both the programs and the student's individual success both in and out of the classrooms. All our faculty possess the requisite skills, education, and credentials to teach at the LPN and other individual stackable credentials within the health professions departments. Challenges: <ol style="list-style-type: none"> One big challenge is to retain qualified nursing faculty with the pay that we can provide in the public sector when so many hospitals/healthcare facilities are competing to get qualified people to work for them too. Classroom space is also a challenge for the program. With multiple programs underneath the Nursing umbrella, scheduling and securing a classroom often becomes problematic.

	<p>3. Reliable clinical sites. Recently, the two main hospitals used for clinical rotations have offered this privilege to other regional nursing programs. This has resulted in conflicts at clinical sites when both nursing programs are present at a clinical site. SVCC students are now somewhat limited in their clinical experience.</p> <p>4. Currently, students complete the final nursing course after graduation. Unfortunately, some students do not successfully complete the program after graduation.</p>
<p>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.</p>	<p>Yes</p> <p>SVCC is working with area high schools to provide dual credit courses in nursing and our CNA program and are actively working with our advisory groups to discuss the needs in our community.</p>
<p>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?</p>	<p>The LPN Program is very proud of the Preceptorship each student participates in at the end of the program. Students work alongside another nurse in a facility of their choice; slowly assuming more and more responsibility. Students and the facilities verbalize great satisfaction with the Preceptorship. Many of the students will accept positions at their chosen site once licensed.</p>
<p>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?</p>	<p>Currently with our courses in this program being offered online, we have high school students that enroll in those as college-level classes. However, we are evaluating if bringing these courses directly to the high schools as dual credit options could be beneficial or not.</p>

<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<ol style="list-style-type: none"> 1. All students are required to complete a predetermined number of clinical hours for each Nursing course. Although students are not paid for their time; they learn to work as a team member in the healthcare field. 2. NRS 111 Preceptorship <p>These opportunities allow students to apply theoretical knowledge to a clinical situation; preparing them for practice.</p>
<p>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).</p>	<p>Illinois began requiring Nursing Program accreditation in 2023. The SVCC Nursing programs voluntarily achieved accreditation through the Accreditation Commission for Education in Nursing (ACEN) in 2020. Currently, the program is in the re-accreditation process.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>According to the Illinois Nurse Practice Act, faculty teaching in the LPN Program must possess no less than a bachelor's degree and an active license to practice nursing in the state of Illinois. All Nursing Program faculty hold a master's degree or higher.</p> <p>IL Nurse Practice Act</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No</p>
<p>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.</p>	<p>Students completing the LPN program must achieve licensure before practicing as a nurse.</p> <p>NCLEX PASS RATES: 2021 - 14/15 (93%) 2022 - 13/16 (81%) 2023 - 12/13 (92%) Three-year Average - 87% (note: data includes only first-time)</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>SVCC students who desire to return and complete their degree are admitted prior to any graduates from other institutions.</p>
<p>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?</p>	<p>The program has recently included a couple new long-term care facilities to the clinical rotation. MCH began hosting LPN and 1st year ADN students in 2021.</p>

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
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?	<ol style="list-style-type: none"> 1. Funding for discipline-specific conferences, internal training related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by Instructional Design, SVCC employees, and invited speakers. 2. The Nursing Program faculty utilize multiple resources to remain current in the field. Often Perkins funding finances these opportunities. Membership in a variety of Nursing Associations and Nursing Education resources allows faculty to attend professional development courses on-line or in-person.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	<ol style="list-style-type: none"> 1. The Diversity, Equity, and Inclusion Community at SVCC provides annual professional development opportunities for all faculty and staff. 2. Many of the professional development resources available to the Nursing faculty focus heavily on DEI.
3.17 What is the status of the current technology and equipment used for this program?	<p>The Nursing Department is a very technologic area.</p> <ol style="list-style-type: none"> 1. Each student is provided with a laptop at the beginning of their program. ExamSoft testing is completed on the student's loaner laptop; however, can be used in any manner to facilitate learning. 2. SMART Board and multiple monitors are available to integrate on-line resources into the lab or lecture. 3. Moderate and High-technology manikins, which improve realism and student buy-in during simulations. 4. Debriefing system so students can observe their peers' performance in simulation. 5. Sim2Grow Medication Administration System mimics the electronic medication administration systems found within area healthcare facilities. 6. Elsevier Evolve provides an electronic medical record (EMR), useful in the lab environment.
3.18 What assessment methods are used to ensure student success?	The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.

		<p>The Nursing Program uses a Systematic Programmatic Evaluation plan to assess student success annually. The results of the assessment pieces are discussed and faculty develop plans for improvement when needed. Evidence of this is located the ACEN Self-Study Report.</p>
	<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The data from the SVCC assessment process is collected and stored as outcomes within our LMS, Canvas. From there the data is aggregated by the program area and visualized through a dashboard in Tableau which is linked on our college's external webpage within Research and Planning.</p> <p>The Nursing Program uses a variety of methods to collect and record data. The SPE guides data collection, analysis, and the development of tools for improvement. This information is shared with the SVCC Board in July and with the Workforce Council members in April. As always, the nursing faculty encourage input aimed at improving program performance.</p>
	<p>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?)</p>	<p>No recent revisions to the LPN curriculum; however, thought is being given to restructuring the program courses so students complete the program prior to graduation.</p>
	<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Students are evaluated each semester through our course evaluation software, Smarteval's. They are also evaluated throughout our exit survey that is sent out to graduates on an annual basis. Students and employers have both responded stating that they are more than prepared for both college work at their transfer universities and the workforce following our program in Nursing.</p>
	<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<ol style="list-style-type: none"> 1. Employers from all healthcare settings participate in the yearly workforce council meeting (held each spring). Stakeholders share their needs (employment/educational), offer suggestions for improvement, and have helped mold our current curriculum. An example is "Interview Day" changing from a practice exercise to an opportunity for students and employers to connect and complete the interview process on campus. 2. There is a constant open dialogue between the hospital CNO's and the Dean of Health Professions

<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Local employers welcome students for the Preceptorship and provide each one with an assigned mentor who facilitates learning and the transition to practice.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Evidence indicates local employers are very satisfied with our graduates. The "Interview Day" has gone from practice to actual interviews and students are required to interview with 3-4 potential employers. Many of the students secure employment prior to graduation by participating in this activity.</p> <p>Employers share their satisfaction at the Workforce Council meeting and demonstrate their confidence in our graduates by the large number hired, and their continued financial support of various activities offered throughout the program. Preceptor evaluations are reviewed and provide insightful data that assists faculty with course and program revisions.</p>
<p>3.25 What are the program's strengths?</p>	<p>Strengths:</p> <ol style="list-style-type: none"> 1. The college and the Nursing program have developed strong community partnerships and the local hospital supports the entire health professions department. 2. The programs faculty are both dedicated and committed to both the programs and the students individual success both in and out of the classrooms. 3. All our faculty possess the requisite skills, education, and credentials to teach at the LPN, ADN, and other individual stackable credentials within the health professions departments. 4. The program NCLEX first-time pass rates generally exceed 90%
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>Weaknesses:</p> <ol style="list-style-type: none"> 1. Retaining qualified nursing faculty with the pay that we can provide in the public sector when so many hospitals/healthcare facilities are competing to get qualified people to work for them too. 2. Larger number of applicants (students) with low TEAS and reading scores. This can lead to a decrease in our retention rates and/or NCLEX pass rates. 3. Insufficient classroom space. With multiple programs underneath the Nursing umbrella, scheduling and securing a classroom often becomes problematic.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	Not at this point; although the Nursing Program lives in an ever-changing state. As mentioned earlier; restructuring course sequence is being considered.
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List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention Related Challenges:

- English is second language
- Lower TEAS scores
- Lower GPA applicants
- Increasing number of students requiring accommodations

Course Sequencing:

- Currently the LPN students complete the final course after graduation
- Program is considering restructuring the course flow to allow students to complete the program prior to graduation

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	Practical Nursing E91														
CIP Code	51.3901														
	Year 1	Year 2	Year 3	Year 4	Year 5										
Number of Students Enrolled	64	60	61	53	67										
Number of Completers	20	12	15	15	13										
Other (Please identify) Program Fall to Fall Retention Rate	62.5%	52.6%	69.0%	65.4%	61.9%										
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,	<p>Demographic Information</p> <table border="1"> <thead> <tr> <th>Female</th><th>Male</th><th>Black</th><th>Caucasian</th><th>Hispanic</th></tr> </thead> <tbody> <tr> <td>14</td><td>2</td><td>1</td><td>12</td><td>3</td></tr> </tbody> </table>					Female	Male	Black	Caucasian	Hispanic	14	2	1	12	3
Female	Male	Black	Caucasian	Hispanic											
14	2	1	12	3											

<p>age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Average age of student – 28.68 years</p> <p>LPN Aggregated Program Completion</p> <table border="1" data-bbox="612 369 1558 939"> <thead> <tr> <th>Graduating Cohort</th><th>Total number of students starting in the first nursing course</th><th>Total number of on-time graduates</th><th>Program Completion Rate</th></tr> </thead> <tbody> <tr> <td>2021</td><td>18</td><td>14</td><td>77%</td></tr> <tr> <td>2022</td><td>17</td><td>16</td><td>94%</td></tr> <tr> <td>2023</td><td>19</td><td>13</td><td>74%</td></tr> </tbody> </table> <p>LPN Disaggregated Program Completion</p> <table border="1" data-bbox="612 1108 1620 1636"> <thead> <tr> <th>Graduating Cohort</th><th>Traditional LPN Program Option</th><th>MA-LPN Program Option</th></tr> </thead> <tbody> <tr> <td>2021</td><td>73%</td><td>100%</td></tr> <tr> <td>2022</td><td>94%</td><td>NA</td></tr> <tr> <td>2023</td><td>72%</td><td>100%</td></tr> </tbody> </table>	Graduating Cohort	Total number of students starting in the first nursing course	Total number of on-time graduates	Program Completion Rate	2021	18	14	77%	2022	17	16	94%	2023	19	13	74%	Graduating Cohort	Traditional LPN Program Option	MA-LPN Program Option	2021	73%	100%	2022	94%	NA	2023	72%	100%
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<p>How does the data support the program goals?</p> <p>Elaborate.</p>	<p>The program completion rates do not meet our programmatic goal of 80%. The MA-LPN students have a 100% completion rate; whereas, the traditional student completion rate is generally in the 70-80% range. We could attribute the MA-LPN student's success to their previous education (Medical Assisting) and employment.</p>																												

<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Each individual course was evaluated in evaluating the program's success in identifying any gaps in equity as each level has varied trends. When evaluating all of the program courses (NRS108, NRS109, NRS110, NRS111, NRS113, and NRS115) there is a decrease in the proportion of students enrolled from various subpopulations such as African American, Asian, and Hispanic students and especially in Male students, however the course success rates remain comparable. Enrollment between male and female students show that the male student population when comparing proportion to the college overall is significantly different for male students.</p> <p>The overall feeling from faculty is that many students lack sufficient reading and comprehension skills, which is necessary for successful completion of the program. Additionally, we have noticed progressively lower GPA and TEAs scores among applicants. Many students are not prepared for the rigor of a nursing program.</p>
<p>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.</p>	<p>The identified gaps are directly related to student enrollment. Historically, more women tend to gravitate toward nursing than do men; especially in rural areas. Recruitment is one method of increasing male student enrollment into the Nursing Program. Currently, the Nursing Program:</p> <ul style="list-style-type: none"> ● Attends college and community activities ● Actively promotes all nursing program options <ul style="list-style-type: none"> ○ Banners ○ Bucksliips ● Nursing Information meetings held monthly
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>No, students enrolled in the courses of practical nursing is not representative of our total student population and district demographics. Due to the lower course enrollments declining more, the proportions change more rapidly. There is a much larger percentage of female students enrolled in practical nursing than what's typical in the college overall making nursing a predominantly female program.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The students served in this program are not comparable to the district population and college enrollment profile overall. Currently the college is at 74% Caucasian students overall whereas the nursing program is a little higher at 81%. This in turn shifts our Hispanic student population the most with 17% in our college overall but fewer in the nursing program with 11.5% enrollment. This program does enroll a much higher proportion of female students with 92.7% enrolled in the nursing program overall as compared to only 60% enrolled at the college on average.</p>
<h3>Review Results</h3>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The practical nursing program is very similar in that it is stackable to the Nursing ADN degree and is also very established and doing very well in retaining and completing students, and the waitlist for the program is still continuing despite annually filling every seat that we can. Potential action could be to continue to evaluate if our clinic sites are satisfied with preparation for students. Currently we</p>

		have a job placement rate of 100% in our community.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The intended action steps are to ensure that we continue to strive and work with academics and our advisory council to meet the needs of our community.
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	In the future, the program faculty mentioned a need to evaluate the current gap for student preparation in sufficient reading and comprehension skills. This is necessary for a successful completion of the program and we want to evaluate a way to develop these in addition to the program objectives of the specific practical nursing degree.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Continued efforts are underway to ensure that the cohort sample is similar to the demographics of our community and our region. Currently in health care, there is a need for more spanish speaking and ESL students as our hispanic population is growing in our communities. We are working to match that needed skill set for our community and have discussed ideas for specific courses that have specialities in language like Healthcare Spanish to cover important introductory terms needed in a healthcare setting.
	Resources Needed	N/A
	Responsibility Who is responsible for completing or implementing the modifications?	Faculty leaders from health professions will work with the deans to ensure the proper resources have been allocated.

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY2021-FY2025
Discipline Area:	ART 150 + 601
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	

<p>Program Objectives What are the objectives of the discipline?</p>	<p>The Associate of Fine Art (AFA) degree prepares students to transfer to a professional Bachelor of Fine Arts (BFA) degree with concentrations in a variety of fine and commercial art fields such as Drawing, Painting, Sculpture, Graphic Design, Videography, and Photography, including requisite portfolio reviews. The AFA degree also prepares students for entry level positions in the fields of art and design.</p> <p>Students who pursue an AA in Art and transfer to complete a BA in Art can pursue careers in Art Education, Museum Studies, and Art History.</p>
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>For the AFA program, the following learning outcomes have been established and are assessed during the capstone course, Life Drawing 213. Percent of students achieving each outcome are reported during the annual assessment cycle, and program improvements are implemented based on discussion of those results.</p> <p>Learning Outcomes:</p> <p>Materials and Methods: Students will create conceptually charged artworks using techniques, materials and methods appropriate to the intended result.</p> <p>Critical Analysis: Students will clearly communicate the cultural content, historic context, and artistic processes of their work visually, orally, and in writing</p> <p>Professional Practices: Students will model current professional practices and procedures within their field while focusing on developing a cohesive art portfolio.</p>

	<p>The discipline contributes to other fields of study through offering critical perspectives on human history, ethics, communication skills, creativity and the human legacy of art-making from prehistoric cave painting through contemporary architectural engineering. The Art Appreciation course and the Art History sequence provide relevant aesthetic development and historical context to students pursuing the GECC. Further, several of the studio courses are available to students to fulfill their personal health and development Sauk graduation requirement.</p> <p>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?</p> <p>Disciplines in art contribute to the mission of SVCC through engaging the community in lifelong learning, public service and economic development on a myriad of levels.</p> <ol style="list-style-type: none"> a. Our courses prepare students to be working artists that contribute to the local economy. b. Our program enriches student's perspectives in the value of scholarship that include but are not limited to research methodology. c. Our program helps to develop student's value of an engaged community and purpose for public service. d. The Art Gallery has continued to be a professionally operated exhibition space that is both an aesthetic boost to the campus and local community as well as a living laboratory for learning in our course curriculum.

<p style="text-align: center;">Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>		
<th style="text-align: center;">Indicator 1: Need</th> <th style="text-align: center;">Response</th>	Indicator 1: Need	Response
	<p>SVCC assures all courses and programs are current and high quality through its curricular development process and through the academic planning process. The faculty-led curriculum committee is the central body through which course and program development is organized.</p> <p>This course and program creation/modification process is described in the SVCC Curriculum Committee Manual:</p> <ol style="list-style-type: none"> 1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form and relevant course outline(s) and syllabi are submitted to the College's Curriculum Committee. 2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, members vote to approve or deny the course/program additions or revisions. 3. All new programs must be approved by SVCC's Board of Trustees. 4. The new courses, programs, or modifications are then sent to ICCB with supporting evidence of need, IAI approval, or transferability. <p>Needs and changes to program offerings are identified through the academic planning process, which aligns the mission and strategic goals of the college with the program's objectives. Items can originate with departmental initiatives, information from student services regarding transfer, acceptance, or changes in IAI requirements, and/or review of assessment of student learning data.</p>	
	<p>1.2 How will students be informed or recruited for this discipline?</p> <p>College catalog, department website, academic advising, partnerships with high schools that involve interest assessment, career coaching, pathway planning, recruitment fairs, and dual-credit class offerings in area high schools.</p>	

	<p>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?</p>	<p>The following courses were deleted to streamline the curriculum:</p> <p>ART 251- Sculpture 2– was not transferable to other institutions.</p> <p>ART 271-Professional Practices had not been offered in over ten years,</p> <p>ART 118- Non-Western Art was deleted as the content of that course was largely being covered in the revamped ART 119 Art Appreciation Course.</p>
	<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>There are a total of eight studio art courses and three art history courses that are specifically included within both the AA degree with a concentration in ART and the AFA degree. This degree specifically prepares to pursue a bachelor's in arts. The largest need within these courses are in ART 101: 2-D Design Foundations, ART 113 and ART 114, ART 213: Life Drawing, and ART 121: Renaissance thru Romantic Art. The highest demand course is ART 113, as it currently fulfills both the program requirements and a graduation requirement for all students.</p>
	<p>Indicator 2: Cost Effectiveness</p>	
	<p>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?)</p>	

	<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>The bulk of the budget is associated with instructor salaries. The program deficits have been reduced in the last five years through a systematic review of off site instructional practices and streamlining of curricular offerings. The instructional supply costs for the program are budgeted at 18,000 per year, while revenue from fees are approximately 12,000 per year, so the team recommends a review of the fees associated with studio courses. The program costs also support the Art Gallery, which provides a learning laboratory for students as well as a high-visibility cultural space for the community.</p> <p>In the past 5 years we have attempted to make the program more cost effective through several ways:</p> <ul style="list-style-type: none"> a. We offer concurrent courses that boost student enrollment. Drawing I&II, Life Drawing I&II, Oil Painting I&II have run concurrently. b. We have reduced the number of times per year that we offer 2D Design, 3D Design, Life Drawing and Oil Painting classes to help boost enrollments. c. We have cut Summer and Evening courses to help increase our attendance in the Fall and Spring Semesters. 		
	<p>2.3 Is there a need for additional resources?</p>	<ul style="list-style-type: none"> • 10 new 13-inch ipad Pros with Procreate drawing app and apple pencils. • 5 multiple lens Canon EOS Rebel camera systems. • Inkjet printers: 13x19; 17x22; the program is also partnering with the College print center for laser printing (with chargebacks) 		
	<p>Indicator 3: Quality</p>		<p>Response</p>	
	<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>		<p>For Art there is really a majority of traditional face to face sections. For the purposes of the program, face to face has always been more appropriate than online, however evening courses could expand the number of nontraditional students enrolled in the program.</p>	
	<p>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?</p>		<p>All program courses are delivered face to face.</p>	

	3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The annual evaluation process includes classroom observations each year for non-tenured faculty and once every three years for tenured faculty. A yearly self-evaluation considers instructional changes and program improvements made by the faculty member. Student course evaluations serve as another data point for instructor performance.
	3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Funding for discipline-specific conferences, internal trainings related to developing technologies, and student support strategies is offered through the Faculty Development Committee, as well as in-house programming presented by Instructional Design, SVCC employees, and invited speakers.
	3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Professor Glenn Bodish served on the IAI panel for three years. The art history courses were called for course reviews in 2021 and 2022 and were accepted after revision.
	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?	Students who display concerning patterns of attendance, behavior, or work quality are referred to student services through the campus early alert program. The TRIO program serves students whose demographics place them in at-risk groups—these students receive additional tutoring and advising support, as well as 5-week progress reports. Early alert linkage to student services, individual meetings with instructors, and referral to academic, financial, mental and physical health resources as needed are used to offer extra support.
	3.7 To what extent is the discipline integrated with other instructional programs and services?	Transfer and GECC area faculty participate in mapping and review of course objectives to ensure instructional objectives across the GECC are met prior to awarding degrees and certificates via our assessment process. Program students can access a wide range of academic support services, including the testing center, disability support office, and the learning commons library, tutoring, and writing center.
	3.8 What does the discipline or department review when developing or modifying curriculum?	Instructors review research updates in the discipline, requirements for successful transfer/licensing, availability of textbook and other supporting resources, IAI requirements, and practices of peer and transfer institutions when modifying curriculum.

	<p>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?</p>	<p>ART 120 - prehistoric through medieval art is one course that has shown some lower success rates. One concern in this course is that there were issues hiring and retaining a qualified instructor after the departure of a long-term adjunct faculty member. A new instructor has been sought and course success will be monitored to determine if student success improves.</p> <p>In studio art classes, The Art Department chair personally reaches out to students that are not meeting assignment requirements and directly contacts advisors and registrar concerning retention of students.</p>
	<p>3.10 How does the college determine student success in this discipline?</p>	<p>Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, employment.</p> <p>The program learning outcomes are measured during the capstone course to determine the number of students able to demonstrate the required competencies.</p>
	<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>The program will consider the following actions:</p> <ul style="list-style-type: none"> • Explore articulation agreements with 4-year BFA programs. • More formal data tracking process for BFA enrollments • Create section of ART 113 for general education students (non-majors) • Creating a more robust orientation for Art students. • Improve advising and department relationship, advisor education, and advising program sheets. • Create an orientation video that helps students understand how to select a program of studies and how to follow the recommended course sequence. • Extracted all CTE digital design courses from the art curriculum to reduce student confusion and incorrect program preparation.
<p>List any barriers encountered while implementing the discipline.</p>		

Challenge # 1: Student Time Commitment Required For Success

One challenge that we face is preparing students to meet the expectations required to be successful in the field of Art. Since studio courses are 6 credit hours per week students are too often unprepared to meet the time commitment necessary to succeed. In class hours coupled with out of class time commitments can be difficult for students to manage. An additional area of concern includes athletic and other student activity scheduling during afternoon course times. Dedication and passion for the Arts is paramount for student success in this highly competitive field. The primary goal of an arts foundation transfer program is to provide a solid theoretical framework in the Arts coupled with a disciplined studio practice where students have access and training in the use of a variety of materials and techniques.

Challenge #2: Correct Advising /Scheduling for Program of Study

Another challenge is educating our advisors and high school art instructors in informing students about the importance of following the recommended program of study. Consistent practice and continuity help students in building a portfolio of work required for transfer.

Challenge #3 Cultural Perception of Employment

Low enrollment and retention rates are always a challenge in the field of Art. It is a field that is perceived to be an unreliable source of income, therefore, it is a field that few are encouraged or supported to enter. This coupled with the student's ideas about art and unrealistic ideals of what it means to be an artist keep students from entering the field of study and makes it a challenge for retention. There is some truth to perception about the difficulties in making art a career. This is particularly true when students are not prepared or realistic about the career options available and the commitment necessary to be successful. Three things about this path of study are true and need to be communicated to students up front:

1. You can make a good life for yourself in the Arts.
2. At times you need to be prepared to compromise your ideals and follow any and all creative opportunities available.
3. Successful artists work hard, practice their verbal, visual and written communication skills, are extremely well educated and have a resolute dedication to their craft throughout their lifetime.

Performance and Equity

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

Academic Discipline Area	ART 601				
Course Title	ART 101: 2-D Design Foundations				
Course Description	An introduction to two-dimensional design through the analysis of visual principles as they apply to design problems.				
	2020	2021	2022	2023	2024

Number of Students Enrolled	15	14	14	14	19					
Credit Hours Produced	45	42	42	42	57					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.7	85.7	85.6	100	89.5					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ART907	ART907	ART907	ART907	ART907					
How does the data support the course goals? Elaborate.	The studio art program courses are designed to afford significant one-on-one interaction between the instructor and the students, thus creating a pathway for students to receive constant feedback on their processes and improve their techniques to the best of their abilities. The emphasis is on building a community of artists who support each other and help each other build an environment of constructive feedback. This emphasis is reflected in the high success rates for the course.									
What disaggregated data was reviewed?	The disaggregated data reviewed are race/ethnicity and gender for enrollment and course success rates.									
Were there identifiable gaps in the data? Please explain.	Very low success and enrollment trends identified for both African American and male students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion.									
Performance and Equity										
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.										
Academic Discipline Area	ART601									
Course Title	ART113: Basic Drawing I									
Course Description	In this beginning drawing course, the student will learn how to hone their perceptual skills and explore a variety of art making materials, tools and techniques.									
	2020	2021	2022	2023	2024					
Number of Students Enrolled	33	22	26	24	25					
Credit Hours Produced	99	66	78	72	75					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.8	90.8	76.9	95.8	84.0					

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ART904	ART904	ART904	ART904	ART904
How does the data support the course goals? Elaborate.	The studio art program courses are designed to afford significant one-on-one interaction between the instructor and the students, thus creating a pathway for students to receive constant feedback on their processes and improve their techniques to the best of their abilities. The emphasis is on building a community of artists who support each other and help each other build an environment of constructive feedback. This emphasis is reflected in the high success rates for the course.				
What disaggregated data was reviewed?	The disaggregated data reviewed are race/ethnicity and gender for enrollment and course success rates.				
Were there identifiable gaps in the data? Please explain.	Very low success and enrollment trends identified for both African American and male students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion.				
Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	ART601				
Course Title	ART102: 3-D Design Foundations				
Course Description	In this 3-D Foundations design course the student will learn how to hone their perceptual skills and sculptural design techniques, apply the elements and principles of design and create visually and conceptually charged works of art.				
	2020	2021	2022	2023	2024
Number of Students Enrolled	9	9	13	16	14
Credit Hours Produced	27	27	19	48	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.9	100	84.6	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ART908	ART908	ART908	ART908	ART908
How does the data support the course goals? Elaborate.	The studio art program courses are designed to afford significant one-on-one interaction between the instructor and the students, thus creating a pathway for students to receive constant feedback on their processes and improve their techniques to the best of their abilities. The emphasis is on building a community of artists who support each other and help each other build an environment of constructive feedback. This emphasis is				

	reflected in the high success rates for the course.				
What disaggregated data was reviewed?	The disaggregated data reviewed are race/ethnicity and gender for enrollment and course success rates.				
Were there identifiable gaps in the data? Please explain.	Low enrollment trends identified for both African American and male students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion. Although persistence and success rates are similar to that of the average from other populations.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	ART601				
Course Title	ART114: Basic Drawing II				
Course Description	An investigation of drawing through the use of color, with an emphasis on observational representation and thematic development through descriptive and expressive means.				
	2020	2021	2022	2023	2024
Number of Students Enrolled	9	7	11	9	10
Credit Hours Produced	27	21	33	27	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.8	100	81.8	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ART905	ART905	ART905	ART905	ART905
How does the data support the course goals? Elaborate.	The studio art program courses are designed to afford significant one-on-one interaction between the instructor and the students, thus creating a pathway for students to receive constant feedback on their processes and improve their techniques to the best of their abilities. The emphasis is on building a community of artists who support each other and help each other build an environment of constructive feedback. This emphasis is reflected in the high success rates for the course.				
What disaggregated data was reviewed?	The disaggregated data reviewed are race/ethnicity and gender for enrollment and course success rates.				
Were there identifiable gaps in the data? Please explain.	Low enrollment trends identified for both African American and male students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion. Although persistence and success rates are similar to that of the average from other populations.				

Performance and Equity

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

Academic Discipline Area	ART601				
Course Title	ART120: Prehistoric thru Medieval Art				
Course Description	The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements.				
	2020	2021	2022	2023	2024
Number of Students Enrolled	14	12	11	14	11
Credit Hours Produced	42	36	33	42	33
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	81.8	71.4	72.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2901	F2901	F2901	F2901	F2901
How does the data support the course goals? Elaborate.	The art history courses are IAI GECC courses, which means that the population of students includes both art and non-art students. In general, students taking the course for GECC rather than program credit find the courses more challenging— the courses require significant reading, research, writing, and analysis skills. Overall, student success rates are on par with other general education fine arts and humanities courses.				
What disaggregated data was reviewed?	The disaggregated data reviewed are race/ethnicity and gender for enrollment and course success rates.				
Were there identifiable gaps in the data? Please explain.	Very low success and enrollment trends identified for both African American and male students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	ART601				
Course Title	ART121: Renaissance thru Romantic Art				
Course Description	This is a continuation of Prehistoric through Medieval Art. The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements.				
	2020	2021	2022	2023	2024

Number of Students Enrolled	14	18	18	17	15					
Credit Hours Produced	42	54	54	51	45					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.5	77.8	88.9	82.4	93.3					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2902	F2902	F2902	F2902	F2902					
How does the data support the course goals? Elaborate.	The art history courses are IAI GECC courses, which means that the population of students includes both art and non-art students. In general, students taking the course for GECC rather than program credit find the courses more challenging—the courses require significant reading, research, writing, and analysis skills. Overall, student success rates are on par with other general education fine arts and humanities courses.									
What disaggregated data was reviewed?	The disaggregated data reviewed are race/ethnicity and gender for enrollment and course success rates.									
Were there identifiable gaps in the data? Please explain.	Very low enrollment trends identified for both African American and male students, but significantly lower success rates only for African American students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion.									
Performance and Equity										
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.										
Academic Discipline Area	ART601									
Course Title	ART122: Modern Art									
Course Description	This is a continuation of Renaissance through Romantic Art. The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture in Western society, focusing on major artistic styles and movements.									
	Year 1	Year 2	Year 3	Year 4	Year 5					
Number of Students Enrolled	17	16	12	13	20					
Credit Hours Produced	51	48	36	39	60					

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94.1	100	100	92.3	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2902	F2902	F2902	F2902	F2902
How does the data support the course goals? Elaborate.	The art history courses are IAI GECC courses, which means that the population of students includes both art and non-art students. In general, students taking the course for GECC rather than program credit find the courses more challenging— the courses require significant reading, research, writing, and analysis skills. Overall, student success rates are on par with other general education fine arts and humanities courses.				
What disaggregated data was reviewed?	The disaggregated data reviewed are race/ethnicity and gender for enrollment and course success rates.				
Were there identifiable gaps in the data? Please explain.	Low enrollment trends identified for both African American and male students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion. Although persistence and success rates are similar to that of the average from other populations.				
Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	ART601				
Course Title	ART213: Life Drawing I				
Course Description	In this life drawing course the student will learn how to hone their perceptual skills and art making technique.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	1	1	1	1
Credit Hours Produced	3	3	3	3	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	87.5	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The studio art program courses are designed to afford significant one-on-one interaction between the instructor and the students, thus creating a pathway for students to receive constant feedback on their processes and improve their techniques to the best of their abilities. The emphasis is on building a community of artists who support each other and help each other build an environment of constructive feedback. This emphasis is				

	reflected in the high success rates for the course.
What disaggregated data was reviewed?	The disaggregated data reviewed are race/ethnicity and gender for enrollment and course success rates.
Were there identifiable gaps in the data? Please explain.	Low enrollment trends identified for both African American and male students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion. Although persistence and success rates are similar to that of the average from other populations.
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The program will consider the following actions: <ul style="list-style-type: none"> Explore articulation agreements with 4-year BFA programs. More formal data tracking process for BFA enrollments Create section of ART 113 for general education students (non-majors). Improve advising and department relationship, advisor education, and advising program sheets. Create a robust orientation video that helps students understand how to select a program of studies and how to follow the recommended course sequence.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program has experienced increased enrollments and increased successful completions over the past five years. Student success in capstone learning assessments stands at 100% of AFA students meeting or exceeding standards. The program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The disaggregated data on enrollment shows a low program enrollment among African American Males. This data is consistent with other college data, and should be considered for college-wide strategic action and intervention. The SVCC IR Department now has access to Lightcast data for Fine/Studio Arts workforce data in Bureau, Carroll, Lee, Ogle, and Whiteside counties in the SVCC district. Data for Q3 2024 indicates this program has a racial diversity of 40% and a gender diversity of 80%. Four program graduates were Hispanic and 8 of 10 graduates were female. Students enrolled in Art classes may not be declared in either the AA/ART concentration or the AFA program. Students in some Art classes may be taking one or more classes to satisfy AA/AS degree requirements in disciplines other than Art.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Overall, the art program is successful. We are meeting our program learning objectives, operating as cost efficiently as possible, contributing to the enrollment of other academic programs, and offering significant scholarly activities and cultural events to the students, the college, and the community. The recommended modifications are largely related to improved communication with entering students, enrollment efficiency, and greater transparency in data collection and dissemination.
Resources Needed	<p>Equipment:</p> <ul style="list-style-type: none"> 10 new 13-inch ipad Pros with Procreate drawing app and apple pencils.

	<ul style="list-style-type: none"> • 5 multiple lens Canon EOS Rebel camera systems. • Inkjet printers: 13x19; 17x22; the program is also partnering with the College print center for laser printing (with chargebacks)
Responsibility Who is responsible for completing or implementing the modifications?	<ul style="list-style-type: none"> • Explore articulation agreements with 4-year BFA programs. Patrice Hess; Jessica Wilkins • More formal data tracking process for BFA enrollments Aaron Schupbach-Roe • Create section of ART 113 for general education students (non-majors). Patrice Hess; Glenn Bodish • Improve advising and department relationship, advisor education, and advising program sheets. Patrice Hess; Mandy Aldridge; Glenn Bodish • Create a robust orientation video that helps students understand how to select a program of studies and how to follow the recommended course sequence. Glenn Bodish; Jim Grot; Mandy Aldridge

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:	2021-2025
Review Area:	Academic Advising
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.	Amy Forsberg, Academic Advisor/Retention Specialist Jessica Wilken, Academic Advisor and Transfer Specialist Mandy Aldridge, Director of Admissions and Academic Advising Eann Cox, Academic Advisor and Career Specialist Riley Gober, Academic Support Coordinator/Advisor Jennifer Hooker, Mental Health and Academic Counselor/Assistant Professor I Valerie Kern-Lyons, Professor, Mental Health and Academic Counselor Christy Lincoln, Assistant Professor I, Psychology Dallas Knack, Executive Director: Sauk Valley Area Chamber of Commerce

<p>Mission How does the program/service contribute to the mission of the college?</p>	<p>Academic Advising Mission Statement: To foster collaborative student-advisor relationships centered on developing and defining personal, academic, and career goals and introducing appropriate resources to achieve those goals.</p> <p>Goals</p> <p>Provide access to professional academic advisors who demonstrate care and respect.</p> <p>Collaborate with students to create academic plans that reflect their personal, academic, and career goals.</p> <p>Provide information related to campus and community resources as appropriate to the individual student.</p> <p>Alignment with SVCC's Mission Statement: Sauk Valley Community College is more than just an institution. We are a community dedicated to teaching, scholarship, and lifelong learning. The Academic Advising department is nestled in the very heart of that community mission.</p> <p>Teaching & Scholarship: Advising supports student learning and academic achievement by guiding students in selecting appropriate courses, understanding academic pathways, and defining career goals.</p> <p>Lifelong Learning: Advisors connect students to campus and community resources that promote lifelong educational and professional development.</p> <p>Community Engagement & Public Service: By emphasizing career planning and community resource navigation, advising helps students develop skills for workforce readiness and civic engagement.</p>
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<p>Advancement of Equity</p> <p>How does the program/service help advance equity?</p>	<p>The Academic Advising program at SVCC is a central driver of equity, ensuring that all students have the support, resources, and guidance needed to achieve their academic and career goals. By providing personalized advising, culturally responsive support, and timely interventions, the program closes opportunity gaps and creates an inclusive environment where every student has a fair chance at success.</p> <p>SVCC's advising program proactively addresses systemic barriers that historically underserved students face by:</p> <ul style="list-style-type: none"> Offering personalized advising sessions to help students navigate complex academic pathways, transfer opportunities, and social/emotional adjustment to college. Providing targeted outreach to first-generation, low-income, adult learners, and other students who may need additional guidance in understanding college processes. Academic advisors demystify the registration, course selection, and academic planning process to ensure equitable access to education for all students. Helping students connect with campus resources (e.g., tutoring, financial aid, mental health support) to increase retention and persistence. Encouraging participation in support programs, ensuring that all students feel included and valued in the college community. Advising services are available in multiple formats (in-person, virtual, and phone advising) to accommodate students with transportation, work, or family obligations. Communication materials and advising tools are accessible and designed to be inclusive, ensuring that all students can understand and navigate college resources effectively.
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	<p>Tracking student progress and offering interventions (e.g., additional check-ins, academic alerts) for students at risk of falling behind.</p> <p>Encouraging career exploration and transfer planning to help all students see a clear path toward degree completion and workforce success.</p> <p>Supporting non-traditional learners, including working adults and part-time students, by offering flexible scheduling and individualized academic plans.</p> <p>Collecting student feedback on advising experiences to ensure continuous improvement and responsiveness to diverse student needs.</p> <p>Collaborating with other student support services (e.g., TRIO, disability services, tutoring services) to provide a holistic and equitable student experience.</p>
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	<p>The Academic Advising program at Sauk Valley Community College is centered on fostering collaborative student-advisor relationships focused on developing, defining, and enhancing personal, academic, and career goals, and introducing appropriate resources to achieve those goals. This serves as the core mission of the Academic Advising Department.</p> <p>The overarching goals and objectives of the Academic Advising program include:</p> <p>Developing, defining, and enhancing students' personal, academic, and career goals.</p> <p>Introducing students to appropriate resources to achieve their goals.</p> <p>Educational planning, which includes transfer advising, workforce preparation, academic planning, educational program exploration, transfer planning, workforce preparation, course selection and registration assistance, and placement testing results analysis.</p> <p>Career exploration, encompassing career resources, career planning, and career counseling.</p> <p>Social and life transition advising, which involves building problem-solving and coping skills, providing college and community resource referrals, and identifying students' strengths and sources of support. This also includes food and housing insecurity assistance and referrals.</p> <p>Providing short-term clinical mental health counseling by qualified, licensed therapists.</p> <p>Serving as confidential campus resources for Title IX.</p> <p>Academic advisors are expected to:</p>
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	<p>Understand and effectively communicate curriculum and program requirements.</p> <p>Assist students in selecting courses based on personal, educational, and career goals.</p> <p>Explain institutional academic policies and procedures.</p> <p>Provide information related to college and community resources.</p> <p>Be reasonably accessible to students through various communication methods.</p> <p>Actively listen to students' concerns and respect their decisions.</p> <p>Discuss academic performance and its relation to success.</p> <p>Maintain confidentiality.</p> <p>Collaborate with students in creating and regularly updating educational plans.</p>
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	<p>The achievement of the Academic Advising program's objectives at Sauk Valley Community College is measured and assessed through a multifaceted approach, primarily driven by the program review process conducted every five years. This process serves as a comprehensive study of the program's quality and effectiveness.</p> <p>Here's a breakdown of how the achievement of objectives is measured and assessed:</p> <p>Program Review Process: The program review is a key mechanism for evaluating the Academic Advising program. It involves a thorough examination of the program against its mission and goals.. The review utilizes a template and requires the formation of a program review team. The findings of this review contribute to internal reports and institutional planning. The review process also aligns with the requirements of the Higher Learning Commission (HLC) for accreditation.</p> <p>Student Satisfaction Data: A significant tool used to assess the achievement of objectives is the Noel-Levitz Student Satisfaction Inventory (SSI). This survey is administered periodically to students and measures their satisfaction with various college services, including Academic Advising/Counseling, as well as the importance they place on these services.</p> <p>The SSI helps to identify the gap between the importance students place on advising services and their satisfaction with those services. A smaller gap generally indicates greater effectiveness.</p> <p>The SSI includes specific items related to advisor effectiveness, such as whether the academic advisor is approachable, helps set goals, is concerned about student success, and is knowledgeable about program and transfer requirements.</p> <p>SVCC compares its SSI data and satisfaction gaps in Academic Advising/Counseling to those of other</p>
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community colleges (custom, Midwestern, and national groups) to benchmark its performance. This allows the college to gauge the extent to which it is meeting student needs and expectations relative to its peers and on a wider scale.

In-House Surveys: In addition to the Noel-Levitz SSI, the Academic Advising program has utilized personalized, in-house surveys to gather specific feedback on aspects of their services or the impact of particular initiatives.

Alignment with Mission and Goals: The program review process explicitly requires an assessment of how the Academic Advising program aligns with the college's overall mission and the specific mission and goals of the advising department itself. This ensures that the activities and outcomes of the program are in line with the institution's strategic directions.

Financial Viability Analysis: While not directly a measure of objective achievement in terms of student service, the program review also examines the financial cost-effectiveness of the Academic Advising department. This analysis helps ensure the sustainability of the program in supporting its objectives.

Staffing Analysis: The program review includes an analysis of staffing trends and appropriateness. Adequate and qualified staffing is crucial for achieving the program's objectives of providing access to professional advisors and collaborating with students effectively. Peer college staffing levels are also reviewed for comparison.

Continuous Improvement Processes: The program review process itself is designed to promote continuous improvement. Findings from the review will lead to the development of action items aimed at enhancing the program and addressing any identified weaknesses or areas for improvement.

	<p>CAS Self-Assessment Guide: The CAS Self-Assessment Guide for Academic Advising Programs provides a comprehensive framework of standards and guidelines that could be utilized to measure the extent to which the program is meeting established best practices in areas such as mission, programs and services, student learning and development, assessment, and ethical practices. This framework emphasizes the importance of defining measurable learning, development, success, and program outcomes and using assessment results for improvement</p>
<p>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?</p>	<p>The following recommendations were provided to the Academic Advising program during the 19-20 program review:</p> <p>Explore the feasibility of adding an Administrative Assistant for Student Services</p> <p>Partially completed with the addition of the role of the Administrative Assistant to the Dean of Student Services and BACE. The need for a dedicated full-time Administrative Assistant to Student Services remains. Student Services is one of the largest functional areas on campus and comprises not only Academic Advising but several other areas within the Student Services division, which justifies a full-time dedicated position that is not split between Student Services and another area.</p> <p>Assess utilization of space in Student Services and explore which services are best suited for student services center - Complete (TRIO, Advising, Admissions, Financial Aid, Counseling, DSO, Student Activities, Recruitment). The need for additional space remains.</p> <p>Research potential services or software for texting students - Complete (Navigate360)</p>
<p>Indicator: Need</p>	

<p>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?</p>	<p>Academic Advising is considered an essential service at Sauk Valley Community College, with its establishment and ongoing operations aligned with both statutory and accreditation requirements. While academic advising itself may not be explicitly mandated by statute, community colleges are encouraged by state guidelines and accrediting bodies (such as the Higher Learning Commission and the Illinois Community College Board) to provide robust support services that ensure student success. In this context, Academic Advising is a statutory requirement in practice, as it is integral to meeting the institution's accountability and performance standards.</p> <p>SVCC meets these required elements through a structured approach that includes:</p> <p>Alignment with Professional Standards: The program is designed to meet or exceed the standards set by the Council for the Advancement of Standards (CAS) for Academic Advising Programs, as well as NACADA best practices.</p> <p>Continuous Monitoring and Data-Driven Decision Making: We regularly evaluate program performance using a combination of quantitative metrics (advisor-to-student ratios, retention and graduation rates, CSI and SSI data) and qualitative feedback from students, faculty, and staff. This ongoing review process ensures that any gaps in service are quickly identified and addressed.</p> <p>Professional Development and Training: Our comprehensive professional development program including NACADA, ILACADA, university articulation conferences, and specialized training sessions (e.g., for Navigate 360) ensures that our staff remains well-qualified and current with best practices in academic advising. This commitment to continuous improvement is a critical element in maintaining the quality of our services.</p> <p>Adherence to Regulatory Guidelines: SVCC's Academic Advising program is developed in accordance with state and federal regulations as well as institutional policies. Regular audits and assessments,</p>
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both internal and external, guarantee that the program consistently meets the required elements stipulated by accrediting agencies and regulatory bodies.

There are statutory requirements that are met by Academic Advisors or within the Academic Advising Department including,

Mental Health: HB 2152 requires a ratio of one clinical staff person per 1250 students.

International Students: 8 CFR 214.3. Each SEVP-certified institution must have a PDSO, whose duties include issues related to SEVP certification.

HOUSE Liaison: Public Act 102-0083 requires campuses to officially designate a homelessness liaison to assist students experiencing housing insecurity.

Drug-Free Schools and Campuses: Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226), the Drug-Free Workplace Act 1988 (Public Law 100-690), and the Illinois Drug-Free Workplace Act of 1986 (PA 86-1459)

Our Academic Advising program not only fulfills statutory and regulatory requirements but also serves as a cornerstone of our College mission to provide high-quality, equitable support to all students.

1.2 What is the **need** for this program/service and how does the institution determine **need**?

The need for the Academic Advising program at Sauk Valley Community College is both critical and multifaceted. First and foremost, Academic Advising is central to supporting our mission of quality teaching, lifelong learning, and community engagement. It ensures that students receive the personalized guidance necessary to navigate academic requirements, make informed course selections, and successfully transfer to four-year institutions or enter the workforce.

Our institution determines this need through a combination of quantitative and qualitative methods:

Enrollment Trends and Advisor-to-Student Ratios: Historical data shows that our advisor-to-student ratio has improved from 1:263 in 2021 to 1:232 by 2024. These numbers are still high for Academic Advisors with the amount of outside and administrative responsibilities expected of SVCC Academic Advisors. Projected growth from the Impact program will also amplify the demand for robust advising services, with the total number of Impact students likely pushing the advisor-to-student ratio back towards 2021 numbers, or higher.

Retention and Graduation Rates: Positive trends in retention and graduation rates, as reflected in our CSI data, confirm that effective advising contributes significantly to student success. These metrics are continuously monitored to ensure that the program meets student needs.

Survey Data (SSI & CSI): Our Student Satisfaction Inventory (SSI) data from 2021 indicate high satisfaction scores in key areas such as advisor approachability (6.5/7) and clarity in academic guidance (6.3/7). The Campus Satisfaction Index (CSI) has also shown improvements, reinforcing that our services are valued by the campus community.

Student, Faculty, and Staff Input: Survey comments provide direct insight into student experiences, highlighting strengths such as personalized support and clear communication, while also identifying areas for improvement.

CAS Self-Assessment and Benchmarking: Our CAS self-

assessment, along with comparisons to peer institutions, further substantiates the need for ongoing enhancements in academic advising. These external benchmarks ensure that our practices are aligned with national standards and best practices for Academic Advising Programs.

These data points and assessments demonstrate that Academic Advising is not only essential for supporting individual student success but is also a strategic component of our institutional mission. As enrollment increases, particularly with the expansion anticipated from the Impact program, the need for well-resourced, data-driven advising will become even more pronounced.

<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Student usage of the Academic Advising program is measured through several key indicators that collectively demonstrate robust engagement and consistent demand for our services. We track usage through scheduled advising appointments, walk-in sessions, and digital interactions via our appointment system. For example, our data show that the advisor-to-student ratio has improved from 1:263 in 2021 to 1:232 by 2024, indicating that students are increasingly engaging with advising services.</p> <p>Additionally, usage metrics from the Campus Satisfaction Index (CSI) and the Student Satisfaction Inventory (SSI) reflect positive trends in the number of advising contacts and overall satisfaction with service accessibility. These metrics are supported by qualitative feedback from student surveys, which frequently highlight the ease of scheduling appointments and the availability of walk-in sessions. Such comprehensive data points affirm that academic advising is a well-utilized and essential service for our students.</p> <p>First-time degree-seeking students are required to meet with an Academic Advisor in order to register for classes. This policy ensures that new students select classes applicable to their chosen paths. In addition, all degree-seeking students must meet with an academic advisor as part of their FYE course. During this initial appointment, all students will work with their advisor to create an academic plan. This plan will guide students through their degree program and is often tailored to the student's transfer goals. In this sense, academic advising is a mandatory activity in which all degree-seeking students must participate to some extent.</p>
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<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Student usage of the Academic Advising program is robust and indicates a high level of engagement though some gaps become apparent when usage is compared to current and predicted need..</p> <p>Retention and graduation rates have improved in tandem with increased advising contacts, which demonstrates that students are actively seeking support.</p> <p>Qualitatively, feedback from student surveys (SSI) highlights that while most students appreciate the personalized guidance they receive, some at-risk groups, such as first-generation, TRiO-eligible, and non-traditional students, report longer wait times and less proactive outreach. This suggests that although overall usage is high, the intensity of support may not fully meet the needs of these vulnerable populations.</p> <p>With the anticipated 20% enrollment increase driven by the Impact program, the demand for advising is expected to rise. This projected growth implies that our current usage, although strong, may soon be stretched beyond our existing capacity.</p> <p>Student usage of Academic Advising is strong and growing, though there remains a gap between the current service utilization and the full scope of student needs, especially for students who require more intensive support. This insight is driving our focus on strategies to further reduce advisor-to-student ratios, enhance proactive outreach, and optimize service delivery to ensure that all students receive the support they require.</p>
<p>Indicator: Cost</p>	

	<p>Expenditures for the Academic Advising department primarily cover staffing, technology investments, professional development, and supplies. Over the five-year review period, the department has maintained a stable expenditure profile, with operational costs varying little from year to year. Cost-saving measures such as reduced travel and efficient training practices have helped ensure that the department maintains a reasonable budget while still investing in critical initiatives.</p> <p>Historically, expenditures on low-cost software solutions (e.g., Who's Next and NURO) were initially attractive but ultimately unsustainable. In January 2025, a strategic decision was made to invest in Navigate 360, a robust enterprise-level management system. Although this required a higher upfront investment and significant training, it is expected to yield long-term operational stability and enhanced data tracking.</p> <p>Overall, our expenditures are carefully managed to support high-quality advising services, continuous professional development, and sustainable technology upgrades all of which are critical to our mission of supporting student success.</p>
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2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?

The Academic Advising program at Sauk Valley Community College is primarily funded through the institutional budget. This funding supports core operations such as staffing, technology investments, and professional development. To ensure sustainability and maximize the effectiveness of available resources, the department employs several cost-effective strategies, including:

Efficient Budget Management: Rigorous monitoring of expenses has allowed us to operate mostly within our allocated budget, with operational costs maintaining a variance of 10% over the past five years.

Strategic Technology Investments:

In the past, the department invested in low-cost software solutions (e.g., Who's Next and NURO), which initially reduced costs but ultimately proved unsustainable due to product discontinuation.

In January 2025, we shifted to Navigate 360, a robust, enterprise-level management system. Although this required a higher upfront investment and additional training, Navigate 360 offers long-term stability and enhanced data tracking, reducing the risk of recurring costs associated with unstable platforms.

Cost-Saving Operational Measures:

We have minimized travel expenses and optimized training protocols to reduce overhead without compromising service quality.

Streamlined administrative processes and data-driven decision-making have contributed to overall operational efficiency, ensuring that each dollar spent directly supports high-quality advising services.

Focused Professional Development:

Investment in continuous professional development—through targeted training sessions and workshops—ensures that advisors remain up-to-date in their approaches and effective in leveraging new technology. This proactive approach not only improves service quality but also contributes to long-term cost savings by

	<p>enhancing operational productivity.</p> <p>Together, these strategies ensure that the Academic Advising program remains fiscally sustainable while continuing to support student success and align with the College's mission.</p>
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Indicator: Quality

<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>The Academic Advising program at SVCC measures its performance against a variety of quality benchmarks and standards to ensure continuous improvement and alignment with best practices. Our assessment is grounded in nationally recognized frameworks such as the Council for the Advancement of Standards (CAS) for Academic Advising Programs and NACADA best practices. Specifically:</p> <p>CAS Standards: Our recent CAS self-assessment confirms that our practices largely meet professional standards for academic advising. This assessment examines key areas such as accessibility, advisor competencies, data-driven decision-making, and ethical practices. Although the evaluation indicates strong compliance in many areas, it also highlights opportunities for further enhancement in data analytics and ongoing professional development.</p> <p>NACADA Best Practices: We adhere to NACADA guidelines, which inform our continuous improvement processes. Regular reviews, data collection, and benchmarking against NACADA standards help us identify strengths and pinpoint areas for improvement in service delivery and student outcomes.</p> <p>Benchmarks: We use internal metrics—such as advisor-to-student ratios, retention rates, and graduation statistics—as well as CSI and SSI survey data. For example, our advisor-to-student ratio has improved from 1:263 in 2021 to 1:232 by 2024, and our overall satisfaction scores (CSI) have increased by approximately 10–15% over the review period. These quantitative metrics are compared against both historical baselines (e.g., 2019 data) and, where available, national or regional benchmarks from peer institutions.</p> <p>Continuous Monitoring and Feedback: Surveys and performance reviews ensure that we remain responsive to student needs. The qualitative feedback supported by data from our CSI and SSI surveys provides actionable insights that are integrated into our strategic planning. This approach not only meets quality benchmarks but also drives iterative improvements across</p>
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all aspects of our advising services.

By benchmarking our performance against CAS and NACADA standards and continuously monitoring key performance indicators through CSI/SSI surveys, we ensure that our Academic Advising program maintains high-quality, student-centered services and is positioned for ongoing improvement.

<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>Sauk Valley Community College ensures that all staff within the Academic Advising program are highly qualified and appropriately equipped to provide outstanding student support through a multifaceted approach that includes rigorous hiring practices, ongoing professional development, and continuous performance evaluations.</p> <p>Staff are recruited based on clearly defined job responsibilities and qualifications that align with SVCC's mission, professional licensure standards for mental health counselors, and CAS standards for Academic Advising Programs.</p> <p>The hiring process includes a thorough review of candidates' educational backgrounds, experience in academic advising, and commitment to student-centered service. New hires undergo a comprehensive onboarding process that familiarizes them with SVCC's academic policies, advising protocols, and the latest technology tools.</p> <p>All advisors participate in extensive, continuous professional development, including NACADA and ILACADA training sessions, articulation conferences, Title IX workshops, and mental health first aid courses.</p> <p>Dedicated training sessions on the newly implemented Navigate 360 system are conducted to ensure that advisors are proficient in using the platform for scheduling, data tracking, and proactive student outreach.</p> <p>Professional development initiatives are designed to address both technical skills and equity-responsive advising practices, ensuring that staff are well-equipped to support a diverse student population.</p> <p>Continuous monitoring of advisor performance is achieved through regular performance reviews and feedback collected from student, faculty, and staff surveys (CSI and SSI data).</p> <p>The CAS self-assessment process is integrated into our evaluation framework, allowing us to measure adherence</p>
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to professional standards and identify areas for improvement.

Ongoing data analysis provides actionable insights that inform targeted training and adjustments to advising practices.

Our CAS self-assessment confirms that our advisors meet or exceed national standards, ensuring that each staff member is not only qualified but also continuously improving to meet evolving best practices in academic advising.

This commitment to CAS standards is reinforced through structured professional development and regular benchmarking against peer institutions.

Through this comprehensive approach, SVCC guarantees that every academic advisor is qualified, current on best practices, and dedicated to providing exceptional support that directly contributes to student success and aligns with the College's mission.

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?

Over the past five years, the Academic Advising program has implemented several innovations that other colleges may find instructive, particularly in the areas of technology integration, peer-led support, and data-driven continuous improvement.

One major innovation is our strategic adoption of Navigate 360—a robust, enterprise-level management system that replaced previous low-cost scheduling and retention software. Navigate 360 offers comprehensive features such as detailed student progress tracking, efficient appointment scheduling, and faculty alert integration. Although the system launched in January 2025 and its full impact will continue to unfold, early results indicate that it is streamlining operations and enabling advisors to proactively intervene when students show early signs of academic difficulty. This technological shift is expected to contribute significantly to improved retention and graduation rates over time.

In addition, we have integrated a successful Peer Mentor program into our suite of student support services. This program leverages well-trained students to provide supplemental guidance, academic support, and social integration for all SVCC students. Peer mentors offer a relatable perspective and have proven effective in increasing student engagement and satisfaction. They help to extend the reach of our advising services by offering one-on-one support, sharing practical advice on navigating campus life, and serving as a bridge between students and formal academic advising. This innovation fosters a supportive community that reinforces academic success.

Finally, our continuous improvement processes—underpinned by regular analysis of Campus Satisfaction Index (CSI) and Student Satisfaction Inventory (SSI) data, along with our CAS self-assessment—ensure that all processes are continuously refined to meet evolving student needs. The combination of these technological, peer-led innovations and continuous improvement efforts have resulted in more personalized advising, timely interventions, and better resource allocation, all of which contribute to higher retention and graduation rates. These innovations offer a comprehensive model that other institutions might adopt to enhance their own academic

advising and student support services.

<p>3.4 What are the strengths of this program or service?</p>	<p>The Academic Advising program at Sauk Valley Community College boasts several key strengths that contribute significantly to student success and set our services apart as a model for best practices in higher education.</p> <p>First, our advising staff is exceptionally experienced and knowledgeable, with many team members bringing extensive higher education experience to their roles. Their expertise, combined with an approach rooted in proactive and appreciative advising, fosters strong, enduring student-advisor relationships that are critical for guiding students through complex academic pathways.</p> <p>Our program's use of advanced advising software and tools further enhances service delivery. For example, the effective integration of digital scheduling systems and data tracking platforms allows us to monitor student progress closely and provide timely interventions. This flexibility in using technology complemented by a range of flexible appointment options ensures that all students, including first-generation and TRiO-eligible students, have ready access to personalized support. The strategic adoption of Navigate 360, a comprehensive, enterprise-level management system, is transforming the way advisors manage appointments, track student progress, and intervene proactively. This robust technological framework helps ensure that all students receive timely and effective support, even as enrollment increases.</p> <p>Collaborative and Multi-Modal Advising Approach: The program offers a variety of advising modalities including in-person appointments, video conferences, phone, and drop-in services allowing students to choose the format that best fits their schedules and needs. This flexibility enhances accessibility and ensures that advising services are available to a diverse student population.</p> <p>Proven Outcomes in Retention and Transfer Success: The program's emphasis on personalized academic planning and proactive follow-up has translated into measurable improvements in student retention and graduation rates. Data indicate that SVCC transfer students outperform national benchmarks, underscoring the program's effectiveness in preparing students for</p>
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academic progression.

Cross-Departmental Collaboration:

Ongoing partnerships with academic departments, financial assistance, disability services, tutoring services, and other student support units enhance the overall student experience. This collaborative approach ensures that advising is not an isolated function but is integrated into the broader network of support services at SVCC.

Alignment with National Standards:

By consistently meeting or exceeding CAS and NACADA standards, the program demonstrates its commitment to high-quality, ethical advising practices. This alignment provides a framework for continuous improvement and positions SVCC as a leader in academic advising.

Our program's effectiveness is evident in measurable outcomes. Persistence and retention rates have improved steadily over time, and our data indicate that SVCC transfer students outperform their native counterparts. National comparisons of counseling numbers and related metrics further underscore our program's competitive performance.

Our strengths including highly experienced staff, strong student-advisor relationships, effective technology use, flexible service offerings, and impressive retention and transfer outcomes create a robust advising environment that drives student success. These strengths not only reflect our commitment to quality and equity but also provide a model that other institutions may find valuable.

3.5 What are the challenges or weaknesses of the program/service?

While the Academic Advising program at SVCC has many strengths, our review team has identified several challenges and weaknesses that need to be addressed to ensure sustained student success. Additional resources and support from the college could help turn these challenges into opportunities for improvement for the Academic Advising program.

Navigate 360 Learning Curve and Software Changes:
The recent adoption of Navigate 360 represents a strategic shift toward sustainable technology. However, its complex features have resulted in a steep learning curve for advisors. Frequent software updates and changes add to the challenge, potentially diverting valuable time from direct student interaction. Long-term this software change is expected to add value to the Academic Advising Program and other areas on campus. In the short term, configuring, implementing, and training to use the platform has taken a great deal of time and has resulted in the need to shift the focus of our advisors toward this area.

Outreach to At-Risk Populations:
Despite ongoing efforts, outreach to at-risk student populations remains insufficient due to changes occurring outside the control of the department. Changes in retention software and increasing enrollment have complicated our ability to consistently target and support these students effectively.

Advisor-to-Student Ratios:
Our current advisor-to-student ratios, though improved over time, remain higher than is ideal for the level of student service our program wants to achieve. With increasing enrollment due to programs like Impact, it becomes increasingly difficult to provide proactive, personalized advising to all students.

Administrative Duties:
The Academic Advising area and the Student Services division lack a full-time dedicated administrative assistant. Advisors face significant administrative responsibilities that reduce the time available for direct student support. This administrative burden limits the

time available for proactive advising and follow-up.

Training, Turnover, and Burnout:

Academic Advising is an inherently stressful job. Our Academic Advisors serve a majority of students who meet at least one “at-risk” category under TRIO program standards. These students come to advisors with needs that are beyond academic questions and are met with compassion, kindness, and resource referrals. While our advising team is proud of the culture of care they have created and maintained, providing the service they do can be emotionally taxing and puts them at high risk for burnout. High workloads, combined with ongoing training requirements for new software and changes in processes also contribute to advisor burnout and increased staff turnover. Training new academic advisors is a long time-intensive process that takes time away from students and other responsibilities and makes replacing advising staff particularly challenging. The loss of an Academic Advisor leads to a lack of consistency and the interruption of an important professional relationship for students, puts stress on other team members who must temporarily cover the responsibilities of the separated staff member, and results in time and focus being shifted toward training a new team member. These factors can lead to inconsistent advising quality across different advisors that impacts both students and staff.

Outreach to At-Risk Populations:

Despite ongoing efforts, outreach to at-risk student populations remains insufficient due to changes occurring outside the control of the department. Changes in retention software and increasing enrollment have complicated our ability to consistently target and support these students effectively.

Space Constraints:

Our physical space is increasingly limited, as our advising offices are bursting at the seams. The department needs additional advisors to effectively meet student needs, especially with expected enrollment increases due to the effects of the Impact program. This spatial challenge hampers our ability to provide an optimal, collaborative

environment for both advisors and students.

Communication with Faculty:

There is a noted gap in communication between academic advising and teaching faculty. Many faculty members are not fully aware of how advisors can support their programs, and advisors are not hearing about programs directly from faculty, which has limited collaboration. This is an identified area of opportunity and potential improvement.

These challenges highlight areas where additional resources, process improvements, and strategic planning are needed. Addressing these weaknesses is critical to sustaining high-quality advising, particularly as enrollment continues to grow and new technologies are integrated.

<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>To comprehensively evaluate the Academic Advising program, we employed a multi-method approach that combined both quantitative and qualitative tools. These tools included:</p> <p>Student Surveys: Student Satisfaction Inventory (SSI): Collected in 2021, these surveys provided detailed feedback on student perceptions regarding advisor approachability, clarity in academic guidance, and overall satisfaction with advising services.</p> <p>Campus Satisfaction Index (CSI): Annual CSI data from FY20 through FY25 offered insights into overall campus satisfaction with our advising services and allowed us to track trends over time.</p> <p>Faculty and Staff Surveys: Feedback from faculty and staff surveys (via Google Sheets and Excel files) provided critical insights into how advising supports student success and identified areas for improved collaboration between advising and academic departments.</p> <p>Performance Metrics and Data Analysis:</p> <p>Quantitative data including enrollment trends, advisor-to-student ratios, retention rates, and graduation statistics were analyzed to assess operational efficiency and program impact.</p> <p>Comparative analysis using historical data (e.g., 2019 baselines) and peer benchmarking provided context for our performance against regional and national standards.</p> <p>CAS Self-Assessment: Our self-assessment against CAS standards for Academic Advising Programs helped identify both our strengths and areas for improvement in alignment with national best practices.</p> <p>Document and Process Reviews: An in-depth review of institutional documents, including the Academic Advising Mission and Goals, SVCC strategic documents, and job descriptions was conducted to ensure that our practices align with SVCC's mission and the CAS standards.</p>
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3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?

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The Academic Advising program employs a robust continuous improvement process to evaluate data and implement solutions. This process is multifaceted and includes the following components:

Regular Data Collection and Analysis:

The program consistently collects quantitative data through instruments such as the Campus Satisfaction Index (CSI) and the Student Satisfaction Inventory (SSI). These tools provide key metrics for comparison.

Historical comparisons (e.g., 2019 baselines versus recent data) and benchmarking against peer institutions further inform our understanding of program performance.

CAS Self-Assessment and Benchmarking:

A periodic CAS self-assessment is conducted to measure our adherence to professional standards for Academic Advising Programs. This assessment helps identify both strengths and areas for improvement, ensuring that our practices are aligned with national benchmarks and best practices.

Stakeholder Feedback: Qualitative data from student, faculty, and staff surveys provide in-depth insights into the effectiveness of our advising practices and help us identify perceived challenges.

Regular Review Meetings: Our advising team holds routine review meetings where the collected data, survey results, and CAS self-assessment findings can be analyzed. These meetings facilitate the discussion of potential solutions and allow us to prioritize improvements based on both quantitative and qualitative feedback.

Action Planning and Implementation: Based on our analyses, targeted action steps are developed and integrated into our operational planning. These action steps include specific timelines and measurable goals to ensure that improvements can be tracked and evaluated over time.

Ongoing Monitoring and Adjustment:

The continuous improvement cycle does not end with implementation. We continuously monitor outcomes through updated CSI and SSI data, along with regular

follow-up meetings, to assess the effectiveness of changes. If the data indicate that the implemented solutions are not yielding the desired results, we revisit our strategies and make necessary adjustments.

Our continuous improvement process is an iterative, data-driven cycle that ensures our Academic Advising program remains responsive to student needs and aligned with institutional priorities and CAS standards. This systematic approach not only drives incremental improvements but also fosters a culture of accountability and excellence within the department.

<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Over the review period, the Academic Advising program has collected and analyzed a range of disaggregated data to comprehensively assess program effectiveness. These data include:</p> <p>Student Demographics: Data are segmented by key student characteristics such as first-generation status and income level. This allows us to identify how different subgroups are engaging with advising services and where additional support may be needed.</p> <p>Usage Metrics: Advising contact rates are disaggregated by the type of interaction—such as scheduled appointments, walk-in sessions, and digital interactions—providing insights into how various student groups access advising services.</p> <p>Retention and Graduation Rates: We measure retention and graduation outcomes disaggregated by academic program and by student subgroups. This helps us understand which populations benefit most from our advising efforts and where challenges persist.</p> <p>Survey Data (CSI and SSI): Our Student Satisfaction Inventory (SSI) and Campus Satisfaction Index (CSI) data are disaggregated to reflect differences in satisfaction levels across diverse student populations. For instance, we analyze satisfaction scores for advisor approachability and clarity in academic guidance separately for first-generation students, TRiO-eligible students, and other groups.</p> <p>This data enables us to identify gaps in service, tailor our outreach and advising strategies to the needs of specific populations, and continuously refine our practices to ensure equitable, effective support for all students.</p>
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3.9 Were there any identifiable equity gaps in the data? Please explain.

Our disaggregated data analysis has revealed some identifiable equity gaps within the Academic Advising program. While overall satisfaction scores from the CSI and SSI surveys are high, a closer examination of the data by student subgroups indicates that underrepresented and non-traditional students such as first-generation students sometimes experience challenges that are not as evident in the overall aggregate data. Specifically:

Advising Accessibility: Although overall advisor-to-student ratios have improved, the data suggest that these ratios remain higher for at-risk populations, making it more difficult to provide proactive, personalized support for these groups. Feedback indicates that wait times for appointments tend to be longer for these students, or that students struggle with understanding how to access advising services.

Service Consistency: There is evidence that advising quality can be inconsistent, particularly in contexts where there is high turnover or when staffing levels are strained. This inconsistency disproportionately affects students who already face barriers to success, such as first-generation students, who may require additional support and guidance.

Outreach Effectiveness: Survey responses have highlighted a need for more robust outreach initiatives aimed specifically at at-risk student populations. Despite efforts to provide equitable support, our data indicate that these groups are not being reached as effectively as others, suggesting that changes in retention software have created outreach disruptions and additional, targeted strategies are necessary.

These equity gaps underscore the need for ongoing focused interventions such as reducing caseloads for vulnerable student populations, enhancing outreach efforts, and ensuring consistent, high-quality advising across all staff to ensure that every student receives the support they need to succeed.

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?

The Academic Advising Department is actively implementing multiple strategies to close equity gaps and provide equitable access to academic advising and related services. Our approach includes:

Data-Driven Outreach: We routinely analyze disaggregated data from the Campus Satisfaction Index (CSI) and Student Satisfaction Inventory (SSI) to identify disparities in service access among various student populations (e.g., first-generation, low-income, and non-traditional students). This ongoing analysis can be used to inform targeted outreach initiatives designed to ensure that all student populations receive the proactive support they need.

Flexible Service Delivery: Recognizing that students have diverse needs and schedules, Academic Advising offers multiple modes of engagement such as in-person appointments, video conferences, phone consultations, and walk-in services. This flexibility ensures that all students, regardless of their circumstances, have access to timely and personalized advising support.

Professional Development: To address equity gaps and promote best practices, the department invests in comprehensive training for advisors. This includes advising workshops, conferences, system-specific training for Navigate 360, and continuous professional development aligned with CAS standards. Such training equips advisors with the skills necessary to recognize and address the unique challenges faced by SVCC students.

Innovative Technology Integration: The recent adoption of Navigate 360 has enhanced our ability to track student progress and identify those who may be at risk. Although the platform's full impact is still emerging, its advanced data management and scheduling capabilities will enable advisors to intervene early and ensure that all students receive the attention they need.

Peer Mentor Program and Collaborative Efforts: Our Peer Mentor program provides an extra layer of support. Trained students offer guidance and serve as relatable role models for all students, further extending our reach and ensuring that all students benefit from a

supportive academic environment.

Cross-Departmental Collaboration: Efforts are underway to improve communication between academic advising and other campus departments. This collaboration ensures that advising strategies are integrated with broader student support services and that faculty are aware of the advising resources available to their students.

These initiatives demonstrate the Academic Advising Program's commitment to closing equity gaps and providing equitable access to academic advising services. By combining flexible service delivery, targeted outreach, robust professional development, innovative technology, and collaborative support structures, our advising team is working to ensure that every student has the opportunity to succeed.

<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>The Academic Advising program addresses inequities in instructional programs by proactively ensuring that every student has clear and equitable access to academic information and resources.</p> <p>Our approach includes:</p> <p>Targeted Advising for At-Risk Populations: Advisors work closely with first-generation, low-income, and non-traditional students to ensure they fully understand course requirements, academic policies, and degree pathways. By providing tailored guidance, advisors help to level the playing field for students who might otherwise experience inequities in accessing instructional programs.</p> <p>Collaborative Partnerships with Academic Departments: We maintain ongoing collaboration with several academic departments to ensure that instructional program requirements and transfer pathways are clearly communicated. This partnership allows us to address potential disparities in how students receive information about courses and academic programs, ensuring that all students are equally prepared to meet instructional standards. This collaboration can be extended to additional academic departments to the benefit of students.</p> <p>Data-Driven Interventions: Utilizing disaggregated CSI and SSI data, along with our CAS self-assessment, we will be able to identify gaps in how different student groups access and benefit from services. This analysis informs targeted outreach and the development of specialized advising strategies that directly address inequities in program participation.</p> <p>Flexible and Accessible Advising Practices: Our multi-modal advising services (in-person, video conference, phone, and walk-in) ensure that students with diverse needs and schedules receive timely, personalized support in navigating instructional programs.</p> <p>Continuous Improvement in Communication: Regular feedback from students, faculty, and staff helps us refine our practices to ensure that all students receive</p>
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	<p>consistent, clear, and supportive communication regarding instructional requirements. This ongoing dialogue will be crucial to identifying and addressing any emerging inequities.</p> <p>The Academic Advising program not only supports students in meeting the academic demands of their instructional programs but also actively works to eliminate disparities in access and success, thereby contributing to a more equitable educational environment at SVCC.</p>								
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Review Results	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Request for Additional Academic Advising Staff</p> <p>Objective: Mitigate the increased workload anticipated from enrollment growth due to the Impact program by adding two additional full-time Academic Advisors.</p> <p>Conduct a staffing review and prepare a formal proposal outlining the need, supported by data (e.g., current advisor-to-student ratios and projected enrollment increases).</p> <p>Submit the proposal to the College's Human Resources and Administration.</p> <p>Timeline: Complete staffing review and proposal by late Fall 2025, with additional positions approved and onboarded by Spring 2026.</p>

	<p>Enhance Professional Development</p> <p>Objective: Strengthen advisor competencies, especially regarding the effective use of Navigate 360 and equity-responsive advising practices, to improve service delivery in the face of increased enrollment.</p> <p>Action Steps: Develop a targeted training curriculum on Navigate 360, incorporating practical sessions and troubleshooting workshops.</p> <p>Organize regular training on equity-responsive advising, focusing on supporting at-risk student populations and managing increased workloads.</p> <p>Timeline: Initial training curriculum to be developed and piloted by Spring 2026, with workshops starting Fall 2026.</p> <p>Upgrade Usage of Data and Analytics</p> <p>Objective: Enhance our ability to integrate and analyze disaggregated data from CSI, SSI, and CAS assessments, and surveys to better enable proactive interventions and informed decision-making.</p> <p>Action Steps: Investigate available and/or procure advanced analytics software to consolidate key performance metrics.</p> <p>Establish a routine (biannual) data review process to evaluate trends, identify gaps, and inform strategic adjustments.</p> <p>Timeline: Investigate the analytics tool by Spring 2026, with the first comprehensive review conducted by Summer 2026.</p> <p>Strengthen Outreach and Engagement</p> <p>Objective: Improve targeted outreach to at-risk and underrepresented student populations and optimize overall service accessibility.</p> <p>Action Step: Develop a comprehensive outreach plan focusing on TRiO-eligible and post-traditional students.</p> <p>Timeline: Draft and pilot the outreach plan by Summer 2026, with full implementation by Fall 2026.</p> <p>Improve Faculty-Advisor Communication and Collaboration</p> <p>Objective: Increase the level of interaction and mutual</p>
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	<p>understanding between faculty and academic advisors to enhance integrated student support.</p> <p>Action Steps: Establish regular faculty-advisor roundtable meetings or other communication methods to discuss curricular changes, advising challenges, and collaborative solutions.</p> <p>Explore the possibility of a shared communication portal that disseminates updates on advising initiatives, success stories, upcoming training, academic program information, and curricular changes.</p> <p>Timeline: Launch the first roundtable meeting by Spring 2026 and begin exploring a communication portal/newsletter option by Fall 2026.</p> <p>Continuous Monitoring and CAS Alignment</p> <p>Objective: Ensure ongoing program improvement and alignment with CAS standards through regular evaluations and adjustments.</p> <p>Action Steps: Schedule quarterly review meetings to assess performance metrics, survey data (CSI/SSI), and CAS self-assessment results.</p> <p>Update the action plan based on these evaluations, incorporating stakeholder feedback to address emerging challenges.</p> <p>Timeline: Begin quarterly reviews by Spring 2026, with continuous monitoring moving forward.</p>
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Our approach to addressing equity gaps, including racial equity gaps, is both data-driven and multifaceted. Based on our internal CSI and SSI data, we have already implemented several action steps to promote equitable access to advising services. These include:</p> <p>Targeted Outreach: We use disaggregated data to identify underrepresented groups such as first-generation, low-income, and TRIO-eligible students and have initiated targeted outreach initiatives aimed at ensuring all students receive proactive advising and tailored support.</p> <p>Flexible Service Delivery: Our multi-modal advising approach (in-person, video conference, phone, and walk-in sessions) is designed to accommodate the diverse needs of all student populations, ensuring that those with varying schedules or additional</p>

	<p>responsibilities can access support without barriers.</p> <p>Equity-Responsive Training: Our professional development includes workshops focused on equity-responsive advising. These sessions train advisors to recognize and address specific challenges faced by at-risk student populations.</p> <p>Data-Driven Continuous Improvement: Through regular review meetings and the integration of CSI and SSI data, we continuously monitor service gaps. This process allows us to adapt our strategies such as adjusting outreach efforts or refining advising protocols to better serve students from historically underrepresented backgrounds.</p> <p>CAS Alignment and Benchmarking: Our CAS self-assessment confirms that while many of our practices meet national standards, we remain committed to further enhancing our efforts in equity. We are benchmarking our outcomes against peer institutions to ensure that our progress in closing equity gaps is on par with, or exceeds, industry standards.</p> <p>While several action steps have already been implemented, we acknowledge that ongoing efforts are necessary. Some initiatives, such as the integration of advanced analytics tools and further outreach strategies are in the early stages of implementation. Early indicators, such as increased student satisfaction among targeted groups and improved retention rates, suggest that our strategies are yielding positive results. Moving forward, our continuous monitoring and iterative adjustment processes will ensure that any remaining equity gaps are addressed in a timely and effective manner.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Our review findings indicate that the Academic Advising program at SVCC is fundamentally strong and plays a critical role in supporting the college's mission. Key strengths include personalized, student-centered advising; robust professional development; decades of combined experience, effective use of technology; and a commitment to equity through targeted outreach and multi-modal service delivery. Quantitative data, such as improvements in advisor-to-student ratios, increased CSI and SSI satisfaction scores, and positive trends in retention and graduation rates demonstrate that our services are having a positive impact on student success.</p> <p>At the same time, our analysis has identified several areas for improvement. These include challenges associated with the steep</p>

	<p>learning curve for the newly adopted Navigate 360 system, high advisor-to-student ratios that limit proactive support, administrative burdens on advisors, and insufficient outreach to at-risk populations. In addition, the anticipated enrollment increase driven by the Impact program is expected to place additional strain on our advising services.</p> <p>The rationale for future modifications is therefore twofold. First, to sustain and enhance our demonstrated strengths by further investing in professional development, data analytics, and technology integration. Second, to address the identified challenges, especially in the context of projected enrollment growth, by optimizing staffing levels, refining outreach efforts, and improving cross-departmental communication and collaboration.</p> <p>These future modifications are essential to ensure that the Academic Advising program continues to meet SVCC's strategic objectives and provides equitable, high-quality support to all students.</p>
Resources Needed	<p>To ensure that the Academic Advising program continues to effectively support student success and meet SVCC's strategic objectives, several critical resources are required. These resources span financial investments, human capital, technological upgrades, and enhanced collaboration mechanisms. Specifically, we need:</p> <p>Additional Academic Advisors: With the anticipated enrollment increase (up to 20%) driven by the Impact program, we require two additional full-time academic advisors to maintain an effective advisor-to-student ratio and provide personalized support to a growing student population.</p> <p>Professional Development Support: Resources to support ongoing training for existing and new staff are needed. This includes funding for specialized training sessions on technology, equity-responsive advising, and other best practices in academic advising.</p> <p>Financial Resources for Technology Upgrades: Advanced Analytics Tools (Tableau, EAB product, etc): Investment in robust analytics software is necessary to consolidate and analyze disaggregated data from CSI, SSI, and CAS self-assessments. This will enable proactive, targeted advising interventions and support continuous improvement efforts.</p> <p>Enhanced Outreach and Communication Tools: Developing a shared communication portal or regular newsletter to facilitate</p>

	<p>better collaboration between academic advisors and faculty is essential. This will help ensure that faculty are fully aware of advising services and that advisors receive timely updates on curricular matters.</p> <p>Physical Space: As our advising services expand, additional space or optimized use of current facilities will be necessary to accommodate increased staffing and to create collaborative environments that support effective advising.</p> <p>CAS Self-Assessment Tools: Continued investment in CAS self-assessment processes will help us maintain compliance with national standards and identify further areas for improvement.</p> <p>Institutional Support: Ongoing backing from college leadership is critical to support these initiatives. This includes cooperation from Human Resources, IT Services, and the Institutional Research Office to ensure that the necessary technology, staffing, and training resources are in place.</p> <p>In summary, to sustain and enhance the Academic Advising program's effectiveness, we need a multifaceted investment in technology, human resources, and operational support. These resources will not only help us manage the anticipated enrollment growth driven by the Impact program but also ensure that our advising services remain aligned with SVCC's mission and CAS standards, ultimately driving improved student success.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Director of Admissions and Academic Advising, Academic Advisors, and Mental Health Counselors with support from the Dean of Student Services, Academic Deans, Office of Institutional Research, Academic Departments, ITS, Instructional Design Office, and Human Resources.</p>

	<h2 style="text-align: center;">Adult Education and Literacy</h2>
	<p>College Name: Sauk Valley Community College</p>

	Academic Years Reviewed:	2020 - 2024									
	Performance and Equity										
	Please complete for the ABE/ASE program reviewed. Data for each year may represent a cohort.										
		2020	2021	2022	2023	2024					
	#1 Number of Students Enrolled	108	101	120	122	151					
	#2 Number of Completers	14	21	23	20	25					
	#3 Number of Students in a Bridges course:	7	7	6	7	6					
	#4 Number of Students in an ICAPS course:	0	1	1	1	1					
	#5 Number of Students in Workplace Literacy Training:	0	0	0	0	0					
	#6 Number of students who made a measurable skill gain in reading after 40+ hours of instruction	31 (28%)	48 (47%)	52 (43%)	43 (35%)	43 (28%)					
	# 7 Number of previous AE students who enrolled in SVCC college classes	48	30	47	38	41					

	<p>The goals of the program are to support adult basic education (ABE) learners and adult secondary education (ASE) learners by providing free courses to help students improve their basic skills in reading, writing, and math in order to successfully prepare for completion of the GED subject tests to earn the Illinois High School Diploma. Upon completion of the program, students transition to post-secondary training and/or the workforce.</p> <p>The data shows the following:</p> <ul style="list-style-type: none"> • #1 Program enrollment - We saw lower enrollment in FY 20 & 21 due to the COVID 19 pandemic. In FY22 we started to see an increase resulting in high enrollment in FY24. • #2 Program Completion – The data shows the students who successfully completed the Illinois High School diploma or GED High School equivalency (prior to 2023). The ABE GSP courses provide assistance to improve basic skills in reading, math, and writing. The ASE GSP courses prepare students to complete the high school equivalency exams (GED) and to prepare for the transition to the workforce or to college. There are 3 ABE courses available (GSP 031, 033, 035) and 2 ASE courses available (GSP 041 and 080). The levels of these courses range from beginner to intermediate to advanced. Students are enrolled in the GSP course according to their reading level. Student reading levels are determined by the score on the CASAS Goals or TABE reading exam. This exam is given to the student upon enrollment into the adult education program. At the end of the semester, when the student completes the level of GSP course, the student may be enrolled in the next level of GSP course based on their post-test reading level. • #3 & #4 - The number of students who completed integrated education and training (Bridge or ICAPS courses) during the program years under review. These students completed their learning goals and transitioned to the workforce, or to college. Though the number is small, we did have students enroll in Bridge and ICAPS programs to prepare for post-
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		<p>secondary or the workforce.</p> <ul style="list-style-type: none"> • #5 We do not offer a separate workplace literacy program. These skills are part of our ABE/ASE program. • #6 This is the number of students who made a measurable skill gain when completing their post-reading test. We are required to meet a benchmark each year with the number of students who make a measurable skill gain on the reading post-test. • #7 The number of program completers who transitioned to Sauk after completing the adult education program. Again, there is a small number of students who transitioned to college upon the completion of the Adult Education program.
	<p>Are there any identifiable gaps? If so, please explain.</p>	<p>Yes, there are gaps in program enrollment numbers.</p> <p>During FY 20 & 21, the COVID pandemic affected program enrollment. Many of our students are also parents. With many K-12 students learning virtually during this time, many adult students were not able to participate in adult education classes.</p> <p>Another identifiable gap is the number of students served in each of the years in review. The numbers served are a fraction of the eligible population of our service region. The annual SIUE Department of Economics and Finance Report documents Illinois demographic information. According to the numbers in the SIUE report, during each year of this review, our program served between 0.5% to 1.0% of the total population eligible for services. This shows a need to reach more eligible adults in our region for services.</p> <p>Another gap is the number of students who complete Bridge or ICAPS courses. We are working to recruit more of students to complete these courses to encourage the transition to college upon completion of the adult education program. We find that many of our students are not able to afford the additional time to attend another class as this means time away from paid employment, additional transportation costs, or childcare needs.</p>

	<p>What is the college doing to overcome any identifiable gaps?</p>	<p>In FY 20, we introduced virtual attendance as an option due to the participation barriers imposed by the pandemic. We have not seen a high success rate with students attending classes virtually. To measure success, we look at consistent attendance and student reading gains on post-tests. We continue to provide support to our students to encourage the transition to post-secondary education. The Adult Education Advisor works with students to assist them in completing the FAFSA, to meet with a college Academic Advisor, and to learn more about college support services such as tutoring and mentoring.</p>
	<p>Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?</p>	<p>As a college, SVCC strives to realize a mindset of equity and inclusion. We have completed professional development as a college to assist in this process. Some examples of how the Adult Education program ensures equitable access and inclusion is providing program information in Spanish; welcoming and accommodating students with special learning needs; and providing accessible services to encourage student participation and success. We provide individualized services based on student needs, regardless of race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective.</p>
	Review Summary	
	<p>Program Objectives What are the objectives of the program?</p>	<p>The objectives of the program include providing instruction to:</p> <ul style="list-style-type: none"> ● improve reading, writing, and math skills ● provide instruction in the subjects of Social Studies, Science, Reasoning with Language Arts, and Math ● provide and support workforce preparation ● prepare and assist students for transition to post-secondary training to prepare for entry into the workforce

	<p>To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?</p>	<p>To validate that students improved their academic skills, we can see from the data on page 1 of this review (line #6) the number of students who made measurable skill gains after 40+ hours of instruction. In FY 20, the number for gains was low because we were not able to meet face to face to proctor post-tests due to the pandemic.</p> <p>Line #2 on page 1 shows the number of students who successfully completed the GED High School Equivalency/Illinois High school diploma to validate the objective of providing instruction in the subjects of Social Studies, Science, Reasoning with Language Arts, and Math.</p> <p>Line #3 on page 1 shows that there are students who did complete both Bridge and ICAPS courses to learn more about a career pathway. Bridge courses in health sciences, manufacturing, and College and Career Success were completed by students over the years of this review. Line #4 on page 1 shows that there were students who completed the CNA ICAPS course. These students completed the CNA certificate at SVCC.</p> <p>Line #7 on page 1 shows the number of students who were enrolled in the adult education program, who then enrolled in college courses at Sauk Valley Community College.</p>
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	<p>Goal 1: Improve Outcomes by Scaling Effective Models and Strategies Across the System</p> <p>The Adult Education program provides opportunities for students to complete postsecondary training in order to enter a career pathway. As students enter the Adult Education program, they identify their career pathway of interest. This initial step helps our students to start thinking about their future beyond completing adult education classes. This encourages students to create not only a career goal, but also a plan for goal attainment. The Adult Education Advisor assists students in exploring potential careers as well as provides career advising regarding entry-level training programs, and support for students as they attain their goals.</p> <p>Goal 2: Increase Postsecondary Transitions and Credential Attainment</p> <p>To encourage and support the transition to postsecondary education, our program's Advisor works with students on an individual basis. Based on the information the student provided upon entrance to the program, student and staff review possible jobs within the pathway, the required training and education needed for an entry-level position, and the salary ranges for this pathway. Based on the information gained from this meeting, the Advisor can help the student to create a career plan to include possible college classes and credentials that the student must attain to seek employment in this pathway.</p> <p>The Adult Education program at Sauk Valley Community College provides students with the opportunity to make a seamless transition into postsecondary education. This begins with the Bridge program. The Adult Education program currently offers the Health Careers Bridge , Manufacturing Careers Bridge, and the College and Career Success Course. These Bridge courses provide students with contextualized occupation-specific basic skills instruction needed to gain a realistic perspective on the skills, knowledge, and training needed to complete post-secondary training and enter employment in a health career.</p>
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The next step in the process is the ICAPS program. The Adult Education program has created the CNA ICAPS program for students to complete after the Health Careers Bridge course. Certified Nursing Assistant (CNA) is an “in demand” field as indicated by our Local Workforce Investment Board. The CNA ICAPS course will allow the student to earn the CNA certification along with stackable college credits that can be used toward a higher-level nursing credential such as licensed practical nurse (LPN) or registered nurse (RN). Upon completion of the CNA ICAPS program, students are encouraged to work as a CNA, and then continue their training for an LPN or RN credential.

We provide students with the opportunity to learn more about different program areas at the college. We have provided tours of our manufacturing and health science programs. Student exposure to these potential career programs is helpful in encouraging students when choosing a career pathway.

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

Goal 3: Strengthen College and Career Readiness

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

	<p>be successful in college and the workplace.</p> <p>As mentioned in Goal 2, our program works with students on an individual basis to start the college and career readiness process. Under the guidance of program staff, students explore the possibilities available within their desired career. Students are able to utilize online programs such as PathwayU and Illinois Work Net to explore potential careers as well as learn specific information about the career pathway of interest. This is important in helping the student to understand the connection between postsecondary education and career attainment. This also helps to foster the skills needed to be ready for college and career.</p> <p>Students also participate in monthly student success workshops. Monthly success-related topics are presented to students in the classroom by the program advisor. Some of these topics include time management, career exploration, test taking skills, and preparation for college transition.</p> <p>An important aspect in strengthening career readiness is the opportunity for hands-on experience in the career of interest. As part of the Health Careers Bridge and Manufacturing Bridge Courses, students have the opportunity to participate in a job shadowing. This allows the student to experience the reality of working in their career of interest. This helps the students to determine if this career is what they want to pursue.</p> <p>Another opportunity to facilitate career readiness is to introduce essential employability skills to students in all adult education classes. Discussion on topics such as personal integrity, work ethic, effective communication skills, and the importance of working as a team allow students to understand how these skills improve their ability to be employable and to retain a job.</p> <p>Goal 4: Develop Life-long Career Pathway Systems & Enabling Technologies The inclusion of digital literacy in the adult</p>
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		<p>education classroom is crucial. In order for our students to compete in the current as well as the future workforce, they must be comfortable with the required technology utilized on the job.</p> <p>Many of our students are not familiar with, and therefore not comfortable with using a computer. Giving students access to technology allows them to establish a comfort and familiarity with technology within the safe environment of the classroom.</p> <p>In our classrooms, we use the online program IXL to provide instruction and remediation in reading and math. We use Aztec's GED Prep Solution to provide practice lessons and activities in the subjects of Social Studies, Science, Math, and Language Arts.</p> <p>All of these guided classroom experiences lends itself to establishing a student's comfort with technology. Students are also able to access learning from home so they can continue to complete lessons and material outside of the classroom to advance their learning.</p>
	<p>What gaps were identified as it relates to program need?</p>	<p>In 2023, SIUE (the SIUE Department of Economics and Finance Report showing Illinois demographic information) reported that 6594 adults in our region have not completed a high school diploma. In FY 2023, we enrolled 122 adults into the ABE/ASE program which means we served 1% of the population. During each year, our program served between 2% to 3% of the population eligible for these services. This shows a need to reach more eligible adults in our region for services.</p>

	<p>What additional support is needed to help students transition to postsecondary education or employment?</p>	<p>Having additional funding streams to assist students with post-secondary education costs would help in transitioning ABE/ASE students to college training programs (Bridge and ICAPS courses). While the career pathways offered in our Bridge and ICAPS programs are in-demand jobs in our region, we struggle with student recruitment and enrollment into these transition programs. We have difficulty especially when our students are already juggling many responsibilities. It can be difficult to encourage students to add another class or obligation to their already full schedules. To address this issue, we would like to look at potential incentives, such as stipends, to encourage students to participate. Receiving a stipend at the end of a class helps the student to justify the working hours lost when choosing to participate in an additional class.</p>
	<p>Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<p>Students in the ABE/ASE program receive free access to online learning programs as well as use of books and laptops. Students are able to use these materials in and out of the classroom. Students also receive free GED practice and actual testing vouchers. Our average cost per student for curriculum and testing is \$586. These additional supplies make the cost per student higher than in previous program years when no books were purchased for student use and we only utilized free online programs. However, we see that these additional curricula are a good investment as it yields higher student achievement rates based on measurable skill gains made by students as well as higher student completion rates. We also see higher student retention rates when students have access to additional learning outside of the classroom to practice their skills. This added bonus helps to make the purchase of these supplies worth the cost.</p>

	<p>Discuss how the program strengths will lead to improved student outcomes.</p>	<p>The strengths of the program include:</p> <ul style="list-style-type: none"> • We have seen a steady increase in student enrollment from 2020 to 2024. • On average 43% of students make a measurable skill gain with the reading post-test. This matches with the average state performance benchmark for the percentage of students who must make a reading level gain. This shows that students are improving their reading and comprehension skills which is a core component of the program. • More adult education students are transitioning to post-secondary education. Students in our program have the goal to complete a post-secondary credential or degree. We provide one-to-one support to help students get to the next level of their educational and professional goals.
	<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<ul style="list-style-type: none"> • When comparing enrollment data from the last program review period (2015-2019), we saw a 4% decrease in the average student enrollment in ABE/ASE classes over the review period (2020-2024). This decrease can be attributed to the COVID pandemic which affected enrollment in 2020 and 2021. • We began providing both digital and at-a-distance instruction to every ABE/ASE student to use both in and out of the classroom. Digital instruction has helped to prepare our students for GED testing as well as post-secondary education and training. • We moved all GED prep classes to Sauk Valley Community College in August 2020. This allowed students to complete GED testing on site. Students also had access to free college services including tutoring, student support services, and college enrollment and advising assistance. • We upgraded our technology and purchased laptops to initiate a laptop lending program for students so they are able to complete work outside of the classroom in order to advance their progress. • We added the Manufacturing Bridge and College and Career Success Bridge classes to our course offerings.

<p style="text-align: center;">Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
Indicator 1: Need	Response
<p>1.1 Detail how the ABE/ASE offerings align with the Index of Need and priority populations identified in WIOA for the program area.</p>	<p>According to data released by the Southern Illinois University Department of Economics and Finance Report, in October 2024, the total population of our 6-county service area was 94,861. Of this number, 7089 adult residents have not completed a high school diploma or earned an equivalency. This shows that 7% of our population would qualify for our ABE/ASE program.</p> <p>To provide class locations that are accessible to our students, we continue to offer ABE and ASE classes at Sauk Valley Community College. Holding classes at the college allows students to access the testing center for the GED tests and students are able to become comfortable on the college campus. This is important when it is time to transition the student to post-secondary training and education opportunities.</p> <p>We also offer an ASE GED-prep course at a distance using the I-Pathways program which is provided to us by ICCB. Students who test at a 9th-grade reading level are eligible to enroll in this course. This allows students the ability to participate in the prep course at a distance when job or other concerns do not allow them to come to class in person.</p>

	<p>1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.</p>	<p>The Adult Education program offers the following Bridge programs: Health Careers, Manufacturing, and College and Career Success. Both the Health Sciences and Manufacturing pathways are documented in the Regional Report of the Economic Development for Region #6 (published in March 2020) as a targeted industry. According to LWIA #4, our targeted industries also include Health Sciences, Manufacturing, Transportation/Distribution/Logistics, and Agriculture.</p> <p>The Health Careers and Manufacturing Bridge courses help students explore the realities of working in these pathways, review the reading, writing, math, and science skills needed in the pathways; and develop resume writing and interview skills in order to get a job in these fields. The College and Career Success Course provides students with career development and education, digital literacy to enhance the basic computer skills needed for college and career readiness, and activities to build upon the essential employability skills needed in today's workforce.</p> <p>Transition services to help students navigate the process of moving from adult education to post-secondary education will also be provided. The goal of this Bridge course is to assist Adult Education program completers to matriculate to post-secondary education for workforce training and degree completion.</p> <p>The CNA ICAPS course provides direct academic support to adult education students who are completing the CNA (Certified Nursing Assistant) certificate course. As part of the ICAPS course, an adult education instructor works with the adult education students enrolled in the CNA course to provide academic support. Upon completion of the CNA ICAPS program, students will earn their Certified Nursing Assistant (CNA) certificate and 8 stackable college credits. Successful completion of the CNA certificate is required for students to complete the Licensed Practical Nursing certificate and/or the Associate Degree of Nursing at SVCC.</p>
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	<p>1.3 Detail how past ABE/ASE enrollment trends mirror the index of need for the program area.</p>	<p>According to the Southern Illinois University Department of Economics and Finance Report the following is the number of adults in our population who have not completed a high school credential:</p> <p>2020 – 4204 Adults 2021 – 4204 Adults 2022 – 3793 Adults 2023 – 6594 Adults 2024 – 7089 Adults</p> <p>Enrollment trends in the Adult Education program at Sauk:</p> <p>FY 2020 – 108 enrolled students – 2.5% of population FY 2021 - 101 enrolled students – 2.4% of population FY 2022 – 120 enrolled students – 3.1% of population FY 2023 – 122 enrolled students – 1.8% of population FY 2024 – 151 enrolled students – 2.1% of population</p> <p>In examining the enrollment trends, we are serving a small portion of the population. In looking at the population, there was a 57% increase in the population from 2022 to 2023. This may be the result of coming out of the pandemic.</p> <p>We should be seeing higher enrollment numbers in our ABE and ASE classes based on the population and index of need.</p>
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	<p>1.4 Detail how Bridge Program enrollment trends mirror the index of need.</p>	<p>The number of ABE/ASE students participating in Bridge courses is as follows:</p> <p>FY 2020 – 108 enrolled students – 7 students enrolled in Bridge</p> <p>FY 2021 – 101 enrolled students – 7 students enrolled in Bridge</p> <p>FY 2022 – 120 enrolled students – 6 students enrolled in Bridge</p> <p>FY 2023 – 122 enrolled students – 7 student enrolled in Bridge</p> <p>FY 2024 – 151 enrolled students – 6 students enrolled in Bridge</p> <p>We continue to struggle with recruiting students into our Bridge/ICAPS courses. We have discussed our course offerings with our Area Planning Council for suggestions on courses to add, as well as assistance in recruiting students.</p> <p>The issues we have with Bridge and ICAPS recruitment is mirrored in our low matriculation rate for Adult Education program students. It is very difficult to convince our students to continue their education after completing the adult education program. While we do have many students who eventually enroll in post-secondary education and training, we do not have many who immediately make the transition. We are looking into new and innovative ways that we can assist students in exploring careers in order to establish a career goal and then see how post-secondary training and education will help in accomplishing the career goal.</p>
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	<p>To ensure that we are reaching our target population, specifically, students at-risk, we utilize a variety of outreach strategies. Students can access program information from our website and they can also enroll in a new student orientation session from the website. We also provide orientation sessions at the locations where classes are held to be more accessible to students.</p> <p>Another outreach strategy is to share program information with our program partners (BEST, Inc, Unemployment Office/IDES, Tri-County Opportunities Council, IL Dept of Rehabilitation Services, IL Dept of Human Services). Many of our partners will refer clients to our program.</p> <p>Prior to classes beginning in August, we will post flyers advertising our classes at area businesses and organizations in Lee, Ogle, and Whiteside counties. We target organizations who serve our potential populations. These practices have allowed us to create more community awareness of our program.</p> <p>During the last three fiscal years, we have conducted geofencing campaigns during the months of August and September. Working with the college's marketing department and the geofencing firm, we are able to identify the populations who would benefit from our services. We have experienced great success due to the number of students we are able to enroll early in the fiscal year due to online marketing campaigns conducted in the summer.</p> <p>Word of mouth has been our most successful form of outreach and recruitment. This includes our past students referring new students and our community partners referring their clients. Having a good relationship with our program partners is crucial in recruiting students.</p> <p>We initiate a variety of strategies to increase student persistence and retention. The main strategy is to maintain constant contact with our students, specifically when a student does not consistently attend class. Also, we ask students to identify</p>
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		<p>potential barriers for participation during new student orientation. This information allows program staff to work with the student on determining solutions before the potential problem becomes an issue. We work with our WIOA core partners in determining possible assistance to provide in order to encourage student persistence and goal completion.</p>
	Indicator 2: Cost Effectiveness	Response
	2.1 What is the cost per student associated with this program?	<p>\$989.00 cost per student *This is based on a class of 10 students. The costs are based on instructor salary, student books, online instructional technology licenses, and the cost of GED tests.</p>
	2.2 How is the college supporting the training portion of an IET for adult education students?	<p>For the CNA ICAPS course, the Health Sciences department of the college provides the CNA instructor for the CNA ICAPS course. The CNA instructor works with the Adult Education instructor who provides the CNA ICAPS support class.</p>
	2.3 Identify if and how your program utilizes Ability to Benefit for Adult Education students.	<p>While Ability to Benefit is available to our students, we have not had a student apply for this benefit.</p>
	2.4 Explain how institutional dollars provided to the Adult Education program are used to increase student outcomes.	<p>The college provides in-kind contributions of program space, as well program support in terms of IT, and financial reporting. These in-kind contributions provided by the college help to ensure that our program can function.</p> <p>The college also provides students access to support services which include use of free tutoring, access to college academic advisors, access to free mental health counseling services, and access to disability support services.</p>

	2.5 What sources are being utilized in braided funding?	We utilize braided funding to help students cover the cost of the CNA ICAPS courses (tuition for the college courses). ICAPS students can work with BEST, Inc to receive tuition funding. CGH Medical Center, the local hospital in Sterling has provided a scholarship in 2022, 2023, and 2024 to cover the total cost for one Adult Education student to enroll in the Certified Nursing Assistant course. Students can also apply for the Glenn Sauter Memorial Scholarship through the Sauk Valley College Foundation to assist with funding for college courses.
	2.6 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	We will continue to offer adult education courses as we are able. We would like to be able to expand course offerings, if funding allows. We will continue to offer at least one Bridge and the CNA ICAPS course each fiscal year. We will continue to reach out to potential students to establish interest in the program.
	2.7 Are there needs for additional resources? If so, what are they?	Not at this time
Indicator 3: Quality		Response

	<p>3.1 What are the program's strengths?</p>	<p>We have dedicated and qualified instructional staff, the instruction provided does help students to make measurable skill gains (as evidenced by the data on page 1 of this review), and we provide opportunities for students to transition to college and the workforce upon completion of the program. In the fall of 2023, we asked students to evaluate the program. In the evaluation, students were asked to show their agreement on whether the Adult Education program was helping them in one or more of the following ways:</p> <ul style="list-style-type: none"> • My GED class is helping me to prepare for the GED tests and complete my Illinois High School Diploma. • The information I am learning in my GED class is explained in a way that I can easily understand. • The class lessons and discussions provided by my teachers help me to learn. • The activities and assignments my teacher give me helps me to learn. <p>87% of responders indicated a yes response to these questions. This shows that our students see the quality and value in our program. We continue to reach performance benchmarks set by ICCB on an annual basis. Reaching and exceeding these benchmarks ensure continued and well as increased grant funding.</p>
	<p>3.2 What are the potential weaknesses of the program?</p>	<p>In the fall 2023 program evaluation, students did include comments for ways to improve the program. Several student comments were regarding the need for more individualized math instruction. Because of the size of our program, all students at all levels are in one class. This means that an instructor can have students at a 3rd grade level, 7th grade level, or 12th grade level in one room. Incorporating the various levels is a challenge for one instructor. If we had more funding, we would like to differentiate the classes by levels to provide instruction more suited to individual needs.</p> <p>Instructors do review the individual evaluations for their class. This allows for instructors to review comments and work with the director on ways to make improvements as needed.</p>

	3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	Instructors complete the Standards Proficient Instructor Training to learn about how to incorporate the Illinois Content Standards into instruction. Instructors also cite the content standards they are applying in their weekly lesson plans which are submitted to the program director. This shows that the curriculum taught in our program is standards based.
	3.4 Identify existing ICAPS programs and how they have been incorporated across the institution. List any plans for future ICAPS programs.	Our program currently offers the CNA ICAPS course. This course is taught by CNA instructors at the college and the Adult Education instructor meets with the students each week for supplemental instruction. At this time, we do not have plans to add an additional ICAPS program as our student interest in ICAPS is low. We also need to focus our available funding award on providing GED courses.
	3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	ABE/ASE classes are held at Sauk Valley Community College. Students attend classes in person. We also offer an ASE GED-prep course at a distance using the I-Pathways program which is provided to us by ICCB. Only students who test at a 9 th -grade reading level or higher are eligible to enroll in the asynchronous I-Pathways at-a-distance course. Students in I-Pathways are required to complete at least 5 lessons a week earning a grade of at least a 70% on the lessons submitted. The Adult Education Advisor oversees this program and provides any needed support to students.
	3.6 What innovation has been brought to or implemented in this program?	We have invested in our technology infrastructure by purchasing more laptops to allow for students to work on a laptop during class (using the learning licenses purchased) as well as making laptops available for student loans during the semester. Enhancing our technology infrastructure has enabled us to increase our digital instruction. This allows students to continue their learning outside of the classroom which enables students to advance their learning at a faster pace when needed.

	<p>3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>We have formed a partnership with CGH Medical Center. (local hospital) For the last 3 years, CGH has provided a scholarship to one Adult Education student to cover the full cost of the CNA program. The Adult Education student must apply for and selected for this scholarship. This opportunity has helped us to recruit students into this program.</p>
	<p>3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p>	<p>All instructors are required to complete 12 hours of professional development each year. This includes training in the following programs/topics:</p> <p>Burlington English training Digital Literacy Evidence Based Reading Instruction Equity and Access Transition to College and Workforce CASAS testing training *training to administer the CASAS Life & Work or CASAS Goals reading assessment</p>
	<p>3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.</p>	<p>A major barrier to implementing ICAPS programs is we struggle with student recruitment. We have difficulty recruiting students for these opportunities, especially when our students are already juggling many responsibilities. It can be difficult to encourage students to add another class or obligation to their already full schedules. To address this issue, we would like to look at potential incentives, such as stipends, to encourage students to participate. Receiving a stipend at the end of a class helps the student to justify the working hours lost when choosing to participate in an additional class.</p>

	<p>3.10 How does the program partner with WIOA Core partners to ensure adult education students successfully transition to post-secondary education?</p>	<p>The SVCC Adult Education program aligns with WIOA core partners BEST, Inc., IDES, and DRS. The Business Employment Skills Team (BEST), Inc are essential supporters of ICAPS/IET programs at SVCC which helps to ensure that adult education students transition to post-secondary education. BEST, Inc. advocated to the LWIB to allow our students to apply for BEST tuition assistance funding for post-secondary education for the CNA ICAPS program. The LWIB waived the high school completion requirement for our students so they could apply for tuition assistance for the CNA ICAPS course. This allows Adult Education students to apply for tuition funding assistance through Title I to reduce the financial burden for credential attainment in an ICAPS program.</p> <p>Once students complete the Adult Education program, students are referred to BEST, Inc to discuss additional financial assistance available for certificates and degree programs available at Sauk Valley Community College.</p>
	<p>3.11 Detail the types of professional development related to Bridge and ICAPS programming in which staff have participated.</p>	<p>The Program Director of Adult Education and the Adult Education Advisor have participated in the following trainings pertaining to Bridge and ICAPS programming:</p> <ul style="list-style-type: none"> ● Transitions Academy - training on designing and implementing a Bridge and/or ICAPS program ● Career Navigator training - series of courses designed to train on the aspects of working with students on career exploration and development ● Service Integration training - working with WIOA Core Partners on ways to partner through ICAPS implementation

	<p>3.12 Discuss how ABE/ASE and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.</p>	<p>Our transition courses (Bridge and ICAPS courses) incorporate the following academic skills into course content:</p> <ul style="list-style-type: none"> • Contextualized instruction in language arts, math, and science • Technology/digital literacy skills • Academic success skills – note-taking, reading comprehension, test taking strategies • Time management • Career exploration • Financial literacy
	<p>3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.</p>	<p>Adult Education instructors incorporate digital skills into lessons. Digital skills taught include:</p> <ul style="list-style-type: none"> • Keyboarding • Using the internet, social media • Create and edit documents using Microsoft office products • Complete research to create original documents • Create a project for a unique, academic purpose <p>These skills are intended to help students become college and career ready.</p>
List any barriers encountered while implementing the program.		
<p>The main barrier is the number of students served in each of the years in review, is a fraction of the eligible population who could be attending classes. This is referenced in the SIUE Department of Economics and Finance Report which documents Illinois demographic information. During each year, our program served between 0.5% to 1.0% of the population eligible for these services. This shows a need to reach more eligible adults in our region for services.</p>		

Review Results

<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The Adult Education and Literacy program at Sauk Valley Community College demonstrated consistent improvement in enrollment, student outcomes, and alignment with state goals from FY2020–2024. Program strengths include dedicated and qualified staff, integration of digital literacy and career readiness skills, and strong transition support for postsecondary education.</p>
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<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Some future action steps include expanding outreach to underserved populations, increasing bridge and ICAPS participation, promote the ability to benefit more, strengthen postsecondary transition support programs, and as always for adult education programs it would be important to continue to seek funding for additional bridge/ICAPS development in the future.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The most important steps to move forward and improve the program objectives are to improve the reading, writing, and math skills, and provide instruction in GED subject areas like social studies, science, or math. More objectives to focus on are the postsecondary transition support system with a emphasis on workforce participation.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Program materials are available in both English and Spanish for our students in being culturally responsive. All students in the program are accommodated and that includes both students with disabilities or students with language barriers.</p>
<p>Resources Needed</p>	<p>Additional staff and aides would be helpful to accommodate students at multiple different skill levels and reduce the strain in mixed classrooms. More laptops and updated learning tools would help to expand digital access for students to improve the availability of distance learning. Always increase funding for additional community outreach with marketing efforts and translation services to serve our harder-to-reach students would be much needed.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Adult Education Director, Administration and Cabinet at the college to help support initiatives.</p>

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:	FY2020 – FY2024 (Summer 2019 – Spring 2024)
Review Area:	Disability Support Services, DSS
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.	Sandra Geiseman, Director of Disability Support Services Mary Huffman, Administrative Assistant to DSS Robin Fisch, Director of Instructional Design & Distance Education Odile Blazquez, Professor of English Rose Starbuck, Testing Center Coordinator Emily Witt, Executive Director of NICIL
Mission How does the program/service contribute to the mission of the college?	The mission of Disability Support Services is to ensure that all students with a documented disability are provided equal access to academic and extra-curricular programs at SVCC. Disability Support Services and SVCC embrace and promote a diverse culture amidst students, staff, faculty and administration.
Advancement of Equity How does the program/service help advance equity?	DSS strives for equitable access for students with disabilities (SWD).
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	<ul style="list-style-type: none">-Ensure that students are granted equal access to activities and programs at SVCC.-Engage in an individualized and interactive process with each student registered with DSS to determine appropriate and reasonable accommodations that effectively meet the student's needs.-Promote SVCC to district students with disabilities as an option for post-secondary education and career advancement.

<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>DSS provides access and tools, student success is up to each individual student.</p> <p>IEP Meetings attended at in-district high schools: 61</p> <p>Number of students registered with DSS:</p> <table> <thead> <tr> <th>Fiscal Year</th><th>DSS</th><th>Distinct (non-duplicated) DSS</th></tr> </thead> <tbody> <tr> <td>2020</td><td>182</td><td>79</td></tr> <tr> <td>2021</td><td>123</td><td>58</td></tr> <tr> <td>2022</td><td>178</td><td>89</td></tr> <tr> <td>2023</td><td>172</td><td>76</td></tr> <tr> <td>2024</td><td>202</td><td>94</td></tr> </tbody> </table>	Fiscal Year	DSS	Distinct (non-duplicated) DSS	2020	182	79	2021	123	58	2022	178	89	2023	172	76	2024	202	94
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<p>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?</p>	<p>12.16.2019: Facilitation of the ADA/OCR Task Force (started 2019) will continue to stay current with updates to buildings and grounds in order to meet ADA compliance.</p> <p>02.24.2025: The Accessibility Committee was established in 2021 and meets 2-3x/semester to review campus accessibility needs and fulfillment.</p> <p>03.31.2025: The Accessibility Committee has decided to request a change to a task force per completion of current goals.</p> <p>12.16.2019: Promote implementation of Blackboard Ally to ensure all online course offerings and web site are accessible.</p> <p>02.24.2025: Blackboard Ally was adopted November 2019 and LMS accessibility is currently at 97%+.</p> <p>12.16.2019: What new technologies have been developed that can assist students/lower costs?</p> <p>02.24.2025: SVCC has adopted Read&Write literacy software with a site-wide license and Glean by Sonocent Audio Note Taking Software was adopted in Spring 2024 and is offered only to students who use this as an accommodation.</p>																		
<p>Indicator: Need</p>																			

	<p>Yes, all public or private schools that receive federal funding are required under Section 504 of the Rehabilitation Act to make their programs accessible to students with disabilities.</p> <p>SVCC is striving to meet the required elements. The Canvas LMS accessibility score has exceeded 97% and is continually being monitored and addressed.</p> <p>As physical facilities are updated, ADA regulations are considered, implemented, and addressed with appropriate decision-making parties.</p> <p>The Accessibility Committee has created a Preventative Action Plan to track progress and identify remaining issues.</p> <p>Accessibility policies have been encouraged and adopted for procurement, website accessibility statement, and the Board of Trustees reviews and updates the accessibility policy on a regular basis.</p> <p>When students register with DSS, appropriate and reasonable accommodations are communicated with respective faculty and it is expected they are being implemented appropriately. If/when DSS is informed there are barriers to implementing the accommodations then remedies are pursued.</p>																		
<p>1.2 What is the need for this program/service and how does the institution determine need?</p>	<p>Barriers in the academic setting require accommodations to provide accessibility to SWD. Need is determined when a student submits documentation of disability and engages in the interactive process with the Director of DSS. Student self-referrals and faculty/staff referrals are submitted (either online submission through the DSS website or FAST or by paper copy) to DSS for consideration to determine accommodations.</p>																		
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Students registered with DSS:</p> <table> <thead> <tr> <th>Fiscal Year</th> <th>DSS</th> <th>Distinct (non-duplicated) DSS</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>182</td> <td>79</td> </tr> <tr> <td>2021</td> <td>123</td> <td>58</td> </tr> <tr> <td>2022</td> <td>178</td> <td>89</td> </tr> <tr> <td>2023</td> <td>172</td> <td>76</td> </tr> <tr> <td>2024</td> <td>202</td> <td>94</td> </tr> </tbody> </table>	Fiscal Year	DSS	Distinct (non-duplicated) DSS	2020	182	79	2021	123	58	2022	178	89	2023	172	76	2024	202	94
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1.4 How does the student usage compare to assessed need of the program/service?	N/A, unable to determine. SWD are not required to register with DSS. SWD must register with DSS only when they need formal academic accommodations in place. It is not possible to know how many SWD are not registered with DSS nor is it possible to know how many SWD that are registered with DSS are or are not using their accommodations.
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Indicator: Cost

2.1 What are the current expenditures of the department?	See attached
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	<p>The general education fund and Perkins (%-age determined by # of SWD registered with DSS who are in CTE programs). DSS is frugal and responsible with fiscal resources. There may be instances when more expensive accommodations are necessary to meet the needs of SWD, options are explored to ensure the most cost-effective services are utilized. Advances in technology have allowed DSS to discontinue some of the technology expense used in the past (Livescribe Pens, DVR, laptop computers, some software, etc.). If a SWD has a need for these accommodations, they are still provided.</p> <p>Collaboration with SVC Foundation has been initiated to explore implementation of Accessibility Information Management (AIM) office management software. General education funds will be utilized to maintain the ongoing subscription costs following the initial year expenses.</p>

Indicator: Quality

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	N/A. There is no way for DSS to measure which SWD are utilizing their accommodations nor the variables which contribute to a student's success or lack thereof.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Education, licensure, continuing education, professional development, and collaboration with other college departments (ITS, Instructional Design, Testing Center, faculty, etc.).

<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>Glean by Sonocent note taking software was adopted and implemented Spring 2024 semester. This tool supports students who need note taking assistance as an accommodation.</p> <p>Students are responsible for their own notes and have the tools to be independent in taking notes during class.</p> <p>Notes are immediately available to the student upon using this software. There is no delay as there may be when volunteer note takers are utilized to fulfill this accommodation. Glean by Sonocent has built in features to support student success (transcripts, outlines and quizzes).</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>SWD have access to education and career development. Students who may not otherwise pursue higher education have the supports available at SVCC to have access and increase chances of success.</p> <p>DSS has built positive professional relationships across campus and within the community.</p> <p>Proactive in pursuit of new technologies and enhanced services.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>Cost</p> <p>Limited software licenses</p> <p>Dependence upon other departments to implement and maintain accessibility</p> <p>Lack of training requirements for faculty and staff and/or understanding or motivation for the need for accessibility.</p> <p>Lack of space for accommodated testing (private space for testing and double + time for testing).</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>Student interviews ongoing</p> <p>Faculty feedback ongoing</p> <p>Accessibility Committee feedback ongoing</p> <p>Program Review Committee members 02/25/2025, 03/06/2025</p>

<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p> <p>.</p>	<p>DSS evaluates the effectiveness of academic accommodations and auxiliary aids on an ongoing basis as student needs are disclosed and discussed.</p> <p>Advances in technology impact implementation of accommodations and must be updated as needed.</p> <p>Students must meet with the Director of DSS each semester they choose to have academic accommodations implemented. Student self-advocacy throughout the semester is necessary for modifications.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>None</p> <p>Current ICCB codes used to report diagnosed disabilities are not sufficient nor accurate, rendering the resulting data ineffective.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>N/A</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>The Accessibility Committee meets 2-3x every semester to evaluate accessibility across campus and make recommendations based on available information.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Accommodations are determined on an individual basis. Inequities are addressed per individual student and faculty member.</p>

Review Results

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>In order for DSS to operate in an efficient manner, office management software needs to be considered and adopted. DSS completed a demo with AIM (Accessible Information Management) on 2/25/2025. SVCC enrollment is increasing with the incoming IMPACT program students. Currently, Accommodation Notices are sent manually by the Director of DSS. This is a time intensive process. Implementation of DSS software will reduce the opportunity for error and result in a more streamlined, timely process for students and faculty. Other resources were reviewed and do not appear to meet the needs of DSS at SVCC.</p> <p>AIM is compatible with RegisterBlast, software used by SVCC Testing Center, to implement accommodations relevant to testing.</p> <p>An in-house solution was attempted and failed.</p> <p>Collaboration with SVC Foundation has been initiated to explore implementation of Accessibility Information Management (AIM) office management software. General education funds will be utilized to maintain the ongoing subscription costs following the initial year expenses.</p>
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>A demo with AIM was completed 2/25/2025 and a quote has been received.</p> <p>DSS serves all SWD who register with our office in the same manner.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Student enrollment is increasing, requiring additional resources of limited DSS staff. Office management software will streamline the procedures necessary to be fulfilled by DSS and ensure accuracy.</p>
<p>Resources Needed</p>	<p>Finances</p>
<p>Responsibility Who is responsible for completing or implementing the</p>	<p>DSS, ITS, Business Office</p>

modifications?	
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