

<i>PROGRAM REVIEW COVER PAGE</i>	
<i>COLLEGE</i>	Sauk Valley Community College
<i>DISTRICT NUMBER</i>	506
<i>CONTACT PERSON</i> (NAME, TITLE, CONTACT INFORMATION)	Aaron Roe, Vice President of Information and Planning, Aaron.r.roe@svcc.edu
<i>FISCAL YEAR REVIEWED:</i>	AY 25-26 Program Review
<i>DIRECTORY OF REVIEWS SUBMITTED</i>	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
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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
Commercial Truck Driving	Cert	12	49.0205	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program is designed to prepare individuals to obtain employment as commercial drivers. The classroom portion of the program emphasizes information required to pass the written driving exam, such as the rules of the road, log book requirements, and load regulations. Upon successful completion of the classroom portion, students will prepare for the driving test as they gain driving experience, learn how to hitch trailers to tractors, and safety techniques and practices.		
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>		Objectives are measured through CDL licensure pass rates (written permit and driving exams), employment rates of graduates, and student satisfaction surveys collected via SurveyMonkey and annual exit surveys.		

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The FY21 review resulted in a new partnership with a 3rd-party vendor (Midwest Safe Driver) and the decision to remove the CDL Entrepreneurial certificate (T20) due to low enrollment.
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.	CTE Dean – Sasha Logan Institutional Effectiveness Committee
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.	N/A
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Labor market demand for Heavy and Tractor Truck drivers, shows a total of 97 jobs in our region for 2024 which is steady for our region, but a 5.1% for the national average. The projected growth in our five-county region remains flat, but an expected 10 annual openings due to projections. The expected earnings in our region are slightly lower than national trends but show a median earning of \$23.91 per hour or \$50,200 per year. Lightcast data: 2025
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained relatively flat in our region, but is showing a increase of 5.1% in the nation for Heavy and Tractor-trailer Truck Drivers. An expected growth of 10 annual openings in our five county region. Lightcast data: 2025
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?)	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.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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.	The review suggests a need to maintain strong industry partnerships (like the one with Midwest Safe Driver) to ensure the curriculum meets DMV and industry standards.
Indicator 2: Cost Effectiveness (<i>see ICCB 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: • 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 Truck Driving T10 and T20 overall show the tuition revenue that has been received through the program dropped slightly in 2025 to \$72,132 but was continuing to increase each year to 2024 to a max of \$97,208. Overall, the revenue for this program does not make up enough of the costs and shows a deficit each year due to high instructional service contracts.
2.2 What are the findings of the cost-effectiveness analysis?	The program currently shows a deficit each year due to high costs associated with instructional service contracts with third-party providers.
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.	Non-Credit Strategies At Work Grant (ICCB)
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	Program tuition is 5,148 for Class A and 3,165 for Class B. The college assists students through the Non-Credit Strategies At Work Grant (ICCB) and other scholarship opportunities to reduce tuition barriers.

	to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
	2.5 How will the college increase the cost- effectiveness of this program?	Faculty and administration plan to review and renegotiate third-party contracts to identify more cost-efficient ways to deliver the 160 hours of required training.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	The college is investigating the feasibility of moving away from contracted services to internalized training to reduce the annual deficit.
	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 mostly face to face format, the courses are thru a third party service that trains students for the commercial driving certification.
	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	This program is higher out from a third-party servicer that designs the curriculum.
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No, this program (T10) is not a part of the Perkins V programs of study.

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.	No this program is not a career pathway program definition.
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?	We have implemented the use of Tableau dashboards for faculty to visualize program outcomes and student success data in real-time.
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?	No dual credit courses offered in this program.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program?	High regional and national demand, flexible scheduling (day and night classes), and strong partnerships for practical training.

	In what ways can these opportunities be improved?	
	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).	The program is built around obtaining the Class A and Class B CDL, which are industry-recognized credentials required for heavy truck driving occupations.
	3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Class A and Class B CDL
	3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
	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.	We track the number of students passing the General Knowledge, Combination, and Air Brakes written exams, as well as the Pre-trip, Yard, and Road Skills driving tests.
	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?	We have a strong external partnership with Midwest Safe Driver and use internal partnerships with Student Services to provide equitable access via grants.

	What opportunities exist for other partnerships?	
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	We have a strong external partnership with Midwest Safe Driver and use internal partnerships with Student Services to provide equitable access via grants.
	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?	We do not offer any professional development or training related to this particular program directly as we contract these courses out of a third party service.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The SaukCares 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 program utilizes 10-speed manual and automatic tractor-trailers in the East Parking Lot to ensure students are trained on modern fleet equipment.
	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?)	We use feedback from advisory committees (internal and external stakeholders) to update the curriculum to match current industry logbook and safety standards.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are sent surveys to gauge their satisfaction in this program through surveymonkey. 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?	Employers participate in curriculum design and placement; their satisfaction is gauged through direct communication with the advisory committee and alumni tracking.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Directly managed through the third party (Midwest Safe Driving)
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employer satisfaction is collected through the colleges surveymonkey account and shows that employers have been satisfied overall with the preparation.
3.25 What are the program's strengths?	High median earnings (\$23.91/hr), high demand, and flexible day/night scheduling.

3.26 What are the identified or potential weaknesses of the program?	Significant racial and gender enrollment gaps and the high cost of the instructional contract.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No changes were made as a part of any modifications for this review.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
N/A					
Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.					
CTE Program	Truck Driving T10 and T20				
CIP Code	49.0205				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	29	86	101	112	81
Number of Completers	15	29	36	35	29
Other (Please identify) Program Fall to Fall Retention Rate	60.9	48	67.2	68.2	46.9
What disaggregated data was reviewed? If program enrollment is low, programs may	The disaggregated data reviewed are race/ethnicity, gender, and full-time/part-time status for enrollment and course success rates.				

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.)	
How does the data support the program goals? Elaborate.	The program has successfully exceeded its FY21 goal of 40 students per year, with enrollment reaching 101 and 112 in recent years. Further, note that pass rates remain high for both the written permit (GSV 100) and driving exams (GSV 102)
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 courses such as GSV100 and GSV102 there is a decrease in the proportion of students enrolled from various subpopulations such as African American or Hispanic students. When evaluating course success rates, the success rates are a little lower for African American and hispanic students as compared to Caucasian students. Also this program is significantly lower in any female student enrollments as compared to the proportion of enrollments at the college overall.
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.	A significant gender enrollment gap (95% male). Recommend collaborating with marketing to create a "Women in Trucking" campaign similar to the college's "Women in Welding" initiatives mentioned in the previous review.

Are the students served in this program representative of the total student population? Please explain.	The students served in this program are comparable to the college's population and college enrollment profile overall. Currently the college is at 73% Caucasian students overall whereas the program is a little lower at 56%. This in turn shifts our Hispanic student population the most with 17% in our college overall but less in the program with 9.5% enrollment. This program does enroll a much higher proportion of male students with 95% enrolled in the program overall as compared to only 40% enrolled at the college on average.
Are the students served in this program representative of the district population? Please explain.	The students served in this program are comparable to the district population and college enrollment profile overall. Currently the district is at 81.9% Caucasian students overall whereas the program is a little lower at 56%. Our Hispanic student population within our district is 12.3% in our district overall but less in the program with 9.5% enrollment. This program does enroll a much significantly proportion of male students with 95% enrolled in the program overall as compared to 50% within the district.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Note that while the program meets a high labor market need (expected 10 annual openings), it is moving from a "guaranteed profit" in FY21 to a deficit in the current cycle due to instructional service contracts.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program review report recommended re-examining marketing (highlighting that students test with the same equipment they train on) and packaging the program with other areas like Agriculture.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	State that objectives are being achieved as evidenced by high licensure rates and positive graduate exit surveys.

	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Currently the program has a heavy male population with around 95%, efforts to increase the population of female student enrollment to align to the community and enrollment percentage would help with marketing/highlight female student success in the program.
	Resources Needed	N/A
	Responsibility Who is responsible for completing or implementing the modifications?	Business and Community 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
Commercial Drone sUAS Pilot	Cert	3	49.0109	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program is intended to prepare students to successfully operate small unmanned aerial systems (sUAS) in a commercial setting. Specifically, this program provides students with the requisite knowledge to pass the Federal Aviation Administration's Part 107 examination and obtain commercial licensure. Targeted individuals are those with an interest in utilizing sUAS technology for data acquisition and decision support in fields such as agriculture, public safety, utilities, surveying, insurance, real estate, and cinematography.		
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</i>		These objectives are being met due to the detail of the curriculum and utilizing the necessary resources to be prepared to take the Part 107 licensure test. The instructor has taken and passed the licensure test recently, so the instruction will be updated accordingly to better prepare the students. All students have passed the course itself, but the licensure test is an optional test for the students to take on their own after completing the course. At this time, SVCC is not certified to administer the licensure test yet. Work is being done to see what the college needs to do in order to administer the test.		

<i>meeting Program Learning Outcomes, etc.)</i>	
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	To our knowledge, there is no previous program review for this program area.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Kevin Larsen - teaching faculty Sasha Logan - CTE Dean Aaron Roe - Director of Research and Planning
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 degree program.

	Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A as this degree program is only a single, 3-credit course degree program.
	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 Remote Aircraft Pilot (49.0109), shows a total of 27 jobs in our region for 2024 which is 11.1% above the national average. There is a projected 22.2% growth in our five-county region, but an expected 3 annual openings due to projected openings. The expected earnings in our region are slightly lower than national trends but show a median earning of \$31.16 per hour or \$64,800 per year. Lightcast data: 2025
	1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Labor market demand for Remote Aircraft Pilot (49.0109), shows a total of 27 jobs in our region for 2024 which is 11.1% above the national average. There is a projected 22.2% growth in our five-county region, but an expected 3 annual openings due to projected openings. Lightcast data: 2024
	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?)	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.
	1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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.	As this is the first program review for this degree program area, no modifications have been made yet. Although, the employment data does show strong growth in this area.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The budget for the drone class UAS101 remains very small comparatively. There is a minimal cost to pay for the instructor and the drone equipment itself was purchased using funding bond monies to cover the expenses. This course has been inserted into the precision ag curriculum to maintain operational costs.
2.2 What are the findings of the cost-effectiveness analysis?	Findings show that the program is very cost effective due to the lack of regular input costs. Technology additions, i.e. crop scouting drone and eventual spraying application drone, are spread throughout multiple programs.
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.	Technology additions, i.e. crop scouting drone and eventual spraying application drone, are spread throughout multiple programs.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/program assist students in	Besides the initial course fees, the only other additional cost to the students is the purchase of their own drone. The expense of their drone depends on what they decide to purchase, but the instructors do make recommendations based on what they would like to do with their drones after the course. The program does have a drone that students can borrow during class time if needed, but it is highly recommended that they purchase

	overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	their own to practice flight techniques on their own and complete some assignments on their own. For students with financial needs, applying for scholarships is highly recommended.
	2.5 How will the college increase the cost- effectiveness of this program?	For students with financial needs, applying for scholarships is highly recommended. Technology additions, i.e. crop scouting drone and eventual spraying application drone, are spread throughout multiple programs.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	No, due to the fact that this program is very cost effective already.
	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 mostly face to face format.
	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program ensures these aspects through use of the FAA provide material in combination with flight time to master flight skills. Instruction will be adjusted based on the instructor's experience with the licensure test so that the students are better prepared to take the test themselves.
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	No, this program (H31) is not a part of the Perkins V programs of study.

	If yes, describe any strengths or challenge to program of study implementation.	
	3.4 Does this program meet the definition of a career pathway program ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	N/A
	3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The practical usage of the crop scouting drone as well as the (eventual) addition of a spraying/application drone.
	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?	We are looking into offering several components of the Ag curriculum into dual credit offerings at area high schools, and the drone class could be included in the future.

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The practical usage of the crop scouting drone as well as the (eventual) addition of a spraying/application drone.
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).	Industry does not require the program itself to be accredited.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Industry does not require that the instructor(s) be licensed to teach the course/program, but it is highly recommended.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No, because this is only a 3-credit class/program.
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.	The initial license is the Part 107 test for unmanned aircraft. Any additional licensure is based on aircraft size and use. Licensure pass rate is unknown as the licensure test is not required to pass the class/program at this time.
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?	A local drone spraying company has been brought in as a guest presenter to demonstrate that part of the industry. We can ask them for guidance on program adjustments in the future.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Through the SVCC Foundation and SVACC Ag Committee's scholarship programs, students can access funding to help pay for the course fees as well as the purchase of their own drone.
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 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.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The SaukCares 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 current technology meets industry needs, but constant updates to firmware/software are needed. The addition of a spraying/application drone will further connect the course/program to current and future industry needs.
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	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

at the institution for continuous improvement?	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?)	Instruction will be adjusted based on the instructor's experience with the licensure test so that the students are better prepared to take the test themselves. The students are not required to take the licensure test at this time in order to pass the class/program, but this is being looked into in order to incorporate the licensure test in the future.
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 SVCC Ag Advisory Council evaluates all ag related programs. A sub-committee could be formed to provide more specific insight as related to the drones industry.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Guest presenters from various parts of the drones industry are brought in to discuss and demonstrate to the class.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Ag advisory committee members have expressed positive feedback about all Ag graduates, some of whom have taken the drones course/program. Feedback specific to this program has not been obtained yet, as the industry has recently shown a strong emphasis on future employees having this experience.

3.25 What are the program's strengths?	Short-term certificate (1 3-credit course) Application of current technology Practical instruction of both content knowledge and flight skills
3.26 What are the identified or potential weaknesses of the program?	Not requiring the licensure certification to pass the course Not having a spraying drone to use as a part of the course.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Exploration into what the college can do in order to administer the licensure test. This is a conversation between the college and the testing company.

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

With the program being a one-course certificate, retention of students in course sequencing should not be impacted as long as they pass the class.

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	Commercial sUAS Drone Pilot Certification				
CIP Code	49.0109				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	3	9	7	3
Number of Completers	0	0	7	8	3

Other (Please identify) Program Fall to Fall Retention Rate	60.9	48	67.2	68.2	46.9
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, 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.)	The disaggregated data reviewed are race/ethnicity, gender, and full-time/part-time status for enrollment and course success rates.				
How does the data support the program goals? Elaborate.	Yes, because the data shows a near 100% completion rate of degree/program completion.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The Drone certification consists of only one course which is UAS101. This course still has relatively low enrollment which is hard to say for certain that any proportions are representative of the college's population. Since this course is only 2-3 years old. We will reevaluate as enrollment continues to increase.				
What is the college doing to overcome any identified gaps? If nothing is currently	Due to low enrollment, the college will continue to push the outreach to students and push the marketing efforts. Events like Sauk Fest have done well to expose students to the course/program.				

being done, explain what the college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	The students served in this program are comparable to the college's population and college enrollment profile overall. Currently the college is at 73% Caucasian students overall whereas the program is a little higher at 77%. This in turn shifts our Hispanic student population the most with 17% in our college overall but more in the program with 18.2% enrollment. This program does enroll a much higher proportion of male students with 86% enrolled in the program overall as compared to only 40% enrolled at the college on average.
Are the students served in this program representative of the district population? Please explain.	The students served in this program are comparable to the district population and college enrollment profile overall. Currently the district is at 81.9% Caucasian students overall whereas the program is a little lower at 77%. Our Hispanic student population within our district is 12.3% in our district overall but more in the program with 18.2% enrollment. This program does enroll a much slightly higher proportion of male students with 86% enrolled in the program overall as compared to 50% within the district.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Continue the program as is, but emphasize to students to apply for scholarships if they need assistance in purchasing a drone. We will work with the testing center to be allowed to administer the first licensure test here on campus.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We will work with the testing center to be allowed to administer the first licensure test here on campus. We will also work with the marketing department on promoting the course/program.

	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	While we feel program objectives are being met, we will work with the testing center to be allowed to administer the first licensure test here on campus. We will also work with the marketing department on promoting the course/program.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Due to low enrollment, areas of concern are hard to identify. This program currently does align closely to the college's enrollment profile.
	Resources Needed	Marketing materials Making the licensure testing available on campus
	Responsibility Who is responsible for completing or implementing the modifications?	Kevin Larsen - instructor Sasha Logan - CTE dean Marketing Department Testing Center

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
Early Childhood Education AAS	Degree	63	19.0709	
Early Child Educator Asst	Cert	18		
Early Child Educator Cert	Cert	30		
Foundations of Infant Toddler Care	Cert	4		
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The Early Childhood Education program provides the academic background and practical experience for people interested in careers in education, including infant, preschool and school-age child care in early childhood centers, family child care homes, parent education, and early childhood program supervision. Coursework focuses on theory, research and program practice pertaining to children prenatal to early school age. Students will have the opportunity to observe and assess children's behaviors and to work directly with children in a supervised setting. This program provides a comprehensive course of study, including physical, cognitive, social and emotional development of young children, curriculum development, literature and language arts, creative activities for teaching art, music, math and science, behavior guidance, health and nutrition, and one supervised practicum experience.		

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>	The ECE CTE program collects programmatic data at both the course, certification, and degree level to ensure the program objectives are being achieved. Courses with ECE designation are part of the college-wide assessment system that collects course-level data from instructor-selected embedded assessments to measure student success each semester. Further, the program participates in the Gateways credentialing system, which uses state-wide standardized program objectives and course-embedded assessments to ensure that credentialed students have the knowledge and skills to be successful in the field. The Gateways recertification process, which occurs every five years, ensures that course content and assessments are current to the Statewide standards.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The past review revealed the need to align course syllabi and outlines. COMPLETED Upcoming changes to NAEYC standards required changes to Gateways embedded competencies and updated course content and assessments. Once released, these updated standards and competencies were added to all course syllabi and outlines. COMPLETED Finally, the quality review revealed the need for improved efforts to establish community partnerships with stakeholders through an advisory board, and implementing a systematic way to gain quantifiable feedback on employer satisfaction with program guidelines. COMPLETED
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Beth Smaka, Assistant Professor II, Early Childhood Education: Head Writer Sasha Logan, Dean of Business, Career, and Technical Programs Aaron Schupbach-Roe, Director of Research and Planning
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's 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.	ECE 250 Early Childhood Practicum is the only ECE course with a prerequisite. It is needed to ensure appropriate enrollment timing for student graduation and program completion.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Due to EDU 102 being replaced in the AAS program by EDU 105 (FY26) and ECE 250 having been adjusted in FY 25 from 3, down to 2 credits the overall degree credits will be reduced from 62-63 to 60-61. 61 credit hours would only be necessary if a student chooses to take LAN 161.
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 Childcare provider/assistant (19.0709), shows a total of 248 jobs in our region for 2024 which is 28% above the national average. There is a no projected growth in our five-county region, but an expected 32 annual openings due to retirements and staff leaving from the field. The expected earnings in our region are slightly lower than national trends but show a median earning of \$15.75 per hour or \$32,800 per year. Lightcast data: 2025
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Labor market demand for Childcare provider/assistant (19.0709), shows a total of 248 jobs in our region for 2024 which is 28% above the national average. There is a no projected growth in our five-county region, but an expected 32 annual openings due to retirements and staff leaving from the field. Lightcast data: 2025
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?)	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.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.

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.	Action: the adjustment of adding EDU 105 to the AAS requires accommodating the workforce by moving the class to online rather than hybrid. This supports the previous actions taken to make all workforce classes accessible online. ECACE grant funding allowed us the opportunity to build stronger partnerships through advisory council meetings and provided financial support for the institution and students. Examples include: textbook lending library; Early Childhood classroom with materials; resource kits for students; financial support for partners; ECE Academic Advisor and Outreach Coordinator; and updated marketing and recruiting materials. These efforts resulted in increased enrollment, stronger partnerships in the community and continued workforce development and economic opportunity. Stronger transfer partnerships have also been created as 4-year schools have had to expand programs and accommodate the AAS as a transfer degree.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis	The budget for all of early childhood education is included within the same budget for the AA early childhood education transfer degree 681. Overall, the tuition revenue that has been received through the program dropped slightly in 2022 to \$55,044 and continued to increase each year to 2025 to \$144,933. Overall, the revenue for this program does make up enough of the costs and shows a net positive return each year.

	● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	
	2.2 What are the findings of the cost-effectiveness analysis?	The impact of ECACE on program finances is correlated to the income and tuition revenue. The increases in enrollment continue to bolster program finances. As we get further away from ECACE we need to invest in further marketing and recruiting.
	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.	Yes, costs were offset by the ECACE grant. There is currently no sustainability plan in place to continue the extensive support provided by the ECACE grant.
	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)	Due to the tuition model at SVCC, this program is comparable with other programs, both in person and online courses tuition and fees are set by the institution. This program does not contain additional fees outside the above mentioned costs. If a student is in need of assistance to overcome financial barriers and 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.
	2.5 How will the college increase the cost- effectiveness of this program?	The program will be working to continue increasing enrollment through a series of marketing efforts designed to target locally-employed early childhood workers interested in expanding their skills, credentials, and continuing education opportunities. The program will explore the possibility of center-based cohort models with local directors, and increase communication with local center directors about employee opportunities. The

		program will also be continuing an advisory board composed of local center directors, students, and agency representatives to increase awareness of the program's offerings and analyze areas where additional programming and coursework would be beneficial to our local workforce. These efforts will be continued and apprenticeship opportunities will be explored in partnership with BEST.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	Through increased enrollment, a strong foundation of community engagement, and a fresh marketing plan, ECACE has set the stage for positive progression in program cost effectiveness.
	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 mostly online format in the 200 level course with some occasional face to face offerings in the early 100 level courses.
	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Each course includes Gateways to Opportunity competencies directly connected to cultural and linguistic responsiveness. These professional competencies support high quality, relevant, contextualized instruction in all program courses.
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, this program is a part of the Perkins V programs of study.

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 education and we 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?	Faculty provides evening office hours to allow the workforce to receive individualized mentoring and coaching. Prior Learning Credit - Students are eligible for 6 credits for active Preschool and Infant/Toddler CDA's Faculty participation in early childhood organizations at the local, state and national levels ensures that students are aware of employment opportunities and issues related to their career.
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?	Sterling High School: ECE 114, ECE 115, EDU 210 Whiteside Area Career Center: EDU 105 Oregon High School: EDU 105 RockFalls High School: EDU 105 ECE 118, and 228 are available online to any area high school student who wishes to enroll.

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	This program has many work-based learning opportunities embedded into most courses. These include: observation hours, field experiences, practicum, or student teaching experiences, practitioner and family interviews, and guest speakers. Students can be approved to use their place of employment as a site to complete their coursework. These opportunities improve the quality of the program in many ways: students network with mentors and leaders in ECE; employment connections are often created as students complete work-based learning such as observations and field experiences in their local communities; and student's knowledge of the variety of careers in the field of early childhood education is expanded through exposure to various career professionals.
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).	Although industry accreditation is not required for this program, we have voluntarily sought and been awarded IL Gateways to Opportunity Profession Development System entitlement.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	The program incorporates the Gateways ECE credential level 2,3,4, and the Gateways Infant Toddler Credential Level 4. Students who complete the ECE AAS exceed necessary educational requirements to be licensed by DCFS as early childhood teachers in the state of Illinois. Additionally, the program recognizes workforce efforts by awarding 6 credits to students who have a valid Infant/Toddler or Preschool CDA, a nationally recognized credential.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Apprenticeship opportunities are currently being explored. None are in place yet.
3.11 Please list all applicable licensure and industry/professional	N/A

	examinations. Include examination pass rates and the number of students who took each respective exam.	
	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The program currently has a partnership with the Whiteside area career center, a regional technical school serving area high schools, to provide dual credit classes and a pathway to the ECE certificate and degree programs.
	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?	Creating the ECE Advisory Council has increased program feedback on quality and effectiveness. It also provided additional observation and work-based learning sites for students. Continued outreach to various other local facilities provide opportunities for increased expansion of partnerships.
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Advisory council partners are representative of not only the institution but also the workforce, local agencies and the community which encompasses diverse voices across the Sauk Valley.
	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 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.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The SaukCares Committee 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?	ECACE funding allowed us to ensure the newest technology in the field is being utilized in the classroom and for community events. A laptop cart in the ECE classroom provides equitable access to all students.
	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?)	Assessment data is used to improve student performance. Examples of curricular changes and supports are: creation of graphic organizers and templates to provide consistent observation experiences and reports. Data has also resulted in revisions of assignments and assessments to ensure access at a lower reading level to meet the needs of current students.
	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?	Advisory committee meets twice each year and is provided with a yearly survey measuring competency based Professional Dispositions. Data is reviewed and utilized to improve students' performance through curricular updates. Expanding Advisory council representation will ensure additional partners have the opportunity to participate and provide feedback.
	3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Adjunct faculty is a member of the Advisory Council and collaborates with program faculty to ensure curriculum design, and work based learning opportunities are meeting employer needs.
	3.24 How satisfied are employers in the preparation of the program's graduates?	Both survey and anecdotal data indicate that employers are satisfied with the program graduates. Community meetings and discussions along with survey data on professional dispositions is the collection process.

	How is employer satisfaction information collected?				
	3.25 What are the program's strengths?	Work-based learning, a full time faculty member with strong community connections and institutional support are all program strengths. Additionally, adjunct faculty working in the field strengthen the program through real time feedback.			
	3.26 What are the identified or potential weaknesses of the program?	The completion of the ECACE grant means that extra financial support for marketing, recruiting, and the position of ECE Academic Advisor and Outreach Coordinator are no longer possible. This may impact student performance persistence and enrollment.			
	3.27 Did the review of program quality result in any actions or modifications? Please explain.	The review of the program has resulted in revising the credit hours for the ECE Practicum ECE 250, as well as adding EDU 105 Preparing for Careers in Education to the AAS. This course addition will provide CTE students with a strong foundation of career choices in education in the state of IL.			
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
The workforce encounters the barrier of not being able to attend full time due to work schedules. Retention is a barrier because they are not attending full time, there's no cohort based model, and they also need additional supportive measures such as funding and child care to ensure they are successful. While online courses are better suited for these students an in person setting would be more beneficial to their overall success and completion. Advising and course sequencing continues to be a barrier. Students who do not take the initial courses struggle when placed in higher level courses. This can also result in students struggling with mental health issues.					
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	Early Childhood Education 042				
CIP Code	19.0709				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	196	163	178	324	337

Number of Completers	9	8	8	2	3
Other (Please identify) Program Fall to Fall Retention Rate	85	86.4	58.3	50	44.4
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.)	The disaggregated data reviewed are race/ethnicity, gender, and full-time/part-time status for enrollment and course success rates.				
How does the data support the program goals? Elaborate.	Decreased retention in years 3-5 is highly related to the loss of ECACE scholarships and grant funds. The AAS in ECE is designed to serve the workforce and these students are often faced with obstacles to timely completion such as being part time students with families and demanding work schedules.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There are not significant findings in equity gaps when it comes to the course success of any of the major courses. The higher level of EDU courses for 210 and 220 have a lower count of students enrolled from any of the subpopulations.				
What is the college doing to overcome any	The faculty will continue to work with Advising to ensure students are receiving updated course, scholarship, and transfer information. Targeted advising, along with appropriate interventions with students				

identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	who exhibit academic or behavioral needs will be continued in order to support student success and completion.
Are the students served in this program representative of the total student population? Please explain.	The students served in this program are comparable to the college's population and college enrollment profile overall. Currently the college is at 72.7% Caucasian students overall whereas the program is a little higher at 78.3%. This in turn shifts our Hispanic student population the most with 17% in our college overall but less in the program with 15.1% enrollment. This program does enroll a much higher proportion of female students with 86.5% enrolled in the program overall as compared to only 61% enrolled at the college on average.
Are the students served in this program representative of the district population? Please explain.	The students served in this program are comparable to the district population and college enrollment profile overall. Currently the district is at 81.9% Caucasian students overall whereas the program is a little lower at 78.3%. Our Hispanic student population within our district is 12.3% in our district overall but more in the program with 15.1% enrollment. This program does enroll a much slightly lower proportion of male students with 13.5% enrolled in the program overall as compared to 50% within the district.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Enrollment has increased significantly (from Year 1 to Year 5), but the expiration of the ECACE grant poses a risk to student support services and recruitment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Develop a sustainability plan to replace the loss of the ECE Academic Advisor and Outreach Coordinator position previously funded by the grant.

	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	With a much lower proportion of male students in the program the goal will be to recruit more students that are representative of our overall population in the future.
	Resources Needed	N/A
	Responsibility Who is responsible for completing or implementing the modifications?	Dean of CTE Area Faculty in ECE

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY2021-FY2025
	Discipline Area:	Early Childhood Education 681
	Review Summary	
	Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives What are the objectives of the discipline?	The early childhood education concentration will prepare students to transfer to a four-year institution to earn a bachelor's degree in early childhood education and teacher licensure (PreK-Grade 2) in the state of Illinois.
	To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	The program's objectives are being met. Students who transfer to our major feeder universities have completed general education and pre-program requirements consistent with native students at those campuses and graduate on similar timelines. Students in this transfer degree are assessed on the general education program level objectives. Student outcome success rates are generally above 70% while embedded credential assessments measure the same in ECE courses. Students are also achieving content knowledge and skill objectives. The academic assessment system measures select program level-objectives and reports student success rates generally above 70%, Discipline participation in the college-wide general education assessments show students are mastering appropriate broad-based liberal arts skills at rates generally in the 75-80%.

	How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The EDU/ECE AA/AS degree programs contribute to other fields by reinforcing broad-based general education requirements for all teachers entering the teacher certification programs at four-year transfer schools. Specific requirements in laboratory and physical sciences, statistics, human geography, history, diversity, and political science serve as additional enrollment drivers in those courses outside the traditional GECC distribution requirements. The mission of SVCC is "Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development." The EDU/ECE discipline areas support this mission by preparing teacher candidates who will educate community youth, engage in community service positions, and support the role of research and scholarship in the field of teaching.
	Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
	Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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1.2 How will students be informed or recruited for this discipline?	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.
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?	N/A
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are a total of six education courses that are specifically included within both the AA degree with a concentration in education degree. This degree specifically prepares to pursue a bachelor's in arts. A number of these courses have large consistent enrollments from between 30-40 students annually. EDU105 reached a new high in enrollment of 78 students in this past academic year.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The costs associated with this concentration in Early Childhood education are balanced across a number of programs within the Education area at Sauk Valley Community College. The main costs associated with the program are 1-2 full-time instructors and 3-4 part-time instructors annually. The program does not require many expenses for instructional supplies and ends up making revenue at the end of every year on average between 50-80k.

	2.2 What steps can be taken to offer curricula more cost-effectively?	The curriculum has already been streamlined as much as possible while still offering all the classes students need to graduate in a timely manner, while also supporting our short-term ladder certificates.
	2.3 Is there a need for additional resources?	The program needs a dedicated advisor for all ECE/EDU students.
	Indicator 3: Quality	Response
	3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	For this program, a majority of the enrollments for the 6 courses combined are in an online modality. More of the introductory level courses are taught face to face, but then with the 200 level courses almost all are taught online.
	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?	Persistence and success rates for all college courses by delivery method are collected and analyzed by the college to identify ongoing quality and student support issues arising from the online environment. No significant persistence and success differences were found by delivery method in program courses.
	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 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.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	N/A
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.

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?	Courses in the program consistently have success rates at or well above the college averages. Low enrollment courses are reviewed to see if the articulation need has changed. If the course is no longer a viable transfer course, it will be brought to the curriculum committee for deletion.
3.10 How does the college determine student success in this discipline?	Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, and employment data are analyzed when available.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The advent of the new IAI transfer courses means that we will remove Technology in Education from the recommended course sequence and replace it with Introduction to Education.
List any barriers encountered while implementing the discipline.	
Transfer continues to be a difficult situation for EDU and ECE students. We would like to have a single advisor who would serve as the advisor for all EDU and ECE students and who could specialize in the courses and requirements for our students to help reduce duplicated and wasted courses and ease the transfer process.	
Constantly changing legislative requirements are an obstacle.	

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	ECE 681
Course Title	ECE114: Child Care and Development
Course Description	This course provides an overview of the theory and principles of human growth and development from conception and prenatal development through age 8. Content includes an in-depth study of the inter-relatedness of physical social emotional cognitive language and

	aesthetic aspects of development. Development is studied in the context of family gender culture language ability socio-economics diversity and society. Current research and major developmental theories are examined with an emphasis on the implications for early childhood professional practice. Students are required to complete 3 observations at an approved preschool site.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	21	17	28	33	37
Credit Hours Produced	63	51	84	99	111
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.7	94.1	85.7	72.8	75.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ECE912	ECE912	ECE912	ECE912	ECE912
How does the data support the course goals? Elaborate.	Decreased student success in 24-25 was highly related to increased enrollment and heavy student course load due to ECACE grant and scholarship initiatives				
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.	Overall, the proportion of male students in this program is a gap, but this course overall is disproportionate to the college's overall population. Although some subpopulations such as hispanic or african american students is lower in ECE114 than the college's overall proportion. The ECE114 success rate remains steady to the college's overall pass rate.				
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	ECE 681				
Course Title	EDU105: Prep for Careers in Education				
Course Description	This course introduces the student to licensure standards course sequences and skills required for education majors. Students will be introduced to the Illinois Professional Teaching Standards and will become familiar with the roles and responsibilities of teachers and the dispositions of effective teachers. Students will be exposed through observation activities to varying grade levels classrooms with the purpose of aiding in choosing the correct licensure path.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	55	42	39	33	78
Credit Hours Produced	110	84	78	66	156
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.6	97.5	89.7	100	94.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	This is an introductory informational course helping students decide whether teaching is an appropriate career for them. Success rates are consistent with our goals 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.	EDU105 has a significantly higher pass rate than the college's overall with a rate of 94.7% as compared to 87.8%. Proportionally this program				

	and this course has a much lower male student population, but a notable increase in enrollment in 2025 in EDU105 to 23 male students enrolled.				
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	ECE 681				
Course Title	EDU210: Diversity in Education				
Course Description	This course is designed to introduce pre-service teachers to the basic principles and foundations of educating for diversity. The course will explore schooling in and for global society. Emphasis will be on material evaluation and selection curricular design and the relationship between diversity classroom procedure and educational policy				
	2021	2022	2023	2024	2025
Number of Students Enrolled	26	28	27	31	51
Credit Hours Produced	78	84	81	93	153
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.6	78.5	81.4	71	86
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	Edu 210 is only offered online and therefore suffers from increased withdrawal and stopping out rates compared to onground classes. The success rate in these classes is consistent with other online-only courses on campus.				

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.	The pass rates for EDU210 have been consistently high and similar to the college overall, with the highest pass rate of 92% in 2025. Remains true with the rest of the program with low male student enrollment overall and subpopulation enrollment, but pass rates remain high with those 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	ECE 681				
Course Title	EDU221: Children's Literature				
Course Description	This course introduces students to the history themes form and genres of literature for children. Special emphasis on the analysis and evaluation of literature for children as well as the social and cultural contexts that have influenced the creation and selection of literature for children.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	31	11	17	36	42
Credit Hours Produced	93	33	51	108	126
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.1	81.8	88.3	66.7	95.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3918	H3918	H3918	H3918	H3918
How does the data support the course goals? Elaborate.	This course is now an approved humanities option in the GECC program. As such, enrollment trends have skewed to be more consistent with the general				

	population and less in line with the program population. That change took place in 24 and affected overall course success rates.				
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.	With the exception of 2024, the pass rates have all been above or near 90%, which is much higher than the college overall. In 2024, EDU221 experienced a higher than normal withdrawal rate. Still proportionately lower male student population, but success rates with minority populations remain high.				
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	ECE 681				
Course Title	EDU220: Educ of the Exceptional Child				
Course Description	An introductory overview of the field of special education and the educational and evidence-based strategies that support children with exceptional cognitive social physical and emotional needs. Services and interventions will be examined including federal and state requirements for eligibility. Students will be introduced to the various exceptionality categories that occur in the population including an overview of characteristics of individuals in each category with emphasis on category-appropriate interventions and teaching strategies.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	45	36	26	38	36
Credit Hours Produced	135	108	78	114	126
Success Rate (% C or better) at the end of the course, excluding	86.7	77.8	80.8	84.2	88.9

Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ECE 913	ECE 913	ECE 913	ECE 913	ECE 913
How does the data support the course goals? Elaborate.	This course remains a foundational course in the program with consistently above-average success rates as would be expected from a 200-level program content 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.	Pass rates have always been relatively high in EDU220, with the highest being in 2025 with 94.4%. Proportionally EDU220 still has a low population of male students as compared to the college overall.				
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	ECE 681				
Course Title	EDU102: Computer Education for Teacher				
Course Description	This course is designed to meet the needs of education majors. This course will introduce students to the fundamentals and skills necessary to effectively integrate technology into teaching. This course is designed for the student with minimal computer experience.				
	2020	2021	2022	2023	2024
Number of Students Enrolled	32	26	25	22	38
Credit Hours Produced	96	78	75	66	114
Success Rate (% C or better) at the end of the course, excluding	71.9	80.8	88	76.1	81.6

Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	This course is an introductory course in the program with success rates as would be expected from a first or second-semester course. Articulation concerns have also affected course enrollment, narrowing the population for whom this course is relevant.				
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.	EDU102 on average has been pretty steady in terms of pass rates comparatively to the college average overall. There were two years of lower pass rates in 2021, and 2024 in the mid 70%'s while the highest of 92% in 2025. Overall the proportion of male student enrollment in EDU102 is relatively low compared to the population at SVCC, although the minority subpopulations pass rates seem to be steady with the college average.				
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.	1. Withdraw EDU 102 as it is not selected as an IAI major course. 2. Re-activate EDU 101 as it has been selected as an IAI major course. 3. Revise the catalogue program of studies to incorporate the course changes. 4. Request a dedicated EDU/ECE advisor				
Program Objectives If program objectives are not being met, what action steps will be	Program objectives are currently being met.				

taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Although male enrollment in EDU/ECE degrees remains low, there are few to no gaps in performance success across other demographic categories.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	IAI major transfer courses remain a high priority due to new legislation guaranteeing major credit at senior schools. It is critical for us to maximize student transfer efficiency given the difficulty and uncertainty of the EDU transfer process.
Resources Needed	EDU/ECE advisor
Responsibility Who is responsible for completing or implementing the modifications?	Dean and Area Faculty

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY2021-FY2025
	Discipline Area:	Economics 651
	Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives What are the objectives of the discipline?	The concentration in economics prepares students to transfer to four-year universities to pursue a bachelor of arts degree in economics, a bachelor of science degree in economics, or a bachelor of business degree in economics.
	To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Of the students who are Economics majors, they show a high completion rate. The persistence rate is over 91% for all students who elect to take these courses.
	How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The courses in this program are a requirement for many transfer disciplines. These courses build critical thinking and problem solving skills that all students will need to be successful. These courses strongly support all students who are on educational paths in the business and accounting fields. Additionally, the economics courses support the mission by providing needed GECC courses for local students pursuing a transfer degree. These courses are offered in multiple formats to meet the needs of a wide demographic of students.
	Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
	Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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1.2 How will students be informed or recruited for this discipline?	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.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No changes have been made since the last review period.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are a total of two economic courses that are specifically included within the concentration in economics degree. This degree specifically prepares to pursue a bachelor's in sciences. The largest needs within these courses are in ECO211: Principles of Macroeconomics, ECO212: Principles of Microeconomics.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The costs associated with this concentration degree show that the enrollment does not compensate for the costs associated with running the program from evaluating both the supplies and equipment as well as 1-2 employee salaries. On average the program shows a revenue around \$30,000 per year. Enrollment has been showing a steady increase with a small decrease in 2024, but a high in 2025 with 228 students.
2.2 What steps can be taken to offer curricula more cost-effectively?	While this program is already very cost effective, the addition of the Sauk Ready program reduced the cost of student textbooks. Looking forward there is potential to transition to OER for course materials.

2.3 Is there a need for additional resources?	No additional resources are needed at this time.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	For these two courses there are a mixture between Day and online enrollments, but an overall majority of the courses are offered online.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The courses in this program are offered both in person and online. Students have the option to receive tutoring both in person and online to meet their needs. Additionally, the instructor provides office hours in both in person and virtual modalities.
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 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.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	There is only one full time faculty member associated within this discipline, they have not been involved in the last five years.

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.
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?	The institution has implemented Navigate 360 as a retention tool to address needed support. The institution also reviews program specific assessment data to identify areas of concern regarding program completion and success rates. If areas of concern are identified, the data is utilized to guide implementation of best practices. Professors also regularly review their course materials for understanding and to ensure they are providing students with best practice supported content.

3.10 How does the college determine student success in this discipline?	Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, employment
3.11 Did the review of quality result in any actions or modifications? Please explain.	No changes have been made at this time. Regular monitoring will continue.
List any barriers encountered while implementing the discipline.	
With the wide range of course options presented through regular availability and modality, this course has not identified any substantial barriers. The institution continues to review all materials and work to remove/reduce any found barriers.	

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	ECO 651				
Course Title	ECO211: Principles of Macroeconomics				
Course Description	A survey of macro-economic theory with emphasis on resource allocation in a mixed-enterprise economy. Concentration is on the operation of the market mechanism, the role of government and labor international trade national income determination and accounting money and banking monetary and fiscal policy and macroeconomic fluctuations.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	152	142	145	111	115
Credit Hours Produced	456	426	435	333	345
Success Rate (% C or better) at the end of the course, excluding	85.1	90.1	86.8	90.9	91.1

Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 901	S3 901	S3 901	S3 901	S3 901
How does the data support the course goals? Elaborate.	The data states that over the past 5 years, a minimum of 85% of all students have successfully met all course objectives and persisted in their studies.				
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.	Enrollment in the Economic concentration is comparable to that of the college-wide averages. 73% of the college enrollment is Caucasian students whereas 75% of students enrolled in economics courses are caucasian students. This in turn had a result affecting hispanic students to decrease from the college average of 17.2% to 15.8% in economics. This program does have an inverse trend than the college overall where female students make up 60.9% of the enrollment, in economics male student enrollment is 58.7% and female are 41.3%.				
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	ECO 651				
Course Title	ECO212: Intro into Microeconomics				
Course Description	Introduction to price theories: the behavior of the firm under varying market conditions and the behavior of the consumer.				
	2021	2022	2023	2024	2025

Number of Students Enrolled	57	81	91	84	113
Credit Hours Produced	171	243	273	252	339
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96.5	91.2	85.5	81	89.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 902	S3 902	S3 902	S3 902	S3 902
How does the data support the course goals? Elaborate.	The data states that over the past 5 years, a minimum of 85% of all students have successfully met all course objectives and persisted in their studies.				
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.	Enrollment in the Economic concentration is comparable to that of the college-wide averages. 73% of the college enrollment is Caucasian students whereas 75% of economics students are caucasian. This in turn had a result affecting hispanic students to decrease from the college average of 17.2% to 15.8% in economics. This program does have an inverse trend than the college overall where female students make up 60.9% of the enrollment, in economics male student enrollment is 58.7% and females are 41.3%.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed	While the program is currently working well, looking forward, the implementation of additional critical				

in the future based on this review with a timeline and/or anticipated dates.	thinking skill development opportunities working with course content will be explored. This will likely include the addition of opportunities to utilize Excel as students will see in industry.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program is currently supporting students in transfer paths as intended.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	This is currently not a concern, but monitoring will continue. The faculty will continue to strive to ensure Universal Design is implemented throughout all course materials.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The program is delivered in multiple modalities and available in every semester, which meets the needs of the community. There are a wide variety of wrap around support services available to support the institution. No changes are needed at this time, but data will continue to be reviewed.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	The implementation of any changes and review of data will continue to be regularly monitored by s.

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY2021-FY2025
	Discipline Area:	Education 041, 680, 682, 882, 685, 882, 885, 690
	Review Summary	
	Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives What are the objectives of the discipline?	Discipline Goal: The elementary/secondary/SPED education concentrations prepare students to transfer to a four-year institution to earn a bachelor's degree in education and teacher licensure in the state of Illinois. Discipline Learning Outcomes: 1. Students will understand how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. 2. Students will be able to plan for instruction that meets the needs of individuals across several domains and be able to modify instruction as needed to meet students' learning objectives. 3. Students will be able to build and maintain collaborative relationships with colleagues, students, parents, and community members. 4. Students will be able to plan a safe and healthy learning environment that facilitates cultural responsiveness, emotional well-being, cognitive engagement, and positive social interactions.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	A noted difficulty of the AA and AS degree programs is that students do not need to take the recommended course sequence to graduate. Prior to this review, course-embedded learning outcomes were collected anonymously and in aggregate– there was no way to link the outcome results to external measures of student success. Now that learning outcome data is being collected in Canvas LMS, the EDU group has an opportunity to collect discipline-level data that can be mapped to individual students and compared to external confirmatory success data such as transfer and on-time graduation from 4 year schools.
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How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The EDU AA and AS disciplines contribute to other fields by reinforcing broad-based general education requirements for all teachers entering the teacher certification programs at four-year transfer schools. Specific requirements in laboratory and physical sciences, statistics, history, and political science serve as additional enrollment drivers in those courses outside the traditional GECC distribution requirements. The education disciplines embrace the mission of the college: "Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development." EDU supports this mission by preparing teacher candidates who are reflective in practice and who will serve our community. Throughout the recommended course sequence, students are exposed to theories of learner-centered education, of community-responsive teaching, and understanding the unique role of individual differences and goals in the planning of a classroom environment. The program supports learner access through multiple forms of course delivery, and strives to improve the diversity of the teaching force through its pathways partnerships.
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[illegible]

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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1.2 How will students be informed or recruited for this discipline?	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.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No changes have been made.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are a total of six education courses that are included within the AA and AS education concentration. . This degree prepares students to pursue a BA/BS in Ed.. The largest enrollment courses are EDU 210, Diversity in Education, and EDU 220 Education of the Exceptional Children. Both of these courses are required in the Early Childhood Education AAS Programs as well.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The costs associated with this concentration of elementary ed (680) degree shows that the tuition averages \$48,041 in program revenue on average for the past 4 years. In 2025, program revenue rose to a high of \$88,788. Costs mostly consist of employee salaries and benefits for 1 full-time faculty member and 2-4 adjunct/dual credit instructors. Total five-year program revenue is \$169, 863. Costs are inconclusive for the other EDU concentrations because of duplicated course tuition and difficulty with salary apportioning.

2.2 What steps can be taken to offer curricula more cost-effectively?	The curriculum has already been streamlined as much as possible while still offering all the classes students need to graduate in a timely manner.
2.3 Is there a need for additional resources?	The program needs a dedicated advisor for all ECE/EDU students.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	For elementary education there is a split of traditional face to face and online sections. Both face to face and online sections have been increasing with a five year high in enrollment in 2025.
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?	Persistence and success rates for all college courses by delivery method are collected and analyzed by the college to identify ongoing quality and student support issues arising from the online environment. No significant persistence and success differences were found by delivery method in program courses.
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 training related to developing technologies, and student support strategies are 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?	None
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	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.

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?	Courses in the program consistently have success rates at or well above the college averages. Low enrollment courses are reviewed to see if the articulation need has changed. If the course is no longer a viable transfer course, it will be brought to the curriculum committee for deletion.
3.10 How does the college determine student success in this discipline?	Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, employment
3.11 Did the review of quality result in any actions or modifications? Please explain.	The reactivation of the ELED IAI major panel and the new IAI major courses means that we will remove EDU 102 Technology in Education from the recommended course sequence and replace it with EDU 101 Introduction to Education. EDU 210, 220, and 275 will be submitted for IAI approval.
List any barriers encountered while implementing the discipline.	
Transfer continues to be a difficult situation for EDU students. We would like to have a single advisor who serves as the advisor for all EDU and ECE students and can specialize in the courses and requirements for our students to help reduce duplicated and wasted courses. Constantly changing legislative requirements are an obstacle.	

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	
Course Title	EDU102: Computer Education for Teacher
Course Description	This course is designed to meet the needs of education majors. This course will introduce students to the fundamentals and skills necessary to effectively integrate

	technology into teaching. This course is designed for the student with minimal computer experience.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	32	26	25	22	38
Credit Hours Produced	96	78	75	66	114
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.9	80.8	80	76.1	81.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	This course has had consistent enrollment and success rates similar or above the rest of the college, however it is losing relevance in current teacher prep programs, wasn't selected as an IAI major course, and probably should be withdrawn.				
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 African American, Asian 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					
Course Title	EDU105: Prep for Careers in Education				
Course Description	This course introduces the student to licensure standards, course sequences, and skills required for education majors.				

	Students will be introduced to the Illinois Professional Teaching Standards and will become familiar with the roles and responsibilities of teachers and the dispositions of effective teachers. Students will be exposed through observation activities to varying grade levels/ classrooms with the purpose of aiding in choosing the correct licensure path.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	55	42	39	33	57
Credit Hours Produced	110	84	78	66	114
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.6	97.5	89.7	100	94.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	This is an introductory informational course helping students decide whether teaching is an appropriate career for them. Success rates are consistent with our goals 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.	Success rates by all subpopulations were above the average of the program for ECE680 overall. No equity gaps identified.				
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					

Course Title	EDU210: Diversity in Education				
Course Description	This course is designed to introduce pre-service teachers to the basic principles and foundations of educating for diversity. The course will explore schooling in and for global society. Emphasis will be on material evaluation and selection, curricular design, and the relationship between diversity, classroom procedure, and educational policy				
	2021	2022	2023	2024	2025
Number of Students Enrolled	26	28	27	31	51
Credit Hours Produced	78	84	81	93	153
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.6	78.5	81.4	71	86
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	Edu 210 is only offered online and therefore suffers from increased withdrawal and stopping out rates compared to onground classes. The success rate in these classes is consistent with other online-only courses on campus.				
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 African American, Asian 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					
Course Title	EDU 220: Educ of the Exceptional Child				
Course Description	An introductory overview of the field of special education and the educational and evidence-based strategies that support children with exceptional cognitive, social, physical, and emotional needs. Services and interventions will be examined, including federal and state requirements for eligibility. Students will be introduced to the various exceptionality categories that occur in the population including an overview of characteristics of individuals in each category, with emphasis on category-appropriate interventions and teaching strategies.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	45	36	26	38	36
Credit Hours Produced	135	108	78	114	108
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.7	77.8	80.8	84.2	88.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ECE 913	ECE 913	ECE 913	ECE 913	ECE 913
How does the data support the course goals? Elaborate.	This course remains a foundational course in the program with consistently above-average success rates as would be expected from a 200-level program content 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 African American students within this course. Emphasis can be put into recruiting more from these populations to match our region's population proportion. The				

	success rates for African American students are 50% for the 5-year average in this course.				
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					
Course Title	EDU276: Clinical Exper in Education				
Course Description	This minimum 26-clock hour experience is offered to help meet clinical and/or observation requirements for education programs in Illinois. Seminar students will work one-on-one with students in support positions (tutoring, small group instruction, individual aid) and attend accompanying seminars focused on exploration of individual characteristics of learners and professional standards for teachers. Emphasis will be on teaching techniques, classroom dynamics and the effects of student developmental status on behavior and learning. A journal noting these factors will be kept by each seminar student.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	0	1	19	19	62
Credit Hours Produced	0	1	19	19	62
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	100	100	100	96.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	This is an observation course designed to help students understand which grade and license levels they should be pursuing. High course success rates are expected and desirable.				

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 Asian 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 high in this course.
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.	1. Map and embed discipline learning outcomes into recommended course sequence. Work with IR to match individual students to downstream success data. 2. Submit major courses (EDU 101, EDU 210, EDU 220 and EDU 275) to IAI for approval when submissions open. 3. Re-activate EDU 101 and withdraw EDU 102. 4. Request dedicated EDU/ECE advisor and intrusive advising practices for all EDU students.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Although male enrollment in EDU/ECE degrees remains low, there are few to no gaps in performance success across other demographic categories. Additional targeted recruitment and partnerships with pathways programs to increase diversity in teacher candidates should be pursued.
Rationale Provide a brief summary of the review findings and a rationale	IAI major transfer courses remain a high priority due to new legislation guaranteeing major credit at senior schools. It is critical for us to maximize

for any future modifications.	student transfer efficiency given the difficulty and uncertainty of the EDU transfer process.
Resources Needed	EDU/ECE advisor
Responsibility Who is responsible for completing or implementing the modifications?	1. Map and embed discipline learning outcomes into recommended course sequence. Work with IR to match individual students to downstream success data. Patrice Hess and New Faculty Member 2. Submit major courses (EDU 101, EDU 210, EDU 220 and EDU 275) to IAI for approval when submissions open. Patrice Hess and New Faculty Member 3. Re-activate EDU 101 and withdraw EDU 102: in progress- Patrice Hess 4. Request dedicated EDU/ECE advisor and intrusive advising practices for all EDU students. Patrice Hess and Jenn Schultz

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY2021-FY2025
	Discipline Area:	History 652
	Review Summary	
	Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives What are the objectives of the discipline?	The history concentration will prepare students to transfer to a four-year institution to earn a bachelor's degree in history. • To help students gain an understanding of historical processes in the context of individual cultures or in groups of cultures. • To give students experience in research, use of evidence, and reasoned argument. • To prepare students for advanced study in history at four-year institutions.
	To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Classes are designed with direct instruction concerning historical processes by way of causal chains, multiple cause and effect cycles. Students then demonstrate these skills in essays. These essays require historical analysis, use of evidence, and proper citations for quoted and paraphrased materials. Essay writing at this level is the measurement of success at our transfer institutions.

	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?	History classes teach research and critical thinking skills that are relevant across most academic disciplines. History empowers students to understand and influence their world by using scientific methods and data to understand themselves, others, and society. The study of history teaches students to look at large amounts of data and recognize trends and make meaningful conclusions based on that data. History helps students understand the creation and maintenance of cultures both inside and outside of their contexts.
	Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
	Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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1.2 How will students be informed or recruited for this discipline?	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.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No changes have been made during this time. Periodically, we review the college catalogs of our leading feeder schools to see if transfer needs have changed.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are a total of five history courses that are specifically included within both the AA degree with a concentration in history degree. This degree specifically prepares to pursue a bachelor's in arts. The largest need within these courses are in HIS131: Western Civilization, PSC163: American Government, and HIS221: American History to 1865.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The costs associated with this concentration of the History degree show that the enrollment does compensate for the costs associated with running the program from evaluating both the supplies and equipment as well as 1-2 full-time employee salaries. On average the program shows an average each year around \$112,158 dollars in tuition revenue over the past 5 years.

	2.2 What steps can be taken to offer curricula more cost-effectively?	Currently, all syllabi, associated class documents, and exams are distributed digitally through Canvas. We have eliminated the lowest enrolled sections to improve our cost per student ratio. There is no practical way to offer more cost effective sections of our classes.
	2.3 Is there a need for additional resources?	No, our resources and funding levels are at a good balance.
	Indicator 3: Quality	Response
	3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	For History there is an even split of traditional face to face and online sections with average class sizes around 15 students in the past 5 years.
	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?	We offer the two year schedule carefully maintained to make sure that all of the classes rotate through the schedule in such a way that all classes are offered both online and on ground. It is possible to complete the history sequences either as an online only or on ground only student within two years..
	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?	None.
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	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.

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?	The faculty member responsible for the discipline assesses demographic data in conjunction with grade and retention data to see if any underlying issues can be found. If issues are found, we look for preparation, prerequisites, and curricular changes designed to address any disparities or discrepancies found.
3.10 How does the college determine student success in this discipline?	Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, employment.
3.11 Did the review of quality result in any actions or modifications? Please explain.	These kinds of checks are routinely done in history. No modifications were the result of the program review.
List any barriers encountered while implementing the discipline.	
None.	

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	HIS 652
Course Title	HIS131: Western Civ to 1648
Course Description	Origins and development of western civilization beginning with the classical civilization of the ancient world and dealing with the contributions of each major historical group until the emergence of modern Europe in the commercial revolution of the sixteenth century.

	2021	2022	2023	2024	2025
Number of Students Enrolled	1	0	2	2	2
Credit Hours Produced	3	0	6	6	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	68	0	89.3	90	91.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 902	S2 902	S2 902	S2 902	S2 902
How does the data support the course goals? Elaborate.	Students are completing the requirements of the course and tend to meet or exceed the expectations outlined in the assessment data.				
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.	Enrollment for Hispanic, African American, and Asian students proportionally are lower than as in the college overall. Also the enrollment trends for female students does not match the college-wide enrollment population. Overall HIS131's pass rates matches the average of the college overall.				
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	HIS 652				
Course Title	HIS132: Western Civ Since 1648				
Course Description	A continuation of the subject material offered in HIS 131. The history of the social, economic, political, and intellectual life of modern times; the French Revolution; the Napoleonic era, nationalism, and imperialism, world wars; the problems of world cooperation; and evaluation of present world problems are studied.				

	2021	2022	2023	2024	2025
Number of Students Enrolled	16	9	16	9	33
Credit Hours Produced	48	27	48	27	99
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.6	55.5	100	77.7	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 903	S2 903	S2 903	S2 903	S2 903
How does the data support the course goals? Elaborate.	Generally, HIS 132 is more popular than HIS 131, as indicated by the enrollment data. I suspect that this is a function of the perceived relevancy of the material. if you can apply the word “ancient” to any part of a class, some students are likely to think that the material is too old to be helpful.				
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.	Enrollment for Hispanic, African American, and Asian students proportionally are lower than as in the college overall. Also the enrollment trends for female students does not match the college-wide enrollment population. Overall HIS132’s pass rates matches the average of the college overall.				
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	HIS652				

Course Title	HIS221: American History to 1865				
Course Description	Students will examine the first interactions of Native American cultures, European conquerors, and enslaved Africans. They will compare the Spanish, French, and English experiences in North America, and explore the events in the English colonies that led to revolution and independence. They will examine the constitution issues, political clashes, and social changes of the Federalist, Jefferson and Jacksonian periods. Students will explore westward expansion, immigration in the north, and southern slave economy. They will consider the events of the decade of crisis that led to civil war and look closely at the war and its major consequences.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	55	38	28	37	8
Credit Hours Produced	165	114	84	111	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.5	96.4	81.8	73	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 900	S2 900	S2 900	S2 900	S2 900
How does the data support the course goals? Elaborate.	Students tend to do well in this course. I think that it is related to the number of American history classes in elementary and secondary education. Students perform well on the assessments, which supports the reliability of the grade distributions.				
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 Asian students within this course. Pass rates for this course are very high compared				

	to the college overall average. In more recent years, I have noticed that many students withdraw from classes if they believe that they will not pass.				
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	HIS652				
Course Title	HIS222: American History Since 1865				
Course Description	Students will examine American history from the Reconstruction Era to the present. They will gain an understanding of historical periods and events such as the Industrial Revolution, the Gilded Age, the Great Depression, the two World Wars, the Cold War, the Age of Affluence, and the Struggle For Racial and Gender Equality.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	42	57	43	32	49
Credit Hours Produced	126	171	129	96	147
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65.9	83.3	92.9	80.7	89.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 901	S2 901	S2 901	S2 901	S2 901
How does the data support the course goals? Elaborate.	Students tend to do well in this course. I think that it is related to the number of American history classes in elementary and secondary education. Students perform well on the assessments, which supports the reliability of the grade distributions.				
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 Asian students within this course. Pass rates for this course are very high compared to the college overall average.
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Program objectives are being met satisfactorily. During the spring semester, we will review the course outlines to ensure that courses are in line with IAI and ICCB guidelines.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Students in this discipline are successful. As for racial equity, more work could be done in counseling to recruit more students into the discipline.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This program is meeting the objectives in a fiscally responsible manner. Any modifications will come during the review of course outlines to align with updated requirements and standards.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Faculty are responsible for monitoring standards and updating course outlines on an on-going basis.

	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY2021-FY2025
	Discipline Area:	Political Science 653
	Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives What are the objectives of the discipline?	• Provide students with knowledge of political and social institutions and the roles and functions of the institutions in society. • Provide training in evaluating and understanding contemporary political and social issues, both domestic and international. • Prepare and educate students towards civic engagement.

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

Objective 1: The department offers a wide selection of courses ranging from state and local government to courses on international affairs and politics. Additionally, by remaining current in the academic discipline and through the collection of assessment data, faculty continually update courses to reflect the contemporary literature and the current political environment and events.

Objective 2: Achieved through the readings, coursework, and activities engaged in by students. Students engage in discussions of critical contemporary issues, case studies, papers, and critiques of the literature and current political/social topics.

Objective 3: Students gain knowledge on and assess the value of different forms of civic engagement through coursework and course activities. Students receive extra credit for registering and voting in elections. Students are encouraged to participate in political/campaign internships when available. The college offers study abroad for those that seek such opportunities.

Majors Data: Of the 20 majors over the previous 5 years, 7 received their Sauk degree and 8 transferred, with 4 receiving their bachelor's degree. It remains too early to determine how many students from the FY 24 & 25 classes will complete a bachelor's degree. For majors from FY21-FY23, 4 out of the 6 transfer students graduated with a bachelor's.

	How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The discipline offers all department courses over a two-year cycle, either on campus or online. Department faculty engage in scholarship through conference presentations, publications, international exchanges, and cooperation with national and international educational institutions and nonprofits. The department advocates voter registration and voting among its students and promotes candidate/campaign internships when available. The department coordinates the study abroad program through the Illinois Consortium for International Studies and Programs and the MOU with the Center for Southeast Asian Studies at NIU. It has also facilitated a student-faculty exchange program to Pakistan, which was grant funded. Students gain knowledge on and assess the value of different forms of civic engagement through coursework and course activities. The department teaches critical thinking skills through policy analysis, which allows students to assess equity and effectiveness characteristics of public policy. Similarly, students begin to understand social and economic issues and why disparities may exist.
	Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
	Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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1.2 How will students be informed or recruited for this discipline?	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.
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?	PSC 251 Middle East Politics was added to the department's course rotation, offered every two years. Given the War on Terror, US involvement in the Middle East, and students who had spent time in the US military, the course was considered a timely addition to the department. The department changed the scheduling cycle for PSC 164 and PSC 232 from every semester to once a year.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are a total of four political science courses that are specifically included within both the AA degree with a concentration in Political Science degree. This degree specifically prepares to pursue a bachelor's in arts. The largest need within these courses is in PSC163: American Government and Politics.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The costs associated with this concentration of Political Science degree show that the enrollment does have a steady and consistent enrollment with a tuition revenue of \$70,691 for the past five years. Overall, due to regularly high PSC163 enrollment, the course is net positive in revenue. And one dual credit instructor.

	2.2 What steps can be taken to offer curricula more cost-effectively?	Given the department's annual budget of \$220, areas to enhance cost effectiveness may be minimal. • \$20 supplies • \$50 printing • \$150 professional memberships
	2.3 Is there a need for additional resources?	While this may change in the future, there is currently no need for additional resources.
	Indicator 3: Quality	Response
	3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	For Political Science there is a split of traditional face to face and online sections with heavier enrollment in the online modality.
	3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The success rate by method of delivery varies from semester to semester. After COVID, Prof. Edleman provided a live stream option for the on-campus PSC 163 sections. The option was intended to ensure access to students who may be quarantined or have family responsibilities associated with COVID. This option has been discontinued to encourage on-campus attendance and in-class participation. The Learning Commons provides tutoring assistance for students. The Canvas LMS platform is utilized for both on campus and online students as a tool to share course resources.

	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?	None
	3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	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.

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?	The retention rate for program majors for both Fall to Spring and Fall to Fall is higher than the college average. However, because of the small number of political science majors, data may fluctuate. The success rate for all PSC courses is at or above the college average, except for PSC 261 International Relations. Based on the data below, it has a lower-than-average pass rate, including among Hispanic and African American students. Over the previous five years, only one African American student enrolled in the course, who eventually withdrew. The course that semester was fully online due to COVID restrictions. The course is typically offered on campus. Over the previous five years, seven Hispanic students have taken the course: 2 As, 1 B, 1 C, 1 D, 1 F, 1 W. The student who failed stopped attending during the course's final weeks. The student who withdrew was enrolled online during COVID. The PSC 261 is the most difficult of the Political Science courses. As one of the final courses in the Political Science sequence, it is designed to mimic a 300 or 400 level course to help prepare students for upper-level courses in their bachelor's program. As such, it has a higher level of academic reading, writing, and critical thinking exercises than the other courses.
3.10 How does the college determine student success in this discipline?	Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, and employment.

3.11 Did the review of quality result in any actions or modifications? Please explain.	Monitor equity in the PSC 261 course.
List any barriers encountered while implementing the discipline.	
No significant barriers beyond the traditional day-to-day challenges confronted by all faculty were encountered. Because of an increased social and political divide in the country, students seem less willing to engage.	

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	PSC 653				
Course Title	PSC163: Am Government & Politics				
Course Description	Students will examine American constitutional foundations and democratic values, explore the role of public opinion and the character of the political process, and understand the role of the media and interest groups in policy-making. Students will gain an understanding of how the major branches of the federal government work, and improve skills in evaluating and analyzing current public policy issues.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	163	154	149	144	145
Credit Hours Produced	489	462	447	432	435
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.6	82.2	76.3	79.4	77.5
IAI Status (list code) or Form 13 Status (list	S5 900	S5 900	S5 900	S5 900	S5 900

signature dates and institutions)					
How does the data support the course goals? Elaborate.	The course success rates indicate that course goals are being met. This is supported through the evaluation of student objective exams, essays, and written assignments.				
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.	The proportion of student enrollment in PSC163 is comparable to that of the college overall. The success rates for subpopulations within this course are also similar to that of the college overall.				
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	PSC 653				
Course Title	PSC232: Intro to Comparative Gov				
Course Description	Students will examine political systems in several regions of the world. They will gain an understanding of both the diversities and commonalities of political culture, tradition, and practice in selected nations of Europe, Asia, and Latin America.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	5	4	4	8	4
Credit Hours Produced	15	12	12	24	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80	100	66.6	87.5	100

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 905	S5 905	S5 905	S5 905	S5 905
How does the data support the course goals? Elaborate.	The course success rates indicate that course goals are being met. This is supported through the evaluation of student objective exams, essays, and written assignments. Enrollment in the course is lower than that of the PSC163 course and may vary from semester to semester, resulting in variations in success.				
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.	Enrollment in PSC232 is significantly lower than in PSC163, so the success rates fluctuate more. Overall, the pass rates for PSC232 are higher than the college average.				
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	PSC 653				
Course Title	PSC233: Politics of the Developing World				
Course Description	Comparative examination of the political systems of selected non-western countries, including institutions, electoral systems, principles of governance, causes of political instability and revolution, and techniques of political analysis.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	9	6	4	13	3

Credit Hours Produced	27	18	12	39	9
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)	S5 906N	S5 906N	S5 906N	S5 906N	S5 906N
How does the data support the course goals? Elaborate.	The course success rates indicate that course goals are being met. This is supported through the evaluation of student objective exams, essays, and written assignments.				
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.	Enrollment in PSC233 is significantly lower than in PSC163, so the success rates fluctuate more. Overall, the pass rates for PSC233 are similar to that of the college average.				
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	PSC 653				
Course Title	PSC261: International Relations				
Course Description	This course is an introduction to international relations and world politics. It includes studies of international conflict, a history of war, human rights and genocide, international law and behavior, terrorism, and global economics and poverty. Case studies of current areas of crises will be emphasized.				
	2021	2022	2023	2024	2025

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)	S5 904	S5 904	S5 904	S5 904	S5 904
How does the data support the course goals? Elaborate.	The course success rates indicate that course goals are being met. This is supported through the evaluation of student objective exams, essays, and written assignments. This course also requires high student participation in class discussions, which illustrates knowledge acquisition.				
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.	Enrollment in PSC261 is significantly lower than in PSC163, so the success rates fluctuate more. Overall, the pass rates for PSC261 are lower to that of the college average, specifically with Hispanic and African American students.				
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.	Monitor equity data for PSC 261 at the end of spring semesters.				

	I would like to develop a new course around one of the following topics: Critical AI Literacy, Virtual Exchange, or Genocide Studies.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	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 sole potential equity gap is associated with PSC 261 International Relations. Due to the small number of enrolled students, minor variations may significantly impact the overall data. Because the previous program review's equity data were not subdivided by course, it is unknown if the gap existed prior to the current program review. It will continue to be monitored.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The Political Science program has maintained steady enrollment over the previous five years, with the PSC 163 American Government course being the program's core course. Grades and success rates are consistent with the college average. The program offers courses both online and on campus to meet student needs. The program is a net positive financially to the college. Continued monitoring of equity in the PSC 261 course is noted above. As a program, Political Science is successfully meeting the program and course objectives.

Resources Needed	Maintain current resource levels.
Responsibility Who is responsible for completing or implementing the modifications?	Political Science Faculty and Dean

Academic Disciplines	
College Name:	Sauk Valley Community College
Academic Years Reviewed:	FY2021-FY2025
Discipline Area:	Psychology 655 and 855
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	The concentration in psychology prepares students to transfer to four-year universities to pursue a bachelor's degree in psychology and/or social work. - Describe and apply defining features of contemporary theories in psychology (psychodynamic, cognitive, behavioral, sociocultural, humanistic, biological/evolutionary). - Distinguish descriptive and experimental research designs. - List and describe major areas of specialization in the field of psychology (e.g., developmental, personality, clinical, health, etc.).
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	The Introduction to Psychology (PSY 103) course outline covers all of the material included in the program objectives, and other classes cover some of these objectives. Based on class and program level assessment data, most students meet or exceed these expectations.
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?	Social science classes teach research and critical thinking skills that are relevant across most academic disciplines. Social sciences empower students to understand and influence their world by using scientific methods and data to understand themselves, others, and society. Social science classes consistently present research relevant to issues of justice and equality for review and discussion.

Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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1.2 How will students be informed or recruited for this discipline?	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.
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?	N/A
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are a total of six psychology courses that are specifically included within both the AA and AS degree with a concentration in psychology degrees. This degree specifically prepares students to pursue a bachelor's in arts and a bachelor's in sciences. The largest need within these courses are in PSY103: Introduction to Psychology, PSY200: Human Growth and Development.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Total revenue for the department over the last 5 years was \$1,952,005, expenditures totaled \$694,866, with a net income of \$1,257,539. This program is a revenue-generating program, which suggests adequate financial status as compared to other college programs. Employee salaries are the main expense for this program.

2.2 What steps can be taken to offer curricula more cost-effectively?	With very minimal supply costs, mostly copying and video rentals, and salaries as the primary costs of the program, this program appears to be maximally cost effective.																					
2.3 Is there a need for additional resources?	As DVDs are phased out, replacing video resources will require subscriptions for streaming versions of videos. This will have significant implications for yearly budgeting.																					
Indicator 3: Quality	Response																					
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	For Psychology, there is a mix of face-to-face and online modalities.																					
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?	Course grades are reviewed by area faculty at a minimum of every 5 years by looking at trends in online versus on-campus class modalities. For this program review period, 5-year averages of online and on campus classes have almost identical distributions, though online students may withdraw from courses slightly more often than on campus students. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>W</td></tr><tr><td>Online:</td><td>49%</td><td>21%</td><td>12%</td><td>4%</td><td>3%</td><td>10%</td></tr><tr><td>On Campus:</td><td>50%</td><td>23%</td><td>11%</td><td>4%</td><td>3%</td><td>8%</td></tr></table> All students have an opportunity to register for classes of all modalities, and the college provides free laptop rentals to assist students with access to online and on campus course materials. The college also maintains computers for student use on campus.		A	B	C	D	F	W	Online:	49%	21%	12%	4%	3%	10%	On Campus:	50%	23%	11%	4%	3%	8%
	A	B	C	D	F	W																
Online:	49%	21%	12%	4%	3%	10%																
On Campus:	50%	23%	11%	4%	3%	8%																

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?	One full-time faculty member chaired the Psychology Major IAI panel for the past 5 years.
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.
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?	Low enrollment classes are flagged by area leaders, deans, and instructors. If a class consistently has low enrollment, it is offered at lower frequency or eliminated from the 2-year schedule, provided that the course is not required for a specific degree pathway.
3.10 How does the college determine student success in this discipline?	Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, employment
3.11 Did the review of quality result in any actions or modifications? Please explain.	Student success rates, as well as review of all the information in section 3 suggest psychology courses are serving students well at this time and no major modifications were indicated by the quality review.
List any barriers encountered while implementing the discipline.	

Adequately addressing individual student needs in the context of differing skill and preparation levels and medium class sizes. This is something being addressed college wide that is a need among all programs.

Improved, but ongoing differences in student performance between demographic groups (see PSY103 analysis for further information). This is something being addressed college wide that is a need among all programs.

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	Psychology 655 and 855				
Course Title	PSY103: Introduction to Psychology				
Course Description	This course is designed to introduce the student to major concepts, theories, principles and research in the field of psychology. This course will survey the scientific study of human and animal characteristics and behavior. Major topics from biological, behavioral, cognitive, personality, developmental, abnormal, and social psychology theory and research will be emphasized. Universal characteristics and individual differences will be explored.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	352	371	358	389	451
Credit Hours Produced	1056	1113	1074	1167	1353
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.9	83.6	86.2	87.5	86.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 900	S6 900	S6 900	S6 900	S6 900

How does the data support the course goals? Elaborate.	Assessment data at the course and program level suggest that most students achieve adequate mastery of major course concepts, which include introduction to a variety of different specialty areas in psychology. The 5-year persistence rate of 89.8% indicates that a majority of students passed the class with a D or better, suggesting that a majority of students are able to successfully complete class assessments that measure mastery of course content.				
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.	The success rates for PSY103 over the past several years fall between 88% and 90%, which is comparable to the overall college average. The enrollment and pass rates by subpopulation seem to also match the colleges overall percentages. In comparison to prior program reviews, discrepancies between demographic groups in grade-assessed student performance have decreased.				
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	Psychology 655 and 855				
Course Title	PSY200: Human Growth & Development				
Course Description	A study of physical, cognitive, and psychosocial development of the human across the lifespan. Normative and non-normative patterns of development will be examined. Several major theories of human development will be explored. Practical application of research findings will be emphasized.				
	2021	2022	2023	2024	2025

Number of Students Enrolled	117	108	102	103	84
Credit Hours Produced	351	324	306	309	252
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91.5	92.6	98	95.1	94.0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 902	S6 902	S6 902	S6 902	S6 902
How does the data support the course goals? Elaborate.	PSY 200 has a persistence rate of 94.7% and 78% of students attain a grade of “A” in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.				
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.	The success rates have been consistently higher for PSY200 than the colleges overall average. The enrollment by subpopulation and pass rates seem to also match the colleges overall percentages, if not higher than.				
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	Psychology 655 and 855				
Course Title	PSY214: Child Developmental Psychology				
Course Description	Child Developmental Psychology is an exploration of human growth and development from immediately before conception through adolescence. Content and application of				

	theory and research related to physical, cognitive, and psychosocial domains of child development will be reviewed.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	30	29	28	36	19
Credit Hours Produced	90	87	84	108	57
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93.3	93.1	89.3	83.4	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 903	S6 903	S6 903	S6 903	S6 903
How does the data support the course goals? Elaborate.	PSY 214 has a persistence rate of 93.7% and 56.3% of students attain a grade of “A” in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.				
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 African American and male students enrollment, however persistence and success rates are similar to that of the average from other populations and the college overall.				
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	Psychology 655 and 855				
Course Title	PSY215: Social Psychology				

Course Description	Social Psychology is a systematic introduction to theory and research on the ways social factors influence individual and group behavior. Examines attitudes, social perception, establishment of norms, conformity, leadership, group dynamics and research methods.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	24	21	28	12	19
Credit Hours Produced	72	63	84	36	57
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.3	100	92.9	91.7	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S8 900, PSY 908	S8 900, PSY 908	S8 900, PSY 908	S8 900, PSY 908	S8 900, PSY 908
How does the data support the course goals? Elaborate.	PSY 215 has a persistence rate of 93.3% and 63.5% of students attain a grade of “A” in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.				
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 African American and male students enrollment, however persistence and success rates are similar to that of the average from other populations and the college overall.				
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	Psychology 655 and 855				

Course Title	PSY217: Abnormal Psychology				
Course Description	Abnormal psychology seeks to examine abnormal behavior from a number of contemporary theoretical and therapeutic viewpoints, with reference to relevant research findings. Major diagnostic categories are explored. The diagnosis of disorders, their symptoms, etiologies, courses, treatment, outcomes, and related research methods and findings are core to the course. Applications to daily life, allied health, criminal justice, human development, and various other clinical settings will be common.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	39	37	40	31	25
Credit Hours Produced	117	111	120	93	75
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.1	91.8	82.5	93.6	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PSY 905	PSY 905	PSY 905	PSY 905	PSY 905
How does the data support the course goals? Elaborate.	PSY 217 has a persistence rate of 93.6% and 40.1% of students attain a grade of "A" in the course, which suggests that students are successfully completing assessments in the course and mastering major course concepts.				
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 African American and male students enrollment, however persistence and success rates are similar to that of the average from other populations and the college overall with the exception of African American				

	students. Their withdraw rates are 50%, with the other 50% of students passing the class in the past 5 years.				
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	Psychology 655 and 855				
Course Title	PSY 270: Drugs: Examining Effects/Social (Please note this is not part of Psychology programs, only a required course for Corrections Cert. C50)				
Course Description	This course is designed to improve knowledge about substance use. It will help the student understand the general phenomena of substance use, etiology, psychological and biological effects, impact on individual functioning, legal, social, and treatment issues. Students will acquire a broad overview of the field.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	6	10	9	3	5
Credit Hours Produced	18	30	27	9	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.7	91.7	80	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	This course has a high success rate for a small number of students in the Criminal Justice program. It is successful and meets the needs of that program.				

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 Asian students, but significantly lower success rates for African American and Asian students within this course.
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.	Continue to update courses in conjunction with IAI requirements and updates in the field (e.g., DSM, research updates).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Enrollment and student performance data suggest that program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Placement scores and high school grades might be analyzed to identify specific areas of need related to student preparation and skills (e.g., reading, writing) that might be supported further through academic support services and/or adaptation of instructional method in order to close equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment and student performance trends suggest that psychology classes are meeting student needs at this time.
Resources Needed	The main needs for the psychology department include maintaining adequate staffing and budget allowances for updating video content.

Responsibility Who is responsible for completing or implementing the modifications?	Area faculty, the dean, and the institutional researcher may explore student achievement data together to identify specific areas of need and options for support during the FY27 and FY28 academic years.
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	Academic Disciplines	
	College Name:	Sauk Valley Community College
	Academic Years Reviewed:	FY2021-FY2025
	Discipline Area:	Sociology 656 & Social Work 620
	Review Summary	
	Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
	Program Objectives What are the objectives of the discipline?	A degree in Behavioral and Social Sciences offers diverse career opportunities across multiple sectors. Graduates can pursue careers in social services, education, research, policy-making, and more, depending on their interests and additional qualifications. The degree provides a strong foundation in understanding human behavior and societal issues, which is valuable in many professional contexts. • Provide students a body of knowledge about their social world, including scholarly understanding of the field of sociology. • Provide our students with useful conceptual tools for analyzing, comprehending, and adjusting to societal and cultural issues and events they may experience in their lives. • Introduce students to sociological concepts, theory, and research they will need to succeed in four-year baccalaureate Sociology or other liberal arts programs.

	To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Course outcomes and assessments align directly with program objectives. A review and update of all Social Science course outcomes were completed during Fall 2024, Spring 2025, and Fall 2025 to ensure that course outcomes are measurable, accurate, and align with program outcomes. Course assessments are designed to address the outcomes directly.
	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?	Social science classes teach research and critical thinking skills that are relevant across most academic disciplines. Social sciences empower students to understand and influence their world by using scientific methods and data to understand themselves, others, and society. Social science classes consistently present research relevant to issues of justice and equality for review and discussion.
	Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
	Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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: 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. 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.
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1.2 How will students be informed or recruited for this discipline?	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.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No new degrees or major options were added or deleted. When Isaac Newman was hired, he and Patrice Hess reviewed the catalog and offered programs. They determined to continue offerings of the same majors and degrees.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are a total of five sociology courses that are specifically included within both the AA degree with a concentration in Sociology degree. This degree specifically prepares to pursue a bachelor's in arts. The largest need within these courses are in SOC111: Introduction to Sociology, SOC112: Social Problems, and SOC115: Intro to Anthropology.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The costs associated with this concentration for the Sociology degree (656) show that the enrollment has been steady with an average tuition revenue of \$66,920 over the past four years and a high of \$103,257 in FY2025. When evaluating the salaries and instructional costs, the program just breaks even with expenditures to revenue ratio. Regarding faculty in the discipline, one fulltime and one parttime, and one dual credit instructor.
2.2 What steps can be taken to offer curricula more cost-effectively?	OER resources are actively reviewed and considered in most of the courses. Adoption of such sources could impact cost.
2.3 Is there a need for additional resources?	None are needed at this time.

Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	For Sociology there is really a split of traditional face to face sections and online sections. More students have been enrolled in the online format courses over the past five years.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Yes, the college compares rates of each delivery method for all courses in the Social Sciences obtained and stored by the Research and Planning department at SVCC. Equitable access to the various delivery methods are provided through academic advising of students, provision of academic accommodations for all modalities, and proper instructor credentialization and training for all modalities.
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?	0

	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.

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?	Low student retention and success rates are generally discussed when future course schedules are established. Variables including modality, proper accommodation, student demographics (employment or parental status are common significant examples), and initial enrollment are considered and discussed. Generally, to determine if one student population is disproportionately affecting course success rates, anecdotal data from the instructor and classroom interaction trends are of primary focus. Such disparities are addressed by exploring best practices for immediately serving specific needs of certain types of students, and consideration of other modality options for future offerings, and potential topics that address such specific student needs are considered for future trainings.
3.10 How does the college determine student success in this discipline?	Grades, persistence, retention, completion, transfer rates, student feedback, admission to graduate school, employment
3.11 Did the review of quality result in any actions or modifications? Please explain.	No; with the recent hiring of Isaac Newman, course offerings and outcomes were all recently reviewed and updated. Review of quality aligned with the updates already in place.
List any barriers encountered while implementing the discipline.	
None.	

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	SOC 656

Course Title	SOC111: Introduction to Sociology				
Course Description	Students will be introduced to the perspective, concepts, and methods of sociology. Emphasis will be given to how the groups that make up our society function. The forces that hold groups together or cause them to change will be explored while the students examine how they learn to play roles within the family, school, religion, peer groups, and in other social settings.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	126	86	101	83	165
Credit Hours Produced	378	258	303	249	495
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	49.2	60.7	50.0	70.8	92.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7900	S7900	S7900	S7900	S7900
How does the data support the course goals? Elaborate.	Success Rate increased to 92.1% from a previous high of 70.8%, which indicates a significant increase in the number of students measurably meeting course outcomes and goals. SOC111 fulfills a staple general education requirement for many students. Its course goals of focusing on human behavior, diversity, scientific method, social structure, and culture provide a solid general education foundation for students of all majors.				
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.	There are significantly lower pass rates with African American and Asian students that coincides with a				

	higher withdrawal rate than that of the college average. The proportion of Male to Female students compares more closely to the college’s population overall.				
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	SOC 656				
Course Title	SOC112: Social Problems				
Course Description	A study of the nature of social problems including strategies for achieving social change. Students will participate in the selection and presentation to the class of the specific problems to be considered. Investigation of local communities will constitute an important aspect of the course.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	10	5	6	22	17
Credit Hours Produced	30	15	18	66	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80	80	33.4	86.4	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 901	S7 901	S7 901	S7 901	S7 901
How does the data support the course goals? Elaborate.	Success Rate increased to 100% from a previous high of 86.4%, which indicates a significant increase in the number of students measurably meeting course outcomes and goals. The course goals of SOC112 focus on universal challenges humanity faces, unique challenges certain cross sections of humanity faces, human behavior, diversity, scientific				

	method, social structure, and culture. This course significantly contributes to the Sociology transfer major and to students who enroll as an elective.				
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.	Lower enrollment proportion of Hispanic, African American, and Asian students as compared to our college’s overall population. Pass rates are significantly higher in this course at 85% as compared to the program overall with 80.6%.				
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	SOC 656				
Course Title	SOC115: Intro to Anthropology				
Course Description	This course is a study of the biological and cultural origins and variations of human beings.Humans' adaptation to different natural environments and resulting modes of social-cultural systems and behaviors are emphasized via selected case studies of extinct and extant human groups. Principles of human evolution, ethnography and ethnology, archaeology, and linguistics shall be addressed throughout the course.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	1	9	0	9	0
Credit Hours Produced	3	27	0	27	0
Success Rate (% C or better) at the end of the	0	77.7	0	66.6	0

course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S1 900N	S1 900N	S1 900N	S1 900N	S1 900N
How does the data support the course goals? Elaborate.	Success Rates are lower than ideal. The course outcomes and online delivery course design were updated during Fall 2025 with the hope of increasing Success Rate. The updated course goals of SOC115 focus on historical and theoretical roots of humanity, development of society, human behavior, diversity, scientific method, social structure, and culture. This course significantly contributes to the Sociology transfer major and to students who enroll as an elective.				
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.	Lower enrollment proportion of Hispanic, African American, and Asian students as compared to our college's overall population. Pass rates are slightly lower in this course at 78.9% as compared to the program overall with 80.6%.				
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	SOC 656				
Course Title	SOC116: General Cultural Anthropology				
Course Description	An analysis of the origin and basis of culture - its major components, cultural variation, cultural evolution, and cultural adaptation. Analysis of selected cultures as case studies.				

	2021	2022	2023	2024	2025
Number of Students Enrolled	1	10	0	6	6
Credit Hours Produced	3	30	0	18	18
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)	S1 901N	S1 901N	S1 901N	S1 901N	S1 901N
How does the data support the course goals? Elaborate.	Success Rate indicates a consistently high rate of the number of students measurably meeting course outcomes and goals. The course goals of SOC116 focus on historical and cultural development of society, human behavior, diversity, scientific method, social structure, and culture. This course significantly contributes to the Sociology and Social work transfer majors and to students who enroll as an elective.				
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.	Lower enrollment proportion of Hispanic, African American, and Asian students as compared to our college’s overall population. Pass rates are significantly higher in this course at 86.9% as compared to the program overall with 80.6%.				
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	SOC 620				

Course Title	SOC200: Introduction to Social Work				
Course Description	Students will be introduced to the profession of social work with an emphasis on the generalist approach. The course will encourage the student to develop reasoning capacities while examining some of the controversial, contemporary issues in social welfare. Current social services available and gaps in services will be explored by the student. The student will examine the knowledge, skills and values needed for effective social work practice.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	4	15	11	12	5
Credit Hours Produced	12	45	33	36	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	92.9	81.9	83.3	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	Success Rates and Enrollment are lower than ideal. The course outcomes and online delivery course design are scheduled to be updated during the Spring 2026 with the hope of increasing Success Rate and Enrollment. Updates to the course outcomes will focus on increasing the measurability of outcomes. SOC200 significantly contributes to the Social Work transfer major and to students who enroll as an elective or students who are considering Social Work as a major.				

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 Asian students in addition to male students within this course. Emphasis can be put into recruiting more from these populations to match our region’s population proportion. Although success rates are higher 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	SOC 656				
Course Title	SOC251: Human Sexuality and Marriage				
Course Description	This course is a survey of the contemporary family from historical and cross-cultural perspectives. This course explores the psychological, sociological, and biological perspectives on human sexuality, dating, marriage, singles, families, as well as separation & divorce. Topics addressed will include relationship types, trends in mate selection, marriage, singlehood, family functions & structures, uncoupling, child rearing, work, gender, power, conflict, and communication within the family.				
	2021	2022	2023	2024	2025
Number of Students Enrolled	41	42	41	41	42
Credit Hours Produced	123	126	123	123	126
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90	83.2	87.9	92.7	95.2

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 902	S7 902	S7 902	S7 902	S7 902
How does the data support the course goals? Elaborate.	Success Rate increased to 95.2% from a previous high of 92.7%, which indicates a consistently high number of students measurably meeting course outcomes and goals. The course goals of SOC251 focus on the impact of marriage in culture, the role and expression of sex and sexuality in society, family structure, human behavior, diversity, scientific method, social structure, and culture. This course significantly contributes to the Sociology transfer major and to students who enroll as an elective.				
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.	Lower enrollment proportion of African American and Asian students as compared to our colleges overall population. Also the male student proportion of enrollment is off from the college average with only 13% in the program as compared to 40% overall at the college. Pass rates are significantly higher in this course at 89.8% as compared to the program overall with 80.6%.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Program Objectives should be reviewed and updated in the 2026-2027 academic year. New Course Outcomes will be implemented into the courses as they are developed and approved by the college. Sociology and Social Work faculty will meet regularly to determine potential instructional				

	resources needed and potential instructional changes for SOC200. SOC200 Course Outcomes will be developed during the Spring 2026 semester.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met satisfactorily as indicated by high Success Rates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Regarding racial gaps, regional local racial demographics are compared by the college with college and program racial trends. Action steps to address equity gaps are continuously pursued, including: appropriate college training, hiring processes that address meeting marginalized population needs, maintenance of appropriate instructor credentials, curriculum focused on cultural diversity, and a classroom environment welcoming of cultural diversity.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Review findings indicate general growth of student enrollment and Success Rates in the previous year. Outcomes for all courses have been or will be updated for all courses in the program. Future updates to program and course outcomes are needed to ensure outcomes are measurable and relevant to the discipline.
Resources Needed	Continued administrative, instructional design, and staff service support and advocacy for the program.
Responsibility Who is responsible for completing or implementing the modifications?	Isaac Newman is primarily responsible for implementing modifications, as he is the only full time faculty member in the department.

Student and Academic Support Services

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

College Name:	Sauk Valley Community College
Academic Years Reviewed:	2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025
Review Area:	Athletics
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.	Athletic Director (Lead Writer), Head Coaches, Dean of Student Services, and Administrative Assistant and Vice President of Information and Planning
Mission How does the program/service contribute to the mission of the college?	The Athletic Program functions as an integral part of the College and community, providing an environment that develops and promotes academic, social, and athletic excellence. It strives to be a source of pride for students, faculty, staff, and alumni while maintaining a positive community influence.
Advancement of Equity How does the program/service help advance equity?	Athletics advances equity by recruiting diverse rosters and adhering to the guidelines of the Equity in Athletics Disclosure Act (EADA) and Title IX. We monitor participation and financial aid distribution across genders, currently supporting 12 intercollegiate teams (six men's and six women's).

Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	SVCC offers 12 sports at the highest level of NJCAA competition. Overarching Goals: To offer student-athletes the opportunity to compete at regional and national levels, provide support systems for academic success, and demonstrate integrity to internal and external constituencies. Measurement: Success is measured through NJCAA/Region IV compliance, graduation rates (e.g. a 60% total graduation rate for students receiving athletic aid in the most recent cohort), and transfer-out rates
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	We measure academic excellence through graduation and transfer-out rates as required by the Student Right to Know Act. Our data indicates that student-athletes receiving aid often outperform the general student body; the most recent cohort shows a 60% total graduation rate for athletes on aid, while the general student body's graduation rate for the same period was 46% for males and 56% for females. Over a four-year average, athletes on aid achieved graduation rates of 52% (male) and 55% (female). We assess our goal of providing competitive opportunities by maintaining 12 intercollegiate sports at the highest level of NJCAA competition. Participation numbers reflect strong engagement, with 287 total student-athletes (133 male and 154 female) participating during the 2024-25 reporting year. Achievement of our recruitment goals is measured through annual EADA reporting, which tracks participation and financial aid by gender and ethnicity. Our rosters remain diverse, with the current population including White (74%), Hispanic/Latino (15%), and African American (4%) students, among other groups. We track the success of students moving to four-year institutions. For example, the most recent data shows transfer-out rates as high as 40% for basketball and 43% for other sports among aid recipients, demonstrating that our program serves as a successful bridge to further education.

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?	Actions reported in 2021-22 included seeking funding for a daily athletic trainer, discussing raising tuition waiver amounts from 12 to 15 credits, and investigating locker room improvements. While trainers are present at home contests, daily staff coverage and outdated locker rooms remain ongoing challenges being addressed through budget requests.
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	Yes, the program must comply with the Student Right to Know Act and the Equity in Athletics Disclosure Act. Compliance is ensured through annual reporting of graduation, transfer-out, and participation data to the Department of Education.
1.2 What is the need for this program/service and how does the institution determine need?	Need is determined by institutional planning, student interest in competitive sports, and the college's goal to increase engagement on campus of student-athletes, but also increase full-time student enrollment.
1.3 If applicable, what is the student usage for this program/service?	During the 2024-25 reporting period, the program served a significant student-athlete population, including 133 male and 154 female students.

1.4 How does the student usage compare to assessed need of the program/service?	Usage remains high, with full rosters across sports like Basketball and Baseball; however, limited operational budgets and aid caps sometimes restrict our ability to meet the full assessed need for student support.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Costs include coaching salaries, equipment, travel (supported by College vehicles), and facility maintenance like the resurfacing of tennis courts and baseball fields.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Funding is provided through the college budget and supplemented by the Skyhawk Boosters. Cost-effective strategies include utilizing college-owned vehicles for travel and maintaining institutional limits on tuition waivers to fall under NJCAA maximum allowances.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	The program adheres to the strict academic and athletic guidelines of the NJCAA, Region IV, and the Arrowhead Conference.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	All coaches and staff are vetted through SVCC's hiring processes to ensure they are qualified to oversee collegiate-level programs and provide quality supervision.

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?	Implementation of online/remote offerings for Physical Education and the use of the Fitness Center for specialized team programming have improved student-athlete training and success.
3.4 What are the strengths of this program or service?	Wide variety of teams (12), recruitment of local athletes, strong academic support, and fiscal responsibility.
3.5 What are the challenges or weaknesses of the program/service?	Non-ADA compliant and outdated locker rooms, lack of a daily on-staff athletic trainer for injury prevention until recently with a newly appointed trainer, and limited funding for student fees and books.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Evaluation is based on EADA data, IPEDS cohort tracking (graduation/transfer rates), and internal facility reviews.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	As mandated by the Illinois Community College Board (ICCB) and the Higher Learning Commission (HLC), the department undergoes a comprehensive study of its need, quality, and cost-effectiveness every five years. This process is specifically designed to promote continuous improvement by linking findings to internal processes such as budgeting, facility planning, and strategic operational plans.

3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	We track graduation and transfer rates disaggregated by race, ethnicity, and gender. For example, the four-year average graduation rate for all full-time students is 39% for males and 50% for females for the College, and Athletics has a higher rate of 52% for males and 55% for females across a 4-year average.
3.9 Were there any identifiable equity gaps in the data? Please explain.	There is a consistent gap in graduation rates between male and female students in the general population. The four-year average graduation rate for all full-time, degree-seeking students is 39% for males compared to 50% for females. Significant disparities exist among different racial groups within the general student body. For the most recent cohort, White students achieved a 56% graduation rate, while African American students graduated at 36% and Hispanic/Latino students at 42%. While the athletic department aims to recruit diverse rosters, the total student-athlete population is 74% White, with Hispanic/Latino students making up 15% and African American students comprising only 4%. This highlights a gap in representation compared to the broader community and indicates an area for potential growth in recruitment diversity.

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	One of our primary goals is to recruit competitive and diverse rosters. By actively recruiting from a wide range of backgrounds and geographic areas, we aim to better reflect the diversity of our community and provide more opportunities for underrepresented student groups. To address graduation and transfer-out gaps particularly the disparity seen in the general student population and specific sports like Men's Basketball, we provide student-athletes with dedicated support systems to promote academic success. This includes monitoring academic progress and ensuring student-athletes utilize campus resources like the Learning Commons.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	We provide quality counseling and academic support specifically tailored to student-athletes to ensure they remain on track for degree completion. This specialized oversight helps mitigate inequities by providing an additional safety net for students who may face barriers in traditional instructional settings.
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.	Locker Room Renovation: Modernize facilities to be ADA-compliant (Timeline: 2027-2028). Baseball/Softball Field Updates: Modernize the fields and improve cosmetics (Timeline: 2026-2027). Full-time Athletic Trainer: Maintain consistent funding for a staff trainer to enhance student safety (Timeline: 2027) Waiver Review: Revisit tuition waiver credit hours procedures to better support student costs (Timeline: Fall 2026).
To what extent are action steps being implemented to address equity gaps,	To combat the lower graduation rates among African American (36%) and Hispanic/Latino (42%) students compared to White students (56%), as well as specific team disparities like Men's Basketball (20% graduation rate), we

including racial equity gaps?	are prioritizing academic oversight. This includes directing student-athletes to institutional resources like the Learning Commons to ensure they have the instructional support needed to succeed.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	To maintain a "premier athletic program," we must address the deteriorating physical infrastructure and staffing gaps that currently hinder student-athlete recruitment and wellness.
Resources Needed	Capital project funding for renovations and increased operational budget for personnel and student aid.
Responsibility Who is responsible for completing or implementing the modifications?	Athletic Director in coordination with the Business Office and President's Cabinet.

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:	Student Activities
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.	Jennifer Schultz – Dean of Student Services Joe Strabala Bright – Academic Advisor/Retention Specialist and Club Advisor
Mission How does the program/service contribute to the mission of the college?	The opportunities offered by Student Activities are vital to creating a positive college experience and align with the college's mission by supporting: • Teaching and scholarship - Students get empowered, learn about responsibility, and experience success through leadership, educational programs, and by serving the SVCC community. • Engagement in lifelong learning, public service, and economic development - Students grow their appreciation for learning opportunities and service to others by participating in student clubs, working as a team, and making meaningful connections.

Advancement of Equity How does the program/service help advance equity?	Student Activities offers activities and events that are open to all students regardless of background or economic means. • Events are designed to promote academic, personal, social, and professional growth outside of the classroom and help increase access to services, programs, and resources that students need to be successful. • Student Clubs offer an opportunity for students to build communities of belonging that can drive meaningful change. Club activities provide a connection to services, programs that students might need to be successful, enhance classroom learning, and build life skills such as diversity, budgeting, and conflict resolution. By being actively involved, students develop leadership skills and have access to opportunities and support from club advisors, college representatives, and guest speakers. Both internal and external guest speakers offer powerful examples of perseverance and motivation. By featuring presenters who understand students' struggles, we create safe space for inquiry and guidance. This connection fosters a supportive community that empowers students to overcome obstacles, utilize available resources, and reach their personal and professional goals.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Student Activities enhances the educational experience through student clubs/organizations and by engaging students in social, recreational, educational and cultural events. Goals: • Assist with improvement of retention, student success, and learning through co-curricular activities. • Enhance the college experience by offering meaningful involvement opportunities where students can work with others, grow in leadership style and in respect and appreciation for human differences. • Increase student participation in co-curricular experiences.

To what extent are these objectives being achieved?
Please detail how achievement of program/service objectives is being measured or assessed?

Each year, Student Activities hosts approximately 27 events and supports 17 student clubs that foster campus engagement. These programs help attract potential students and community members, as some events are open to the community.

Student Activities' programs and activities enhance the college experience - Based on participants' feedback, students have indicated that they enjoy our programs and provide topic suggestions which are considered when planning events.

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?

Hybrid opportunities were not offered due to some speakers and presenters not allowing it or the cost being higher than expected.

Student Activities worked with Marketing to produce a Get Involved postcard that was mailed to students at the beginning of the semesters. The postcard was also included on the orientation website for online learners. Marketing recently redesigned the postcard, providing a more interactive version which includes a quiz that exposes students to the various clubs and matches their interests to the available student clubs.

Instead of offering Men in Leadership events to expose only male students to male role models, the Student Activities Board opted to offer panels that serve all students.

Student Activities continues to support the college's mission by promoting connections, belonging, and quality programs that benefit student retention and success. The following new clubs were established:

- Sonography Club - members learn through discussions, guest speakers, scanning workshops, and conferences, and serve the community through health fairs, educational outreach, and supporting healthcare awareness initiatives.
- NAMI on Campus - raises mental health awareness through fairs, walks and vigils; educates the campus with presentations, guest speakers and student panels; advocates for better on-campus services and policies; and supports peers with programs and training from NAMI State Organizations and Affiliates.
- SVCC Theatre Club - offers students opportunities to engage in all aspects of theater - acting, directing, design, and production - while fostering creative talent, and representing the college to the wider community.

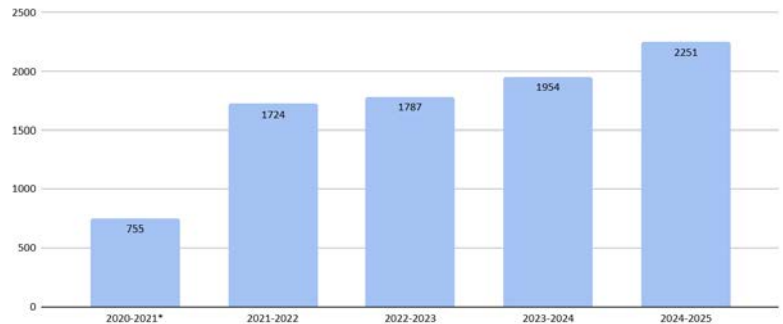
Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	No																																	
1.2 What is the need for this program/service and how does the institution determine need ?	This service is driven by the need to help students acclimate to their surroundings and get involved in their campus community so they can make a real difference in their lives as well as helping them become more effective and successful wherever life takes them. Student Activities sponsored events help create a more welcoming and effective place of learning for all students.																																	
1.3 If applicable, what is the student usage for this program/service?	The following tables indicate the number of students that participated in Student Activities Sponsored Events and the Club Sponsored Events Registered from FY 21 to FY 25: <table><tr><th colspan="3">STUDENT ACTIVITIES SPONSORED EVENTS</th></tr><tr><th>Academic Year</th><th># of Events Offered</th><th>Student Attendance</th></tr><tr><td>FY 21*Virtual Events</td><td>27</td><td>775 *Virtual Informational Fair 856 Views not added.</td></tr><tr><td>FY 22</td><td>27</td><td>1724</td></tr><tr><td>FY 23</td><td>27</td><td>1787</td></tr><tr><td>FY 24</td><td>28</td><td>1954</td></tr><tr><td>FY 25</td><td>27</td><td>2251</td></tr></table> CLUB SPONSORED EVENTS REGISTERED WITH THE STUDENT ACTIVITIES OFFICE *Held in addition to clubs’ general meetings: <table><tr><th>Academic Year</th><th>Total # of Club Sponsored Events</th></tr><tr><td>FY 21</td><td>7 Virtual Events</td></tr><tr><td>FY 22</td><td>21</td></tr><tr><td>FY 23</td><td>30</td></tr><tr><td>FY 24</td><td>28</td></tr><tr><td>FY 25</td><td>36</td></tr></table>	STUDENT ACTIVITIES SPONSORED EVENTS			Academic Year	# of Events Offered	Student Attendance	FY 21*Virtual Events	27	775 *Virtual Informational Fair 856 Views not added.	FY 22	27	1724	FY 23	27	1787	FY 24	28	1954	FY 25	27	2251	Academic Year	Total # of Club Sponsored Events	FY 21	7 Virtual Events	FY 22	21	FY 23	30	FY 24	28	FY 25	36
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1.4 How does the student usage compare to assessed need of the program/service?

Attendance patterns guide planning of events. Conversations with student leaders also ensure that programming reflects student interests.

Event Attendance FY 21-25



Indicator: Cost

2.1 What are the current expenditures of the department?

Current expenditures include: speaker/performers fees, refreshments, office supplies, printing, game area equipment (pool/ ping pong/foosball tables), regional conference expenses, and support for student clubs.

Student Activities operates within the allocated budget. Below are the program expenses and cost savings - cost savings obtained by negotiating talent contracts, developing a good rapport with agents/speakers/performers, and collaborating with other college departments:

SA Program Expenses & Savings			
5-year Totals			
	Budgeted	Expended	Cost savings
FY 21	25,400	18,153.10	15,794
FY 22	26,000	25,932.17	9,583
FY 23	26,600	25,274.20	9,700
FY 24	27,800	28,902.10	7,650
FY 25	27,950	27,760.76	4,900
Totals	\$133,750	\$126,022	\$47,627

2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	In order to save on cost, Student Activities considers local performers and presenters, participates in the APCA Conference and when possible, co-sponsors programs with other college departments. By attending the APCA Regional Conference, Student Activities collaborates with other schools in the area to consolidate dates with speakers and performers, securing lower prices through block booking.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	Student Activities evaluates its performance through attendance and post-event surveys. Results are compared to internal goals to ensure programs and activities are meeting or exceeding expectations.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The college supports the Student Activities Coordinator's attendance to the Association for the Promotion of Campus Activities Conference each year where she networks with advisors and vendors from the Midwest and beyond. She is also a member of the Illinois Community College Student Activities Association (ICCSAA) which supports and assists the development of student activities programs and/or services in Illinois community colleges.

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?	A strategy adopted from another institution that has yielded cost savings is the bulk purchase of novelty items at wholesale prices. Additionally, our “make and take” activities have unexpectedly been successful in fostering student engagement and facilitating connections and friendships between students. An example of a make and take was our collaboration with the Agriculture (AG) department where Student Activities offered a “Paint & Plant” event in which students painted terracotta pots, learned about different plants/flowers, which they planted, and took home to watch them grow. Noticing the value of “Pizza with the President,” we expanded our programming to include panel discussions with internal college representatives such as: “The Importance of Civic Engagement,” “Town Hall Chat,” “Life Beyond SVCC,” “Lunch with the Board,” “Civic Engagement in the Sauk Valley Area,” “The Impact of Student Involvement on Success,” and “Financial Freedom Workshop.” These initiatives have enabled students to develop meaningful relationships with administrators, staff/faculty, and community leaders resulting in increased comfort levels when seeking help, getting involved, and requesting scholarship or employment recommendations. In addition, faculty members who provide extra credit to students that attend educational programs receive a list of attendees as well as students’ comments about what they learned in the program, helping Student Activities gain more faculty support in promoting events and encouraging student participation.
3.4 What are the strengths of this program or service?	The variety of programs offered by Student Activities - Events and activities offered by Student Activities promote leadership, civic engagement, diversity, equity, and wellness, reflecting SVCC’s institutional mission to serve all students equitably and create a strong sense of belonging. When the sense of belonging is low, students are more likely to withdraw and drop out.

3.5 What are the challenges or weaknesses of the program/service?	An area that we can continuously improve is the use of data to improve engagement efforts. A student participation tracking system would be helpful in identifying areas where we can make improvements and implement changes to create a stronger and more engaged community. A tracking system would also be helpful in comparing the success of students who get involved vs those who don't.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Student Activities gathers feedback through post-event evaluations that assess both the quality and impact of each educational program. Students are asked whether they found the information helpful, if the event was conveniently scheduled, and whether they saw publicity. Questions about prior participation and willingness to attend similar events, and open ended questions such as what students liked most or least about the program, the specific skills or concepts they learned and how they will apply them and suggestions for future programs. Every event is also discussed at Student Government meetings to obtain feedback and improve programming. A few quotes from student evaluations: • "I liked how open she is with her disability and she teaches people that no matter what you go through or what you have, you are put on this earth for a reason and you are just like everyone else!" • "I learned that the new Dean changed her major and overall path in life. This is helpful to me because it makes me feel like it is okay to not have everything figured out and having someone who understands that who is helping students is comforting." • "With a good work ethic, you can do anything!" • "How to deal with burnout, this will help me with getting through school." • "I came for the extra credit but I left with so much more."
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?.	We are planning to start by checking if the new Navigate 360 software purchased by Student Services can help with tracking student participation as it includes a Student Engagement Hub feature.

3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Results of Campus Climate Survey were reviewed and attendance and satisfaction were assessed through event evaluations.
3.9 Were there any identifiable equity gaps in the data? Please explain.	No, none noted.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	In addition to social and recreational events, Student Activities provides Title IX, substance abuse prevention, cultural, and disability awareness presenters. Student Activities also offers the opportunity for students to join or start clubs based on their interests, and collaborates with the Sauk CARES Committee (Collaborating for the Advancement & Respect of Every Student) which strives for a professional culture that values collaboration, fairness, and mutual respect while promoting acceptance and appreciation for all members of our community.

3.11 How does the program or service address inequities in instructional programs, if appropriate?

All student clubs and activities create a positive environment and help build connections that reduce feelings of isolation. While our major-focus student clubs boost academic engagement and career readiness through hands-on experiences, social and recreational club activities also cultivate a sense of community and belonging that traditional instruction might not offer in the classroom.

- The gaming area in the cafeteria includes a pool, pingpong and foosball table for students to relax, have fun, and build connections during their free time.
- The Association for Disability Awareness (ADA) is dedicated to removing social stereotypes about people with disabilities. They strive to create awareness, educate others about “abilities,” and participate in campus and community life.
- The Association of Latin-American Students (ALAS) shares their traditions through food, dances, and art to increase cross-cultural understanding.
- InterVarsity Christian Fellowship at Sauk Valley Community College is an interdenominational Christian organization which provides spiritual conversations with anyone who is interested.
- NAMI On Campus assists with mental health awareness and creates a safer environment where students feel empowered to seek help and manage their well-being.
- PRIDE - Promoting Respect, Individuality and Diversity for the Gay, Lesbian, Bisexual, Transgender and Straight Allies Coalition offers activities that promote respect, a supportive network, a positive social outlet, and a caring environment.
- The Student Government Association sponsors campus-wide activities and encourages students to get involved and use their voice.

Collaboration with other college departments, such as the Counseling Department, Disability Support Services, Sauk CARES Committee, helps Student Activities plan events that provide extra support to students and eliminate barriers. Student Activities also collaborates with community agencies to help students establish support networks, meet their holistic needs, and eliminate common barriers to learning. Some of the essential community resources often involved in programming to better support students' needs include

	healthcare providers, financial literacy information, mental health awareness resources, social services, and transportation options.
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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.	Thanks to a grant obtained by the Counseling Department and support from the Sauk CARES Committee, Student Activities will be assisting in planning and organizing mental health awareness programs throughout the spring and fall 2026 semesters. A dedicated mental health fair is planned for spring 2026 and presentations with mental health speakers will be offered during the year. We will be using the new Student Club Activities Calendar to promote club activities so everyone is aware of what is being offered by the different clubs and a “Skyhawks for a Cause” fundraiser will be planned to assist clubs interested in raising funds for club activities.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Student Activities addresses equity gaps through culturally responsive, diverse programming, and connecting students to community resources to provide holistic support.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	It has always been a widely held belief that student engagement is key to student retention. The blend of academic, social and institutional support helps foster a sense of belonging and community which provides pathways to success. And a variety of teaching methods also help with the diverse learning styles and preferences. The Student Activities Office will strive to enhance student-employee interactions, provide events and activities that support our college’s mission to create an environment that not only engages students but also helps meet students' needs for them to persist and succeed.
Resources Needed	To continue helping students relax between classes, have fun, and make meaningful connections, Student Activities is interested in replacing the pool table and purchasing a double shootout basketball game. Inflatables will probably need to be replaced within the next 5 years too.

	With the speakers/performers' fees increasing, we would like to request additional funding and continue collaborating with college departments in offering programs to save on cost. If after trying the Navigate 360 software we find that it is unable to track unique student participation by demographics such as race/ethnicity, gender, or specific academic program to better understand the students who are engaged in events, activities, and clubs at SVCC, then we would like to consider exploring alternative solutions and requesting additional funding to purchase software. The ideal software would not only allow the Student Activities office to evaluate its sponsored events but would also provide a campus-wide solution for other departments to monitor and analyze participation data.
Responsibility Who is responsible for completing or implementing the modifications?	Student Activities Coordinator and Dean of Student Services