

**PROGRAM REVIEW REPORT
2012-2013**

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

Dr. George J. Mihel, President

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CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2012 - 2013

Program Identification Information (only one CIP per template)

6-digit CIP	500406
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Career Cluster	Career Pathway
Arts, Audio/Video Technology and Communications	Arts and Communication

Program of Study	SVCC's Program Title
Digital Media Arts	Digital Media Arts

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	X
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

<p><i><u>Need:</u> Is it expected that there will be a continuing need for courses in the academic discipline? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?</i></p> <p>Need for this program has been exemplified by the large student enrollment in the program. Large enrollment from an area high school and career center support this program through dual enrollment.</p> <p><i><u>Cost-effectiveness:</u> What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?</i></p> <p>Facility and resources are shared with a local high school and career center. Resources are supplied by the high school, the career center, the college and private donations.</p> <p><i><u>Quality:</u> Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.</i></p>

The College has deleted one of the certificates once offered in this area due to low success and graduation rates. The sequencing of the courses in this program has been modified as course content has changed and to enhance completion rates. This program is the only remaining program of this segment of the College's Digital Media instruction. The College is working to improve the administrative function and processes that support the program to increase student satisfaction.

CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2012 - 2013

Program Identification Information (only one CIP per template)

6-digit CIP	510911
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Career Cluster	Career Pathway
Health Science Technology	Diagnostic Services

Program of Study	SVCC's Program Title
Radiologic Technology	Radiologic Technology

Degree or Certificate Type	Check only one
03 – AAS	x
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	x
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is it expected that there will be a continuing need for courses in the academic discipline? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs? Employment for Radiologic Technology is expected to grow faster than average for all occupations according to U.S. Bureau of Labor Statistics—28% growth in the next eight years. This indicates a need to have technologists trained for the profession. Radiologic Technology is the basis for advancements into other imaging modalities such as Computerized Tomography, MRI, Ultrasound, special procedures such as cardiac catheterization, and Nuclear Medicine. These specialty areas are not included in the U.S. Bureau of Labor Statics for radiography of 28% growth; they represent an additional need.

The radiography courses meet the needs of the student. The courses are required by ARRT and JRCERT standards.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? The program was cost effective in FY2012 and this is expected to be the trend for upcoming years.

There is no need for additional resources.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction?

Describe any programmatic achievements already achieved or are planned for the future.

Based on ARRT pass rates, graduate assessments, and recent implementation of digital imaging lab, there is no need for updates or improvements in the program.

Pass rates for the ARRT registry exam have been 100% for the last twenty years. All equipment in radiology labs is up to date and utilizes the same technology that is used at clinical sites.

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2012 - 2013

Discipline Area	Mathematics
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Need, cost-effectiveness & quality. *Please create a short summary paragraph for each question below.*

Need: *Is it expected that there will be a continuing need for courses in the academic discipline? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?* Although the declared number of math majors is small, our math courses are necessary for students in many other fields, as well as providing an important component of general education. Enrollment remains strong. All of the core courses articulate via IAI, and we offer nearly all available IAI-transferable math courses. All career degrees at Sauk also require completion of a college-level math course for graduation. For these reasons, we are confident that there will be a continuing need for our math program.

We have sufficient sections of our courses to allow students to graduate in a timely manner. We will be considering the possibility of more night courses or online courses in the future.

Cost-effectiveness: *What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?* In addition to continuing the practices that have made us cost-effective to date, we will monitor the need for alternate course formats such as online courses, dual enrollment, or scheduling low-enrollment courses every other year. Such alternate formats may allow us to reach populations that are currently underserved and thus increase revenue for the college.

Quality: *Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.*

Our focus for improvement has been on increasing the success rate of students in “gatekeeper courses” such as MAT 121. We have focused as a department on gathering data about these courses; we have offered review sessions for the final exams, rewritten a departmental final and rearranged the content to reflect the most important priorities for the course. In the future we plan to continue gathering data on these courses, and to pursue alternative approaches for them (such as teaching courses with low persistence rates over two semesters).

Transfer Courses: *Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.* We feel that math classes have sufficient articulation agreements. Below is a list of the current 1.1 math classes and the articulation agreements already established.

SVCC 1.1 Transfer Courses	Universities it articulates with
MAT 110	EIU, ISU, NIU, SIUC,

	UIUC, WIU
MAT 111	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 115	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 121	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 122	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 150	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 203	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 204	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 205	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 211	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 220	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 221	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 230	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 231	EIU, ISU, NIU, SIUC, UIUC, WIU
MAT 240	EIU, ISU, NIU, SIUC, UIUC, WIU

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2012 – 2013

Discipline Area	Adult Education & English as a Second Language (ESL) Program
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Need, cost-effectiveness & quality. *Please create a short summary paragraph for each question below.*

Need: *Is it expected that there will be a continuing need for courses in the academic discipline? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?* With 11% of the total adult population residing in the Sauk Valley area having no high school diploma or equivalent (4% of that 11% have less than 9 grades of formal education) there continues to be a need for academic development to support educational needs. The adult education department works to support educational needs in the area of parental support for parents wanting to help their children with studies, knowledge and skills to retain a job, seek a gain in wages, to gain a job if unemployed and provides information related to the process for gaining citizenship.

Cost-effectiveness: *What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?* The adult education program currently receives funding from four separate grants and this funding provides wages for one full-time administrator (part-time adult education and part-time development education department), one part-time ESL Coordinator, one administrative assistant, one community technology monitor, three part-time coaches working within an open-access computer lab and 10 adult education instructors. In the Sauk Valley area, 19% of families' incomes are below the poverty level; this is approximately 5% higher than the State average of 14%. With this high rate of lower income families within the Sauk Valley area, there is a need for free educational classes. All funding comes from State and Federal sources and must be spent or returned.

Quality: *Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.* Professional development opportunities for instructors have been implemented for the 2012-2013 school year. Four instructors are developing authentic tasks and assessments at each level of instruction, which align to Common Core Standards (January – April). Individual student binders are being implemented to monitor student progress. Development of workshops for learners working at the instructional levels of K – 12 which will be shared with the community during six Family Learning Nights is a part of the Adult Education Operational Plan.

**STUDENT & ACADEMIC SUPPORT SERVICES REVIEW
SUMMARY REPORT**

Required ICCB Report

Sauk Valley Community College (506)

Academic Year 2012-2013

Service Area (Unit)	Admissions and Records
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Major Findings and Improvements/Modifications to the Area

Provide a brief description (150 words or less) of the function of the program, strengths and weaknesses, and any quality improvements or modifications made since the last program review.

The primary functions of the Office of Admissions and Records (OAR) are to assist with or complete all processing aspects related to student applications and registration for the institution and the management of all aspects related to maintaining and protecting academic records. The strengths of the OAR continue to be the staffs' commitment to prompt, accurate customer service and the staff's willingness to embrace new technology. The OAR exhibits great diligence in adhering to institutional, state and federal regulations.

A weakness of the OAR is the lack of awareness of OAR responsibilities and functions by other areas within the institution. We became cognizant of this during the OAR interview with the Program Review committee.

Opportunities for improvement continue to be the timely updating of admission records and forms and the updating OAR's website more frequently.

Statewide Program Issues (if applicable)

Provide a brief description of emerging state or national problems and/or area issues that will eventually affect your area, but cannot be addressed effectively at the local level or indicate "no issues."

None

**STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT**

Required ICCB Report

Sauk Valley Community College (506)

Academic Year 2012-2013

Service Area (Unit)	Athletics
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Major Findings and Improvements/Modifications to the Area

Provide a brief description (150 words or less) of the function of the program, strengths and weaknesses, and any quality improvements or modifications made since the last program review.

The function of the athletic program at Sauk Valley Community College is to provide our students with opportunities in the area of athletics and to better connect our college to our community college district. For our students this is an important part of a balanced educational experience (instructional, cultural, and extracurricular). For our district it is an opportunity to enjoy and support the sports teams' collegiate successes.

The strength of our program is the quality of our student-athletes, not only in competition but also in the classroom. In the past four years, 19 student-athletes have been named Academic All-Americans by the NJCAA and 105 of our student-athletes have been named Academic All-Conference by the Arrowhead Conference. This also reflects the high level of achievement that Sauk Valley Community College stands for. Add to this that the majority of our athletes (62.5% in FY12) come from within our district and you can see the value of our athletic program reflecting the quality of Sauk Valley Community College to our district.

As with many of the colleges during this financially tight period, our weaknesses are tied to the budget. Limited funds to support teams, to add personnel such as an athletic trainer, or to find funds to remodel outdated locker rooms are challenges that need to be overcome. But our five-year review shows that our athletic area has done a good job of controlling our expenses and maintaining our financial viability. Compared to our previous review our current review shows that our student-athlete enrollment has increased by approximately 10% helping to generate additional income for the college. Overall the long term impact our area has on our student-athletes and our district is a great value for Sauk Valley Community College.

Statewide Program Issues (if applicable)

Provide a brief description of emerging state or national problems and/or area issues that will eventually affect your area, but cannot be addressed effectively at the local level or indicate "no issues."

None

BEST PRACTICES REPORT

Optional ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2012 – 2013

The ICCB Best Practices report is optional and may describe the entire unit or a specific practice. If this piece is completed, discuss your best practice and supply quantitative and qualitative data as evidence of its effectiveness.

Title of Best Practice

In-District Recruiting

Programmatic Area (use an X to mark appropriate area)

	Academic Discipline
	Career and Technical Education
	Cross-Disciplinary
x	Student & Academic Support Services

Description of the innovation/best practice (150 word limit)

Sauk Valley is a rural community college district with no large population centers within its district. Out of a 4-class Illinois High School Association sport play-off system (1A being the smallest and 4A being the largest), only 2 of our 12 public high schools are in the larger classes (both 3A). Even with this lack of population base our top priority in our athletic recruiting is to recruit in-district athletes first. We feel the key to our athletic success is to build around the top athletes in our district. Even with all 10 of our sport teams competing at either the Division I or Division II scholarship level, we have maintained a high percent of our athletes on our team rosters from within the district. We must bring a certain number of athletes from outside our district to compete at the top level of our region (Region IV), but our overall strength still comes from our local high schools. Not only does this help our athletic program, but these area stars attract other students from their high schools to Sauk Valley College. In 2011-12, 62.5% of our student-athletes were from within our district. While we may not be able to maintain this high of a percent of in-district student-athletes every year, to recruit our in-district athletes first and build our teams around that base will remain our top priority. Our athletic success depends on this effort, as does our fan support at our athletic events. Again in FY2013, our top Skyhawk fall sports team, volleyball, made it to the Region IV Championship match after an outstanding regular season. Of the 10 women on the roster, 9 of them were from our district schools. In-district recruiting is a win-win situation that we will continue to prioritize at Sauk Valley Community College.

What is the quantitative and/or qualitative evidence to support the best practice?

While achieving this in-district recruiting percent, both of our men's and women's basketball teams had 20+ win seasons and our softball team set a new record (47-17) for wins in one season, coming off qualifying for the national tournament the previous year.

Contact Information

Sauk Valley Community College
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Program Review 5 Year Schedule

Type of Review	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
CROSS DISCIPLINARY INSTRUCTION	<ul style="list-style-type: none"> ○ Adult Education/ESL 	<ul style="list-style-type: none"> ○ Developmental Studies (GSP) ○ Personal and Professional Development (includes Vocational Skills and CDL Cert=T10) 		Transfer functions and programs including the AA, AS, AAT, AES, other specialized transfer degree programs and the ALS degree program <ul style="list-style-type: none"> ○ Math Ed (AAT=686) ○ Special Ed (AAT=687) <u>PRE-PROFESSIONAL</u> <ul style="list-style-type: none"> ○ Pre-Physical Therapy/ Occupational Therapy Program (AS=830) ○ Pre-Professional Medical Program (AS=510) 	<ul style="list-style-type: none"> ○ General Education
ACADEMIC DISCIPLINES (AA & AS DEGREES)	Mathematics <ul style="list-style-type: none"> ○ Mathematics (AS=416) 	Business <ul style="list-style-type: none"> ○ Business (AS=210) ○ Business Accounting (AS=220) <u>PHYSICAL AND LIFE SCIENCES:</u> <ul style="list-style-type: none"> ○ Biology (AS=413) ○ Chemistry (AS=414) ○ Physics (AS=417) ○ Engineering (AES=320) <u>Physical Education:</u> <ul style="list-style-type: none"> ○ Physical Education (AS=891) ○ Athletic Training (AS=835) 	<u>HUMANITIES & FINE ARTS:</u> <ul style="list-style-type: none"> ○ Art (AA=601, AFA=150) ○ Foreign Language (AA=603) ○ Music (AFA=160) ○ Theatre Arts (AA=611) <u>NURSING:</u> <ul style="list-style-type: none"> ○ Nursing (AS=825) 	<u>EDUCATION:</u> <ul style="list-style-type: none"> ○ Early Childhood Ed (AA=681) ○ Elementary Ed (AA=680) ○ Secondary Ed (AA=685, AS=885) ○ Special Ed (AA=690) <u>SOCIAL & BEHAVIORAL SCIENCES:</u> <ul style="list-style-type: none"> ○ Economics (AA=651, AS=851) ○ History (AA=652, AS=852) ○ Political Science (AA=653, AS=853) ○ Psychology (AA=655, AS=855) ○ Social Work (AA=620) ○ Sociology (AA=656, AS=856) 	<u>WRITTEN & ORAL COMMUNICATIONS:</u> <ul style="list-style-type: none"> ○ English (AA=602) ○ Mass (AA=614, AS=814) ○ Speech (AA=610, AS=810) <u>COMPUTER SCIENCE:</u> <ul style="list-style-type: none"> ○ Technical Track (AS=840) ○ Information Technology Track (AS=841) ○ Criminal Justice (AS=824)

Type of Review	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
CAREER & TECHNICAL EDUCATION (AAS DEGREES & CERTIFICATES)	<ul style="list-style-type: none"> ○ Digital Media Arts (Cert=B24) ○ Radiologic Technology (AAS=051, Cert=E90) <p><u>Fire Science*</u></p> <ul style="list-style-type: none"> • Fire Science (AAS = 039) • Advanced Technician Firefighter (Cert=F31) • Basic Operations Firefighter (Cert=F30) • Building Construction (Cert=F41) • Fire Prevention Principles(Cert=F42) • Fire Service Instructor I (Cert=F34) • Fire Service Vehicle Operator (Cert=F35) • Hazardous Materials I (Cert=F32) • Hazardous Materials II (Cert=F33) • Management I (Cert=F38) • Management II (Cert=F39) • Tactics and Strategy I (Cert=F40) • Technical Rescue Awareness (Cert=F36) • Vehicle/Machinery Operations (Cert=F37) <p>(*Fire Science is a new program and will be reviewed in 2018 as per</p>	<p><u>Accounting</u></p> <ul style="list-style-type: none"> ○ Accounting (AAS=021 & Cert=B90) <p><u>HEATING, REFRIGERATION, AIR CONDITIONING:</u></p> <ul style="list-style-type: none"> ○ Heating, Refrigeration, Air Conditioning (AAS=067) ○ Entry Level Technician (Cert=H84) ○ Refrigeration (Cert=H81) ○ Lean Manufacturing (Cert=H72) ○ Warehousing & Distribution Specialist (Cert=H70) <p><u>WELDING:</u></p> <ul style="list-style-type: none"> ○ Entry Level (Cert=H48) ○ Advanced (Cert=H49) ○ Pipe Welding (Cert =H47) 	<p><u>BUSINESS:</u></p> <ul style="list-style-type: none"> ○ Management (AAS=022 & Cert=B93) ○ Supervisory Management (Cert=B97) ○ Marketing (AAS=020 & Cert=B92) <p><u>NURSING:</u></p> <ul style="list-style-type: none"> ○ Nursing Hybrid On-Line NIOIN (AAS=053) ○ A.D.N. (AAS=052) ○ L.P.N. (Cert=E91) ○ Nurse Assistant (Cert=E93) <p><u>Environmental Controls</u></p> <ul style="list-style-type: none"> ○ Sustainable Technology (AAS = 070) ○ Solar Energy (Cert=H80) ○ Wind energy: Basic (Cert=H85) ○ Wind energy: Advanced (Cert=H86) 	<p><u>EDUCATION:</u></p> <ul style="list-style-type: none"> ○ Early Childhood Ed (AAS=042) ○ Basic Early Childhood Ed (Cert=F15) ○ Advanced Early Childhood Ed (Cert=F16) ○ Paraprofessional Educator (AAS=041) <p><u>EMERGENCY MEDICAL TECHNICIAN:</u></p> <ul style="list-style-type: none"> ○ Basic (Cert=E95) ○ Paramedic (Cert=E97) ○ Emergency Medical Service (AAS=054) <p><u>Truck Driving</u></p> <ul style="list-style-type: none"> ○ Truck Driving (Cert = T10) <p><u>Social Services:</u></p> <ul style="list-style-type: none"> ○ Human Services (AAS 089) 	<ul style="list-style-type: none"> ○ Certified Manufacturing Assistant (Cert=H71) <p><u>COMPUTER INFORMATION SYSTEMS:</u></p> <ul style="list-style-type: none"> ○ Management Information Systems (Cert=B40) ○ Microcomputer Applications (AAS=076) ○ Specialist I (Cert=B32) ○ Specialist II (Cert=B36) ○ Web Design (Cert=B37) ○ Networking Professional (Cert=B35) ○ Networking Specialist (AAS=075 & Cert=B31) ○ Server Specialist (AAS=077 & Cert=B28) ○ PC technician (Cert=B29) <p><u>CRIMINAL JUSTICE:</u></p> <ul style="list-style-type: none"> ○ Criminal Justice/ Justice Affairs (AAS=082, Cert=C50) ○ Criminal Justice/Law Enforcement (AAS=081)
CAREER & TECHNICAL EDUCATION,					

Type of Review	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
(AAS DEGREES & CERTIFICATES) continued	ICCB)				<p><u>ELECTRONICS:</u></p> <ul style="list-style-type: none"> ○ Electronic Engineering Technology (AAS=065) ○ Electronic Service & Repair (Cert=H69) ○ Industrial Electronics (Cert=H65) ○ Microprocessor Maintenance (Cert=H64) ○ Industrial Maintenance Electrician (Cert=H94) ○ Multicraft (AAS=061) <p><u>OFFICE AND ADMINISTRATIVE SERVICES:</u></p> <ul style="list-style-type: none"> ○ Office & Administrative Assistant (AAS=023 & Cert=B81 & Cert=B80) ○ Desktop Publishing Specialist (Cert=B33) ○ Financial Services Representative (Cert=B84) ○ Legal Assistant (AAS=026 & Cert=B82) ○ Medical Office Assistant (AAS=024 & Cert=B83) ○ Word Processing (Cert=B23)

Type of Review	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
STUDENT & ACADEMIC SERVICES	<ul style="list-style-type: none"> ○ Admissions and Records ○ Athletics 	<ul style="list-style-type: none"> ○ Information Services ○ Instructional Technology Center ○ Learning Resource Center (Library) ○ Learning Assistance Center 	<ul style="list-style-type: none"> ○ Financial Assistance ○ Career Services ○ Business & Community Ed 	<ul style="list-style-type: none"> ○ Counseling/Advising ○ Retention ○ Special Needs 	<ul style="list-style-type: none"> ○ Business Office ○ Dual Credit ○ Student Activities ○ Recruitment

-In 2012, the college removed Buildings & Grounds, Security, Human Resources, Foundations & Grants, Institutional Research and Planning, and Public Relations from the Program Review list as it is not required by ICCB to review Student Services if they do not support instruction. The list above is our current list.

-Agribusiness (AS 112) & Agriculture (AS 110) are offered through the University of Illinois who should be reviewing those degrees as necessary.