

SAUK VALLEY COMMUNITY COLLEGE ANNUAL REPORT FOR FY09

INTRODUCTION

At a Board Retreat conducted early in 2006, the Sauk Valley Community College Board of Trustees established the College's strategic directions by identifying:

- A mission statement describing what the College does,
- A vision statement describing what the College should strive to become, and
- Four strategic goals to guide the College toward achieving its vision.

The College's Organizational Planning and Improvement Committee (OPIC) identified initiatives to clarify each of the strategic goals. OPIC provided College-wide input as the committee was comprised of employees representing all areas of the College and included faculty, professional/technical and support staff, and administrators. The strategic initiatives were reviewed by the Board at its March 2006 meeting and were utilized throughout the College as each department/area developed its respective annual operational plans.

The fiscal year 2009 (2008 – 2009 academic year) is the third year in which the College has pursued its current strategic directions. This Annual Report highlights the activities in which College employees have been engaged and the progress that has been made toward achieving these strategic directions.

Questions and comments may be directed to:

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STRATEGIC DIRECTIONS

Mission

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

Vision

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

Strategic Goal #1: The College will provide learning opportunities of exceptional quality.

- Strategic Initiative 1.1: Use data and findings to improve and refine the quality of learning opportunities.
- Strategic Initiative 1.2: Develop and expand programs.

Strategic Goal #2: The College will offer the highest value of educational services while being fiscally responsible.

- Strategic Initiative 2.1: Financially manage the College so an operating surplus occurs on an annual basis.
- Strategic Initiative 2.2: Increase student enrollment.
- Strategic Initiative 2.3: Increase resource development.
- Strategic Initiative 2.4: Position the College to pursue a referendum.

Strategic Goal #3: The College will be responsive to the learning needs of our students and the economic development needs of the community.

- Strategic Initiative 3.1: Participate in area economic development.
- Strategic Initiative 3.2: Develop a comprehensive community survey plan.
- Strategic Initiative 3.3: Expand learning opportunities and support services.

Strategic Goal #4: The College, at all levels, will use data to make decisions and plans.

- Strategic Initiative 4.1: Create a system to collect, store, analyze and share data.
- Strategic Initiative 4.2: Use data for decision making.

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HIGHLIGHTS FROM THE YEAR

Programs approved by the ICCB during FY09:

- Basic Wind Energy Technician, Certificate
- Advanced Wind Energy Technician, Certificate
- Digital Media Arts, Certificate
- Agriculture, Associate in Science Degree
- Agribusiness, Associate in Science Degree
- Special Education, Associate of Arts in Teaching

High level ESL (English as a Second Language) classes were developed for college-ready students with limited English proficiency skills.

The Sauk mascot, Slammin' Sammy, debuted on February 21, 2009, at a home basketball game against Kankakee Community College. His name was selected from a district-wide contest of middle-school students.

The SVCC Single Parent Group was rekindled after SVCC was awarded a \$10,000 grant to provide emergency assistance for single parents.

Dr. Donald Pearl, Academic Vice President, was named an HLC peer reviewer.

Clipper Windpower of Cedar Rapids, Iowa, became an educational partner in our new wind energy program.

A new program review process was implemented with enhanced linkages to operational planning, budgeting, and assessment of student learning outcomes.

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PROGRESS TOWARD ACHIEVING THE STRATEGIC DIRECTIONS

Strategic Goal #1: The College will provide learning opportunities of exceptional quality.

This strategic goal summarizes the purpose of the College's existence. Its two strategic initiatives stress the use of good information to improve current offerings and to develop new programs.

Strategic Initiative 1.1: Use data and findings to improve and refine the quality of learning opportunities.

- Following this year's program review, several 200 level *Accounting* classes will be developed and offered online starting in the fall 2009 semester.
- As a result of completing a research project last year, *English* faculty will propose a change in composition class placement testing procedures. Their research showed that correlations among the test score cutoffs used for Compass, ACT, and the former Asset tests were not available and anecdotal evidence suggested a lack of correlation between Compass and ACT scores.
- *Nursing* began a pilot project in October 2008, to determine the value of entrance testing as a criterion for admission into the LPN and ADN programs. A review of the data has resulted in the decision to offer the TEAS (a nurse entrance test) four times a semester starting in the fall 2009.
- *Nursing* is reviewing the grading used in radiology simulations to determine if nursing competency exams can use the same or a similar format.
- Assessment goals were reviewed by *Physical and Life Sciences* and *Technology*.
- Based on assessment findings, classroom and course level changes were made by *Physical and Life Sciences* and by *Social & Behavioral Sciences*
- The three year old *Welding* program developed assessment goals and will begin monitoring them in FY10.
- *Admissions and Records* and *Counseling* missed their 5% goal of increasing student registrations on SOAR through increased marketing efforts. They discovered that students needed guided assistance when registering using SOAR and that the lack of private space to register on SOAR may be problematic. They will investigate solutions to these issues during FY10.
- *Counseling* exceeded its goal of increasing by 20% the number of e-mail and telephone contacts logged into Banner. Logged e-mail contacts increased by 51% and telephone contacts by 58%. Improved logging allows staff to more effectively evaluate student contact data and to address staffing and student needs.
- *Counseling* established and exceeded its goal of 75% of PSY100 Orientation students completing the pre- and post-tests with 100% of the topic/knowledge indicators falling in "good/solid" range, with 84% completing both tests, and 100% falling within the desired range. While the course content is reviewed annually to meet student needs, the high scores indicate that the teaching methods are appropriate and effective.
- While the *Cross Cultural Office* fell short of its goal to increase the number of minority students enrolled per semester by 10%, it did show increases during two semesters (Summer 2008: level enrollment; Fall 2008: 2.8% increase; and Spring 2009: 7.5%, compared to respective semesters of FY08). The office will continue striving to increase minority enrollments.

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- The *High School Relations Office* found that the number of PCCS (formerly Tech Prep) students matriculating to SVCC decreased by 18.9% which may be due to the limited number of career and technical education programs offered at SVCC and WACC.
- *Student Support Services* conducted evaluations of 96% of its events and received extremely high ratings (average of 4.67 on a scale of 1 to 5). Open ended questions yielded information that will be used for planning activities during FY10.
- *Adult Education* conducted two in-service events for Adult Education (AE) instructors. 100% of instructors attended the July event and 88% attended the January event. All those who participated received continuing education credit which is required of AE instructors by the ICCB.
- The *Special Needs Office* coordinator reviewed semester grades of special needs students and contacted those who did not successfully complete courses. Discussions with students often led to changes in the student's academic plan, course load, or use of support services/accommodations.
- The *Special Needs Office* coordinator tracked the number of special needs students that repeated developmental courses. Many special needs students successfully passed the coursework, but were unable to pass the ENG099 Writing Skills and RDG098 Efficient Reading exit exams. In addition to providing support services to students, the coordinator will discuss barriers to completion and retention with the Developmental Education Committee.
- In an effort to close the loops among existing data and planning systems, *Institutional Research and Planning* and the *Program Review Committee* implemented a revised program review system with improved links to assessment, budgeting, and operational planning.
- *Institutional Research and Planning* researched enrollment increase discrepancies between Sauk and the ten Illinois community colleges with the largest enrollment increases which reframed data already being considered by OPIC for strategic planning.

Strategic Initiative 1.2: Develop and expand programs.

- A new course for the web design curriculum in Adobe Photoshop was developed after *Computer Information Systems* surveyed colleges that offer similar programs to learn about their course selection.
- After conducting a feasibility study, *Computer Information Systems* determined that it was feasible to conduct a capstone assessment in CIS208 Juvenile Delinquency and will implement that assessment in FY10.
- *Computer Information Systems* developed an on-line accounting course and will offer it in the fall semester 2009.
- Several English classes will be put on the inactive list since they do not meet the needs of A.A.S. and A.S. students for English skills.
- Nursing received official approval of *NIOIN*, the on-line nursing program, and offered its first class during the spring 2009 semester with eight students.
- *Physical and Life Sciences* developed a non-majors environmental biology course.
- *Physical and Life Sciences* instituted three hybrid courses.
- SOC111 Introduction to Sociology was redesigned and will be offered as an on-line course during the fall 2009.
- PSY103 Introduction to Psychology was redesigned and offered as an on-line course during the fall 2008.
- New course materials and videos replaced outdated materials used in PSY103 Introduction to Psychology and PSY215 Social Psychology.
- *Technology* realigned courses in EET and ELT program that pertain to industrial electronics.

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- The *Learning Assistance Center* administered 113 CLEP, DSST, and Independent Study tests to forty nine individuals. This is fewer tests than FY08.
- *Athletics* conducted two sports camps in response to community needs and interests and plans to conduct an individual sport camp during FY10.
- The *Cross Cultural Office* provided opportunities for minority students to participate in leadership roles and to participate in leadership training events.
- *High School Relations* experimented with sending courses by compressed video to three area high schools with mixed results. In the site with low enrollment, interested students will be encouraged to enroll in on-line courses in place of compressed video courses. Courses will continue to be sent to the other two high schools with schedule changes and enrollment will be closely monitored.
- *High School Relations* received a New Look Project grant in the amount of \$3,000 which was used to fund two parent information meetings.
- The *Recruitment Office* exceeded its goals to increase by 5% the number of students who attended Discover Sauk (+207%) and increased by 5% the number of students who requested information (+414%).
- The *Financial Assistance Office* met its goal to increase by 10% the number of people who attend values and financial assistance workshops for junior high students.
- The *Financial Assistance Office* and *Marketing and Public Relations Office* met their collaborative goal of increasing informational and marketing of financial assistance by 10% with the goal of increasing the visibility of available financial assistance.
- *Adult Education* developed a flow chart for GED which explains the process for getting a GED and 100% of instructors now use the flow chart.
- *Adult Education* just missed its goal of 10% of AE students visiting Sauk with only 9.3% of students making the visit.
- *Adult Education* and *Personal and Professional Development* partnered to include the AE class schedule in the PPD catalog which contributed to a 31% increase in AE enrollments in one year.
- The *Special Needs Office* was not successful in increasing membership in the Students with Unique Abilities Club or developing student focus groups for feedback on their college experiences. The coordinator will survey students to determine if there is interest in continuing these efforts in FY10.
- The *Adult Education, AmeriCorps, English Department, Learning Assistance Center, Project VITAL, Special Needs Office, and Student Support Services (SSS)* collaborated to develop and conduct College-wide tutor training.
- *Personal and Professional Development* added four new career programs exceeding its goal of adding two programs to help students gain employment in two to four months: Pharmacy Tech, EKG Tech, Dental Assistant, and Ophthalmic Assistant.
- *Personal and Professional Development* exceeded its goal of 15 new programs and added 34 new programs/classes/ trips which generated \$5,200 over expenses.

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Strategic Goal #2: The College will offer the highest value of educational services while being fiscally responsible.

Strategic Goal #2 builds on the first strategic goal with an emphasis on providing the best quality programs possible with the funds that are available. The related initiatives pertain to fiscal management, increasing enrollment which is directly linked to increased revenues, developing our fiscal and human resources, and preparing for a future referendum.

Strategic Initiative 2.1: Financially manage the College so an operating surplus occurs on an annual basis.

- *Health Professions* evaluated revenue vs. expenditures and submitted a proposal to revise fees for health career programs to cover the costs of disposable supplies, malpractice insurance, and travel.
- *Chemistry* and *Biology* reduced printing costs by 9.8% from FY08.
- A five year replacement plan was submitted to replace fitness center equipment with the money generated by the \$43 lab fee charged to use the Center.
- The *Special Needs Office* coordinator linked many special needs students with other College tutoring resources, in an effort to reduce special needs' tutoring expenses.
- The *Business Office* addressed internal control deficiencies with auditors and completed Risk Assessment worksheets to explain current procedures and internal controls resulting in no additional findings.
- The *Business Office* reviewed expenditures and revenues which resulted in the Board of Trustees approving a \$4 per credit hour tuition increase with \$5 per credit hour going toward a student activity fee.
- Administrators from the *Business Office*, *Information Services*, and *Student Services* developed an Identity Theft Policy in compliance with Federal regulations.
- The *Foundation* raised over \$13,000 in two fund raising activities.
- By using electronic versions of program reviews and not printing hard copies for program review committee members, *Institutional Research and Planning* estimated a savings of \$132 in paper and printing costs (11½ reams of paper).
- *Buildings and Grounds* installed a variable speed fan in the kitchen vent hood and installed occupancy sensors in the restrooms in accordance with the recommendations from the Building Energy Audit. Two additional projects from the audit recommendations, installation of electric chillers and two-way chiller water valves, will be presented to the Board of Trustees for approval at their July 2009 meeting.
- *Personal and Professional Development* generated an overall profit margin of just over 20% on its offerings for the year.

Strategic Initiative 2.2: Increase student enrollment.

- *Communications* has worked with *Instructional Technology* to develop an English discipline webpage, complete with instructor biographies.
- *Health Professions* developed VOC176 Pharmacology for Non-Licensed Personnel and plans to offer the course in the fall 2009. It is currently awaiting ICCB approval.
- *Health Professions* moved the focus of the Health Career Club to pre-health career students and increased membership by 9% which more than tripled attendance at Club meetings and activities.

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- *Technology* received ICCB approval for the Wind Energy program and will begin conducting classes in the fall 2009.
- *Adult Education* implemented an incentive program to encourage attendance and GED completions and expect to see this year's completion rates (through the end of the summer) exceed last year's completion rates.
- *Project VITAL* did not meet its goal of expanding literacy tutoring services in Carroll and Ogle Counties by at least 10% as staff left the program or were reassigned to other duties.
- The *Special Needs Office* showed a 66% increase in the number of students served which exceeded its goal of 10%.
- The *Sauk Foundation* met its goals related to student housing: the average occupancy rate for FY09, goal was 78%, the actual was 77%; proportion of students who were new to the Commons, goal was 50%, the actual 60%.
- The *Sauk Foundation* exceeded its goal of awarding \$125,000 in scholarships, by awarding \$194,178.
- The *Student Needs Office* webpage was expanded to include the Student Needs Handbook, information on disability documentation, consent forms, resources for seeking diagnostic evaluation, how to initiate disability services, and Student Needs Department intake form, as well as other information.
- The new courses and programs offered by *Personal and Professional Development* generated 212 new students to the College.
- *Personal and Professional Development* exposed over 1,700 people to the College through the Child Fair and another 215 through The Big Read.

Strategic Initiative 2.3: Increase resource development.

- *Health Professions* is waiting for a decision from the Illinois Department of Public Health regarding using distance learning technology for conducting CNA classes.
- In *Athletics*, Baseball, Softball, and Women's Basketball teams raised additional funds for their programs. These funds were used to support the spring baseball and softball trips and to purchase additional equipment for women's basketball.
- The wind turbine feasibility study cooperatively conducted by *Buildings and Grounds, Information Services*, and *Technology* produced favorable results. However, proceeding with the purchase and installation of a wind turbine is uncertain due to costs and funding issues.

Strategic Initiative 2.4: Position the College to pursue a referendum.

- 92% of the full time *Health Careers* employees participated in a variety of community or professional volunteer activities.
- *Physical and Life Science* faculty exceeded the goal of attending 10 community events per year by participating in events in Rock Falls, Sterling, Dixon, and Nachusa.
- The *Special Needs Office* coordinator worked closely with area agencies to developed protocols for the seamless transition for special needs students from high school to SVCC.

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Strategic Goal #3: The College will be responsive to the learning needs of our students and the economic development needs of the community.

As a community college, Sauk's focus must continually be on local needs. This strategic goal emphasizes local needs and directs the College to be involved with area development, systematically collect information regarding emerging needs, and expanding programs and services in response to those needs.

Strategic Initiative 3.1: Participate in area economic development.

- *Business* conducted a survey of local employers to learn if the skills taught and courses offered contribute to the community for employability of students.
- *Health Professions* participated in regional CSSI activities through meetings, clinical academy, and NIOIN.
- The *Special Needs Office* coordinator conducted informational workshops on transition issues for students with special needs and their families, in collaboration with other area agencies. This activity connected with adults with special needs who had an interest in returning to school.
- The *Buildings and Grounds* director served on the Oregon Chamber of Commerce's Board of Directors, and participated in several Chamber events.

Strategic Initiative 3.2: Develop a comprehensive community survey plan.

- *Health Professions* received a 35% response rate in its survey of employers used to evaluate health career programs and services.
- After surveying community resources, *Adult Education* concluded that ESL needs are being met by current class sites.
- After surveying local health care providers, *Athletics* was unable to secure an athletic trainer to cover home events.

Strategic Initiative 3.3: Expand learning opportunities and support services.

- *English* faculty compiled "the top 10 writing problems" for use by *LAC* tutors when assisting students.
- *English* faculty revised the ENG101 Composition I course outline to support faculty need for plagiarism standards.
- *Health Professions* developed and conducted three successful continuing education programs for nurses.
- The *Learning Assistance Center* goal to increase the number of faculty office hours worked in *LAC* by 10%, was not achieved. Five faculty members worked a total of 92 office hours in the *LAC* which was actually a 9% decrease from the previous year.
- The *Special Needs Office* discussed disability documentation requirements and reviewed documentation with 100% of students who were registering with the *Student Needs Office* for the first time.
- *AmeriCorps* provided over 75 opportunities for Sauk students to provide volunteer service.
- *Student Services* organized and promoted the *Crisis Assessment Team* which responded to 21 personal crisis situations, 15 of which were handled on an individual basis and 6 by the entire team.

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- SVCC increased involvement with community emergency preparedness as *Information Technology*, *Institutional Research and Planning*, and *Student Services* staff participated in local training events and coordination meetings.
- The *Cross-Cultural Office* conducted three programs to promote understanding of alternate cultures which averaged over 31 participants at each. Evaluations indicated that students enjoyed the programs and would attend similar programs in the future.
- A searchable College catalog was brought online by the efforts of *Information Services* and the *Academic Vice President's Office*.
- *Instructional Technology* assisted *Business* and *Economics* faculty to create two web-based learning objects/modules to help students comprehend complicated content. Students reported better understanding of content after using the learning objects.
- *Instructional Technology* hosted a "Technology Showcase" during the fall semester faculty workshop, which included a demonstration on new technologies to enhance student learning to 40 faculty members, presentations on classroom technologies by 8 faculty members, and a presentation on using social networking tools in education.
- During the spring semester, appropriate College functions were alerted and prepared to respond to the H1N1 threat in cooperation with the Lee County Health Department through *Institutional Research and Planning*.
- *Buildings and Grounds* created tentative plans to relocate the security office to a more visible location in the West Mall.

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Strategic Goal #4: The College, at all levels, will use data to make decisions and plans.

This strategic goal overlaps “*Strategic Initiative 1.1: Use data and findings to improve and refine the quality of learning opportunities*” as the collection and analysis of data has been expanded throughout the College.

Strategic Initiative 4.1: Create a system to collect, store, analyze, and share data.

- *Health Careers* maintained and distributed to faculty data for theory, clinical, competency, and licensure exam pass rates. The data raised several questions which will be examined during the next year.
- While 100% of full-time faculty in the *Physical and Life Sciences* participated in assessment data collection, the area did not meet its goal to increase participation among adjuncts which remains at zero.
- The *Student Needs Office* developed a spreadsheet tool to track special needs students leaving Sauk before completing their programs and followed up with 76% of those students (80% was the goal).
- The *Student Needs Office* and *Information Technology* collaborated to assure accurate counting of special needs students.
- The project to “image” hard copies into administrative records was coordinated by *Information Services*
- *Institutional Research and Planning* organized and presented various types of data to OPIC, President’s Council, and to faculty.

Strategic Initiative 4.2: Use data for decision making.

- *English* faculty conducted a process to involve adjunct faculty who taught ENG101 Composition I, ENG103 Composition II, and SPE131 Introduction to Oral Communication in the assessment process which resulted in about a third of the adjuncts participation.
- *Technology* identified three instructional topics to develop based on data from assessment, from the Workforce Council, and through community contacts.
- *Athletics* continue to monitor an athlete’s eligibility and academic progress by requiring the Registrar and the Athletic Director to approve schedule changes of athletes.
- *Athletics* will survey students to determine the type and frequency of the athletic equipment they use and will use the findings to develop a five-year replacement plan and prioritize current trends and needs.
- *Athletics* and *Buildings and Grounds* monitored van usage for athletic events and prepared a vehicle recommendation.
- *Institutional Research and Planning* organized the structure to conduct the HLC reaccreditation process.
- The administration of the Noel-Levitz Student Satisfaction survey was postponed by *Student Services* until the fall 2009.
- *Human Resources* developed a policy, which was approved by the Board of Trustees, for conducting employee background checks.
- *Buildings and Grounds* investigated the purchase and installation of various security systems but all proved to be cost prohibitive.

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- *Buildings and Grounds* researched approaches to handling third shift custodial work and found it was most cost efficient to maintain third shift coverage by Sauk employees. The third shift scheduling was modified to better meet the needs of evening students.
- *Security and Buildings and Grounds* implemented new preparedness procedures in compliance with the College's new Emergency Preparedness Plan.