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| **WHY DO A PROGRAM REVIEW?** |

As a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. Every institution is allowed the latitude to develop and administer a review process that is suited to the institution’s unique circumstances and needs.

The ICCB requires all instructional programs and all student and academic support services to conduct a program review at least once every five years. The program review process should…

* Examine the need for the program, its quality, and its cost of operation.
* Involve employees of the unit as well as individuals not employed in the unit.
* Examine current information and data.
* Produce results that are considered in campus planning, quality improvements, and budget allocation decisions.

The College’s annual program review report to the ICCB comes from the approved program reviews.

The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans.

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| **TIMELINE** | |
| April/May | Units informed that they are scheduled to conduct a program review in the fall |
| Beginning of the fall semester | Program review orientation sessions conducted |
| Fall semester | Units conduct their program reviews |
| **December 1** | **Program reviews are due** |
| Early Spring semester | Unit’s administrator and the Program Review Committee will consider program reviews, request revisions, and approve final reviews |
| April 1 | Equipment Requests, Personnel Change Requests, and Major Project Requests from *approved* program reviews, will be forwarded for consideration in the budget allocation process |
| End of spring semester | Instructional units submit next year’s operational plans, including all activities identified in the program review |
| Early July | Student and academic support services submit next year’s operational plans, including all activities identified in the program review |

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| **INSTRUCTIONS** |

* The program review is to be conducted by a team of 5 to 10 individuals consisting of the following:
  + Department/unit staff
  + Department/unit administrator
  + 1 or 2 employees not part of the department
  + 1 or 2 students
  + 1 or 2 community members/non-SVCC employees
* Use this document as a template. Do not use alternate formats.
* Complete all items on all pages
* The ICCB Best Practices Report may describe the entire unit or a specific practice. *This is the only optional component* of the program review
* Insert the names of the program review team on the Signatures and Approval page
* Complete any appropriate request forms:
  + Equipment Request
  + Personnel Change Request
  + Major Project Request
  + Request forms are available in *FAST* under *Documents and Forms*
  + Requests will be forwarded to the budget allocation process, *after all program review revisions have been submitted and the review has been approved by the Program Review Committee*. The requests will not be forwarded to the budgeting process until the Committee informs the unit that the review has been approved.
* The approval process:
  + Submission of the review alone does not constitute approval
  + The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed
    - Reviews must be *approved by April 1* for requests to be forwarded for budgetary consideration
  + The program administrator may request a meeting to discuss the review and/or request modifications, and approves the review after the Committee approves it
  + The President provides the final approval of every review

QUESTIONS: Contact the Program Review Committee Chair, Janet Lynch, with any questions regarding your program review.

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| **HOW to SUBMIT the PROGRAM REVIEW** |

* Program reviews are due on December 1
* The program review, appropriate request documents, and any other support documents should be submitted as an e-mail attachment to:
  + The program’s immediate administrative supervisor (dean or vice president), *and*
  + The chair of the Program Review Committee, Janet Lynch.
* A printed copy of the review *is not required*, and is discouraged.
* A printed copy of the Signatures and Approval page, with signatures from all team members, should be sent to the Program Review Committee Chair, Janet Lynch.

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| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College 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.

**College 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.

**Program Mission**

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| The associate in arts, associate in science, associate in engineering science, associate in fine arts, and associate in arts in teaching degrees are the transfer degrees offered at SVCC for students planning to transfer to a four-year college or university for a baccalaureate degree.  SVCC is approved as a full participant in the Illinois Articulation Initiative (IAI). “The goal of IAI is to facilitate the transfer of students among Illinois institutions of higher education” (iTransfer.org). As a participating school, SVCC agrees to follow the intent and guidelines as outlined in the IAI policies and procedures manual. This includes but is not limited to maintaining a complete general education core curriculum (GECC) package, following an established institutional review process for IAI courses, and ensuring that approved courses and specialty degrees meet IAI standards and recommendations. |

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| **VIABILITY COMPONENT**  The viability component focuses on quantitative analysis and the need for the program. |

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| **SECTION A: ENROLLMENT & COMPLETION DATA**  Additional resources: Enrollment & completion data  Operational Plans |

Cross-disciplinary areas differ from other instructional programs in the types of programs and services that are offered, the basis for determining success, and what is generated by enrollment. In this section you are to identify and insert into **Table 1**, the primary programs offered and the pertinent viability components. Note: You will track and report on the same items in future annual reviews and program reviews.

1. Identify all of the primary programs of the cross-disciplinary area (i.e. ABE, ESL, customized training, public workshops, etc) and replicate TABLE 1 (below) for each program.

Associate in Arts (AA), Associate in Science (AS), Associate in Engineering Science (AES), Associate in Fine Arts, Art or Music (AFA), and Associate in Arts in Teaching, Mathematics or Special Education (AAT)

1. What constitutes a successful student completion (i.e. passing grades, post-test scores, etc)? The following tables are raw numbers of students and completions during each fiscal year. Degree completion rate calculated by ICCB is currently based upon a student graduating with an Associate degree in three years or less (150% completion timeline for a two year degree).
2. What does the program generate (i.e. credit hours, units of instruction, income, etc)? N/A
3. Insert annual data to complete each table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| TRANSFER PROGRAM | Associate of Arts degree | | |  |  |  |
|  | FY06 | FY07 | FY08 | FY09 | FY10 | Total |
| Enrollment | 375 | 369 | 339 | 393 | 380 | 1,856 |
| Completions | 46 | 60 | 57 | 48 | 51 | 262 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| TRANSFER PROGRAM | Associate of Science degree | | |  |  |  |
|  | FY06 | FY07 | FY08 | FY09 | FY10 | Total |
| Enrollment | 1,142 | 1,129 | 1,087 | 1,075 | 1,186 | 5,619 |
| Completions | 96 | 96 | 92 | 98 | 95 | 477 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| TRANSFER PROGRAM | Associate of Arts in Teaching degree | | | |  |  |
|  | FY06 | FY07 | FY08 | FY09 | FY10 | Total |
| Enrollment | 0 | 0 | 0 | 0 | 6 | 6 |
| Completions | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| TRANSFER PROGRAM | Associate in Engineering Science degree | | | |  |  |
|  | FY06 | FY07 | FY08 | FY09 | FY10 | Total |
| Enrollment | 31 | 38 | 37 | 33 | 46 | 185 |
| Completions | 3 | 5 | 2 | 1 | 2 | 13 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| TRANSFER PROGRAM | Associate in Fine Arts degree | | |  |  |  |
|  | FY06 | FY07 | FY08 | FY09 | FY10 | Total |
| Enrollment | 51 | 37 | 21 | 20 | 43 | 172 |
| Completions | 2 | 3 | 0 | 0 | 0 | 5 |
|  |  |  |  |  |  |  |
| TOTALS |  |  |  |  |  |  |
|  | FY06 | FY07 | FY08 | FY09 | FY10 | Total |
| Enrollment Totals | 1,599 | 1,573 | 1,484 | 1,521 | 1,661 | 7,838 |
| Completions Totals | 147 | 164 | 151 | 147 | 148 | 757 |
|  |  |  |  |  |  |  |

1. Describe the five-year enrollment trends

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| The number of students who enter SVCC with the intent to complete one of the five transfer degrees has remained fairly constant and consistent with overall College enrollment trends. Students seeking transfer degrees, on average, make up 43% of all student enrollments (See Appendix A). |

1. Describe the five-year retention trends

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| Based on the chart above, the average completion rate for students in all transfer programs over the last five years is 10%. This data includes yearly enrollment and completions. It does not track individual students throughout their time at SVCC. Enrollment totals are based on curriculum codes and not necessarily student intent. The need to be in one of the financial aid qualified programs further complicates curriculum coding and inflates the total enrollment numbers.  No curriculum based comparison data was available specifically for transfer curriculums. SVCC’s completion rate at 150% for general transfer degrees (AA and AS) has been 20% over the last three years and career completion rates average approximately 23%. This data points to the fact that slightly more career students are completing degrees than transfer students.  Based on ICCB and IPEDS data, the average cohort completion rate for all first time full time degree seeking students at SVCC over the last five years (2004-2008) is 29%. National completion trends for two-year public colleges (1983- 2010) are 25.5% to 38.8% (act.org). Looking specifically at a cohort of SVCC students with the intent to complete a degree compared to cohort groups from peer colleges, SVCC completion rates are average (see appendix B).  Other ICCB and National Student Clearinghouse data show the annual transfer rates for SVCC students. The nine year average for Sauk Valley (any student transferring with 12 or more credit hours earned over a four semester time frame) in 33.9% (see appendix C). So, SVCC students are transferring to senior institutions but many without a transfer degree.  SVCC Fall to Fall average persistence for all students (first time on campus degree seeking) ranges 21%-30% with increases annually over the last five years (see Appendix D). Of these students, an average of 43% were identified as transfer students. National retention trends for freshman to sophomore year (1983-2010) are 51.3% to 55.7% (act.org). SVCC is losing students, including transfer students, within the first year at a higher rate than the national average.  One of factors that may be influencing transfer degree completion focuses on the benefits, structure, and marketing of the Illinois Articulation Agreement (IAI). This agreement focuses on general education and even individual course transfer verses degree completion. Compact benefits associated with the general transfer degrees are still in place with some of the state institutions in Illinois, but are not marketed to students. Course offerings, especially in the specialty transfer programs, are another issue. With a limited number of majors, students may not be able to enroll in the courses that they need in the right semester or the required courses may be only offered tutorial or online from another college. Student intent verses financial aid guidelines is another influencing factor for degree completion. Students declare an intent to complete a degree or certificate to receive financial aid but this may not be reflective of their true intent (i.e. career agreement students, individual course enrollees). |

1. Describe the efforts to increase enrollment and to improve retention conducted since the last program review. Indicate how frequently each effort was conducted during the past five years.

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| SVCC hired a part-time retention specialist in January 2010 who chairs a new college-wide retention committee. This committee has taken on several projects including in-service presentations, learning communities, and student success workshops to assist with transfer student retention. |

1. Describe what will be done to improve the enrollment and retention trends during the next five years.

|  |
| --- |
| The retention committee is looking at several projects including surveys for students leaving SVCC either mid semester or not reenrolling, webpage resources, a calling system, and peer mentoring. SVCC must first collect data to understand why students are leaving the College before any specific improvements or changes can be implemented to improve transfer student retention. SVCC needs to reinstitute the graduate follow-up survey to know what issues graduates may have encountered as well as employment and transfer trends.  The College should focus in collecting specific data concerning transfer students. Through the cooperation of Admissions, Instructional Technology, and Counseling, SVCC should identify a cohort of transfer students (self-reported) with the intent of monitoring their academic achievements and progression.  Marketing the benefits of the transfer degrees to parents and students could assist with degree completion. This marketing plan needs to include the financial benefits as well as the academic successes of SVCC students after transfer (i.e. degree completion, GPA, scholarships).  An interdisciplinary schedule planning group needs to be created to document scheduling procedures, initiate and monitor schedule planning to include course offerings and sequences by major. The need for a multi-year schedule with more alternative offerings should be an initial goal of this group.  The student information collected during student registration under Student Intent for ICCB reporting needs to be clarified for better transfer student identification. |

1. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

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| --- |
| Activities will be included in the operational plan.  x Activities will not be included in the operational plan. |

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| **SECTION B: PROGRAM FINANCE** |

1. Describe the five-year income and expense trends.

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| --- |
| N/A – Addressed in each individual department |

1. Describe what was done to improve the program’s financial viability during the past five years.

|  |
| --- |
| N/A |

1. Describe the program’s efforts to go “green” during the past five years.

|  |
| --- |
| SVCC promotes recycling and provides the resources necessary for each department to recycle. |

1. Describe new efforts for the program to go “green” during the next five years.

|  |
| --- |
| N/A – Addressed in each individual department |

1. Describe how the program’s financial viability may be improved.

|  |
| --- |
| N/A |

1. Summarize the activities identified above in the operational plan (under Goal 3). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| \_\_\_\_\_ Activities will be included in the operational plan.  \_\_x\_\_\_ Activities will not be included in the operational plan. |

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| **QUALITY COMPONENT**  The quality component focuses on qualitative analysis and issues. |

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| **SECTION C: COURSE SCHEDULING** |

1. Describe how classes are sequenced and scheduled.

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| General education course offering vary by department. 91% of the 88 general education core courses are offered at least once a year or on a rotating schedule with at least three courses not currently being offered and identified as such in the college catalog. Counselors/advisors use a class availability chart for planning purposes but consistency of offerings has been an issue for student planning purposes. Major courses may be more sequenced and offered less frequently making it sometimes more difficult for students to complete these courses in a timely manner. Also, certain majors (i.e. Art to NIU and ECE to WIU) recommend transfer after one year for timely degree completion. |

1. Describe how long it takes a student to complete this program, ***OR*** indicate “There is no completion milestone.”

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| Students can complete in four semesters with an average credit hour load of 16 semester hours. The number and type of required developmental classes can impact the length of degree completion. For the specialty degrees, courses sequencing and planning is critical for timely degree completion. National and state data looks at successful completion in three years or less. |

1. Describe scheduling changes that may be needed during the next five years and the rationale for the changes.

|  |
| --- |
| SVCC needs to consider a two year schedule with more alternative offerings (i.e. Internet, hybrid) to give students the most options for degree completion. SVCC needs to commit to a consistent pattern of course offerings and communicate this pattern to students and institutional personnel for planning purposes. |

1. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

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| --- |
| Activities will be included in the operational plan.  x Activities will not be included in the operational plan.  Issues have already been corrected. |

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| **SECTION D: CURRICULUM: COURSE OUTLINES** |

1. Have 100% of course outlines been reviewed and updated at least once during the past five years?

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| --- |
| Yes  No  x Not applicable |

1. Are 100% of course outlines and syllabi aligned?

|  |
| --- |
| Yes  \_\_\_\_\_ No  x Not applicable |

1. Summarize activities to correct any course outline issues in the operational plan (under Objective 1.1 or 1.3). Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

|  |
| --- |
| x Activities will be included in the ***each department’s*** operational plan.  Activities will not be included in the operational plan.  Issues have already been corrected. |

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| **SECTION E: CURRICULUM: ASSESSMENT**  Resources: Assessment folder |

1. Describe the assessment activities for each program.

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| --- |
| IAI has an established five year review process. SVCC fully participates in a review of courses included in both the General Education Core Curriculum and IAI majors. Degree requirements are reviewed annually by the transfer coordinator for IAI compliance. New courses are added to transfer degrees only after institutional, ICCB and IAI approval. |

1. Describe any curricular changes ensuing from assessment, which were made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate “None.”

|  |
| --- |
| Minimal general education courses added (ART 118, PSY 215) with several new courses in process (HIS 152, GSC 105). Also, some courses have been resubmitted for approval based on proposed changes (MAT 240, ENG 227, and ENG 228). General education courses have remained fairly constant over the past five years. Departments could consider adding courses based on staffing, education and student interest/need. |

1. Summarize activities related to assessment issues in the operational plan (under Objective 1.1). Indicate below if activities will be included in the operational plan.

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| --- |
| x Activities will be included in ***each department’s*** operational plan.  Activities will not be included in the operational plan. |

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| **SECTION F: CURRICULUM: CURRICULAR CHANGES**  Resources: Assessment Summary Reports  Operational Plans |

1. Describe any curricular changes made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate “None.”

|  |
| --- |
| New transfer degrees (Associate in Arts in Teaching in Mathematics - 2006 and Special Education- 2008) added to provide students with specific guidelines for transfer in shortage teaching areas. No other major curricular changes implemented in the other established transfer courses or programs. |

1. Describe possible changes in transfer requirements or content that may be ***imposed*** on the program during the next five years, ***OR*** indicate “None.”

|  |
| --- |
| All courses included in the general education for transfer degrees must be approved by faculty IAI panels prior to inclusion in these degrees. Since IAI has been in effect since 1998, no major changes are anticipated. |

1. Describe anticipated curricular changes that the department will propose during the next five years and the accompanying needs that will be required, or indicate “None.”

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Changes** | **Equipment and/or Supply Needs** | **Facility Needs** | **Personnel and/or Training Needs** |
| None |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Summarize activities that the department will perform to make curricular changes in the operational plan (under Objective 1.1; 1.2; or 1.3). Indicate below if activities will be included in the operational plan.

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| Activities will be included in the operational plan.  x Activities will not be included in the operational plan. |

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| **SECTION G: FACULTY & STAFF** |

1. Have 100% of staff and full-time faculty participated in professional development during the past 5 years?

|  |
| --- |
| Yes, skip to question 32  x No, continue with question 31 |

1. Describe what can be done to assure that 100% of staff and full-time faculty participate in professional development during the next 5 years?

|  |
| --- |
| Review the approval process (timeline, justification) for professional development, consider bringing training to campus as well as offering promotional credit for completing professional development could increase participation. |

1. Will staff and full-time faculty need any *specialized* professional development in the next 5 years?

|  |
| --- |
| x Yes, continue with question 34  No, skip to question 33 |

1. Summarize the *specialized* professional development what will be needed, who will participate and estimated expenses.

|  |
| --- |
| All staff teaching courses that are a part of the transfer degrees should be trained on the degree requirements, IAI rules/benefits, and the student transfer process. Agreed. |

1. Describe any proposed staffing changes along with a rational; indicate any announced retirements, and submit a completed *Personnel Change Request* form, or indicate “None.”

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| **Increase the number of full time faculty on campus**. Benefits of increasing full time faculty include but are not limited to: Increased office hours, more opportunities to mentor/advise students, consistent class scheduling, and more personal, ongoing contact with students. |

1. Summarize activities that the department will perform to assure that 100% of staff and full-time faculty participate in professional development during the next 5 years and staffing changes described above, in the operational plan in the operational plan (under Goal 1 or 2); Indicate below if activities will be included in the operational plan, and indicate if a completed *Personnel Change Request* is attached.

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| --- |
| x Activities will be included in ***each department’s*** operational plan.  Activities will not be included in the operational plan.  A completed *Personnel Change Request* accompanies this program review. |

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| **SECTION H: EQUIPMENT AND SUPPLIES** |

1. Identify current deficiencies in equipment, software, and/or supplies that negatively impact the program, ***OR*** indicate “None.”

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| None |

1. Identify new and/or replacement equipment, software, and/or supplies which are anticipated during the next five years, with cost estimates, ***OR*** indicate “None.” Do not include items associated with the curriculum changes noted in Section F.

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| None |

1. Summarize activities to acquire the needed equipment, software, and supplies as described above in the operational plan (under Goal 1 or 2), ***OR*** submit a completed *Equipment Request Form*. Indicate below if activities will be included in the operational plan, and if an *Equipment Request Form* is attached.

|  |
| --- |
| x Activities will be included in ***each department’s*** operational plan.  Activities will not be included in the operational plan.  A completed *Equipment Request Form* accompanies this program review. |

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| **SECTION I: SUPPORT SERVICES**  Definition: College services that are *specific to this program*, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, etc) |

1. Describe the program specific support services that are currently available to students, ***OR*** indicate “None.”

|  |
| --- |
| All educational planning for SVCC students, including transfer students, is available through the counselors and advisors in the Counseling Office. All degree seeking students are required to complete PSY 100, a student success skills course, which includes education about transfer degrees, resources and timelines. The Counseling Office also provides transfer guides for common majors to top transfer institutions. |

1. Describe gaps in the program specific support services that currently available and identify possible solutions, ***OR*** indicate “None.”

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| --- |
| With the majority of counseling office staff being part-time and the full time faculty/staff assigned additional coordinator duties, during peak times students might have some wait time to see an advisor/counselor. The Transfer Coordinator is an additional duty on top of a full time faculty counseling position so transfer resources are limited due to staffing. |

1. Describe any changes in the need for support services that are anticipated to occur during the next five years, ***OR*** indicate “None.”

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| --- |
| The Transfer Coordinator position needs to be the primary focus for one person on campus. This would enhance the transfer resources both on-campus and online. Additional full-time advisors and/or counselors dedicated to seeing students would allow for enhanced services for transfer students. |

1. Summarize activities to expand or correct the gaps in support services as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

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| --- |
| x Activities will be included in the ***Counseling Office/Student Services*** operational plan.  Activities will not be included in the operational plan. |

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| **SECTION J: MARKETING**  Definition: Systematic efforts aimed at attracting students to the program. |

1. Not including the catalog and program brochure, describe how the program has been promoted and marketed during the past five years, and the frequency that each promotional or marketing activity has been done.

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| --- |
| SVCC course information on the IAI and u-select website with brochures about these sites available for students. Transfer degrees are marketed at “Discover Sauk!”, individual recruitment visits, counselor/advisement appointments and during college fairs. |

1. Describe how the program can be better promoted and marketed.

|  |
| --- |
| Marketing what transfer degrees SVCC offers along with the financial and academic benefits of completing these transfer degrees to both parents and students (potential and current).  Reinstituting the graduate follow-up survey could help with marketing individual transfer success stories as well as collecting and sharing data that SVCC receives from transfer universities concerning SVCC transfer student performance. |

1. Summarize activities to better promote and market the program as described above in the operational plan (under Objective 1.2 or Goal 3). Indicate below if activities will be included in the operational plan.

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| --- |
| Activities will be included in the operational plan.  x Activities will not be included in the operational plan. |

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| **SECTION K: STUDENT INPUT**  Definition: Formal and informal efforts aimed at obtaining student opinions and suggestions for improving the program. |

1. Describe the formal and informal efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate “Not applicable.”

|  |
| --- |
| The Noel-Levitz student satisfaction survey was administrated Spring 2010. The results are in the process of being reviewed. Out of the 152 students completing the inventory with an educational goal of completing an Associate degree, students were very satisfied with the fact the program requirements are clear and reasonable. No changes have been implemented. |

1. Describe the formal and informal efforts to obtain student input that will be attempted during the next five years ***OR*** indicate “None are planned.”

|  |
| --- |
| Interviewing students that exit the College prior to the degree to collect data to assist with retention. Reinstitute the graduate follow-up survey for transfer and career data. Educate and communicate with students the importance of accurately reporting their student intent to the college. |

1. Summarize activities to obtain student input as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| Activities will be included in the operational plan.  x Activities will not be included in the operational plan. |

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| **SECTION L: NON-STUDENT INPUT**  Definition: Formal and informal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant (e.g. community surveys, meeting with other departments, meeting with colleagues from other colleges).  Additional resources: Operational plans |

1. Describe the formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate “Not applicable.

|  |
| --- |
| Transfer Coordinator attends state wide meetings twice a year for IAI, ICCB, IBHE, university and other updates. College counseling and advising staff meet with public and private college/university representatives annually for transfer updates. Transfer student resources updated to reflect any changes. |

1. Describe the formal and informal efforts to obtain non-student input that will be attempted during the next five years ***OR*** indicate “None are planned.”

|  |
| --- |
| None are planned. |

1. Summarize plans to obtain input from non-student sources described above in the operational plan (under Goal 1, 2, or 4). Indicate below if activities will be included in the operational plan.

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| Activities will be included in the operational plan.  x Activities will not be included in the operational plan. |

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| **SECTION M: NEED AND GROWTH POTENTIAL** |

1. What is the projected level of need for the program, during the next five years?

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| --- |
| Growing need  x Level need  Declining need |

1. List the top five priorities to strengthen the program during the next five years. (These should be related to items discussed above)

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| --- |
| 1. Focus on data collection about student intent, retention and satisfaction (completion, transfer, employment, stop-outs) 2. Increase staffing (faculty and student services) to increase student contact and consistent quality. Employing full-time faculty in departments with only adjunct or shared instructors (i.e. Art, Education, Social Services/Early Childhood Education) should be considered critical areas of need. Staff at least one additional full time advising/counseling or transfer coordinator position in student services to support transfer students. 3. Marketing plan needed to focus on the types and advantages of transfer degree completion. 4. Create an action plan to address scheduling concerns based on newly created scheduling group recommendations. 5. Increase hybrid or Internet course offerings by 15% in the next three years. |

1. Summarize plans to address the top five priorities in the operational plan. Indicate below if activities will be included in the operational plan.

|  |
| --- |
| x Activities will be included in ***each department’s*** operational plan when relevant.  Activities will not be included in the operational plan. |

**CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

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| **Discipline Area** | Cross-Disciplinary Transfer Programs/Degrees |

**Improvements & Rationale for Action**

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| *A brief description (150 words or less) of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timelin*e. |

Since this is new program, no improvement data exists at this time.

Future improvements include recommendations to appropriate committees and departments by the Fall of 2011 for collection of needed data. Data needs evaluated annually by OPIC with recommendations to address any areas of concern.

Recommendation to administration to initiate the interdisciplinary schedule planning group with established documentation and procedure goals.

Staffing issues need addressed at the departmental level with recommendations in the appropriate operational plans.

Work with the Marketing Committee to create a marketing plan addressing the advantages of completing a transfer degree at SVCC.

**Principle Assessment Methods Used in Quality Assurance for this Program**

⁭ Standardized assessments

⁭ Certification and licensure examination results

⁭ Writing samples

⁭ Portfolio evaluation

⁭ Course embedded questions

⁭ Student surveys

x Analysis of enrollment, demographic and cost data

⁭ Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Statewide Program Issues (if applicable)**

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| *A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.* |

None are known at this time.

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| **SIGNATURES and APPROVALS** |

|  |  |
| --- | --- |
| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review. | |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Janet Matheney, Chair |  |
| Alan Pfiefer, Academic Vice President |  |
| Amanda Eichman, Communications Faculty |  |
| Terry Lyn Funston, Social Sciences Faculty |  |
| Ernie Etter, Mathematics Faculty |  |
| Brad Smith, Life Sciences Faculty |  |
| Kris Murray, Humanities/Fine Arts Faculty |  |
| Luis Moreno, Dean of Student Services |  |
| Pamela Medema, Registrar |  |
| Lisa Masengrab, BANNER Specialist |  |
| Professional | N/A |
| Student TBA |  |

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| **Program Review Committee** | | |
| This Program Review is complete and acceptable. | |  |
| This Program Review is complete but the conclusions ***are not*** fully substantiated. | |  |
| This Program Review is incomplete and unacceptable. | |  |
| Comments are attached (optional) | |  |
| Program Review Committee Chair/Co-Chair |  | |
| Date |  | |
| Program Review Committee Co-Chair |  | |
| Date |  | |

|  |  |
| --- | --- |
| **Administrative Approvals**  Administrative signatures indicate an acceptance of the program review | |
| Program Administrator |  |
| Academic Vice President |  |
| President |  |