CROSS-DISCIPLINE PROGRAM REVIEW

Business and Community Education
& Commercial Driver's License

FISCAL YEAR 2014

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a cross-discipline program. 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. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary 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 within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College's annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

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

Timeline for the Program Review Process	
April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-Early September	Optional "early start" is available to areas who want to get the Program Review process started sooner. Area leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Planning (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20 or sooner	**Program reviews are due.** Area leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The college's Program Review Committee will evaluate area program reviews as they are submitted, request revisions, and approve final reviews. Finally, all program reviews must approved by the President.
March	Equipment Requests, Personnel Change Requests, and Major Project Requests from **_approved_** program reviews, will be forwarded for consideration using the budget allocation process.

Late April	Cross-disciplinary areas will submit next year's operational plans, including action items identified in the program review.

Instructions

- The area will form a program review team comprised of 5 to 10 individuals <u>recommended</u> from the following groups:
  - o Area/department staff
  - o Other employees that are outside the department
  - o 1 or 2 students
  - o Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
  - o Past Operational Plans for your area (last five years)
  - o Last Program Review for your area
  - o Access to the College catalog (online)
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed**.
- The Chair of the area's program review committee is responsible for submitting a completed program review. The Chair should submit the following by **December 20th** or earlier to the Dean of IR:
  - o Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
  - o Submit an <u>electronic</u> version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
  - o Submission of the completed PR template to the Program Review Committee alone does not constitute approval.
  - o The Program Review Committee may request additional analysis, clarification, or information before the committee determines if the program review is complete. The Program Review Committee may approve the program review as is, may determine that the program review findings are not fully substantiated, or may not approve the program review.
    - ▪ Reviews must be approved by the committee, the Dean of Student Services and the President *by March* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an appendix and attached as a separate file. Please access this file in order to answer the questions found within this template.

QUESTIONS: Contact the Dean of IR, Steve Nunez (ext. 263), with any questions regarding your program review.

Alignment with the College Mission

College Mission   *Tells who we are as an institution and what we do*
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   *Tells where we want to go as an institution*
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

To provide high quality non-traditional learning opportunities in the area of public seminars, career training, specialized classes, trips, and quality customized training programs, as well as programs designed to positively impact personal enrichment and/or company performance through improved employee skills.

Each program is evaluated on need, cost effectiveness, and quality. Answer the questions below with as much detail as necessary to fully substantiate the answers. Some questions refer to data tables (highlighted in red font); data tables are attached as a separate file.

→To incorporate new plans or goals into the Operational Plan use the Operational Planning matrix found near the end of this template.

Contact to the Dean of Institutional Research if you have any questions.

<u>**PART 1: PROGRAM NEED & VIABILITY**</u> The viability component focuses on quantitative analysis and the need for the program.

ENROLLMENT

1. <u>Describe</u> the five-year enrollment trends for each <u>program</u> (community and business ed) as compared to the overall college enrollment (use Table 1A, rows b & e; Table 1B row b, & Table 1C row b) and to August unemployment rates for the Illinois and Lee & Whiteside counties (use Table 4).

The five year enrollment trend reflects the unemployment rates of our college district. FY09 was the highest enrollments and the lowest unemployment. FY10 showed significantly lower enrollment from FY09 as to be expected from unemployment rates increasing from 7.7% to 11.0%. FY 11, 12 had declining enrollments with unemployment hovering around 10%. FY13 showed an

increase in enrollment as the unemployment dropped to 9.7%. The enrollment trends for this program seem to be tied directly to the unemployment rate in the area. Most community education programs are for personal enrichment and therefore subject to discretionary spending. When unemployment rates are high, enrollment is low. As the economy improves, the enrollments should continue to increase. Over the past 5 years, total hours for credit courses have declined each year. In FY09, the total number of credits peaked at 675 hours with 48 sections. This boost in FY09 was consistent with overall enrollment at SVCC in this given year. In FY13, 184 credit hours were taken with 14 sections. Average class enrollment did increase each year from 11.4 in FY09 to 17.9 in FY13. The noncredit enrollment saw fluctuations over the year with 116 in FY09, but boosted to 124 and 120 in FY10 and FY11. The numbers remain consistent in this area.

2. For the program, IF any <u>specific classes</u> (multiple PDFs for all classes for 5 years) have a different enrollment trend than the program as a whole (Table 1A, row b, Table 1B row b, Table 1C row b), explain the class enrollment trend and if a problem exists. If a problem exists, detail a solution.

CDL and Food Sanitation courses are the only for-credit courses in this area that follow an academic curriculum or that could be classified as a program. The CDL course usually follows a different trend than the other programs. Normally, when unemployment is high, there is money for professional training such as CDL and the numbers in this program increase significantly. In FY09, the college saw high enrollment with low unemployment rates. As the employment rate has increased each year, the enrollment in community education has decreased. Programs such as CDL can see a decrease in enrollment when the employment rate improves as less students are seeking a a new credential, such as the 4-week CDL offering. However, the government programs that normally pay for unemployed workers to enroll in this type of training faced funding issues. Workforce Investment Act (WIA) enrollees are currently down 63% at the college due to a cut in state and federal funding. These funds have historically contributed to the success of the CDL program. As of late, these funding programs are actively seeking displaced workers again and they are recruiting potential students to enter their workforce training programs.

→**Add the potential solution to the Operational Planning matrix.**

Marketing (Strategic Objectives 5.2 & 5.6)
Systematic efforts by the program aimed at attracting students to the program and increasing the numbers of declared majors.

3. What has the program <u>already done</u> in the last five years to market both the credit and noncredit classes in this program?

Business and Community Education schedules/flyers have been mailed to every home mailbox twice a year for the past five years. Radio interviews, Chamber of Commerce e-blasts, and Weather crawlers on Channel 5, and press releases have been used over this time span. Other marketing efforts have included personal professional letters to local business and organizations typically followed up with a visit. Banners have also been placed at business intersections throughout the community. Employers in the area have been contacted to promote training and credit and noncredit classes and programs. Activities with local groups such as the Rock River Human Resources Professional Association and articles for their newsletters have proven themselves beneficial in marketing our training. Recently, CGH expressed interest at a local meeting to pursue corporate training with us through Excel computer offerings. A new colorful catalog was also developed in 2013 to gain more attention and increase the attractiveness of the offerings.

4. Brochures may be used as a way to market your program. Do the necessary brochures exist for your program? If relevant brochures already exist, are they up-to-date? (Contact the marketing department if you are unsure.)

Community Education programs change on a regular basis and are subject to instructor availability and interest, so producing brochures can be difficult. Brochures may be appropriate for the professional classes such as Medical Coding, Clinical Medical Assistant, Pharmacy Tech, etc. The CDL brochure is current. There are brochures for the employers that promote and explain customized training and other employer resources; as well as a brochure for Career Services that offers employment based assistance for both credit and noncredit students. The college has also considered hosting corporate picnics on the weekends for local industries, but doing so has been difficult due to a lack of available staff on weekends. Having the required amount of staff members to host such events could restrict the required the day-to-day operations that are essential during the regular work week.

→**If applicable, add the plan to update or create program brochures to the Operational Planning matrix.**

5. Review the website on the SVCC webpage for your programs. Should changes be made to the content and format? Can the webpage be easily located (e.g., how many clicks does it take to reach your website)?

Business and Community Education are easy to locate on the page. Old schedules need to be removed and ads put in their place until the next schedule is ready once the semester is over. A new link to our webpage is currently being developed that will have detailed information regarding corporate and customized training services. This new link will include career services information to inform students and potential students of the services available to assist them with employment endeavors.

→**If applicable, add the web suggestions to the Operational Planning matrix.**

6. It is strongly suggested that the Program Review Chair contact the Marketing Coordinator for additional ideas to promote your program (e.g., social media). List any ideas the Marketing Coordinator may have suggested that the program can implement or indicate "none."

Some ideas include a Facebook page added for Community Education classes and billboards for the department's career offerings, such as CDL and Food Sanitation. The Coordinator will also do individual press releases to be sent out by Marketing Department. Posters for internal posting and community bulletin boards, radio interviews and newspaper ads could also be implemented. Recently, a Corporate and Customized Training flyer was created and will be mailed to businesses in the area. This flyer will be an addition to the booklet that is already being distributed.

→**If applicable, add the marketing plan to the Operational Planning matrix.**

7. What <u>will</u> the program do in the next five years to market both the credit and noncredit classes in the program (do not include items that have already been addressed above)?

To market to both credit and non-credit classes, mailings could be sent to students for classes that are of similar interest to classes that were previously taken. A travel club could also be built, developing a cohort group of individuals interested in day excursions. The coordinator could also

serve on external committees that have a possibility of co-oping events with Sauk. Corporate and customized training will focus on employer testimonials and include such writings with its marketing materials. Selling advertisement space within the catalog could be explored as the catalog reaches a large market.

→**Add the marketing plan to the Operational Planning matrix.**

PART 2: PROGRAM FINANCES & COST EFFECTIVENESS

8. Using data Table 2A (rows a-r), has the program(s) stayed within the allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

Budget figures for Business and Community Education differ from other programs due to expenses being tied to income. If we hold more classes, there will be higher expenditures but also higher income. No programs are run at a loss without extenuating circumstances. Consultant's fees are the equivalent of instructor's fees. Instructional service contracts are exclusively for the CDL program. Higher expenditures under consultants is a positive thing as it means we held more classes and paid the instructors for teaching them. Costs that could be controlled such as office supplies, conference/meeting expenses for the Coordinator, and conference and meetings for other events, were lower than budgeted in all years. Advertising was only higher than budgeted for FY10. All efforts are made to control expenditures. Advertising needs have expanded in recent years, such as the use of billboards and color catalogs, but the area has remained under budget.

→**If the program's budget needs to be adjusted, add the plan to adjust the budget to the Operational Planning matrix.**

9. Using data Table 2A & Table 2B (all rows), *describe* the overall five-year income and expense trends for each program.

Community Education - Personal
FY12 and FY13 should reflect that the net income for FY12 was 2,147 (not 18,742) and FY13 net income should be 9,640 (not -6,955). We held a truck driving class in FY12 which was reflected in the revenue but the expenses were not applied until FY13.

The five-year income follows along with the unemployment trends. Net income dropped each year until FY13 where the trend show profits increasing along with employment.

Business Education-Professional numbers reflect a loss for the past five years. These losses reflect that the Customized training program did not generate enough income to cover the expenses as listed. The losses fluctuate depending upon the training programs and factors such as E-tip grant and other funding opportunities. The biggest loss was reflected in FY09, with the smallest loss reflected in FY13. These numbers were somewhat offset by state funding and grants in the past. These state funding opportunities are not available at this time.

10. *Describe* what your area <u>did</u> during the previous five years to improve the program's financial viability.

Professional courses were added with higher profit potential. Courses included: Medical Coding, Dental Assisting, Pharmacy Tech, and Clinical Medical Assistant. These programs have low administration costs as they are run in conjunction with Condensed Curriculum International. C.C.I. supplies all instructors, books and equipment. Our role is to provide the classroom to C.C.I. and recruit students. The area also offers customized training to individual companies, most recently a training plan with Sewer Equipment in Dixon, IL.

11. Describe what your area <u>will</u> do over the next five years to improve the financial viability of the program.

Turn professional courses, such as Pharmacy Tech, Phlebotomy, and Medical Coding into 1.6 credit courses in order to receive apportionment. Collect registrations for conferences and make as many of them .5 credit courses as possible also. Adding more career programs and trips are options, as well. Making use of the firearms simulator for law enforcement agencies to train on will also be used for customized training. Increasing marketing, such as banners, Facebook ads, and study data of the programs will be used to make more informed decisions. For example, the department recently studied data trends regarding truck driving enrollment and how it can better market and recruit students. It was determined that working closely with government agencies, along with more effective advertising could be helpful. The department is now assisting BEST in advertising on the SVCC website, which will fund potential CDL students. Turning the program into a 16 credit-hour program, which would qualify students for financial aid, was also explored, but may not help enrollment as it extends the training time by several weeks, as opposed to the current 4-week schedule that students may prefer. The area has also reduced their staff by one administrative assistant. The area will also increase more contact with noncredit students and attempt to gain their interest in SVCC for-credit programs. For example, Phlebotomy students may be interested in our health career programs. The area will also implement online registration, which could provide more efficiency convenience in this process to increase registration.

→**Add the financial viability plan to the Operational Planning matrix.**

PART 3: PROGRAM QUALITY
The quality component focuses on qualitative analysis and issues

STAFFING

12. Using Table 3, *describe* the current staffing trends in your area. Are they adequate and appropriate?

Work study – 15 hours per week/Intern – 15 hours per week. Interns may not always be available. Offices and phones are not always covered. An administrative assistant was reduced from the area in FY14, but the work study has assisted in maintaining productivity. Another work study could be pursued.

Staffing for Customized training is done with either local consultants or SVCC instructors. A strong rapport with area business has been established with these consultants; Marcy Lawrence for computer training and Jeff Clark for OSHA safety training are highly recognized and requested trainer names. We will maintain positive connections with these and other trainers in our area. With the increase in the responsibilities and opportunities for the department, such as Thomson Federal Prison initiatives, the need for a dedicated administrative assistant will be needed.

13. If staffing changes are needed for this area within the next five years (not mentioned above), describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate "none." Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

FY needed	Name of Position	Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.	Estimated Salary and Benefits ($) (contact the Director of HR for estimate)
		NONE	

→If applicable, add the proposed staffing changes to the Operational Planning matrix.

14. *Describe* the types and quality of communication between program staff and instructors in the program.

Instructors are sent a letter and form asking them to teach in the upcoming semester. Communication with instructors regarding their course is via phone, email, and inter-office. Instructors are all given a packet of information at the start of each of their classes that has all necessary forms, contracts, and materials for their class. The area staff also visits the classroom on the first day. The Corporate Training staff also meets with the instructors during initial meetings, as well as follows up on the first day of the training. Constant communication between the instructors and Corporate Training staff is maintained to track attendance, training and measurable outcomes.

15. Describe how the communication between staff and instructors can be improved in the next five years?

Give instructors evaluation forms to evaluate the Community Education Department, as well as the Corporate Training that is offered to area professionals. Continuing to visit classrooms on the first day will allow instructors to receive direction or assistance in areas of need, as well.

→Add the faculty communication plan to the Operational Planning matrix.

Professional Development
(Strategic Objectives 1.1, 1.2)

16. List any professional development employees have already attended within the last five years or indicate "none". If possible, list each full-time employee in the program.

Name	Description of Professional Development Activity	Fiscal Year of Activity
Jeanne DePuy	M.B.A.-Marketing	FY13

17. Will <u>any</u> area employees (including part-time employees) need any *required* professional development within the next 5 years? If yes, then summarize the specialized professional development, the year of anticipated need, and what employee will need to participate within the professional development.

Employee Name	Description of Anticipated Professional Development Activity	Fiscal Year of Activity

→**Add the required professional development plan to the Operational Planning matrix.**

18. For <u>each</u> full-time employee, describe the anticipated professional development that he/she will participate within the next 5 years (not listed above)?

Employee Name	Description of Anticipated Professional Development Activity	Fiscal Year of Activity
Anita Carney	Customized Training Certificate – Online. This is offered through LERN, which is the professional development organization for this area.	FY15

→**Add the professional development plan to the Operational Planning matrix.**

Curriculum

19. *Explain* any major curricular changes made during the past five years and *why* the changes were made (i.e., the evidence that change was needed). Describe the positive and/or negative results of those changes. If no curricular changes were made indicate "None."

None - BACE has a limited amount of credit classes including: GSV 100 & 102 (Commercial Truck Driving), AVA 101 & 102 (Aviation), and FOD105 (Food Sanitation).

20. List any courses that have been significantly altered, deleted, or added to the program within the last five years. Explain the change.

Course/Certificate/Degree	Altered, Deleted, or Added	Explanation of change
Medical Coding	Added	Assist with employment
Pharmacy Tech	Added	Assist with employment
Dental Assisting	Added	Assist with employment
EKG Tech	Added	Assist with employment
Phlebotomy	Added	Assist with employment
Clinical Medical Assistant	Added	Assist with employment

21. *Describe* anticipated curricular changes or class additions that the department will propose during the next five years and the accompanying needs that will be required or indicate "None."

Curricular change (Description)	None
Equipment and/or supply needs (Description and Expense)	None
Facility needs (Description and Expense)	None
Personnel and/or training needs (Description and Expense)	None
Total estimated expense	None

Copy and paste a new table if needed

→**Add the anticipated curricular changes or class addition changes to the Operational Planning matrix.**

STUDENT INPUT
Efforts aimed at obtaining student opinions and suggestions for improving the program.

22. Describe the efforts during the previous five years to obtain student input, the frequency of each effort, what was learned, and changes that were made **OR** indicate "Not applicable."

Source of Input	Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.
Student Interviews	[Informal phone/person conversations with students are conducted to see if they are satisfied with their current/past class.]
Student Surveys	[Every community education class and program is evaluated with a survey instrument.]
Student Focus Groups	[None]
[Other]	[All students are given an evaluation form at the completion of every class/trip/event. Students are asked what additional classes they would like to see offered.]

23. Describe the efforts to obtain student input that <u>will be attempted</u> during the next five years and the years they will be attempted. (Reminder! All student surveys or focus groups need to be submitted to SVCC's IRB. When appropriate, contact the Dean of Institutional Research for the appropriate form.)

Source of Input	Description of planned activities and the planned frequency of each effort.	Fiscal Year or Years activity will be attempted
Student Interviews	[Continue to talk with students and evaluate them after courses, trips, or customized training]	
Student Surveys	[Surveys are provided to course sections at their conclusion and expanding these questions, particularly in how they found out about our classes will be created.]	
Student Focus Groups	[Create a focus group at the end of each semester for the next five years. The survey instruments will ask students if they wish to participate.]	FY15
[Other]	[Local employers will be continually surveyed that have received business training to substantiate the program and gather suggestions for improvement.]	

→**If applicable, add the plan to the Operational Planning matrix.**

NON-STUDENT INPUT
Definition: Formal 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. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).

24. *Describe* the efforts that <u>were</u> used within the last five years to obtain non-student input, the frequency of each effort, what was learned, and changes that were made during the previous five years **OR** indicate "Not applicable. Your past operational plans may be of help here.

Method	Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.
Conference attendance	Attended the NIN exchange which allowed the opportunity to network with other community college employees in similar positions. Was able to tour the Career Services Department at Triton College and share ideas with five other career coordinators.
Networking with colleagues	The community education department attended NIRCC meetings which are networking/professional training with counterparts from Illinois Community Colleges. Meetings are held three times per year. An effort is also made to connect with area businesses through efforts with such as the Workforce Readiness Coalition Meetings and the attendance of the Rock River Human Resources Professional Group monthly meetings. Attended many functions with the local Chambers of Commerce.
Professional association membership	BACE was a member of LERN which is the professional organization for Business and Community Education Departments at colleges.
[Other]	Instructors are able to evaluate the Business and Community Education department, such as were their needs met and satisfaction with the institution.

25. *Describe* the efforts to obtain non-student input that will be attempted during the next five years and planned year of implementation.

Method	Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.	Fiscal year or years the activity will be attempted
Conference attendance	Attend additional NIN exchanges when invited. Attend ICCET annual conference.	FY15
Networking with colleagues	Join list-serves for human resource groups and chambers of commerce. Continue to attend NIRCC meetings with counterparts for area community colleges.	FY15
Professional association membership	Corporate training could join ICCET, which would increase access to formal meetings, as well as networking.	FY15
[Other]	[ ]	

→**If applicable, add the plan(s) to the Operational Planning matrix.**

Class Size

26. Use Table 1B (row c) & Table 1C (row c) and the PDF for individual classes to determine if average class size is appropriate for the program. Are any class sizes too large? Too small? If any class sizes are problematic, create a plan to address the problem.

Class size is generally not a concern for these courses as they are flexible and paid on a per-student basis that is negotiated with an instructor. Accommodations are made for larger size groups, yet very low enrollment can result in cancellations. The decision to offer as course with low enrollment is based upon breaking even in terms of profit. If a course falls below the breakeven point, an instructor is offered an opportunity to renegotiate the payment terms.

→**If applicable, add the plan to the Operational Planning matrix.**

EQUIPMENT & SUPPLIES

27. Identify <u>new and/or replacement</u> equipment, software, and/or supplies needed by the program within the next five years. Also supply cost estimates, the anticipated fiscal year needed, and a rationale for the purchase *OR* indicate "None."

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost ($)	Total Cost of Equipment ($)	Additional Annual Cost (if applicable) ($)
FY15	Locking Cabinet	The cabinet will be used to lock career program supplies, such as an EKG machine and needles. There are property of CCI that hosts the courses and they transport them back and forth. Courses could be moved to the Fire Science area and this would not be needed as it has locking cages or cabinets.	1	$300	$300	$0

→**If equipment, software, and/or supplies are needed immediately then add them to the Operational Planning matrix for the <u>appropriate</u> fiscal year.**

FACILITIES

28. Identify <u>anticipated</u> facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed *OR* indicate "None."

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.	Estimated Expense ($) (contact the Director of B&G)
FY15	A room is needed to store a locking cabinet and host classes. No renovations are needed.	Fire Science could be an ideal room as these courses are generally medical related and the building provides great access.	
		Furniture (if applicable):	

		Furniture (if applicable):	
		Furniture (if applicable):	

Additional Information

29. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put "none".

> [Traffic Safety School was not offered in Whiteside County due to judicial discretion. Lee County does utilize it, but they use Rock Valley. Having just one county would not generate enough revenue to support such.
>
> Summer classes were not well received due to a lack of interest, but the area will work on further marketing efforts. Perhaps advertising these possibilities in the spring catalog could prove beneficial.]

30. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively or positively affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements or accreditation expectations OR indicate "none."

Describe the "imposed change"	Fiscal Year change will take affect
[None]	[ ]
[ ]	[ ]

31. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate "none."

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
[NA]	[ ]
[ ]	[ ]

→**If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix.**

32. Use the space below to tell the PR committee about any <u>program issue</u> or <u>concern</u> not addressed within this program review or indicate "none". Indicate any possible solution to the program issue/concern.

[None]

→**If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix.**

33. Use the space below to tell the PR committee about any program accomplishments that were not addressed within this program review or indicate "none."

Business Services including Career Services has numerous program accomplishments that have benefited not only the students but the community and employers in our area. Many students have been assisted in employment endeavors in the areas of resume writing, interview preparations, internships and job search strategies. Many services and public events are provided to the community, such as workshops and career fairs. There are also employer services that have been offered and utilized such as job postings, employer placements and referrals, onsite recruiting and internship partnerships.

Business and Community Ed worked with OSHA to host a conference for local businesses and manufacturers. The conference was very well received with over 230 participants.

Each year BACE coordinates the Child Fair with several thousand in attendance. While this is not a money-maker, it is great public relations for the college. The department will also be pursuing online registration in 2014 to increase its efficiency and improve its registration processes.

FY 2014 Cross-Discipline PR: [*Business and Community Ed*]

Program Review. Items from the program review will be entered here. After this program review is complete and approved by the PR Committee, transfer (paste and copy) the items below to your FY 2015 Operational Plan.
* Origination Code: For the program review OP matrix, the origination code refers to the question number found on the program review. When transferring to the operational plan, use the origination code PR.

Origi-nation Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/ Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
D	[11/01/2013]	[Anita Carney]	Creation of brochures for the employers that promotes and explains customized training and other employer resources; as well as a brochure for Career Services that offers employment based assistance for both credit and noncredit students]	Program marketability will be enhanced by developing 100 brochures focused on corporate training stakeholders.]	[12/01/2013]	A new and separate brochure was created to market employer resources and customized training to employers	11/15/2013
D	[ ]	[Anita Carney]	[Corporate training could join ICCET, which would increase access to formal meetings, as well as networking.]	Increased Networking opportunity and learning opportunities by attending two formal meetings per year.]	FY 2015]		
D	[ ]	[Anita Carney & Jeanne DePuy]	Join listservs for human resource groups and chambers of commerce]	Networking and Marketing to generate connections and community awareness of classes, trainings and events. Joining two listservs will be targeted.]	[ ]		
D	[ ]	[Anita Carney]	[Customized Training Certificate – Online. This is	Become certified and therefore more	FY 2105]		

			offered through LERN, which is the professional development organization for this area.]	knowledgeable in the area of customized training.]		
D	[ ]	Jeanne DePuy]	Purchase a Locking cabinet for equipment.]	The cabinet will be used to lock career program supplies, such as an EKG machine and needles. These are the property of CCI that hosts the courses and they transport them back and forth. Courses could be moved to the Fire Science area and this would not be needed as it has locking cages or cabinets.]	FY 2015]	
D	[ ]	Jeanne DePuy and Anita Carney]	Give instructors evaluation forms to evaluate the Community Education Department, as well as the Corporate Training that is offered to area professionals.]	Provide evaluation forms to 100% of instructors about the programs and training they provide.]	FY 2015]	
D	[ ]	Jeanne DePuy]	Turn professional courses, such Pharmacy Tech, Phlebotomy, and Medical Coding into 1.6 credit courses in order to receive apportionment. Collect registrations for conferences and make as many of them .5 credit courses as possible also. Adding more career programs and trips are options, as well. Making use of the firearms	Turn three professional programs into 1.6 courses. Increase .5 conference registrations by 50%. Add one more career program and one more trip per year. Host 4 firearms simulator trainings.	FY 2015]	

			simulator for law enforcement agencies to train on will also be used for customized training. Increasing marketing, such as banners, facebook ads, and study data of the programs will be used to make more informed decisions. For example, the area recently studied data trends regarding truck driving enrollment and how it can better market and recruit students. The area has also reduced their staff by one administrative assistant.]	Hang two banners per year in SVCC marketing community education and corporate training.]		
D	[ ]	[Jeanne DePuy]	Send direct mailings, such as brochures, to students for classes that are of similar interest on the credit/noncredit side. Work on building a travel group. Serve on external committees that have a possibility of co-oping events with Sauk.]	Send 100% of the students in non-credit career courses the brochures of credit-bearing programs. Build one travel group and join at least one committee off campus.]	[PY 2015]	
D	[ ]	[Anita Carney]	Corporate and customized training will focus on employer testimonials more and include such writings with its marketing materials.]	Enhanced marketing of the successes of the programs and customized training benefits by adding employer testimonials to 100% of brochures.]	[PY 2015]	
	[ ]	[ ]	[ ]	[ ]	[ ]	
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	[ ]	[ ]	[ ]	[ ]	[ ]	
	[ ]	[ ]	[ ]	[ ]	[ ]	

Comments:

Use the question number (e.g., Q 4) for the origination code on the Program Review template. After the information is transferred to the actual OP, please use "PR" as the origination code.

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT
<u>Required</u> ICCB Program Review Report
Sauk Valley Community College   **Academic Year 2013 – 2014**

Discipline Area	Business Education

Program need, cost-effectiveness & quality.
Please create a short summary paragraph for each question below.

<u>*Need*</u>*: Is it expected that there will be a continuing need for the program's courses? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?*

Yes, there is a continuing need for local business education. Customized training provides solutions that help maintain a competitive operation and a skilled, knowledgeable workforce. Our training programs are designed to improve the local business's performance, help them meet their goals and keep their employees trained to succeed We offer training in a wide array of areas and can customize training to almost any request by area employers.

<u>*Cost-effectiveness*</u>*: Is the program cost effective? What steps can be taken to offer courses more cost effectively? Are additional resources needed?*

The expertise and resources of Sauk Valley Community College and our many collaborating organizations make tailor-made training affordable. Training may be conducted at the company site, Sauk Valley Community College, or another location. Training can also be done in groups to lower the cost per student ratio.

<u>*Quality*</u>*: What steps need to be taken to update or improve instruction?*

Our skilled staff analyze the business's needs and implement the most suitable skill-building solutions for their employees. We are continuously updating and extending our instruction pool and list of consultants for business training needs.

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

Current corporate and business training is steady and continues to grow in demand as the business economy improves. State funding for businesses, such as Etip funding, assist with training costs and generate additional opportunities for business education. These training funds are provided to companies to use for corporate training. State funding assisted training is currently underway in our area with one local employer.

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT
<u>Required</u> ICCB Program Review Report

Sauk Valley Community College   **Academic Year 2013 – 2014**

Discipline Area	Community Education

Program need, cost-effectiveness & quality.
Please create a short summary paragraph for each question below.

<u>*Need*</u>*: Is it expected that there will be a continuing need for the program's courses? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?*

In addition to non-credit personal enrichment classes, career programs have been added to assist with employment. The need for short-term career programs will continue to be in demand for the foreseeable future. New non-credit programs are added each semester with an emphasis on staying current with market trends. Community events will continue to be offered to reflect a positive image on the college.

<u>*Cost-effectiveness*</u>*: Is the program cost effective? What steps can be taken to offer courses more cost effectively? Are additional resources needed?*

Only classes and trips with a profit are held. Any class that does not have enough enrollment to meet college costs is cancelled. Efforts are made to add programs that not only offer the community a value but make a profit for the college.

<u>*Quality*</u>*: What steps need to be taken to update or improve instruction?*

Instructors are hired for their skill level or expertise. Only individuals demonstrating a high skill level are allowed to teach the non-credit courses.

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

Community Education classes enrollment seems to be tied directly to economic trends. With the economy on the upswing, enrollments are starting to climb again also. Students are taking professional development programs and gaining employment as a result of their newly attained skills. The purchase of a new firearms simulator has also allowed the area to expand to local police departments, as well as firearm enthusiasts.

CTE PROGRAM REVIEW SUMMARY REPORT
Required ICCB Program Review Report

Sauk Valley Community College (506)　　　　　　　　**Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	49.0205

Career Cluster	Career Pathway
Truck and Bus Driver	Transportation Operation

Program of Study	SVCC's Program Title
Commercial Driver's License	Commercial Driver's License

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	
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 program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?

CDL class enrollment drops when local funding from sources such as WIA, Dislocated Workers, and Tri-County Opportunities is depleted. Fortunately, we can offer a class with as few as three students.

Students receive a certificate of completion and their CDL license upon passing their state exam.

The need for commercial truck drivers is high and students have jobs waiting for them upon course completion if they choose to drive regionally.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?
The course is cost effective due to outsourcing of equipment and instruction to IVCC. We act as the middleman by taking registrations and enrolling the students. We pay IVCC per student so classes are always profitable.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

The program has remained the same for the past five years. We offer the course in partnership with IVCC. We have not had any problems with their instructors as they have all been very qualified and well received.

This program does not impact local businesses immediately since most local hauling requires experienced drivers. After one of our students has been on the road for a year and can show a clean driving record, then the local jobs become available.

Program Review Team Signatures		
By signing this page, the members of the review team concur with the findings of this program review.		
NAMES (Indicate chair/co-chairs)	SIGNATURES	DATE
[Bruce Hartman]		
[Marcy Lawrence]		
[Steve McPherson]		
[Linda Setchell]		
[Jon Mandrell]		
[Jeanne DePuy]		
[Anita Carney]		
[Kathy Sotelo]		
[Michael Barth]		
[Trinda Bowles]		

Program Review Team Meeting Date(s)	
These are the meeting dates for area's program review team.	
[ ]	[ ]
[ ]	[ ]

Operational Planning Meeting Date(s)	
Operational Planning meetings are required meetings for the employees of your area/program and not necessarily for the area's program review team.	
[ ]	[ ]

PROGRAM REVIEW COMMITTEE RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete but the Program Review Committee does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Program Review Committee Co-Chair (signature and date)	
Program Review Committee Co-Chair (signature and date)	

VICE-PRESIDENT'S RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete, but the Academic Vice-President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Academic Vice-President (signature and date)	

PRESIDENT'S RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete and acceptable, but the President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	

President (signature and date)	

Program Review Committee and Administrative Comments (optional)

Name	

Comments

Name	

Comments

Name	

Comments