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Sauk Valley Community College was fully focused on student retention and completion in FY 2013. Luzelma Canales, Director of Academic Success at Southwest Texas Community College, was the keynote speaker at the fall in-service. She discussed initiatives that could help the College ensure student success, use data to drive decisions, and “adopt” the local high schools by stressing the importance of a college education to all grade levels.

David Trites, formerly of Noel-Levitz and a retention expert, was Sauk’s keynote speaker at the spring in-service where he led discussions on finding the most effective retention initiatives. During his presentation he said to the Sauk audience that Sauk “must have the courage to require students to do what they need to do to succeed.” Mr. Trites’ presentation generated palpable excitement which drove the adoption of new retention initiatives by the College. One adopted initiative was the implementation of a “no late registration” policy that began Fall Semester 2013. Data indicated that students who registered early had higher retention rates than those students who registered the same week as classes began. A college success course was also created, known as FYE 101, which was mandated in the first semester for new degree seeking students. A mandatory orientation was also created for new students, which is a 4-hour session, where students learn to navigate the campus and connect with the available resources and people. Over the summer, nearly 650 students participated in orientation for the fall semester. Additionally, the retention coordinator taught study skills classes, organized a staff mentoring project, and chaired regular retention committee meetings.

There is little doubt that the College’s strategic goals are focused on student retention and student completion as strategic goals 1, 3, and 6 all have objectives linked to retention and completion. The advent of the college dashboard, designed by the Organizational Planning and Improvement Committee (OPIC) contains a massive data set that will allow the College to track progress toward the individual strategic goals and objectives. The Higher Learning Commission (HLC) expects the College to be making data driven decisions and the college dashboard should provide ample data that is easily available for college-wide use.

The College has taken a big step forward with the new retention initiatives and using data more frequently to drive decisions. This should make FY 2014 an even more exciting year.

Steve Nunez

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FY 2013 Strategic Directions
Mission, Vision, Values and Goals

**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.

**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.

**Goals:**  
* Strategic activities that will move the College toward its vision

**Objectives:**  
* Tactical activities that will enable the College to achieve its goals

**Shared Ethical Values**  
* Tells how we do what we do
Recognizing that education is the single best means of improving the quality of people’s lives, we the people of the SVCC community commit to living these shared ethical values:

**Respect**  
We respect the worth and dignity of all people.

**Responsibility**  
We value and advocate that all take responsibility for themselves, their learning, and the environment.

**Fairness**  
We advocate fairness and just treatment of all people.

**Integrity**  
We expect and constantly stand for integrity, honesty, and ethical treatment of all people.

**Caring**  
We value the creation of opportunities in a caring environment.
FY 2013 Strategic Goals & Objectives

Goal #1: The College will expand and improve the quality of programs & services.
   1.1 Improve existing instructional courses and programs using available data and resources including data from program reviews and assessment activities.
   1.2 Offer appropriate instructional courses and programs for our community and our students using available resources and data.
   1.3 While maintaining academic quality, expand the number of courses and programs that can be completed through alternate delivery methods to expand student access.
   1.4 Improve existing services to students using available resources and data including data from program reviews.
   1.5 Offer appropriate services to students using available resources and data including data from program reviews.
   1.6 Maintain and improve facilities, technology, and equipment.

Goal #2: The College will continue to emphasize lifetime student success.
   2.1 While maintaining academic quality, improve student persistence in classes.
   2.2 While maintaining academic quality, increase semester to semester retention rates.
   2.3 Increase the number of students who come to the College for continuing education.
   2.4 Increase gainful employment opportunities for those enrolled in career programs.

Goal #3: The College will maintain an appropriate operating fund surplus.
   3.1 Identify and implement methods to increase revenues.
   3.2 Identify and implement methods to decrease expenses.
   3.3 Improve the efficiency of College operations.

Goal #4: The College will be proactive and responsive to community needs.
   4.1 Expand and strengthen relationships and services with community members and organizations.
   4.2 Maintain and improve communication with key stakeholders.

Goal #5: The College will enhance community awareness through a comprehensive marketing plan.
   5.1 Conduct a market analysis of the College community.
   5.2 Conduct a market analysis of the internal College environment.
   5.3 Enhance the reputation of the College as a quality institution of higher education.
   5.4 Enhance business awareness of the educational opportunities provided by the College.
   5.5 Enhance the awareness of the availability of College facilities for community functions.
5.6 Increase enrollment.

**Goal #6: The College will seek to maximize performance based funding.**

6.1 While maintaining academic quality and in accordance with State standards, the College will:

6.2 Increase completion rates.

6.3 Increase transfer rates.

6.4 Increase the percentage of non-college ready students to college level courses.

6.5 Increase student momentum (increase the number of credit hours completed by students each semester).
• In the fall of 2012, SVCC filed a five-year comprehensive “Recognition Application” with the Illinois Community College Board (ICCB). According to ICCB “Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board.” (Section 805/2-12f and 805/2-15). After evaluating the application and conducting an on-campus visit, ICCB formerly “recognized” SVCC through January 25, 2018.

• As of 2012, Sauk Valley Community College is being evaluated by HLC under a new evaluation process called Open Pathways instead of the PEAR process. A summary of Open Pathways can be found at http://www.ncahlc.org/Information-for-Institutions/open-pathway.html.

• New strategic objectives were finalized by Organizational Planning and Improvement Committee (OPIC) and approved by the college president and the board of trustees. Operational plans for 2013 were updated to reflect the new objectives.

• The Student Satisfaction Inventory (SSI) was administered to 404 SVCC students in the spring of 2013. Student satisfaction increased overall from the spring 2010 survey of students and was significantly better this year than the national average for community college students.

• In order for college marketing to be more data driven, Noel-Levitz was hired in January 2013 to conduct a community scan. The data from the community scan has already improved the College’s marketing efforts to recruit new students.

• In order to increase college retention rates, the following initiatives were devised and instituted for FY 2014: mandatory orientation, no late registration, and a new mandatory First Year Experience (FYE) class for degree seeking students.

• In an increased effort to reach out to our more distant feeder high schools, students in West Carroll High School can now take dual credit courses through a SVCC renovated classroom. Morrison High School has also undergone similar classroom renovations and negotiations to expand the College’s classroom offerings are in progress.

• Moodle, the College’s classroom management system, was upgraded to Moodle 2. The advantages gained in upgrading the learning management system from Moodle 1 to Moodle 2 include: improved data collection, new automated utilities that enhance retention efforts, and easier content creation tools such as drag and drop of files into courses and easier duplicating of resources and activities.
• Sauk athletic teams and coaches had an exceptional year. The volleyball team finished with a 27-14 record and a Region IV championship match appearance. The softball team won their second Region IV championship in three years with a 36-15-1 record and finished in the top 8 in the Division 2 national tournament. Russ Damhoff, head basketball coach, recorded his 500th win and Sara Kipping, the Men’s and Women’s Tennis coach was voted into the Region IV Hall of Fame for coaching. SVCC also added three athletic All-Americans and three Academic All-Americans.

• The new Fire Science program hosted two open houses. The Fire Science program also purchased a state of the art “flashover” and a multilevel fire simulator.

• In cooperation with St. Anthony’s College of Nursing, SVCC is offering a nursing B.S. completion program.

• With the goal of shortening the time it takes to complete developmental education, the College has realigned it developmental math sequence from a series of four courses into a three course sequence. The new and shortened course sequence should provide successful learners with the skills to be succeed in college math in less time and with less repetition.

• Three new SVCC certificates and one new degree were created and approved by ICCB this fiscal year.

• The Learning Resource Center staff reduced the library’s adult circulating collection from 63,000 to 42,000 volumes. The resulting free space is now used for a study area capable of seating approximately 60 students.

• The SVCC Testing Center joined ETA International (Electronics Technicians Association). With this membership Sauk is approved to proctor certification exams for renewable energy, electronics, journeymen, and the FCC.

• This year the SVCC Testing Center was selected as one of four locations in the State of Illinois to pilot Computer Based Testing (CBT) for the GED exam. SVCC was invited by ICCB to be part of the CBT Taskforce and to assist other GED locations in the state to launch their CBT sites.

• The first adjunct job fair was held with nearly 50 possible adjunct faculty candidates in attendance.

• The Sauk Commons was sold to a non-for-profit organization. The College will now only have loose ties to the organization.

• The first Annual Report to the Community was created; two hundred copies were mailed to the community and the online version received 650 hits in the first two weeks.

• The first annual Casino Night, hosted by the SVCC Foundation, raised over $13,000.
• A newly revamped online student newspaper, *The Red Tail*, was launched. Access to the paper can be found at: [http://svredtail.com](http://svredtail.com).

• The new faculty/staff newsletter, *The Hawks Nest*, was published. It is published online monthly. Archived issues can be found at [https://fast.svcc.edu/communication/hawks-nest/](https://fast.svcc.edu/communication/hawks-nest/).

• Sauk hosted a career fair with over 27 employers and over 200 participants.

• The recruiting staff moved into the counseling office to increase their visibility and to provide a natural grouping of Student Service functions (Recruiting, Counseling, Disability Assistance, and Student Support Services). Recruiting staff also began to stay on campus until 7 PM Monday through Wednesday to mirror other Student Services offices.

• Sauk Scholars are now required to volunteer 25 hours at Sauk functions in order to receive their Scholarship.

• Institutional Research unveiled a continuous improvement model for operational planning. While college areas will still report out before the fiscal year is complete, the areas will have 3-4 additional meetings each year to discuss the progress of their current operational plans, revise them if necessary, and add additional goals as the year progresses.
## Sauk Valley Community College Dashboard

**Goal #1. The College will expand and improve the quality of programs and services.**

<table>
<thead>
<tr>
<th>#</th>
<th>Objective Description</th>
<th>Metric</th>
<th>SVCC Performance</th>
<th>Below Target</th>
<th>Target (goal)</th>
<th>Above Target</th>
<th>Frequency of Measurement</th>
<th>Measurement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Improve existing instructional courses and programs using available data and resources.</td>
<td>The cumulative GPA of former SVCC students at 4-year institutions to other former community college students at those same 4-year institutions are compared.¹</td>
<td>FY 2013 Performance TBD</td>
<td>Worse than community college comparison group.</td>
<td>Better than community college comparison group.</td>
<td>n/a</td>
<td>Annually (Summer)</td>
<td>September 2013</td>
</tr>
<tr>
<td>1.1</td>
<td>Improve existing instructional courses and programs using available data and resources.</td>
<td>The gap between student importance and satisfaction in the instructional effectiveness category of the Student Satisfaction Inventory is compared between SVCC and other community colleges.²</td>
<td>-0.16</td>
<td>Greater than zero</td>
<td>Less than zero</td>
<td>n/a</td>
<td>Biennially (Spring Semester)</td>
<td>March 2013</td>
</tr>
<tr>
<td>1.1</td>
<td>Improve existing instructional courses and programs using available data and resources.</td>
<td>ETS Proficiency Profile composite score is compared to the average ETS Proficiency Profile composite score of other community colleges.³</td>
<td>FY 2014 Performance TBD</td>
<td>Worse than community college comparison group.</td>
<td>Better than community college comparison group.</td>
<td>n/a</td>
<td>Biennially (Spring)</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>1.4</td>
<td>Improve existing services to students.</td>
<td>SSI student support services gap between importance and satisfaction is compared to the average gap of other community colleges.⁴</td>
<td>-0.25</td>
<td>Greater than zero</td>
<td>Less than zero</td>
<td>n/a</td>
<td>Biennially (Spring)</td>
<td>March 2013</td>
</tr>
</tbody>
</table>
**Goal #2. The College will continue to emphasize lifetime student success.**

<table>
<thead>
<tr>
<th>#</th>
<th>Objective Description</th>
<th>Metric</th>
<th>SVCC Performance</th>
<th>Below Target</th>
<th>Target (goal)</th>
<th>Above Target</th>
<th>Frequency of Measurement</th>
<th>Measurement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Improve student persistence.</td>
<td>The percentage of credit hours in college-level classes at SVCC that are completed with A-D or P grades are measured.⁵</td>
<td>FY 2013 Performance 83.6%</td>
<td>Less than 83.5%</td>
<td>83.5-85.5%</td>
<td>Greater than 85.5%</td>
<td>Annually (End of Spring semester)</td>
<td>June 2013</td>
</tr>
<tr>
<td>2.1</td>
<td>Improve student persistence.</td>
<td>The percentage of credit hours in developmental classes at SVCC that are completed with A-C grades are measured.⁶</td>
<td>FY 2013 Performance 49.5%</td>
<td>Less than 55%</td>
<td>55-60%</td>
<td>Greater than 60%</td>
<td>Annually (End of Spring semester)</td>
<td>June 2013</td>
</tr>
<tr>
<td>2.2</td>
<td>Improve semester to semester retention rates.</td>
<td>The percentage of SVCC students who enroll in the Fall semester and reenroll in the following Spring semester are measured.⁷</td>
<td>FY 2013 Performance 75.6%</td>
<td>Less than 74%</td>
<td>74-76%</td>
<td>Greater than 76%</td>
<td>Annually (End of Spring semester)</td>
<td>June, 2013</td>
</tr>
<tr>
<td>2.2</td>
<td>Improve semester to semester retention rates.</td>
<td>The percentage of SVCC students who enroll in the Fall semester and reenroll in the following Fall semester are measured.⁸</td>
<td>52.5%</td>
<td>Less than 49%</td>
<td>49-51%</td>
<td>Greater than 51%</td>
<td>Annually (September)</td>
<td>September, 2013</td>
</tr>
<tr>
<td>2.3</td>
<td>Increase the number of students who come to the College for continuing education.</td>
<td>The total number of SVCC Business and Community Education students (credit + noncredit) in one fiscal year are measured.⁹</td>
<td>FY 2014 Performance TBD</td>
<td>Less than 985</td>
<td>985-1009</td>
<td>More than 1009</td>
<td>Annually (End of Spring semester)</td>
<td>June 2014</td>
</tr>
</tbody>
</table>
### Goal #3. The College will maintain an appropriate operating fund balance.

<table>
<thead>
<tr>
<th>#</th>
<th>Objective Description</th>
<th>Metric</th>
<th>SVCC Performance</th>
<th>Below Target</th>
<th>Target (goal)</th>
<th>Above Target</th>
<th>Frequency of Measurement</th>
<th>Measurement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>The SVCC operating fund balance (as a % of budget) is calculated. 10</td>
<td>40.7% d</td>
<td>Less than 30%</td>
<td>30-40%</td>
<td>Greater than 40%</td>
<td>Annually (August)</td>
<td>July 2013</td>
</tr>
</tbody>
</table>

### Goal #5. The College will enhance community awareness through a comprehensive marketing plan.

<table>
<thead>
<tr>
<th>#</th>
<th>Objective Description</th>
<th>Metric</th>
<th>SVCC Performance</th>
<th>Below Target</th>
<th>Target (goal)</th>
<th>Above Target</th>
<th>Frequency of Measurement</th>
<th>Measurement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3</td>
<td>Enhance the reputation of the College as a quality institution of higher education.</td>
<td>The average reputation scores on the Student Satisfaction Inventory are compared between SVCC and other community colleges. 11</td>
<td>+0.13</td>
<td>Less than zero</td>
<td>Greater than zero</td>
<td>n/a</td>
<td>Biennially (Spring)</td>
<td>March 2013</td>
</tr>
<tr>
<td>5.6</td>
<td>Increase enrollment.</td>
<td>The total number of students who have enrolled in credit bearing classes at SVCC in one fiscal year is measured. 12</td>
<td>FY 2014 Performance TBD</td>
<td>Less than 6881</td>
<td>6881-6949</td>
<td>More than 6949</td>
<td>Annually (End of Spring semester)</td>
<td>June 2014</td>
</tr>
<tr>
<td>5.6</td>
<td>Increase enrollment.</td>
<td>The total number of credit hours generated at SVCC in one fiscal year is measured. 13</td>
<td>FY 2014 Performance TBD</td>
<td>Less than 51879</td>
<td>51879-52136</td>
<td>More than 52136</td>
<td>Annually (End of Spring semester)</td>
<td>June 2014</td>
</tr>
</tbody>
</table>

### Goal #6. The College will seek to maximize performance based funding.

<table>
<thead>
<tr>
<th>#</th>
<th>Objective Description</th>
<th>Metric</th>
<th>SVCC Performance</th>
<th>Below Target</th>
<th>Target (goal)</th>
<th>Above Target</th>
<th>Frequency of Measurement</th>
<th>Measurement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Increase completion rates.</td>
<td>The total number of degrees and certificates completed at SVCC in one fiscal year is measured. 14</td>
<td>FY 2014 Performance TBD</td>
<td>less than or equal to 604</td>
<td>more than 604</td>
<td>n/a</td>
<td>Annually (End of Spring semester)</td>
<td>June 2014</td>
</tr>
<tr>
<td>6.1</td>
<td>Increase completion rates.</td>
<td>The number of degrees and certificates completed at SVCC by “at risk” students in one fiscal year is measured. 15</td>
<td>FY 2014 Performance TBD</td>
<td>less than or equal to 247</td>
<td>more than 247</td>
<td>n/a</td>
<td>Annually (End of Spring semester)</td>
<td>June 2014</td>
</tr>
</tbody>
</table>
## Other Illinois Performance Based Metrics (not measured above)

<table>
<thead>
<tr>
<th>Momentum</th>
<th>FY 2014 Performance</th>
<th>2014</th>
<th>2015</th>
<th>n/a</th>
<th>Annually</th>
<th>June 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of students transferring from SVCC to 4-year institutions in one fiscal year is measured.¹⁶</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Annually</td>
<td>June 2014</td>
</tr>
<tr>
<td>Increase the percentage of non-college ready students to college level classes.</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Annually</td>
<td>June 2014</td>
</tr>
<tr>
<td>The number of students transferring from SVCC to other community colleges</td>
<td>FY 2013 Performance 27.5%</td>
<td>Less than 52%</td>
<td>48-52%</td>
<td>Greater than 52%</td>
<td>Annually</td>
<td>July 2013</td>
</tr>
<tr>
<td>Adult Ed students transitioning to College level classes</td>
<td>FY 2013 Performance 27.5%</td>
<td>Less than 52%</td>
<td>48-52%</td>
<td>Greater than 52%</td>
<td>Annually</td>
<td>July 2013</td>
</tr>
</tbody>
</table>
SVCC Program Additions and Deletions

<table>
<thead>
<tr>
<th>Program Additions</th>
<th>Program Deletions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Server Specialist Degree (AAS)</td>
<td>Electronic Technology Degree (AAS)</td>
</tr>
<tr>
<td>Server Administrator Certificate</td>
<td>EMT Intermediate Certificate</td>
</tr>
<tr>
<td>PC Technician Certificate</td>
<td>Human Services/Early Childhood Ed Degree (AA)</td>
</tr>
<tr>
<td>Computed Tomography Certificate</td>
<td>Quality Control Certificate</td>
</tr>
<tr>
<td></td>
<td>Statistical Quality Assurance Certificate</td>
</tr>
</tbody>
</table>

Program Reviews

Five areas within the college were scheduled for a Program Review in FY 2013.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education and ESL</td>
<td>Completed</td>
</tr>
<tr>
<td>Math</td>
<td>Completed</td>
</tr>
<tr>
<td>Radiation Technology</td>
<td>Completed</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>Completed</td>
</tr>
<tr>
<td>Athletics</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Seventeen college areas will undergo a Program Review in FY 2014.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Studies</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Personal and Professional Development</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Business</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Business Accounting</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Biology</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Chemistry</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Physics</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Engineering</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Physical Education</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Accounting</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>HVAC</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Welding</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Information Services</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Instructional Technology Center</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Learning Resources Center</td>
<td>due FY 2014</td>
</tr>
<tr>
<td>Learning Assistance Center</td>
<td>due FY 2014</td>
</tr>
</tbody>
</table>
Academic Assessment Summary

Assessment summary was written by Jane Hamilton, Assistant Professor, Reading and English.

Assessment of Academic Achievement projects focused faculty attention on the general education competencies Reading, Technology, and Quantitative Reasoning. The faculty discussion of collected classroom data resulted in two significant proposals: one for the development of a self-assessment for incoming students to determine their readiness for using computers and another that the college review and revise a long-standing reading concurrency policy. Both of these initiatives are in process. In addition, for the first time, classroom assessment data was all collected into a database developed in-house by Eric Epps, Web Developer, and Val Wittman, Professor of Computer Information Systems.
**Goal #1: The College will expand and improve the quality of programs & services.**

1.1 Improve existing instructional courses and programs using available data and resources including data from program reviews and assessment activities.

- Pretests and posttests were administered to PSY 100 students to evaluate effectiveness of curriculum, delivery methods, and the instructional staff.
- All students in PSY 100 were required to use FOCUS 2, an online career planning system.
- The Instructional Technology area facilitated the creation of an e-portfolio system for technology students and a collaborative document that can be used in the Nursing department.
- The Instructional Technology area presented professional development sessions on non-technology teaching and technology integration topics in the Fall Semester in-service and workshop day.
- The Instructional Technology area has created “just-in-time” web based learning options on their webpage.
- The Instructional Technology area helped nursing create six instructional videos for nursing lab skills and video captured more than 33 classes for theater and sociology.
- The Learning Assistance Center tracked student needs so they could provide the most appropriate tutoring services for students.
- Dual Credit faculty is now strongly encouraged to use the college-approved syllabus template in order to develop more uniformity and consistency.
- Developmental math courses and sequences were revamped in hope of improving completion rates. The new curriculum will be taught in the Fall 2013.
- In Adult Education, a “knowledge and skills” workshop outline for writing and reading was created.
- A new integrated English/writing and reading developmental course was presented to curriculum committee. This new course will be piloted in the Spring Semester of 2014 with the hope of improving completion rates in the area.
- A college-prep course was prepared by Developmental Education that will help students transition from high school to college. This course is presented in the summer.
- The Learning Resource Center (LRC) provided five informational sessions for 72 faculty and staff, two orientations for new Fire Science instructors, one orientation for adjunct faculty, and one information literacy presentation to faculty.
- The LRC provided 54 instructional sessions to 930 students. The sessions are designed to increase a student’s effectiveness in utilizing LRC services.
• All Math 106 courses will have a required common final exam. All students will need to make a 60% or higher in order to pass the course.
• Math 070, 075, and 081 were revamped and piloted in the Spring of 2013. The classes used the Pearson’s My Math Lab software.
• Math 081 classes will have a required common final exam.
• The ACT/COMPASS cutoff scores were revamped for math course placement.
• A new geometry requirement for Math 122 was approved.
• Math faculty was an integral part in the Common Core meetings with high school faculty.
• The lab curriculum and assessment for Nursing 133 and 234 classes was revamped to allow for student reflection.
• Outlines for chemistry and physics courses were reviewed, revised, and submitted for IAI approval.
• Computer testing was utilized in Biology 105, 123, and 131 courses.
• Psychology 214 and 215 and Education 275 outlines were updated to be IAI compliant.
• New psychology videos were purchased in an effort to be more contemporary and to enhance instruction.
• Weekly outlines and lab forms were created for EET and ELT courses.
• Outlines for the Technology area courses were updated and approved by the Curriculum Committee.
• In order to enhance instruction, new training equipment was purchased for the Technology Department. Examples of new training equipment include a robotics trainer, motor control trainer, an industrial wiring trainer and a Hampden 3-phase power supply for motor and 3-phase labs was installed. The HVAC lab was set up with new furnaces, boilers, and air conditioning units. The solar PV and thermal labs were installed. Wind equipment was put in place and pipe welding equipment was added.

1.2 Offer appropriate instructional courses and programs for our community and our students using available resources and data.
• Members of the Developmental Ed. Curriculum Development Team created 12 project-based lesson plans for students working between 6th-9th grades.
• In partnership with the Whiteside Regional Office of Education Outreach Program, SVCC offered a GED prep and WLD 106 combination course.
• A Learning Math summer eight week course was created and piloted.
• The Retention Office hosted 18 student success workshops during the Fall and Spring Semesters.
• The Retention Office supervised a staff and professional mentoring program to increase student retention.
• Business and Community Education (BCE) added three new career programs: Vet Tech, Phlebotomy, and Chiropractic Assistant.
In order to gain knowledge of industry needs, BCE created a list of 25 manufacturers that utilize SVCC training the most. The manufacturers were contacted twice annually to maintain professional contact and remind business of the services the College provides.

Math faculty hosted a *MathCounts* competition and two *American Mathematics* competitions.

Senior ADN students will be required to take the ATI proctored *Pharmacology Assessment Comparison* and compared against national scores.

The Natural Science area explored the option of offering Chemistry 101. The decision was not to offer the course.

The Natural Science area decided it was not feasible to offer a “developmental” science course.

Government 232 was developed and offered during Fall Semester 2012.

Humanities area developed a class called *Politics of the Developing World* which will be offered Fall Semester 2013.

History 255 was developed and offered.

A new mechanics course was presented to Curriculum Committee.

The Disability Support Office (DSO) presented two presentations (one to faculty, one to Student Services staff) on disability awareness.

Convened a manufacturing taskforce of workforce readiness coalition.

1.3 While maintaining academic quality, expand the number of courses and programs that can be completed through alternate delivery methods to expand student access.

- Instructional Technology offered three employee learning opportunities using alternative delivery methods.
- Developmental Education offered developmental students the opportunity to complete modular units utilizing the *My Foundations Lab* software to possibly by-pass developmental education courses.
- An online version of English 160 was created and will be offered online.
- An online Mass Communication class was offered.
- Western Civilization course was placed online.
- Psychology 200 was offered online for the first time.

1.4 Improve existing services to students using available resources and data including data from program reviews.

- The Fitness Center staff conducted a survey to evaluate the needs of students enrolled in classes located within the Fitness Center. Information attained included best time of operation and the types of equipment most utilized and wanted.
- In order to increase communication effectiveness, the Marketing area e-mailed students at least once per month and made at least four posts on social media accounts per week.
• Career Services presented six seminars and/or workshops to stakeholders (community and students) to enhance skills in job search, resume writing, and other employment issues.
• Counseling administered a survey to students to rate customer service. Over 99% of students indicated that they were very satisfied or satisfied with their visit to the counseling office.
• Counseling is using Blackboard Collaborate to conduct “video conferencing” with students.
• Information Services modified their student hiring process to include more “hands-on” tasks. This has helped with the hiring of appropriate student lab assistants.
• New Moodle class shells were created for all classes.
• Information Services regularly reviews the website to ensure website accessibility for disabled students.
• IT/IS developed better web based student help resources (technology specs, common problems, etc.).
• The Learning Assistance Center analyzed data to show that English tutoring was helping students successfully complete their English classes.
• 100% of Learning Assistance Center tutors received training from an English faculty member.
• English faculty helped the Learning Assistance Center revise and improve English tutoring.
• The Faculty Development Committee was focused on new teaching methods and preparing faculty for the new generation of students.
• As part of creating a two-year schedule, the class schedule was revamped so that from 12:00-1:30pm on Mondays and Wednesdays is free for student activities (Monday) and college meetings (Wednesday).
• The LRC conducted a “collection right-sizing project” which altered the collection composition.
• The LRC networked with the Curriculum Committee in order to choose streaming video collections for the CARLI group purchase.
• The LRC saw an increase in the use of “Text a Librarian” service. Subscription was renewed for 2014.
• The Retention Office surveyed students that attended the Student Success workshops. The Office will use the surveys to improve the quality of the workshops.
• The Retention Office surveyed students that participated in the mentoring program. The feedback will be used to improve the quality of the program.
• The Financial Assistance (FA) Office presented at over 75% of the PSY 100 courses and at College Night to increase financial aid awareness for students and their families.
• The FA Office individually counseled 100% of first-time borrowers.
• Business, OAS, and CIS faculty raised funds to award an SVCC scholarship for their area.
• Nursing established a Nursing 111 Clinical Capstone Preceptor Program with long term care facilities.
• Nursing implemented case studies in Nursing 235 and Nursing 239 from EVOLVE SLS/HESIE Case Profiles.
• The Psychology Department collected data on online and on-campus courses to compare grade distributions and persistence. Data analysis to occur the following FY.
• Podcasts were added to Psychology 103 courses.
• New evidence processing equipment was incorporated into the Criminal Justice classroom.
• Student Activities documented attendance and student feedback at every Student Activities event to improve its services.

1.5 Offer appropriate services to students using available resources and data including data from program reviews.
• As an institutional initiative, Early Alert referrals from faculty were emphasized for this FY. The Counseling Office did see a larger increase in referrals- a 125% increase this FY over last.
• The Office of Institutional Research and Planning (IRP) facilitated the Student Satisfaction Inventory survey on campus. Over 400 SVCC students were surveyed. The 2013 survey indicated that students are more satisfied than they were in 2010 and more satisfied than other community college students nationally.
• Learning Assistance Center tutors were trained to assist Adult Ed learners for the first time.
• An LAC employee visited Adult Education classrooms in order to promote their services.
• The FA office held nine FAFSA workshops to assist students and parents in the completion of their FAFSA.
• The office formerly known as the Student Needs Office changed its name to Disability Support Office in order to come in line with more contemporary terminology.
• Student Support Services (SSS) purchased six Asus Android-based tablets. Students were allowed to check out the tablets when needed for academic projects.
• A proposal for an online writing center was submitted for consideration.
• A new process for the approval and development of online courses was created and approved by the Curriculum Committee.

1.6 Maintain and improve facilities, technology, and equipment.
• Instructional Technology purchased Blackboard Collaborate that can be used for online meetings and faculty can use for online education.
• The Counseling staff received training on Filebound to facilitate the use of the Early Alert System.
• Information Services updated College computers, printers, and software.
• Information Services installed teaching technology in 10 classrooms.
• The CFO and the Buildings and Grounds Director secured the services of an engineer through the end of 2015.
• Adult Education purchased five laptop computers and iPAD to provide off-campus Adult Education students opportunity to enhance technology skills while taking classes.
• In order to create a student study area within the LRC, the circulating print collection was reduced from 63,000 to 42,000 volumes.
• Building and Grounds will hire and supervise the renovation of the north student parking lot.
• B&G purchased and supervised installation of and training for a new radio communication system including emergency call boxes.
• B&G hired the company and supervised the roofing project on the east end of the main building.
• A rock, mineral, and fossil display was completed in the Chemistry area.
• Placed computers at IDES for GED coursework and job searches.

Goal #2: The College will continue to emphasize lifetime student success.

2.1 While maintaining academic quality, improve student persistence in classes.
• Athletes that withdrawal from classes due to academic concerns and have less than 12 credit hours or a 1.75 GPA are required to take CSS 100 (study skills).
• The Retention Office constructed a “learning community” for Criminal Justice students. These students were placed into the same cohort that enrolled them into the same PSY 100 and CJS 130 classes together.
• Twelve professional development sessions were held that focused on effective teaching and student engagement.
• Communications faculty proposed using authentic writing placement exams. Proposal submitted to Curriculum Committee.
• Nursing revised Nursing 113 outline to include “safe dose” calculations and basic titration concepts.
• In order to increase persistence and retention, a “learning community” (cohort) was created where the same students were enrolled in PSY 103 and RDG 098.

2.2 While maintaining academic quality, increase semester to semester retention rates.
• The Justice Affairs program utilized the Pathways to Results (PTR) process to determine initiatives that would improve retention and completion.
• A PTR standing committee was created (with membership guidelines & charges) that will be utilized to improve retention and completion rates of other CTE programs.
• The Recruiting Office sent email reminder to Dual Credit students about the services of the LAC.
• The Retention Office tracked the progress of students who were referred to the Retention Coordinator.
• The FA Office sent 100% of “last chance” students an email that outlined student resources found on campus.
• SSS conducted 841 intrusive advising sessions for an average of 4 meetings per participant of the program.
• SSS held online and classroom success skills and informational workshops. One hundred fifty five unique students participated 629 times in these programs.
• ALAS offered two cultural programs including Hispanic Heritage Celebration and Day of the Dead.
• The Retention Office sent surveys to 100% of students who dropped their classes during the Spring or Fall Semesters. The survey was designed to determine the root causes of class withdrawal. A total of 35 surveys were completed and returned.

2.3 Increase the number of students who come to the College for continuing education.
• Two Business and Community Education catalogs were produced and distributed and one press release was issued every month from September through March (seven total).
• Educated families on Deferred Action (Immigration Initiative) process and benefits at two events co-sponsored by VITAL and YWCA.

2.4 Increase gainful employment opportunities for those enrolled in career programs.
• Two new businesses offered internships and/or externships during the academic year.
• Instructional Technology promoted, attended, and recorded seven ILCCO webinar sessions on “self-regulated learning.”
• The Retention Office sponsored a “Non-Traditional Showcase”.

Goal #3: The College will maintain an appropriate operating fund surplus.
3.1 Identify and implement methods to increase revenues.
• Developmental Education provided tutoring services to the community through the Community Learning Lab.
• Recruiting Office applied for all NTO grants.
• Natural Sciences conducted an annual audit of lab fees. Lab fees matched expenses this FY.
• The College Foundation connected with a new significant donor who has pledged $300,000 to the College in a trust.

3.2 Identify and implement methods to decrease expenses.
• Instructional Technology submitted monthly articles to the Hawk’s Nest with free webinar professional development opportunities.
• The FA Office utilized webinars instead of offsite training. This effort saved approximately $1,815.
• Student Activities negotiated with each performer to lower asking price. It is estimated that $9,900 were saved.
• The Natural Science area bulk ordered to save on shipping and handling costs. An estimated savings of nearly 20% of the total order was achieved.
• The Natural Science area reduced printing costs by utilizing the services of the print shop more often instead of the copying machine.
• The LRC sends all notices (fines, fees, overdue notices, etc.) by email (when it is known) in order to reduce postage costs.
• Banner group went to an in State conference instead of the national conference.

3.3 Improve the efficiency of College operations.
• Five additional monitors were placed on each desk in the Office of Admissions and Records office. The second monitors will help access information faster and expedite explanations of student records for students, faculty and staff.
• The Office of IRP updated the Program Review process to reflect a greater use of data when evaluating programs and making decisions.
• A Strategic Planning Dashboard was created and published on the SVCC webpage (in July 2013). Data from the Dashboard should help stimulate discussion and help decision making processes at the College.
• The operational planning process is now a “continuous improvement model.” Old goals are evaluated on a regular basis and new goals can be added at any time instead of being reported once per year.
• Information Services has completed a number of programming efficiency updates including: automated process that enrolls students in their Moodle class shell, new electronic HR forms, an improved email account process for new employees, moving faculty assessment database from Access software into a web-based database, and improving security of the EAS.
• Information Technology implemented training sessions to transition to Moodle 2 from Moodle. New web based Moodle 2 tutorials were also created.
• Business Office has reduced the risk of personal information theft by implementing procedures in the BO to keep file cabinets and offices locked during operational hours.
• The BO used Filebound to store large reports instead of printing.
• The Financial Aid Office completed conversion of paper documents into Filebound files—files D-M.
• Human Resources (HR) reviewed and updated the employee handbooks.
• The LRC used nearly $30,000 of its budgeted funds to purchase ebooks instead of traditional books to make materials more accessible to patrons.

Goal #4: The College will be proactive and responsive to community needs.
4.1 Expand and strengthen relationships and services with community members and organizations.
• AmeriCorps members participated in the Student Emergency Drive, Blood Drive, MLK Event and Camp Reynoldswood.
• Softball, baseball, and basketball coaches organized youth sports camps for community children.
• Four student success stories were used in marketing campaigns.
• Career Services met with four community organizations to develop, expand, and strengthen services with community members.
• The College Foundation raised nearly $14,000 which will be used to support student and college needs.
• The Coordinator of Veteran Services met with Rock Fall National Guard Veterans Service officer and the Dixon National Guard representative.
• A Counseling Office representative visited the “Summit of Hope” where 250 men/women on parole were provided information about degrees/certificates offered at SVCC.
• Information Technology staff often volunteered for internal fundraising events and external community outreach events.
• The Learning Assistance Coordinator spoke to high school counselors and dual credit students to promote the services of the LAC.
• Every administrator in the Academic Affairs area is a member of a local, regional, or State committee or organization.
• Developmental Ed. worked with area ROEs and held four networking sessions for K-12 and SVCC faculty member to collaborate on Common Core Standards.
• Developmental Ed. established a community partnership with Sauk Valley Reading Council.
• The LRC worked with the Marketing Department to develop a marketing plan for the LRC to develop a stronger relationship with the community.
• The LRC updated brochures and bookmarks. The materials were distributed to Sauk recruiters.
• BCE created a manufacturing task force that met in the Spring and Fall Semesters.
• In order to promote financial aid awareness, the FA Office presented at 10 high school nights and three separate FASFA workshops.
• The SSS Program Director is a member of the Whiteside County Public Transportation Board and the Whiteside County “Healthier Communities Partnership”.
• Student Activities wrote the New Look grant that allowed them to offer FUSE in the Spring 2013 Semester. Three FUSE presentations were given to the community.
• The Student Activities, including Spanish and Cross-Cultural Services, website was updated to provide potential students with essential bilingual information regarding campus resources.
• Student Activities Coordinator has attended over 80% of the Trabajando Juntos/Hispanic Business Group meetings.
• Each Technology faculty member participated within the Workforce Readiness Council at least once.
• SVCC hosted a two week Common Core workshop for local high schools.
4.2 Maintain and improve communication with key stakeholders.

- A Report to the Community was created and distributed to the community.
- Each Sauk counselor or advisor contacted assigned high schools and then recorded their contacts using the BANNER log in process.
- The Transfer Coordinator facilitated two 2+2 agreements for UIS Business and Sauk Computer Science and WIU RTPA and Sauk Instructional Design.
- IRP representative presented the Sauk Scholars scholarship at Newman High School.
- Operational Planning retreat was hosted by Information Technology to develop ideas and goals for the upcoming FY.
- LRC has provided regular updates to the Marketing Department for publication on the Hawk’s Nest, college Facebook page, and by email. The LRC hopes to increase awareness of its services.
- FA Office sent resource emails throughout the year to high school counselors.
- Technology faculty used the Workforce Readiness Coalition, hosted at SVCC, as a way to showcase Technology renovations.

Goal #5: The College will enhance community awareness through a comprehensive marketing plan.

5.1 Conduct a market analysis of the College community.

- Community Outreach and Institutional Research recommended Noel Levitz as the company to conduct a community scan. This proposal received Board approval in January 2013. Scan results were obtained in June 2013 from Noel Levitz. A new marketing strategy will be developed from these results.
- The Recruiting Office has worked closely with the Marketing Department to coordinate mailings and marketing plans for increasing enrollment.

5.2 Conduct a market analysis of the internal College environment.

- The Learning Assistance Center visited an ESL classroom to investigate if students were aware of the LAC services.

5.3 Enhance the reputation of the College as a quality institution of higher education.

- “Try Sauk” campaign was developed and implemented by the Marketing Department.
- Career Services attended three Workforce Coalition meetings to build a strong and mutually beneficial program with employers in the community.
- An Institutional Research webpage was created. Many College reports and statistics were pulled from behind FAST to promote transparency.
• Dual Credit processes has been updated and streamlined. New calendar and forms and a new Dual Credit orientation has been created.
• Academic Development hosted three networking sessions with community educators.
• Academic Development hosted two week training sessions with Dixon High School and Middle School math teachers.
• Student Activities offered eight educational programs open to Sauk students and the public.

5.4 Enhance business awareness of the educational opportunities provided by the College.
• Three employers per month were contacted by Career Services to present program information and obtain feedback from local businesses about local employment training needs and interests.

5.5 Enhance the awareness of the availability of College facilities for community functions.

5.6 Increase enrollment.
• Attended College Night programs at Kishwaukee and Highland Community College to promote our programs.
• Student Activities distributed SVCC information at three Hispanic community events.
• Some Natural Science faculty hosted high school students to promote enrollment.
• Science magic shows were presented to 3-6th grade students.
• The Recruiting Office hosted a “Women in Public Safety” 1-day presentation to increase awareness of CJS majors at the campus.
• Hosted Charley Brown performance for area grade school students.

Goal #6: The College will seek to maximize performance based funding.
While maintaining academic quality and in accordance with State standards, the College will:
6.1 Increase completion rates.
• The counselors, retention specialist, and the registrar sent emails to 100% of former students with 40 or more credit hours, but who were not registered for classes. Students were encouraged to make an advising appointment.
• Student Activities offered two programs that showed the benefits of a college degree.
• Networking AAS degree was resequenced to allow for a two year completion.
• Programming AS degree was resequenced to allow for a two year completion.
• Two or more courses will be identified as test/remediation options for student counseling.
6.2 Increase transfer rates.
- The Recruiting Office worked with the Counseling Office to create a new planning guide that was inserted into the Student Handbooks.
- Retention Office sponsored the workshop “Understand the Transfer Process” to educate students on the importance of completing an Associate degree.
- The FA Office sent an email reminder to 100% of students that approached their lifetime eligibility for Pell Funds.

6.3 Increase the percentage of non-college ready students to college level courses.
- A section of CSS 100 (study skills) was created for student athletes who earned a 1.75 GPA and/or earned fewer than 12 credit hours at the end of the fall 2012 semester.

6.4 Increase student momentum (increase the number of credit hours completed by students each semester).
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### Strategic Objectives Summary

This Annual Report contains 186 unique inputs from the 2013 FY operational plans (see the chart on the next page). As an institution of higher education, it is not surprising that the majority (52%) of the inputs were focused on Strategic Goal 1: *The College will expand and improve the quality of programs and services* (average of 16 inputs per objective). Strategic Goal 1 is dedicated to improving the quality of instruction and improving the quality of student services at the College. College faculty and staff are very focused on maintaining and improving the quality of instruction and services at the College. High levels of student satisfaction, as indicated by data from the Noel-Levitz Student Satisfaction Inventory, administered in the spring of 2013, also supports the assertion that the College is very focused on student’s needs.

Unfortunately, Strategic Goal 6, *The College will seek to maximize performance based funding*, received very little attention from the SVCC community as a whole with only nine unique inputs (average of 2.25 inputs per objective). Strategic Goal 6 includes objectives that are focused on students completing degrees and/or certificates, increasing transfer rates to 4-year institutions, and preparing non-college ready students for college. Strategic Objective 6.4, *Increase student momentum*, received zero inputs. Certainly, many of the items listed within this Annual Report under other strategic goals (e.g., FYE, mandatory orientation, etc.) could be considered as initiatives that fall under Strategic Goal 6. However, future departmental operational plan meetings should focus more attention on Strategic Goal 6.
The chart below visually depicts the number of inputs for College departments per Strategic Goal and Objective.

Strategic Goal 5, *The College will enhance community awareness through a comprehensive marketing plan*, also received little attention. The six objectives under this goal received only 15 inputs (average of 2.5 inputs per objective). Strategic Objective 5.5, *Enhance the awareness of the availability of College facilities for community functions*, received zero inputs. Strategic Goal 5 is focused on better understanding our community in order to enhance our enrollment, to improve current services and provide new, relevant services to our community. More attention should be paid to this goal in the future.

SVCC utilizes a continuous improvement model to analyze and improve the College’s strategic goals and objectives. OPIC will use the college dashboard and this Annual Report to help evaluate progress toward the current strategic goals and revise them if necessary in FY 2014.