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

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

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

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

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

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

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

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| **INSTRUCTIONS** |

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

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

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

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| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College Mission**

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

**College Vision**

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

**Program Mission**

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| Faculty in the Foreign Languages discipline will provide instruction in French and Spanish to enable students to learn and apply knowledge of different languages, cultural understanding in the target languages, enhance global awareness, and meet graduation requirements at Sauk and at transfer institutions. |

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

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| **SECTION A: ENROLLMENT & RETENTION DATA** for major field required courses  Resources: Data Table 1  Operational Plans |

1. Describe a) the five-year enrollment trends, and b) results of the efforts to increase enrollment that were implemented since the last program review.

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| --- |
| 1. In elementary French courses, the enrollment is consistent and low, averaging 7-12 students per course. The French offerings are dependent on the student interest and enrollment, and because of the low numbers, these courses are often cancelled. Intermediate French courses have lower enrollments, averaging 5-7 students and are more prone to cancellation. Elementary Spanish courses also suffer from low enrollment consistently and range from 10-15 students per class. Elementary Spanish II has seen some decline students in recent years, and this has caused the decision to move from three sections per term to two sections per term. Intermediate Spanish enrollment has remained consistent and low also. These courses typically have 9-11 students per section. 2. We have sought high quality students in other classes for recruiting into foreign language courses by one on one discussion. The only full-time faculty member on campus that participates with this department also teaches three other disciplines in addition to foreign language. This faculty member is the primary resource for this recruitment. As a department of part-time faculty and faculty committed to other departments, it is nearly impossible to implement an effective recruitment program for the department with this scenario. |

1. Describe a) the five-year retention trends, and b) results of the efforts to improve retention that were implemented since the last program review.

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| 1. Retention across the Foreign Language disciplines has been very good with approximately 80-82% of students completing the courses with satisfactory (C or higher) grades. 2. Instructors in the foreign languages avail themselves of various forms of media to keep current on cultural trends and language skills. The availability of newspapers and television from target language cultures has made this process considerably easier via the Internet as free materials. |

1. Describe what can be done to improve these trends during the next five years.

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| Maintaining quality of instruction and skill-levels of the instructors is the single greatest factor in the retention rates in foreign language. For improved classroom success, ensuring that foreign language courses are held in smart classrooms would allow the classes better access to the wide variety of resources available on the Internet. A web site needs to be created for a recruiting tool and for student accessibility of the target language tools. |

1. Summarize activities to improve the trends discussed in this section in the operational plan and code as PA. Indicate below if activities will be included in the operational plan.

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

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| **SECTION B: PROGRAM COMPLETIONS & TRANSFERS**  Resources: Data Table 2  Operational Plans |

1. Describe a) the five-year successful completion trends, and b) results of the efforts to improve the trends that have been implemented since the last program review.

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| 1. Completions are low but consistent at 1-2 students per year. 2. The Foreign Language Department has worked to make sure that required courses are offered consistently to allow for completion. In Spanish, higher enrollment has made this possible, but in French, this has not been possible, as low-enrollment courses are dropped. |

1. Describe any recurring problems related to IAI approved courses transferring to universities and what needs to be done to obtain resolution, ***OR*** if there were not any recurring problems, indicate “None.”

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| None. |

1. Summarize the activities that the department will perform to improve the trends or respond to the issues identified in this section and code as PB. Indicate below if activities will be included in the operational plan.

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| --- |
| \_ Activities included in the operational plan  X No activities included in the operational plan |

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| **SECTION C: PROGRAM FINANCES**  Resources: Data Table 3  Operational Plans |

1. Describe a) the five-year income vs. expense trends, and b) results of the efforts to improve financial viability that were implemented since the last program review.

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| 1. During the past five years, we have had a net income between $10,424 and $19,668 per year with no net losses, for a modest benefit of $78,603 for the college between FY05 and FY09. 2. In general, classes with enrollment under 10 are cancelled. This has affected the French courses more directly. With the decline in enrollment in elementary Spanish courses, we have reduced the number of sections by one so that the enrollments of remaining sections would increase. |

1. Describe the results of the program’s efforts to go “green.”

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| Rather than printing and photocopying many of our courses’ materials, we look for alternative materials on the Internet to help the students. This has resulted in a reduction of our printing costs and a reduction in our paper usage. Seventy-five to one hundred pages per student reduction has been implemented in the discipline of French instruction. |

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

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| --- |
| Currently, we are offering sections of the elementary Spanish courses with 15 students in each section. Consolidating these courses would allow the students more interaction in the target language and a better student-faculty ratio for financial purposes. |

1. Summarize activities to improve the program’s financial viability in the operational plan and code as PC. Indicate below if activities will be included in the operational plan.

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

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

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| **SECTION D: COURSE SCHEDULING** |

1. Provide the program schedule by listing each required course by course number and indicating each semester in which it is planned to be offered.

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| --- | --- | --- | --- | --- |
| **Course Number** | **Year 1: Fall Semester** | **Year 1: Spring Semester** | **Year 2: Fall Semester** | **Year 2: Spring Semester** |
| LAN 101 | X |  | X |  |
| LAN 102 |  | X |  | X |
| LAN 201 | X |  | X |  |
| LAN 202 |  | X |  | X |
| LAN 161 | X |  | X |  |
| LAN 162 |  | X |  | X |
| LAN 261 | X |  | X |  |
| LAN 262 |  | X |  | X |

1. How many semesters should it take a full-time student to complete this program?

|  |
| --- |
| Students take either the 101, 102, 201, 202 sequence or the 161, 162, 261, 262 sequence. It should take a student four semesters to complete the program. |

1. During the past five years, have courses been offered and properly sequenced so a student could complete the program in the number of semesters specified above?

|  |
| --- |
| Yes  X No  Cancellation of French courses due to low enrollment has hampered both completions and recruitment. Students are reluctant to enroll in classes because they are concerned that the courses will be cancelled at the last minute. |

1. During the past five years, have scheduling conflicts been avoided by coordinating the days and times that courses are offered?

|  |
| --- |
| X Yes  No |

1. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses, outside of this area?

|  |
| --- |
| X Yes  No |

1. Describe scheduling changes that may be needed during the next five years and the rationale for the changes, ***OR*** indicate “None.”

|  |
| --- |
| Scheduling difficulties have been due to low enrollments and cancelled courses, not conflicts. These are at the mercy of student enrollment and interest. |

1. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan and code as PD. Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

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

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| **SECTION E: CURRICULUM: COURSE OUTLINES** |

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

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| --- |
| Yes  X No |

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

|  |
| --- |
| X Yes  \_\_ No |

1. Summarize activities to correct course outline issues in the operational plan and code as PE. Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

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

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| **SECTION F: CURRICULUM: ASSESSMENT**  Resources: Assessment folder, Program/Discipline Data |

1. List the program/discipline objectives that have NOT been assessed in this five-year period and indicate whether these will be assessed, eliminated, or replaced, ***OR*** indicate “All have been assessed.”

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| All have been assessed. |

1. Describe the results of the curriculum changes ensuing from assessment activities that were implemented since the last program review, ***OR*** indicate “None.”

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| None. |

1. Describe the status of any budget requests resulting from assessment activities since the last program review, ***OR*** indicate “None.”

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| None. |

1. Summarize activities related to assessment issues in the operational plan and code as PF. Indicate below if activities will be included in the operational plan.

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

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

1. Describe the positive or negative impacts of the curricular changes made during the past five years.

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| We have aligned syllabi and outlines to reflect removing lab requirements, and this has improved consistency within the department. |

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

|  |
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| None |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Changes** | **Equipment and/or Supply Needs** | **Facility Needs** | **Personnel and/or Training Needs** |
| Update course outlines | None | None | None |
| Revive German portion | None | None | $10,000 |

1. Summarize activities that the department will perform to make curricular changes in the operational plan and code as PG. Indicate below if activities will be included in the operational plan.

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

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| **SECTION H: FACULTY** |

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

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

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

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| --- |
| Provide funding for conferences. |

1. Will faculty need any *specialized* professional development in the next year?

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

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

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1. Summarize activities that the department will perform so that 100% of faculty participate in professional development during the next 5 years in the operational plan and code as PH. Indicate below if activities will be included in the operational plan.

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

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| **SECTION I: EQUIPMENT AND SUPPLIES** |

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

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| None. |

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

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| None |

1. Summarize activities to acquire the needed equipment, software, and supplies in the operational plan and code as PI, ***OR*** submit a completed *Equipment Request Form*. Indicate below if activities will be included in the operational plan, and if an *Equipment Request Form* is attached.

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| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan.  A completed *Equipment Request Form* accompanies this program review. |

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

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

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| Computer access outside of classrooms is important for access to Internet materials. The existing labs are handling this need very well. LRC materials are sometimes necessary to complete assignments. The LRC is currently meeting the department’s needs effectively. |

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

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| --- |
| None. |

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

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| None. |

1. Summarize activities to expand or correct the gaps in support services in the operational plan and code as PJ. Indicate below if activities will be included in the operational plan.

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

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

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

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| Brochures for the high schools in our service area could be created and distributed or a website for foreign languages could be created. |

1. Summarize activities to better promote and market the program in the operational plan and code as PK. Indicate below if activities will be included in the operational plan.

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

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| **SECTION L: STUDENT INPUT**  Definition: Systematic efforts aimed at obtaining student opinions and suggestions for improving the program.  Resources: Operational Plans |

1. Describe what was gained from seeking student input since the last program review ***OR*** indicate “None was sought.”

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| Students suggested running classes even with reduced numbers. |

1. Summarize activities to obtain student input in the operational plan and code as PL. Indicate below if activities will be included in the operational plan.

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

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| **SECTION M: NON-STUDENT INPUT**  Definition: Systematic 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.  Resources: Operational Plans |

1. Describe what was gained from seeking non-student input since the last program review ***OR*** indicate “None was sought.”

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| None was sought. |

1. Summarize plans to obtain input from non-student sources in the operational plan and code as PM. Indicate below if activities will be included in the operational plan.

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

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

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

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| Growing need  X Level need  Declining need |

1. List the top five priorities to strengthen the program during the next five years.

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| 1. Maintain quality instruction through access to qualified instructors and culturally significant supporting materials. 2. Consistent scheduling of French courses, increasing the program completion in French. 3. Offer classes in smart classrooms to allow for greater variety of teaching methods. 4. Update French outlines. 5. Revive the German program to provide greater diversity in instruction. |

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

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

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2009 – 2010**

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| **Discipline Area** | Foreign Languages |

**Improvements & Rationale for Action**

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| In the past five years, enrollments have been low but relatively consistent. The program is self-sustaining and is justified based on the opportunities and course variety that it offers to the students. Because it is staffed primarily with part-timers and a full-timer who is also committed to other departments in the college, there is very little active recruiting taking place. A second adjunct Spanish instructor has been added to the program to increase offerings. This decision was based on attempting to boost enrollments by offering more flexibility through additional meeting times. French courses have been offered with greater consistency, but low enrollments make it difficult to offer courses, even when they have been published on the schedule. |

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

⁭ Standardized assessments

⁭ Certification and licensure examination results

X Writing samples

⁭ Portfolio evaluation

X Course embedded questions

⁭ Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

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| None. |

**BEST PRACTICES REPORT**

**Optional ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2009 – 2010**

**Title of Best Practice**

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**Programmatic Area**

X Academic Discipline

⁭ Career and Technical Education

⁭ Cross-Disciplinary

⁭ Student & Academic Support Services

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

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**What are the results/measurable outcomes?**

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**Contact Information**

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| --- |
| Sauk Valley Community College  Name & Title:  Phone Number:  E-mail Address: |

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| **SIGNATURES and APPROVALS** |

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| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review | |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Richard Eichman (Chair ) |  |
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| **Program Review Committee** | | |
| This Program Review is complete and acceptable. | |  |
| This Program Review is complete but the conclusions ***are not*** fully substantiated. | |  |
| This Program Review is incomplete and unacceptable. | |  |
| Comments are attached (optional) | |  |
| Program Review Committee Chair/Co-Chair |  | |
| Date |  | |
| Program Review Committee Co-Chair |  | |
| Date |  | |

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