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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. Each institution is allowed the latitude to develop and administer a review process that is suited to the institution’s unique circumstances and needs.

The Illinois Community College Board (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 directly 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. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning.

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

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

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

* Program reviews are **due 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** *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**

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| The economics program at Sauk will provide students with the opportunity to learn and apply basic economic concepts and principles that will help them be more successful in life and meet transfer requirements at four year colleges and universities. |

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

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| **SECTION A: ENROLLMENT & RETENTION DATA** for the disciplineAdditional resource: Operational plans |

|  |  |  |
| --- | --- | --- |
| **DATA TABLE 1: Course Enrollment for *Discipline*** (Tutorials not included) | **Discipline:** | **Economics** |
| Use to answer question #1 |   |   |   |   |   |   |
| **Row** |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Total Sections Offered | 8 | 8 | 7 | 8 | 8 | 39 |
| b | Total Enrollment at 10th day | 152 | 169 | 147 | 157 | 193 | 818 |
| c | Average enrollment for all sections offered | 19.0 | 21.1 | 21.0 | 19.6 | 24.1 | 21.0 |
| d | Course | ECO 211 | ECO 211 | ECO 211 | ECO 211 | ECO 211 |   |
| e | Sections | 5 | 4 | 5 | 5 | 5 | 24 |
| f | Enrollment at 10th day | 106 | 124 | 105 | 121 | 145 | 601 |
| g | Average enrollment per section | 21.2 | 31.0 | 21.0 | 24.2 | 29.0 | 25.0 |
| h | Course | ECO 212 | ECO 212 | ECO 212 | ECO 212 | ECO 212 |   |
| i | Sections | 3 | 4 | 2 | 3 | 3 | 15 |
| j | Enrollment at 10th day | 46 | 45 | 42 | 36 | 48 | 217 |
| k | Average enrollment per section | 15.3 | 11.3 | 21.0 | 12.0 | 16.0 | 14.5 |

1. Describe the five-year enrollment trends

|  |
| --- |
| Once the above numbers are corrected (there were 2 sections of ECO 212 in FY09 and FY10, not 3), the data will show average enrollment has increased in some classes over the 5 year period. This was made possible by:  1) Increased use of technology in the classroom and by incorporating the use of Blackboard.  2) Faculty approval to allow enrollment to exceed 30 in several sections. This issue is reflected in ECO 211 data above for the five year period.  |

|  |  |  |
| --- | --- | --- |
| **DATA TABLE 2: Enrollment & Retention for *Discipline*** (Tutorials not included) | **Discipline:** | **Economics** |
| Use to answer question #2 |   |   |   |   |   |   |
| **Row** |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Number of credit hours at 10th day | 36 | 29 | 73 | 48 | 16 | 202.0 |
| b | Number of reimbursable credit hours at semester end | 33 | 22 | 69 | 40 | 13 | 177.0 |
| c | Number of credit hours lost between 10th day & semester end | 3.0 | 7.0 | 4.0 | 8.0 | 3.0 | 25.0 |
| d | Retention rate (% of 10th day credits that are reimbursable) | 91.7% | 75.9% | 94.5% | 83.3% | 81.3% | 87.6% |

1. Describe the five-year retention trends

|  |
| --- |
| The above data is not statistically meaningful in that it applies to an average of 2 declared economic majors each year.  |

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

|  |
| --- |
| Students are strongly encouraged to not only complete each semesters work, but to also earn as high of a grade as possible since economics is a core course in the study of business and reviewed closely by potential employers. The LAC is utilized to assure that well qualified economic tutors are available. Assessments are conducted early in the term to identify deficiencies. I learn the first name of all of my classroom students; attempt to encourage them on a one on one basis; and complete SSS evaluations. |

|  |  |  |
| --- | --- | --- |
| **DATA TABLE 3: Course Grades & Completion for *Discipline*** (Tutorials not included) | **Discipline:** | **Economics** |
| Use to answer question #6 |   |   |   |   |   |   |
|   |   | **Fall Semesters** | **5 Year** |
| **Row** |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **Total** |
| a | Number of enrolled students at 10th day (duplicated) | 2 | 0 | 14 | 6 | 5 | 27 |
| b | Number of successful completions (Grades A, B, C, or P) | 2 | 0 | 9 | 6 | 3 | 20 |
| c | Proportion of successful completions (Grades A, B, C, or P) | 100.0% | 0.0% | 64.3% | 100.0% | 60.0% | 74.1% |
| d | % A | 0 | 0 | 5 | 2 | 0 |   |
| e | % B | 2 | 0 | 3 | 3 | 1 |   |
| f | % C | 0 | 0 | 1 | 1 | 2 |   |
| g | % D | 0 | 0 | 2 | 0 | 1 |   |
| h | % F | 0 | 0 | 0 | 0 | 0 |   |
| i | % I Q | 0 | 0 | 0 | 0 | 0 |   |
| j | % W | 0 | 0 | 3 | 0 | 1 |   |
| k | % P X Z | 0 | 0 | 0 | 0 | 0 |   |
|   |   | **Spring Semesters** | **5 Year** |
|   |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **Total** |
| l | Number of enrolled students at 10th day (duplicated) | 9 | 11 | 10 | 11 | 0 | 41 |
| m | Number of successful completions (Grades A, B, C, or P) | 8 | 9 | 10 | 6 | 0 | 33 |
| n | Proportion of successful completions (Grades A, B, C, or P) | 88.9% | 81.8% | 100.0% | 54.5% | 0.0% | 80.5% |
| o | % A | 5 | 6 | 4 | 2 | 0 |   |
| p | % B | 2 | 3 | 6 | 3 | 0 |   |
| q | % C | 1 | 0 | 0 | 1 | 0 |   |
| r | % D | 0 | 0 | 0 | 0 | 0 |   |
| s | % F | 0 | 0 | 0 | 2 | 0 |   |
| t | % I Q | 0 | 0 | 0 | 0 | 0 |   |
| u | % W | 1 | 2 | 0 | 3 | 0 |   |
| v | % P X Z | 0 | 0 | 0 | 0 | 0 |   |

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

|  |
| --- |
| The above data is not statistically meaningful in that it applies to an average of 2 declared economic majors each year. I requested grade distribution data for economics courses from Dean Pfeifer. |

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

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

|  |
| --- |
| **SECTION B: PROGRAM COMPLETIONS & TRANSFERS** Additional resource: Operational Plans  |

1. Describe the five-year successful *course* completion trends

|  |
| --- |
| The above data is not statistically meaningful in that it applies to an average of 2 declared economic majors each year.  |

|  |  |  |
| --- | --- | --- |
| **DATA TABLE 4: Enrollment & Completion Data for *Discipline* and *Program*** | **Discipline:** | **Economics** |
| Use to answer question #7 |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| **Totals for all Programs in Discipline** |
| a | Declared majors | 2 | 2 | 3 | 2 | 1 | 10 |
| b | Number of program completions | 0 | 0 | 0 | 0 | 1 | 1 |
|  | **Program:** | **Economics (AA 0651** |  |  |  |  |
| c | Declared majors | 0 | 0 | 0 | 1 | 0 | 1 |
| d  | Number of program completions | 0 | 0 | 0 | 0 | 0 | 0 |
|  | **Program:** | **Economics (AS 0851)** |  |  |  |  |
| e | Declared majors | 2 | 2 | 3 | 1 | 1 | 9 |
| f | Number of program completions | 0 | 0 | 0 | 0 | 1 | 1 |

1. Describe the five-year successful *program* completion trends

|  |
| --- |
| The above data is not statistically meaningful in that it applies to an average of 2 declared economic majors each year.  |

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.”

|  |
| --- |
| None |

1. Describe what was done to improve the successful course and program completion rates since the last program review. Indicate how frequently each effort was conducted during the past five years.

|  |
| --- |
| Students have a greater realization of the level of commitment needed to successfully complete online classes. |

1. Describe what will be done to improve the successful course and program completion trends during the next five years.

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

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

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

|  |
| --- |
| **SECTION C: PROGRAM FINANCES**Additional resources: Operational Plans |

|  |  |  |
| --- | --- | --- |
| **DATA TABLE 5: Program Revenue for *Discipline*** (Tutorials not included) | **Discipline:** | **Economics** |
| Use to answer question #12 |   |   |   |   |   |   |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Direct income (Tuition & fees at 10th day) | $37,897 | $44,888 | $42,460 | $43,596 | $54,741 | $223,582 |
| b | Apportionment (Estimated) | $8,933 | $11,784 | $9,666 | $6,578 | $7,720 | $44,681 |
| c | **Total income** (Row a + b) | $46,830 | $56,672 | $52,126 | $50,174 | $62,461 | $268,263 |
| d | Employee expense (Salaries & benefits)1 | $35,194 | $34,367 | $33,968 | $37,520 | $41,123 | $182,172 |
| e | Supply expense (Purchases charged to budget supply line & software purchases) | $351 | $437 | $466 | $257 | $514 | $2,025 |
| f | Equipment expense (Purchases charged to budget equipment line) | $0 | $0 | $0 | $0 | $0 | $0 |
| g | Other expense (Any expense that does not fit into the above categories) | $748 | $1,528 | $2,080 | $224 | $10 | $4,590 |
| h | **Total expense** (Row d + e + f + g) | $36,293 | $36,332 | $36,514 | $38,001 | $41,647 | $188,787 |
| i | **Net income** (Row c - Row h) | $10,537 | $20,340 | $15,612 | $12,173 | $20,814 | $79,476 |
| 1 Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate penalties to programs due to dependent insurance coverage) |

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

|  |
| --- |
| Income up, Apportionment down. |

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

|  |
| --- |
| Average Enrollment per section has been increased (see #1 above for more details). No material requests for additional material, supplies, etc |

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

|  |
| --- |
| All economic textbooks are now available electronically. Classroom handouts have been greatly reduced by greater utilization of “enhanced” classroom tools. Blackboard is used extensively in all classroom sections. |

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

|  |
| --- |
| Encourage greater student use of electronic textbooks and more reliance on Blackboard and other enhanced classroom tools. |

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

|  |
| --- |
| I believe we could improve financial viability by developing a stronger college wide online presence. For example, offering and marketing more online sections for both macro and micro economics. |

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

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

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

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| **SECTION 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Number** | **Year 1: Fall Semester** | **Year 1: Spring Semester** | **Year 2: Fall Semester** | **Year 2: Spring Semester** |
| ECO 211 | X | X | X | X |
| ECO 212 | X | X | X | X |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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

|  |
| --- |
| 4 Semesters |

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?

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

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 (classroom scheduling conflicts have been reduced by working with dean and other professors) No |

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

|  |
| --- |
| None |

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

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

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

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

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

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

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

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

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

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| --- |
| **SECTION F: CURRICULUM: ASSESSMENT**Additional resources: Assessment Summary Reports Operational Plans |

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.”

|  |
| --- |
| All have been assessed. |

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

|  |
| --- |
| There have not been curricular changes as the result of assessments; however, assessment results have led to many changes in terms of instructional delivery, emphasis and student assignments.  |

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

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

|  |
| --- |
| **SECTION G: CURRICULUM: CURRICULAR CHANGES**Additional resources: Assessment Summary Reports Operational Plans |

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

|  |
| --- |
| None |

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

|  |
| --- |
| 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** |
| None |  |  | I plan to take a history of economics course in the near future. I would also like to attend the U or Illinois Online Teaching conference in the spring of 2011 or 2012. I estimate college related expenses for the above two items to be approximately $700.  |
|  |  |  |  |
|  |  |  |  |

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

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

|  |
| --- |
| **SECTION H: FACULTY & STAFF** |

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

|  |
| --- |
|  X Yes, skip to question 37 No, continue with question 36 |

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

|  |
| --- |
| Assure funds are available for faculty professional development. |

1. Will faculty need any *specialized* professional development in the next 5 years?

|  |
| --- |
|  X Yes, continue with question 38 No, skip to question 39 |

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

|  |
| --- |
| See 33 above. |

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

|  |
| --- |
| None |

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

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

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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.”

|  |
| --- |
| 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.

|  |
| --- |
| None |

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

|  |
| --- |
|  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. |

|  |
| --- |
| **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.”

|  |
| --- |
| Customized tutoring in the LAC. Blackboard course enhancement tools (including learning objects, definition games, etc.) for all class sections. |

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

|  |
| --- |
| None |

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

|  |
| --- |
| None |

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

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

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

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

|  |
| --- |
| I have participated in College Career Fairs and as an active community participant discuss the benefits of studies in economics and business at Sauk Valley with prospective students and their parents. |

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

|  |
| --- |
| I believe we could increase enrollment in economics at Sauk by expanding and more actively promoting online offerings.  |

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

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

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

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

|  |
| --- |
| Student evaluations are completed by all economic students on an annual basis. After each assessment I request input from a variety of students which includes those that have significantly improved, done well, or fallen far short of exptations. I also have a student on my review committee and incorporated some of her ideas and suggestions in the preparation of this report.  |

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

|  |
| --- |
| I plan to continue seeking student input in ways described in question 51 above.  |

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

|  |
| --- |
|  Activities will be included in the operational plan. X Activities will not be included in the operational plan. |
| **SECTION M: NON-STUDENT INPUT** Definition: Formal and informal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).Additional resources: Operational plans |

b

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

|  |
| --- |
| I maintain contact and share best practices, etc. with several other college economic professors. In addition, related to my former employment in the financial service industry (including Citicorp Investment Bank), I communicate and maintain contact with a network of individuals that are involved in economics related professions. I also stay very abreast of current economic activities from an investment and investment advisory perspective. Lastly, I have included input from one of the lead economic development professionals in our Sauk district. This information is inputted into the appropriate classes. |

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

|  |
| --- |
| I will continue the activities described in #54 above. |

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

|  |
| --- |
|  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?

|  |
| --- |
|  Growing need X Level need (Please see last comment in Improvements and Rationale for Actions below) Declining need |

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

|  |
| --- |
| 1. Continue to communicate and collaborate with business professionals, and other economics and business professors,
2. Continue to stay abreast of current economic activity, including government’s expanding role in our economy.
3. Expand online offerings in Micro and Macro Economics.
4. Professional development, including teaching methods and improved use of technology.
5. Continue to collect and analyze assessment data.
 |

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

|  |
| --- |
|  X Activities will be included in 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 2010 – 2011**

|  |  |
| --- | --- |
| **Discipline Area** | Economics (AA – 0651, AS – 0851) |

**Improvements & Rationale for Action**

|  |
| --- |
| *A brief description (150 words or less) of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timelin*e.This is the first Economics Program Review. Prior reviews have been included with the overall Social and Behavioral Science Program Review.Improvements in Economics courses have included an increase in the number of online sections and the offering of ECO 211 and ECO 212 in both the fall and spring semesters and ECO 211 in the summer session as well. Classroom sections of both courses have been adapted to Blackboard which provide students with more content and opportunities to learn. Enhanced classrooms have allowed more use of current event “real time” video which allows students to better link economic concepts to what is going on in the world around them. |

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

X Standardized assessments

⁭ Certification and licensure examination results

⁭ Writing samples

⁭ Portfolio evaluation

X Course embedded questions

X Student surveys

X Analysis of enrollment, demographic and cost data

X Other, please specify: In class presentations and discussions

**Statewide Program Issues (if applicable)**

|  |
| --- |
| *A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.**None* |

**BEST PRACTICES REPORT**

***Optional* ICCB Program Review Report**

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

**Title of Best Practice**

|  |
| --- |
|  |

**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**

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

|  |
| --- |
| **SIGNATURES and APPROVALS** |

|  |
| --- |
| **Names and Signatures of the Program Review Team** Add lines if neededSignatures indicate that team members concur with the findings of the program review |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| John Nelson - Chair |  |
| Dr. James A. Wright |  |
| Charles West |  |
| Brittany Behrens – Student |  |
| John R. Thompson |  |
|  |  |
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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 |  |