|  |
| --- |
| **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.

|  |  |
| --- | --- |
| **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 |

|  |
| --- |
| **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.

|  |
| --- |
| **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.

|  |
| --- |
| **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**

|  |
| --- |
| The Political Science Department’s Program Mission at Sauk Valley Community College – within the broader College Mission of SVCC – is to provide students with a quality educational experience, develop critical thinking skills, create a broader view and knowledge of local, national, and global affairs, promote civic engagement, prepare students for advanced academic training, and prepare students for success within their chosen job field. The department works to advance these ends as they relate to the diverse needs of the College’s students and community. |
|  |

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

|  |
| --- |
| **SECTION A: ENROLLMENT & RETENTION DATA** for the discipline  Additional resource: Operational plans |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 1: Course Enrollment for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Political Science** | |
| Use to answer question #1 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Total Sections Offered | 10 | 10 | 10 | 11 | 7 | 48 |
| b | Total Enrollment at 10th day | 192 | 171 | 208 | 228 | 166 | 965 |
| c | Average enrollment for all sections offered | 19.2 | 17.1 | 20.8 | 20.7 | 23.7 | 20.1 |
| d | Course | GOV 163 | GOV 163 | GOV163 | GOV 163 | GOV 163 |  |
| e | Sections | 7 | 6 | 6 | 7 | 7 | 33 |
| f | Enrollment at 10th day | 170 | 145 | 159 | 167 | 166 | 807 |
| g | Average enrollment per section | 24.3 | 24.2 | 26.5 | 23.9 | 23.7 | 24.5 |
| h | Course | GOV 164 | GOV 164 | GOV 164 | GOV 164 | GOV 164 |  |
| i | Sections | 0 | 2 | 2 | 2 | 0 | 6 |
| j | Enrollment at 10th day | 0 | 11 | 26 | 33 | 0 | 70 |
| k | Average enrollment per section | 0.0 | 5.5 | 13.0 | 16.5 | 0.0 | 11.7 |
| l | Course | GOV 232 | GOV 232 | GOV 232 | GOV 232 | GOV 232 |  |
| m | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| n | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| o | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| p | Course | GOV 235 | GOV 235 | GOV 235 | GOV 235 | GOV 235 |  |
| q | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| r | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| s | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| t | Course | GOV 261 | GOV 261 | GOV 261 | GOV 261 | GOV 261 |  |
| u | Sections | 3 | 2 | 2 | 2 | 0 | 9 |
| v | Enrollment at 10th day | 22 | 15 | 23 | 28 | 0 | 88 |
| w | Average enrollment per section | 7.3 | 7.5 | 11.5 | 14.0 | 0.0 | 9.8 |

1. Describe the five-year enrollment trends

|  |
| --- |
| Average enrollment for all GOV courses remained steady or increased over the five year period. The GOV 163 American Government and Politics enrollment is often limited by room size. State and Local Government and International Relations are considered upper level courses, and as such, draw slightly lower enrollments. Further, the general student population often fulfills its social science requirements by taking GOV 163 and is thus less inclined to enroll in upper level courses.  GOV 232 Introduction to Comparative Government and GOV 235 Political Parties have not been offered due to limited human resources within the Political Science department. The department houses one full-time professor whose duties extend into the Communications area. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 2: Enrollment & Retention for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Political Science** | |
| Use to answer question #2 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Number of credit hours at 10th day | 232 | 101 | 166 | 225 | 141 | 865.0 |
| b | Number of reimbursable credit hours at semester end | 205 | 91 | 146 | 178 | 135 | 755.0 |
| c | Number of credit hours lost between 10th day & semester end | 27.0 | 10.0 | 20.0 | 47.0 | 6.0 | 110.0 |
| d | Retention rate (% of 10th day credits that are reimbursable) | 88.4% | 90.1% | 88.0% | 79.1% | 95.7% | 87.3% |

1. Describe the five-year retention trends

|  |
| --- |
| The Political Science department has maintained a high retention rate. With the exception of FY09 retention has remained between 88 – 95 percent. |

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.

|  |
| --- |
| The department has worked to expand the number of GOV163 sections. It has also offered multiple sections of the online GOV163 course during the summer session. State and Local Politics has been added to the online course offerings. The department encourages faculty in other departments to announce the availability of upper-level Political Science courses. Political Science faculty further encourages GOV163 students to enroll in upper level government courses.  Once in the classes the department provides students with study guides, chapter specific guides, and access to study materials on Blackboard, and review sessions. The department further completes mid-term reports for SSS, special needs, and athletes. |

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

|  |
| --- |
| The above activities will continue over the next five years. The department will also work to develop a rotation for the upper-level courses. However, because of limited human resources available within the department, expansion of course availability is limited. As noted in number 1 above, the one full-time Political Science instructor shares duties in the Communications area. The lack of available qualified adjunct instructors in this geographic area and the low salary incentives have combined to limit the pool of consistent adjuncts in the area of Political Science. A significant rise in adjunct salaries would create an incentive to expand the adjunct pool, however, given the present local and state budgetary conditions the available resources to extend such a salary raise is limited. Further, Government 235 was not IAI approved. I have recently submitted the necessary paperwork for approval. |

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.

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 3: Course Grades & Completion for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **Political Science** | |
| 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) | 50 | 18 | 21 | 33 | 30 | 152 |
| b | Number of successful completions (Grades A, B, C, or P) | 27 | 14 | 16 | 23 | 25 | 105 |
| c | Proportion of successful completions (Grades A, B, C, or P) | 54.0% | 77.8% | 76.2% | 69.7% | 83.3% | 69.1% |
| d | % A | 15 | 10 | 9 | 6 | 19 |  |
| e | % B | 8 | 2 | 3 | 8 | 6 |  |
| f | % C | 4 | 2 | 4 | 9 | 0 |  |
| g | % D | 3 | 2 | 0 | 1 | 1 |  |
| h | % F | 9 | 2 | 2 | 2 | 1 |  |
| i | % I Q | 0 | 0 | 0 | 0 | 0 |  |
| j | % W | 11 | 0 | 3 | 7 | 3 |  |
| 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) | 29 | 18 | 37 | 42 | 19 | 145 |
| m | Number of successful completions (Grades A, B, C, or P) | 21 | 10 | 22 | 26 | 16 | 95 |
| n | Proportion of successful completions (Grades A, B, C, or P) | 72.4% | 55.6% | 59.5% | 61.9% | 84.2% | 65.5% |
| o | % A | 12 | 7 | 7 | 15 | 13 |  |
| p | % B | 7 | 2 | 12 | 8 | 2 |  |
| q | % C | 2 | 1 | 3 | 3 | 1 |  |
| r | % D | 0 | 0 | 2 | 0 | 0 |  |
| s | % F | 2 | 3 | 1 | 6 | 1 |  |
| t | % I Q | 0 | 0 | 0 | 0 | 0 |  |
| u | % W | 6 | 5 | 12 | 9 | 2 |  |
| v | % P X Z | 0 | 0 | 0 | 1 | 0 |  |

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

|  |
| --- |
| My understanding is that this reflects the completion rate of Political Science majors in all college classes. The completion rate varies greatly from year to year with a low of 55 percent in FY07 to a high of 84 percent in FY10. The five year average is 65.5 percent, which appears to be consistent with the average of other disciplines within the social and behavioral sciences area. Most students taking government courses are not government majors, they take the course for general education purposes. Students who do not perform well tend to withdraw. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 4: Enrollment & Completion Data for *Discipline* and *Program*** | | | | | **Discipline:** | **Political Science** | |
| Use to answer question #7 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| **Totals for all Programs in Discipline** | | | | | | | |
| a | Declared majors | 14 | 6 | 12 | 13 | 8 | 53 |
| b | Number of program completions | 1 | 3 | 1 | 3 | 2 | 10 |
|  | **Program:** | **Political Science (AA 0653)** | | |  |  |  |
| c | Declared majors | 12 | 2 | 9 | 11 | 8 | 42 |
| d | Number of program completions | 1 | 3 | 0 | 1 | 2 | 7 |
|  | **Program:** | **Political Science (AS 0853)** | | |  |  |  |
| e | Declared majors | 2 | 4 | 3 | 2 | 0 | 11 |
| f | Number of program completions | 0 | 0 | 1 | 2 | 0 | 3 |

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

|  |
| --- |
| Of the declared majors, 10 out of 53 students completed their Associate degree at Sauk. Many Political Science majors attend Sauk to complete their general education requirements and then move on to the university level. Only GOV163 American Government is required by IAI for Political Science transfer students. As such, students are not working toward completing an AA or AS degree. |

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.

|  |
| --- |
| The political science department provides students with study guides, chapter specific guides, access to study materials on Blackboard, and review sessions. The department further completes mid-term reports for SSS, special needs, and athletes. This is performed each semester. It should further be noted that both full-time faculty teaching Political Science courses hold doctorate degrees. |

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

|  |
| --- |
| The above activities will continue over the next five years. The department will further work to develop a rotation for the two-hundred level courses as a way to allow Political Science students to complete more of the departmental classes at SVCC. However, the completion of the AS or AA degree is dependent on the individual situation of each student and the availability of non-departmental courses needed to complete the degree. |

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.

|  |
| --- |
| X Activities will be included in the operational plan.  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:** | **Political Science** | |
| Use to answer question #12 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Direct income (Tuition & fees at 10th day) | $46,009 | $47,959 | $60,321 | $65,782 | $51,304 | $271,375 |
| b | Apportionment (Estimated) | $10,273 | $10,641 | $12,636 | $9,060 | $7,011 | $49,621 |
| c | **Total income** (Row a + b) | $56,282 | $58,600 | $72,957 | $74,842 | $58,315 | $320,996 |
| d | Employee expense (Salaries & benefits)1 | $34,415 | $42,104 | $47,712 | $54,475 | $55,165 | $233,871 |
| e | Supply expense (Purchases charged to budget supply line & software purchases) | $421 | $426 | $657 | $386 | $478 | $2,368 |
| 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) | $897 | $1,490 | $2,934 | $336 | $9 | $5,666 |
| h | **Total expense** (Row d + e + f + g) | $35,733 | $44,020 | $51,303 | $55,197 | $55,652 | $241,905 |
| i | **Net income** (Row c - Row h) | $20,549 | $14,580 | $21,654 | $19,645 | $2,663 | $79,091 |
| 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.

|  |
| --- |
| Direct income shows a continue increase over the first four years, jumping $20,000 from FY06 to FY09. FY10 shows a decline, likely a direct result of the full-time political science faculty member’s sabbatical leave and, thus, resulting in fewer course offerings over this period. Though direct income has increased, Apportionment has declined, reflecting the decline in state contributions to education. As a whole the program’s net income was nearly $80,000 over the five year period.  Expenses have increased as well, though total expenses have remained relatively consistent the past three fiscal years. Supply expenses also remained consistent over the five year period. The department accumulated no equipment expenses. |

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

|  |
| --- |
| The department limited supply and equipment costs, more students were enrolled per class, and summer internet courses were added. |

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

|  |
| --- |
| The department has begun utilizing Blackboard more frequently for on campus classes. This facilitates the electronic distribution of assignments. Further, the department has been more conscious of utilizing both sides of the paper when printing hard copies and printing only in black and white to minimize the need for expensive color printer cartridges. The department has also become more conscious of recycling unused or old print documents and books and journals. |

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

|  |
| --- |
| The department hopes to expand the use of Moodle and continue using efficient printing practices. In the next five years we will see the continued growth of e-textbooks. As these become more widely available this may become an additional option for textbook purchases and, thus, I may consider making e-textbooks a purchase option for students. |

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

|  |
| --- |
| The department plans to offer more classes and more of the classes as internet options. It is hoped that the greater number and availability of courses will generate additional revenue – both direct and through apportionment. Little, if any, movement can be made on the supply and equipment budgets. |

1. Summarize the activities identified above in the operational plan (under 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. |

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

|  |
| --- |
| **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** |
| GOV 163 | X | X | X | X |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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

|  |
| --- |
| Four semesters if the student takes a full load and does not require developmental courses. |

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  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.

|  |
| --- |
| Activities will be included in the operational plan.  Activities will not be included in the operational plan.  Issues have already been corrected.  NA: There have been no issues. |

|  |
| --- |
| **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.  Issues have already been corrected.  NA: There have been no issues. |

|  |
| --- |
| **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.”

|  |
| --- |
| Assessment showed students had difficulty with the idea of Federalism in the GOV163 course. More time has been devoted to this topic in the GOV163 resulting in an overall positive growth in results. These results, however, vary from class to class. |

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, other than #29 above. |

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** |
| Add Middle East Politics Course. | None | Fulfilled within existing faculty. | None |
| GOV 232 Introduction to Comparative Government | None | Fulfilled within existing faculty. | None |
| GOV 235 Political Parties | None | Fulfilled within existing faculty. | None |

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

|  |
| --- |
| 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?

|  |
| --- |
|  |

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

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

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

|  |
| --- |
| None |

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, see number 4 above. |

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. |

|  |
| --- |
| **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.”

|  |
| --- |
| None |

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.

|  |
| --- |
| Political Science faculty participated in outside speaking activities and conferences (annually), and published in academic journals (three years). The department has further participated in Global Awareness Week promoting global issues and the classes related to those issues (annually). |

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

|  |
| --- |
| Continue the above activities. Create a departmental website containing course information and classroom support material. The website will be constructed by the government faculty with assistance from the IT department and marketing. |

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 (annually), conversations with students (each semester), and assessment (annually). The GOV163 American Government online course was modified to have smaller, yet more frequent exams rather than fewer and larger exams. This assisted in knowledge retention. |

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.”

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

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 |

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.

|  |
| --- |
| Attending conferences (six conferences), participating in research projects with outside faculty (continues since 2007), acquiring information through sabbatical leave (one leave), working with non-governmental organizations (NGOs) (one year), attending local community activity meetings (five years), engaging in summer programs (three programs) and reading academic journals and texts (five years). |

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.”

|  |
| --- |
| Attending conferences, participating in research projects with outside faculty, working with NGOs, attending local community activity meetings, and reading academic journals and texts. |

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. |

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

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

|  |
| --- |
| X Growing need  Level need  Declining need |

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

|  |
| --- |
| 1. Expand the number of internet offerings. 2. Continue professional development. 3. Continue collection of assessment data. 4. Create departmental website. 5. Expand the use of Moodle for on-campus classes. |

1. Summarize plans to address the top five priorities in the operational plan. 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. |

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required* ICCB Program Review Report**

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

|  |  |
| --- | --- |
| **Discipline Area** | Political Science (AA – 0653, AS – 0853) |

**Improvements & Rationale for Action**

|  |
| --- |
| This is the first departmental program review. Previous reviews examined the Social and Behavioral Science area as a single unit and, therefore, do not provide a basis for comparison. With this in mind, the Political Science department has been able to expand the offering of the core GOV163 American Government course by adding more sections. The department has improved its quality of instruction through participation in professional development and sabbatical leave. The department has begun offering more online courses and more sections of online courses. The GOV261 International Relations course has been updated to reflect the changing global environment.  The department plans to add new online classes. GOV 232 Introduction to Comparative Politics will be offered online Fall 2011. The department is in the process of gaining IAI approval for GOV 235 Political Parties. Depending on the approval date, this course is expected to be offered online Spring 2012. The department is also in the process of developing a Middle East Politics course. This course still needs to be developed and receive curriculum committee and IAI approval. It is believed this course can be offered Fall 2012. |

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

⁭ X Standardized assessments

Certification and licensure examination results

⁭ X Writing samples

Portfolio evaluation

⁭ X Course embedded questions

Student surveys

Analysis of enrollment, demographic and cost data

Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
| 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)**

|  |
| --- |
|  |

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

|  |
| --- |
|  |

**Contact Information**

|  |
| --- |
| Sauk Valley Community College  Name & Title: Paul R. Edleman, PhD; Professor – Speech and Political Science  Phone Number: 815.288.5511  E-mail Address: edlemap@svcc.edu |

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

|  |  |
| --- | --- |
| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review | |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Dr. Paul R. Edleman – Chair |  |
| Dr. Dennis Day |  |
| Kevin Fox – Student |  |
| Terry Lyn Funston |  |
| Halima Khan – Community Member |  |
| Dr. Jim Wright |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **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 |  |