

STUDENT & ACADEMIC SUPPORT PROGRAM REVIEW

Instructional Technology
FISCAL YEAR 2014

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

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

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

Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-Early September	Optional “early start” is available to areas who want to get the Program Review process started sooner. Area leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Planning (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20 or sooner	Program reviews are due. Area leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College’s Program Review Committee will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results fully substantiated. The Vice-President of Academics and the College President determine final acceptance of all program reviews.
March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from <u>approved</u> program reviews should be completed. They will be forwarded by the Dean of IR to the President’s Cabinet for consideration.
April	Instructional areas will submit next year’s operational plans, including action items identified in the program review.

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Instructions

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

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

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

Alignment with the College Mission

College Mission *Tells who we are as an institution and what we do*

SAUK VALLEY COMMUNITY COLLEGE is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

College Vision *Tells where we want to go as an institution*

SAUK VALLEY COMMUNITY COLLEGE will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

Program Mission

The mission of IT at Sauk Valley Community College is to support the teaching and learning environment at SVCC. The major objectives of IT are to:

- Foster the development of innovative and proactive instructional expertise
- Assist faculty in the integration of technologies that enhance learning
- Provide access to learning through the use of educational technologies
- Provide training and support to faculty and staff in the use of current technologies

Identify the major functions carried out by this Unit (include as many as are appropriate):

1. Provide professional development for all full and part-time faculty through a variety of formats, including face-to-face workshops and boot camps, hybrid and online learning opportunities (e.g., i3, webinars), web-based just-in-time resources, Teaching Tips and SVCC Instructional Technology Café blogs, etc. Collect regular needs assessments data to inform responsive programming.
2. Track trends in higher education and community college teaching, learning and new technology use; advise faculty and staff on appropriate utilization at SVCC; research specific trends and new technologies upon request, e.g., MOOCs (Massive Open Online Course format), open educational resources, flipped classrooms, faculty evaluation.
3. Participate at the state level in online education initiatives through ILCCO (Illinois Community College Online consortium), including online course sharing, professional development for faculty, proactive sharing of resources and information across 24+ colleges.
4. Collaborate with faculty in the instructional design of courses, units/modules within courses, and individual learning activities, especially when technology is involved.
5. Consult with individual disciplines on instructional projects, e.g. eportfolio development, etc.; consult with individual departments on technology or software purchases.
6. Serve as the initial point of contact for technical support for all faculty, staff and students through the Help Desk and technical support web pages. Provide direct support to faculty and staff on *instructional* technology needs, referring other requests to IS. Serve on-call on weekends or other days the College is closed, checking Moodle for reliability and carrying out a “Moodle is down” emergency procedure we have developed, if needed.
7. Install, maintain, and service all enhanced classroom equipment, including built-in equipment and portable equipment such as clickers.
8. Provide timely faculty/user support for the enhanced classrooms.

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9. Provide staff access to assorted technology equipment through a checkout service (e.g., laptops, digital cameras, tablets, headphones, clickers, etc.).
 10. Manage purchasing research, setup and running of equipment/software for campus events, including commencement.
 11. Individual consultation with faculty on college teaching across all modalities, including online, hybrid, face-to-face, compressed video, web conferencing, etc.
 12. Individual consultation with faculty on integrating technology into teaching and learning.
 13. Partner with faculty and staff in developing multimedia products, such as video clips, podcasts, images, etc.
 14. Convert instructional materials to meet accessibility needs of students, such as captioning video, building transcripts of podcasts, etc. Assist faculty and staff in learning how to make these course materials accessible to all students.
 15. Serve as the primary support system for online education at SVCC, including 1) the daily management and support of the College's LMS (learning management system; currently Moodle), 2) the coordination of LMS upgrades and the corresponding training, tutorials and support, and 3) the monitoring of online education at SVCC (annual status update based on SVCC data, student surveys, student services focus groups, etc).
 16. Serve as resources on legal issues affecting the classroom, such as copyright, accessibility, and online/distance education federal requirements.
 17. Partner with various college committees to provide leadership to the College in the areas of Faculty Development (Workshop Day planning, course evaluation form development, etc), Assessment, Retention, strategic planning (OPIC), Marketing, Learning Resource Center, etc.
 18. Contribute to College's retention initiatives through active involvement in student orientation, and curriculum development and support for First Year Experience 101
- Note: Staff time is allocated unevenly across these functions, with major emphasis on 1, 2, 6, 8 and 15. Services that we would like to spend more time on are 4, 5, 11, 12, and 13, serving the primary constituent group we are charged to support (faculty).

PART 1: FINANCES – COST EFFECTIVENESS

Strategic Objectives 3.1 & 3.2

Note: The Part 1: Finances section of this Program Review presents a combined report for both IT and IS, in part because our budgets overlap and because over the past 5 years, three IS/IT budget managers have interpreted the account guidelines differently, resulting in account totals that are not comparable. As a result, a combined IT/IS report is the most accurate. Beginning with Part 2 of the Program Review, IS and IT are submitting their own respective Program Reviews.

1. Using **Table 1 (rows p-r)** as a reference, has the program stayed within its allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

Looking at the budget totals for each of the last 5 fiscal years, IS/IT operated within the overall allocated budget. However, due to inconsistencies of assignment of expenses to specific sub-accounts, we are unable to ascertain whether each sub-account has accurate dollar amounts. We have met with the Director of Business Services to determine consistent allocation of expenses to accounts to allow more accurate monitoring of expenses in the future.

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2. Using **Table 1 (all rows)** as a reference, *describe* the overall five-year income and expense trends for each program.

For the reasons described above, income and expense trends cannot be accurately determined within individual accounts.

One of the trends that is influencing expenses the most is that the number of “systems” at Sauk is increasing (along with regular updates), while the number of staff remains the same. A much needed FY14 request for additional IS staff was denied.

Additional trends affecting expenses include:

- More sophisticated requests for web-based services requiring substantially more top-level programming skills and time (IS).
- Expensive hardware replacements due to on-demand, inconsistent yearly expenses rather than a more even “refresh” cycle model that was used in the past (IS).
- Needed Banner add-ons to meet institutional needs are too expensive; time consuming work-arounds (i.e. staff time) or purchasing of cheaper replacement tools which may not integrate well with Banner are substituted (IS).
- Moving to “cloud” based solutions requires less hardware but have large startup costs (IS).
- A long vacant position (Coordinator of Administrative Services and Computing) and pending staff retirements will affect the department’s ability to continue to respond to these demands (IS).]

3. *Describe* what your area did during the previous five years to improve the program’s financial viability.

- Sought bids where appropriate, took advantage of any discounts, worked closely with vendor representatives to make sure we were aware of lower priced options or bundles when purchasing equipment, supplies, and software licenses.
- Increasingly installed new equipment and software using Sauk staff rather than external professional services.
- Provided advice or consultation upon request when other Sauk departments were considering equipment or software purchases.
- Bought refurbished printer toner for many department printers.
- Eliminated the computer “refresh” cycle for the replacement of faculty, staff, and student lab computers. (See note in #4 below.)]

4. Describe what your area will do over the next five years to improve the financial viability of the program.

- Reduce the number of printers college-wide, incorporating laser printers for groups of faculty and staff instead of individual laser printers on every desk (IS).
- Reduce the number of student labs to reduce costs while maximizing utilization of existing lab space (IS).
- Determine when it is possible to replace parts rather than replace a computer, in an effort to stagger needed hardware replacement (IS).
- Reestablish a cost effective “refresh” cycle for all College computers (IS).

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- Identify reliable projector lamp suppliers at reduced costs (IT).
- Establish a cost effective “refresh” cycle for classroom technology equipment (IT).
- Evaluate license agreements for departmental and college-wide software to ensure cost effectiveness (IS).

→Add the financial viability plan to the Operational Planning matrix found near the end of this program review template.

PART 2: QUALITY

Note: The remaining parts of this Program Review document are for IT only. IS is writing their own Program Review from here on out.

STAFFING

5. Using **Table 2** as a reference, *describe* the five year staffing trends in your area. Is staffing appropriate for the area? Explain.

[The number and types of IT staff are appropriate for our current and anticipated needs for the next five years. They include:
 Molly Baker, Director
 Kathy Dirks, Instructional Technology Support Specialist (oversees Help Desk, smart classrooms, checkout service, equipment setup for campus events, and training of work study student staff .
 Greg Noack and Robin Fisch, Instructional Designers (manage Moodle LMS; faculty support especially for technology integration, course design and college teaching/learning; faculty professional development; accessibility services for converting course materials; FYE; liaison to specific disciplinary instructional support, etc.)]

6. If staffing changes are needed for this area within the next five years (including next FY), please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate “none.” Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

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

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

PROFESSIONAL DEVELOPMENT

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7. List all full-time employees and the professional development (that is relevant to your area) they have participated in the last five years (don't include in-service or workshop days, but other on-campus specialized activities could be included and certainly off-campus PD). If a full-time employee has not participated in professional development within the last five years, list the full-time employee and place "none" in the description area.

Full-time Employee Name	Description of Professional Development Activities (list all activities for each individual in one row)	Fiscal Year of Activity
Molly Baker	<p>FY12, 13 – ILCCO (Illinois Community College Online consortium) book study (3), webinars (6), Growing Online Learning conference (2).</p> <p>FY13, 14 - Moodle: 4-5 Moodlerooms webinars, several Moodle2 bootcamps and workshops</p> <p>FY13 – iPad Summit, Sterling Schools</p> <p>FY12-14 - ~9-10 American Society for Training and Development (ASTD) webinars (training adults)</p> <p>FY12-13 - 5 iPads, Tablets and More Users Group meetings</p> <p>FY12 - Emergency Preparedness, SVCC</p> <p>FY13 – Cardiopulmonary Resuscitation (CPR), SVCC</p> <p>FY13 - Admin Radio training, SVCC</p> <p>FY13 - Google Apps training, SVCC</p> <p>FY13 – ICCCA (Illinois Council of Community College Administrators) Conference, Springfield</p> <p>FY13 - Video in education summit (online)</p> <p>FY12,13 - Mentor training, SVCC</p> <p>FY13 - Moraine Valley Community College First Year Experience (FYE) faculty training</p> <p>FY14 – Professional and Organizational Development (POD) Network national conference (faculty development, admin of faculty development centers, etc)</p> <p>FY12-14 - ~10-15 miscellaneous webinars by Campus Technology, Inside Higher Ed, Janet Slack, etc. on assorted topics relevant to IT</p>	See FY dates left
Kathy Dirks	<p>FY09 - SVCC Staff Retreat “Working together the Sauk Way!”</p> <p>FY10 – SVCC Staff Retreat “Celebrating Sauk and You!”</p> <p>FY10 - Staff Exchange @ Elgin Community College for IT Help Desk (8-10 community colleges were involved)</p> <p>FY11 – SVCC Staff Retreat “Time and Self Management”</p> <p>FY12 – SVCC Staff Retreat “Generations”</p> <p>FY12 – SVCC “Creating a WOW Customer Service Experience”</p> <p>FY13 - Meeting of Area College IT Professionals - @ AVI in Davenport</p> <p>FY13 – SVCC Staff Retreat “Beyond the Call of Duty”</p>	See FY dates left

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[Robin Fisch]	FY12 – Faculty Summer Institute (FSI) Conference (online education through Illinois Online Network (ION)) FY13 – iPad Summit, Sterling Schools FY11, 12, 13 - ILCCO Growing Online Learning conference (online) FY11, 12 - Illinois Association for Educational Communications and Technology (AECT) Conference (tech integration in higher education) FY13-14 – MVCR (Making the Virtual Classroom a Reality) Online Administration certificate program – Online courses during 2013: Issues and Strategies in Faculty Training; Administration Seminar FY11-14 - Frequent 1-hour webinars through Moodlerooms, ILCCO (online teaching), and assorted other providers.]	[See FY dates left]
[Greg Noack]	[FY12 - FSI Conference (online education through ION) FY13 – iPad Summit, Sterling Schools FY12, 13 - ILCCO Growing Online Learning conference (online) FY12 - Illinois AECT Conference (tech integration in higher education) FY12 – LERN (Learning Resources Network) instructional design online course FY11-14 - Frequent 1-hour webinars through Moodlerooms, ILCCO (online teaching), and assorted other providers.]	[]

8. List any professional development that part-time employees have attended within the last five years or indicate “none”. (Just list part-time employees that have participated in professional development).

Part-time Employee Name	Description of Professional Development Activity	Fiscal Year of Activity
[Student workers only]	[None]	[]

9. If area employees (including part-time employees) need any required professional development within the next 5 years, list the specialized professional development needed, the year of anticipated need, and what employee will need to participate in the professional development.

Employee Name/Position	Description of Specialized/Required Professional Development Activity (include the word “required” in the description)	Fiscal Year Necessary
[All]	[None <i>required</i> for certification, but much professional development is necessary to keep up with current technologies, faculty development and college teaching. We have all learned how to mine	[]

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	free learning opportunities as much as possible, to pay for high-quality learning opportunities that are offered online to minimize travel costs, and to get involved through networking with colleagues across the state.]	
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→Add the required professional development to the Operational Planning matrix for the appropriate FY.

10. For each full-time employee, describe additional professional development that he/she will plan to participate in the next 5 years (not already listed above)?

Employee Name/Position	Description of Anticipated Professional Development Activity.	Fiscal Year(s) of Activity
[Molly]	[Growing Online Learning ILCCO conference and other ILCCO webinars, many free webinars offered by many sources, 1 faculty development conference or ICCCA per year]	[2014-2019]
[Kathy]	[SVCC staff retreats, occasional webinars and networking opportunities with professional colleagues in the state]	[FY14-19]
[Greg]	[ILCCO Growing Online Learning conference, Moodlerooms update webinars, 1 regional conference per year (Educause, FY14), additional software tutorials as new tools are acquired or upgraded]	[FY14-19]
[Robin]	[ILCCO Growing Online Learning conference, Moodlerooms update webinars, MVCR Online Administration certificate program online courses (2-3) and when completed, then 1 regional conference per year, additional software tutorials as new tools are acquired or upgraded]	[FY14-19]

→Add the proposed professional development to the Operational Planning matrix for the appropriate FY.

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EQUIPMENT & SUPPLIES

11. Identify new and/or replacement equipment, software, and/or supplies needed by the program within the next five years (including items needed next FY). Include cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate “None.”

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Also, describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost (\$)	Total Cost of Equipment (\$)	Additional Annual Cost (if applicable) (\$)
[FY2014-19]	[Software updates]	[We have standardized on a select set of design and development software tools. They are used to support faculty utilization of technology in their classes, as well as multimedia development by our staff. Our budget anticipates updating these tools periodically. Projecting out 5 years is impossible, in terms of new tools that might meet College needs, but we will likely add 1 or 2 tools to our standard portfolio during that time. Free software, such as Web 2.0 tools, and trial versions are utilized whenever possible. We are frequently asked to support additional tools as they are acquired by the College. When possible, we take training and support them as much as we can.]	[]	[]	[]	[]
[FY2014-19]	[Equipment updates for checkout service]	[As our clientele’s needs change and through normal wear and tear, we gradually upgrade our collection of equipment we checkout, e.g., digital cameras, clickers, laptops, headphones, etc. These purchases are built into our annual budget and acquired as funds allow.]	[]	[]	[]	[]
[FY2014-15]	[Classroom Projectors]	[In recent years, we have upgraded 2/3 rd s of the enhanced classrooms with updated equipment. We anticipate in the next couple of years, we will need to update the remaining third’s projectors (and mounts) and the document cameras. We will be phasing out the touch screens and VHS/DVD players as they	[12]	[1000]	[12000]	[]

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		“die.” We have paid for enhanced classroom updates with bond money in the past.]				
[FY2014-15]	[Classroom document cameras]	[See above.]	[12]	[500]	[6000]	[]
[2015-16]	[Portable tablets lab]	[With the reduction of labs (see Finance section) and current demand for “occasional” lab use, we are getting requests for portable labs that can be checked out and used in non-lab classrooms for individual class sessions here and there. We would purchase the tablets (\$500 each), a total protection plan that covers each device for ~2 years (\$100), a cart to store, synch, charge, and transport them (~\$2000), and a required laptop on the cart to manage all of these maintenance functions (\$1500-\$2000).]	[30 tablets and 1 cart]	[\$600]	[22000]	[]
[2015-16]	[Portable laptop lab]	[With the reduction of labs (see Finance section) and current demand for “occasional” lab use, we are getting requests for portable labs that can be checked out and used in non-lab classrooms. We would purchase the laptops (\$1000), a total protection plan that covers each laptop for ~3 years (~\$300), a cart to store, synch, charge and transport them (~\$2000) and a required laptop on the cart to manage all of these maintenance functions (\$1000).]	[30 laptops and 1 cart]	[\$1300]	[42000]	[]
[2015]	[Set of clickers]	[Due to the popularity of using clickers to enhance in-class learning and engagement, our clicker sets are constantly being checked out and in demand. Additionally, more instructors are interested in using them on a regular basis, in every class in some cases. We really need another set.]	[50 + receiver unit and case for the set]	[30]	[1500]	[]

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

FACILITIES

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12. Discuss with the Director of Building and Grounds (ext. 299) to determine if your area is accessible to disabled persons? If no, what upgrades are needed to be in compliance?

[Our space is generally accessible to disabled persons, with the exception of our ITC lab which does not have an adjustable table for wheelchair access. We could put the table on blocks, as needed, but we currently do not have any faculty or staff members who need this accommodation. Similarly, we do not provide screen readers or screen enlarging software tools, but can acquire those through Human Resources should there be a need for it for one of our faculty or staff members. Our working lab is not open to students.]

13. Identify facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate “None.”

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.	Estimated Expense (\$) (contact the Director of B&G)
[2014]	[With the recent change in the Library configuration, the noise level between the Library and our ITC has mounted substantially. Our request to remodel our shared wall to reduce the noise was denied in the FY2014 budget requests. As a result, we were able to move one staff member’s office to outside the IT area. The noise from our ITC (back room) floats into the Library and can be problematic for students studying there (when we are hosting webinars, doing individual faculty consultation, holding meetings in our conference area). Privacy is impossible, as well. The noise when students are working in study groups or receiving library instruction can be problematic for faculty and others who are trying to work in our ITC, as well.]	[Building and Grounds estimated that rebuilding and insulating (for sound) the common wall between the Library and IT, while carrying the wall higher, would improve the situation substantially. Their estimate of the cost last spring is listed here.]	[\$5550]

→If facility improvements are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

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SERVICES

Use the graduate follow-up surveys and the Student Satisfaction Inventory (SSI) to help answer some of the following questions.

14. If applicable, examine the graduate follow-up surveys summaries. What was the average rating for your area during the last five years?

Fiscal Year	Average rating (0-4)
NA	

15. In response to the graduate follow-up survey ratings, were any area modifications made to the area? What were the modifications?

NA

16. Were different student surveys administered during the last five years (e.g., Noel-Levitz/SSI, but could also include additional surveys including “in-house” surveys) that provided quality feedback on the student or academic services provided by the area? If yes, describe the survey instrument(s) used and the useful information taken from the survey. What changes were made to the area in response to the survey?

During the Fall of 2013, we administered a survey to online students only, asking for their input on many aspects of their online learning experience through SVCC, except the actual teaching of the class. We analyzed the data by age of the students, whether they were new to online learning or not, gender, full-time/part-time status, and educational level. Many valuable suggestions were made for improving Sauk’s student services to this audience. We are in the process of capturing relevant data from the survey to share with each support area of the College. The survey confirmed that our IT student services have been effective (e.g., Help Desk, web site tech help resources, Skyhawks Tech Help service, Moodle orientation), but that a few Moodle issues need to be evaluated and adjusted and as many as 50% of the students were not aware that some of our services even existed [see Marketing section].]

17. Will student surveys (s) be used within the next five years to receive feedback on the student or academic services provided by your area? List all possible survey instruments. Describe the instrument(s) and the type of information it will provide and the year(s) it will be administered.

We expect to repeat the online student survey every two years.

→If applicable, add the survey proposal to the Operational Planning matrix and the FY(s) it will be administered.

If a survey instrument has not been approved by SVCC’s IRB, contact the Dean of IR for approval.

18. Describe any future efforts to improve efficiencies or services for the area and indicate the FY of implementation; **OR** indicate “None.”

Proposed Change	Proposed Fiscal Year Implemented
As a side benefit of the movement of one of our staff offices out of IT, due to the noise issues with the Library, we have been able to completely	2014

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<p>reorganize our storage of equipment, parts, teaching materials, etc., supporting a more efficient use of these items.</p>	
<p>For the purposes of the Program Review, we surveyed our constituents:</p> <ul style="list-style-type: none"> • all faculty (35 responded, full and part time, from all academic areas., new/mid-career/senior, all levels of technology comfort), • all staff (48 responded, full and part-time, from all service areas, new/midcareer /senior), and • administration (8 responded) <p>Faculty and staff received a common set of questions and each also received some questions specific to their faculty or staff role at the College. We asked everyone to evaluate the quality of twelve of our core services and the interpersonal quality of our support staff.</p> <ul style="list-style-type: none"> • All twelve services were rated at 2.25 out of three or higher, most above 2.6. • Interpersonal service was rated at 76-90% on all criteria, with particular strengths in “helpful and flexible in solving problems or offering solutions” and “clear in explaining technical matters.” <p>Participants were also invited to make suggestions on how we can improve our services or add new ones. We received two suggestions from faculty and three from staff. They are reflected in the Results report below.</p> <p>Additionally, faculty were asked to provide several other kinds of input, so that we can better target our future professional development opportunities and services in ways that they prefer or serve their needs better. Survey Monkey allows us to sort results by constituent subgroups (full-time, part-time/adjunct, gender, curricular area, amount of teaching experience), which we have done for our own use as we structure future learning opportunities for various target groups of faculty.</p> <p>Results or suggestions that will affect our future “efficiencies and services” include:</p> <ol style="list-style-type: none"> 1. Shorten and refocus the i3 class so that it includes essential information for new online instructors only; perhaps make it hybrid instead of fully online; develop a new type of learning opportunity/plan for targeting specific skills and teaching ideas for <i>experienced</i> online instructors. 2. Develop additional learning opportunities that will earn promotional credit, to be conducted during the regular Fall or spring semesters OR during the breaks between semesters (Jan, May, August) per strong survey preferences. About 1/3rd of respondents also liked the “summer institute” option. These would require administrative approval, of course. Only three of the respondents were not interested in expanding promotional credit opportunities. 3. Emphasize 1-day boot camps and web-based resources and interactive tutorials as learning formats (62% each). 40% of the respondents also liked hybrid learning opportunities and 1-hour Webinar sessions/recordings. 	

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<ol style="list-style-type: none"> 4. Publicize how to reach the “after hours” enhanced classroom support person on duty (40% of faculty and 51% of staff were not “aware that to get help with the enhanced classrooms after 4:30PM, you should call the Info Desk to contact the support staff person on duty.” See Marketing section. 5. Utilize responses to the two questions asking about “main challenges” faculty are experiencing in teaching their classes and in using technology to support their classes to select topics for Workshop Day and for development of online resources. 6. Acquire more iPads/tablets available for checkout by faculty for individual and classroom use. 7. Strengthen support of student computer issues, especially personal devices. [Note: We started a new initiative this Fall, the Skyhawks Tech Support Service, and will continue to publicize this service to students. See Marketing section.] 8. Assist with using personal devices in the classroom to support instruction. We will be doing a session on this topic at the adjunct Spring 2014 in-service and will likely find an opportunity during a Wed faculty meeting or Workshop Day for full-time faculty, as well. <p>Per our mission, we will also continue to explore and implement, when possible, innovative learning opportunities for faculty, in part to provide modeling opportunities for them to try them out in their classes. A MOOC, a webinar series, and using Captivate software to create interactive tutorials are on the immediate horizon.</p>	
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→If applicable, add the plan to improve efficiencies to the Operational Planning matrix and the FY(s) it will be administered.

MARKETING

19. What marketing strategies has the area already conducted within the last five years to promote the student or academic support services offered by the area? Summarize the findings.

1.	IT section of the SVCC Web site: We have been trying to redesign this entirely, but have been hampered by more urgent priorities.
2.	Email and electronic fliers
3.	Hawk’s Nest articles
4.	IT Café blog is used for training and for marketing of IT events and services.
5.	Tabletop tents and fliers about the Skyhawk Student Tech Service, Moodle Help, etc.

20. What marketing strategies will the area conduct within the next five years to promote the student or academic support services offered by the area and what is the proposed year of implementation? What benefits are you predicting from the new marketing strategies? What data will be collected to monitor the potential impact? [It is strongly encouraged to contact the Coordinator of Marketing for additional ideas.](#)

Marketing Effort	Expected Benefits/Data collected	Fiscal Year of Implementation
We asked our constituents in the Program Review survey which “communication	[Not a new strategy. Will ask this question again on future administration of the survey.]	[FY2014+]

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<p>methods would you value most when learning about IT's activities/events". Email was by far the most valued. Those with low votes included the Hawk's Nest, paper fliers in their mailboxes, text alerts and Twitter. We have assisted the Faculty Development Committee in developing appealing electronic fliers for the Workshop Days, as well.]</p>		
<p>[Department Name Change to "Teaching, Learning and Technology" department</p>	<p>[Name better identifies what our department does for newer faculty/staff and external entities. "IT" to vendors, other institutions and employees in the IT field means "information technologies," what our IS department does, in other words. Input from many departments a year ago indicated that they saw the value in the name change. Dr. Mihel requested that we proceed with our programming and other plans, gauge the response of the College faculty, and revisit the request this year.</p>	<p>[FY14</p>
<p>Faculty/staff awareness of who to call to get help during regular hours and after hours.</p>	<p>The PR survey revealed that many people are confused by whether to contact IS or IT for assistance and how to reach the after-hours support person. IS and IT will collaborate to help everyone be more aware of who to call at the In-service in April of 2014.</p>	<p>FY14</p>
<p>Online student awareness of the many online student services available to them</p>	<p>Add this information to the Moodle menus; alert online faculty to draw attention to them; include info on them in i3 for new online instructors</p>	<p>FY14</p>
<p>Graphic enhancements to FYE course]</p>	<p>In response to student input, we are working on making the FYE Moodle site more appealing and easy to navigate and locate important items. We hope to involve Marketing in helping us design orienting icons for the site.]</p>	<p>FY15]</p>

Additional Information

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

[The 2009 Program Review combined the Information Systems, Instructional Technology and Learning Resource Center (Library) in one review. Although, all three areas work closely together and share some commonalities in our respective missions, we are more complementary than

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similar, so are submitting individual reviews this time. For example, our department primarily supports faculty and staff, with limited student support services.

The one project that included Instructional Technology that was *not* accomplished was the moving of the IT area closer to IS, vacating our space for student study areas in the next door Library. This project did not materialize, in part because the master building plan that was being used at the time was prioritized and this project was not high enough on the list. Meanwhile, rethinking of the Library holdings and use of their space lead to reduced need for the study areas in the nearby IT area.

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

Describe the “imposed change”	Fiscal Year change will take affect
Federal laws affecting online education, such as copyright/intellectual property, accessibility, state authorization and SARA, FERPA and probably more to come.	Some are already in place and others listed are in beginning stages. FY2012-2019
National trend/pressure to incorporate more open educational resources (OER) to reduce costs for students.	FY2014+
New faculty contract at SVCC with potential change in professional development expectations.	FY2015

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

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
IT staff will continue to monitor federal laws and policy, communicating key findings to the Academic VP.	FY14-19
IT will continue to research OER, inform (through training, open lab assistance, Workshop Day, etc.) and support faculty as they explore the use of OER in their classes.	FY14-19
IT will assist the Faculty Development Committee in providing input to the upcoming faculty contract negotiations, as it relates to faculty professional development.	FY14-15

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

24. Use the space below to tell the PR committee about any program issue or concern not already addressed within this program review or indicate “none”. Indicate any possible solution to the program issue/concern.

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Given faculty demands on their time due to large amounts of teaching overload, no Friday classes (compressing teaching hours into 4 days), intense pressure on free noon-time hours for student organizational and faculty meetings, and little formal incentives to seek out professional development opportunities, the faculty have indicated they need learning opportunities that are cognizant of this situation. The survey conducted for the Program Review (and a similar one conducted two years ago) has provided valuable input into how to provide learning opportunities in a format and time that is feasible and appealing to faculty. Through its partnership with the Faculty Development Committee, IT is working to expand its offerings in the area of college teaching and learning. "If some aspect of faculty performance is to be evaluated, then there should exist resources or opportunities that enable faculty to gain or enhance their skills necessary for that performance." (Arreola, pg. xxii).

Arreola, R.A. (2007), *Developing a comprehensive faculty evaluation system: A guide to designing, building, and operating faculty evaluation systems*, 3rd ed. Bolton, MA: Anker Publishing.

→If a plan needs to be implemented to deal with the program issues, add it to the Operational Planning matrix during the appropriate FY.

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

Full-time faculty reach: IT tracks participation in its programs and services, to the extent possible. Given the situation above, we are aware that most faculty take advantage of our individual consultation and coaching or our online tutorials as they desire assistance, guidance or instruction, when their time allows. IT also works closely with the Faculty Development Committee to contribute in significant ways to Workshop Days and to upgrades and corresponding training on Moodle. Through the Faculty Development Committee, we have also tried to increase our contributions to the Wed faculty meeting schedule, with the goal of having one per month (not accomplished yet). As a result, our "reach" is nearly 100% for full-time faculty. In the last couple of years, IT has also initiated a department liaison program in which one of our staff is assigned to each department to offer and conduct services aimed at the particular needs and interests of that department. This has resulted in several projects that have supported student learning in those departments per faculty request:

1. Technology department: eportfolio development;
2. Nursing department: instructional video clip development;
3. Humanities department: research on software tools for citation/research activities.

Adjunct reach: Although our "reach" is more difficult to track for adjunct faculty, we have been participating much more actively in professional development of this audience. We have offered evening events on the Moodle upgrades which have been well-attended. We also received many positive comments from adjuncts in response to our weekly Teaching Tips blog, a resource they can access from home 24/7. In addition, we have been working on several projects in collaboration with the Dean of Instruction (for adjuncts):

1. Adjunct In-service evening sessions
2. Adjunct Workshop Day evening events.
3. New Adjunct Orientation online project which should go live in FY14.

FY2014: Student & Academic Support Services: [Instructional Technology]

4. A recent survey conducted by the Dean of Instruction, polling adjuncts' preferences for professional development, also indicated that they would like more Web services, webinars and tutorials, all of which we can build into our schedule of offerings.
5. Adjunct Focus Group soliciting input on professional development preferences. (Dec. 2013)]

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Program Review. Items from the program review will be entered here. *After this program review is complete and approved by the PR Committee, transfer (paste and copy) the items below to your FY 2015 Operational Plan.*

* Origination Code: For the program review OP matrix, the origination code refers to the question number (e.g., Q 4) found on the program review. After transferring to the operational plan, use the origination code PR.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
[Q4]	[12/18/2013]	[Kathy Dirks]	[Identify reliable projector lamp suppliers at reduced costs]	[Significantly reduce costs of replacing projector lamps]	[10/31/2014]		
[Q10]	[12/18/2013]	[Molly Baker]	[Growing Online Learning ILCCO conference and other ILCCO webinars, many free webinars offered by many sources, 1 faculty development conference or ICCCA per year]	[Report trends and new initiatives in college teaching, instructional technologies, and faculty development, especially those affecting community college education.]	[Annually, 06/30/2015-19]		
[Q10]	[12/18/2013]	[Kathy Dirks]	[SVCC staff retreats, occasional webinars and networking opportunities with professional colleagues in the state]	[Maintain high quality customer service and enhanced classroom management via staying current.]	[Annually, 06/30/2015-19]		
[Q10]	[12/18/2013]	[Greg Noack]	[ILCCO Growing Online Learning conference, Moodlerooms update webinars, Educause regional conference (FY14), additional software tutorials as new]	[Acquire updated skills and report trends and new initiatives in instructional technologies and college teaching, especially those]	[Annually, 06/30/2015-19]		

FY2014: Student & Academic Support Services: [Instructional Technology]

			tools are acquired or upgraded]	affecting community college education.]			
[Q10]	[12/18/2013]	[Robin Fisch]	[ILCCO Growing Online Learning conference, Moodlerooms update webinars, MVCR Online Administration certificate program online courses (2-3), additional software tutorials as new tools are acquired or upgraded]	[Acquire updated skills and report trends and new initiatives in instructional technologies and college teaching, especially those affecting community college education.]	[Annually, 06/30/2015-19]		
[Q11]	[12/18/2013]	[Molly Baker]	[Software updates]	[Update IT's standard portfolio of software tools, as updates become available; add new tools, as needed.]	[Annually, 06/30/2015-19]		
[Q11]	[12/18/2013]	[Kathy Dirks]	[Equipment updates for checkout service]	[Replace or update equipment in IT's checkout service for the College.]	[Annually, 06/30/2015-19]		
[Q11]	[12/18/2013]	[Kathy Dirks]	[Classroom Projectors]	[Update remaining 1/3 rd of enhanced classroom projectors and mounts.]	[03/31/2015]		
[Q11]	[12/18/2013]	[Kathy Dirks]	[Classroom document cameras]	[Update remaining 1/3 rd of enhanced classroom document cameras.]	[03/31/2015]		
[Q11]	[12/18/2013]	[Molly Baker]	[Portable tablets lab]	[Establish a portable lab of 30 tablets to be checked out by faculty or staff.]	[06/30/2015]		
[Q11]	[12/18/2013]	[Molly Baker]	[Portable laptop lab]	[Establish a portable lab of 30 laptops to be checked out by faculty or staff.]	[06/30/2015]		

FY2014: Student & Academic Support Services: [Instructional Technology]

[Q11]	[12/18/2013]	[Kathy Dirks]	[Set of clickers]	[Expand clicker checkout capacity by one set of 50.]	[08/31/2014]		
[Q13]	[12/18/2013]	[Molly Baker]	[Library/IT wall sound insulation and construction.]	[Building and Grounds rebuild and insulate the common wall between the Library and IT to reduce 2-way sound pollution.]	[12/31/2014]		
[Q16]	[12/18/2013]	[Molly Baker]	[Student Services for online learners]	[Collaborate with SS to implement iterative improvements to student services that target online students, per survey]	[06/30/2015]		
[Q18, #1]	[12/18/2013]	[Molly Baker]	[Online faculty preparation and continuous improvement.]	[Revamp professional development opportunities for faculty teaching online.]	[03/15/2015]		
[Q18, #2]	[12/18/2013]	[Molly Baker]	[Promotional credits]	[Expand promotional credit opportunities for in-depth faculty development.]	[06/30/2015]		
[Q18, #3 & #5]	[12/18/2013]	[Molly Baker]	[Faculty development changes]	[Expand all-day and online formats for offering faculty development learning opportunities, especially centered around key challenges faculty say they are experiencing.]	[Annually]		
[Q18, #4 & 7]	[12/18/2013]	[Molly Baker]	[Publicize after hours support, student support services better,]	[Improve faculty/staff awareness of how to]	[12/01/2014]		

FY2014: Student & Academic Support Services: [Instructional Technology]

and Q20]			and who to call for general tech support.]	get tech help after hours; improve student awareness of Skyhawk Tech Services available to them, especially the first week or two of classes each term.]			
[Q18,# 6]	[12/18/2013]	[Molly Baker]	[See Q11 above, Portable tablets lab.]	[]	[]		
[Q18,# 8]	[12/18/2013]	[Molly Baker]	[BYOD innovative practices]	[Build faculty skills in utilizing BYOD for student engagement.]	[11/30/2014]		
[Q20]	[12/18/2013]	[Molly Baker]	[Name change]	[Change name of department to reflect more accurately what we do for internal and external partners.]	[07/01/2014]		
Q23	12/18/2013	Molly Baker	OER learning	Provide a variety of opportunities to support faculty as they explore the use of OER in their classes.	06/30/2015		
Q24	12/18/2013	Molly Baker	Faculty Development Committee	Partner with the FDC to expand and improve the direction of professional development for faculty at SVCC.	Each year, FY14-19		
Q25]	12/18/2013]	Molly Baker]	Online professional development for faculty]	Expand number and type of online professional development opportunities, such as webinars, tutorials and Web site resources.]	Each year, FY14-19]		

FY2014: Student & Academic Support Services: [Instructional Technology]

Comments:

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

STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report

Sauk Valley Community College (506)

Academic Year 2013-2014

Student & Academic Services Area

[Instructional Technology]

Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

At SVCC, the Instructional Technology department is what many colleges call their Teaching and Learning Center. Its primary function is to provide faculty development and support to improve the College faculty's ability to teach effectively, so that student learning and student retention is strengthened. Technology instruction and support are a major part of this function, but not the driving force. Faculty-centered activities include:

- 1) professional development opportunities of many types designed to build teaching-related skills and an awareness of current trends in higher education in general and community college education in particular (e.g., workshops, online courses, webinars, blogs on teaching topics, hybrid learning communities, individual consultation and lessons, breakout sessions at college-wide Workshop Days).
- 2) a wide variety of support services including assistance with projects impacting student learning (e.g., eportfolio development, multimedia production, technology tool research), an equipment checkout service, instruction for using enhanced classrooms, troubleshooting the LMS (Moodle) used for web-enhancing courses or teaching online, and extensive help with technology integration in all course modalities (e.g., face-to-face, hybrid, online, interactive television).

College-wide services, such as technology setup for campus events and multimedia production services for all departments on campus are also a significant part of our overall function.

The strengths of the department include:

- 1) the academic background (instructional design and technology), teaching experience, technology expertise, and dedication of the professional staff;
- 2) the customer service orientation in our relationships with our diverse* clientele;
- 3) the proactive approach we maintain to keep up in our fields (faculty development, new technologies, college teaching and learning, legislative changes affecting higher education such as copyright, accessibility, state authorization of online education, etc);
- 4) a commitment to supporting key initiatives of the College and academic projects taken on by individuals or their academic programs; for example:
 - a. we designed, developed and produced the College's new First Year Experience 101 course and then we taught three sections of the class, co-lead faculty focus group feedback sessions, and are in the midst of redesigning the course based on faculty input;
 - b. we are assisting the Dean of Instructions with the design and development of online orientation for new adjunct faculty;

FY2014: Student & Academic Support Services: **Instructional Technology**

- c. we regularly contribute professional development or skills training as part of staff Inservice days, faculty Workshop Days, and student orientations;
 - d. we conduct several face-to-face workshops the day before Inservice Days to assist faculty with “Get Ready, Get Set” startup sessions each term;
- 5) ability to investigate and implement cost-saving approaches when acquiring needed technology updates, per budget limitations

*diverse = range of teaching experience, range of knowledge about learning research and student development at the college level, range of technology experience and interest, range of disciplinary instructional traditions, range of teaching philosophies, range of comfort levels with change and innovation, range of teaching styles and learning preferences, etc.


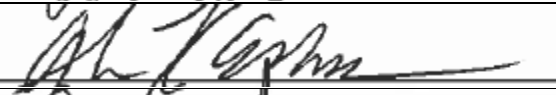
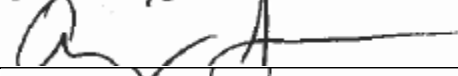
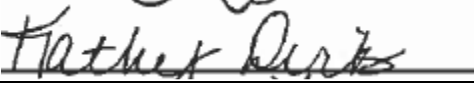
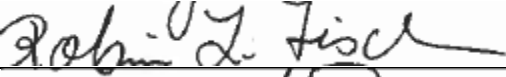
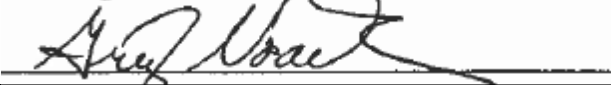
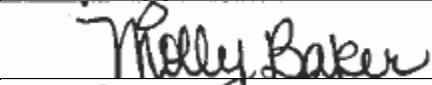


Our challenges include:

- 1) the lack of faculty contract language that provides incentives for faculty to take advantage of locally-produced professional development opportunities;
- 2) the amount of overload that most full-time faculty teach and on a four-day schedule (few classes on Fridays), so their availability for professional development is severely limited;
- 3) the perception of many of our clientele that we are a technology help desk primarily, instead of a faculty development and support service that also provides technology assistance

The last Program Review combined the Information Systems, Instructional Technology and Learning Resource Center (Library) in one review. Although, all three areas work closely together and share some commonalities in our respective missions, we are more complementary than similar, so are submitting individual reviews this time. For example, our department primarily supports faculty and staff, with limited student support services. The Instructional Technology quality improvements/modifications that were projected and accomplished since the last Program Review include:

- 1) the purchase of a web-conferencing/webinar software license (Blackboard Collaborate)
- 2) the selection of a new learning management system, following an extensive review of several options; Moodle is more tailored to the needs of the College, including a 24/7 hosted service which provides reliable service and knowledgeable staff support for consistent LMS operations
- 3) the development of an updated quality standards system for online classes
- 4) an expansion of enhanced classrooms by equipping a net of two more traditional classrooms, four computer lab classrooms, and most of the science labs, as well

FY2014: Student & Academic Support Services: [Instructional Technology]

Program Review Team Signatures		
By signing this page, the members of the review team concur with the findings of this program review.		
NAMES (Indicate chair/co-chairs)	SIGNATURES	DATE
[Jon Mandrell]		12/18/2013
[Amanda Eichman]		12/19./2013
[Amy Jakobsen]		12/19/2013
[Laura Gumbiner (adjunct)]	[maternity leave]	
Kathy Dirks]		12/18/2013
[Robin Fisch]		12/18/2013
[Greg Noack]		12/17/2013
[Molly Baker]		12/19/2013
[Chris Shelley]		12/17/2013
[Lisa Dennis (Spoon River College)]		12/18/2013

Program Review Team Meeting Date(s)	
These are the meeting dates for area's program review team.	
[October 21, 2013]	Additional feedback via email and in-person individually.
[November 25, 2013]	

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

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[July 9, 2013]	[October 21, 2013]
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FY2014: Student & Academic Support Services: [Instructional Technology]

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

DEAN OF STUDENT SERVICES RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete, but the Academic Vice-President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Dean of Student Services (signature and date)	

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

**Program Review Committee
and
Administrative Comments (optional)**

Name	
-------------	--

Comments



Name	
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Comments



Name	
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Comments