

## SVCC Transfer Program Review Template

This program review template will be used to review the following program and courses.

**Program (degree):** History: AA 652 & AS 0852

**Related program courses:**  
HIS 131, 132, 221, 222

### Transfer Program Objectives

**Prompt:** *What are the objectives of this program and the courses related to this degree?*

**Response to prompt:**

This program is designed to meet the needs of three groups: transfer students who need social sciences credits, education majors who require American history courses to complete bachelors degrees, and history majors who need a firm grounding in American history and western civilization.

### Transfer Program Need

**Prompts:** *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?*

**Possible topics to discuss:** Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), number of transfer students (total and by ethnic category).

**Data sources:** Table 1A, Table 1B, Table 2

## History: AA 0652 and AS 0852

**Response to prompts (identify strengths and challenges):** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

The history program is an integral part of the curriculum at Sauk. During the past five years, 742 students have taken history classes (Table 1A). At the same time, we have had 51 history majors in the combined AA and AS programs (Table 3).

In this review cycle, we served 325 education majors. During the reporting period of this review, education majors were only required to have HIS 222; however, the state has changed its criteria. Beginning this year, education majors will be required to have both HIS 221 and HIS 222.

The four courses that we offer all fit Sauk's social sciences criteria, and the US history courses also fit the education majors' needs for state required coursework. Several years earlier, we had non-western history class, as well; however, our enrollment would not support larger offerings.

Over the past several years, enrollment in HIS courses has declined. This is largely due to a 19% decrease in Sauk's enrollment since FY2011 and increased offerings in the GOV courses. As an example, GOV 163 is running five sections in the 2015 fall term and five more in the 2016 spring term. There simply aren't enough students to run so many general education social sciences.

## Transfer Program Cost Effectiveness

**Prompts:** Is the program cost effective? *What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

**Possible topics to discuss:** Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? What resources are needed?

**Available Data Sources:** Table 3A, Table 3B

## History: AA 0652 and AS 0852

**Response to prompts (identify strengths and challenges).** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Our resources are adequate.

In the five year the five year cycle, we have lost approximately \$25, 386. I attribute this to the declining enrollments, as evidenced in the reduced tuition numbers from line x of Table 3B.

With the exception of FY11 and FY13, we have stayed within the budget. We have taken steps to reduce the expenditures of the program, including going paperless as much as possible.

There are several changes in process that will improve the cost effectiveness of the history program. First, the state changes in the education major will cause history enrollments to improve. Second, I am looking at reducing history course offerings further to minimize the number of sections that run with fewer than 10 students. Finally, I have spoken to Dean Mandrell about reducing the numbers of GOV sections cannibalizing the history enrollments.

## Transfer Program Quality

**Prompts:** *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*

## History: AA 0652 and AS 0852

**Possible topics to discuss:** Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

**The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines:** retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

**Available Data Sources:** Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews, etc.

## History: AA 0652 and AS 0852

**Response to prompt (identify strengths and challenges).** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

The four courses, HIS 131, 132, 221, and 222, are sufficient to meet our students needs as they transfer to four year institutions.

Currently, I offer the HIS 131 and 132 courses in classroom sections only. HIS 221 and 222 are offered each semester. In the fall, 221 is in the classroom while 222 is online. In the fall, I switch them. As the enrollments have declined in the past few years, I am considering reducing the offerings. If this happens, I would most likely offer the sequences alternating so that the 131 and 132 sequence would be in the classroom while 221 and 222 would be online. The following year, we would switch them. I am also considering running the 221 and 222 courses on ground only and running the 131 and 132 every other year.

History class persistent rates are 58.5% (Table 4A). As an open enrollment institution, this a little high, but I don't think that the discrepancy between the ACT benchmark and these pass rates is high enough to constitute a problem. The last time I checked the ACT averages at Sauk, nearly 45% of the students were below the benchmark. If the ACT benchmark is correct, our persistence rates should be approximately 55%.

As with all transfer programs, the question is "How do you get students to get them to finish the degree if they have everything that they need to transfer?" Our best bet is to reduce courses that are not necessary and non-transferable courses. The students who attend Sauk are cost conscious and will only pay for the necessities.

I routinely participate in the assessment program and make curricular changes based in my findings. Most recently, I changed in class instruction and a textbook choice based on assessment findings. The results showed that the students needed more help with research. Fall 2015 is the first semester after those changes, so I have not seen the results of the change yet.

### Focused Questions from the Administrative Review Team (ART)

Question 1. The completion rate for history majors is lower than average. What suggestions do you have to improve completion rates of history majors?

**History: AA 0652 and AS 0852**

Response to question 1 (please refer to any data sets or evidence to support your case):

I have tried offering additional courses both in world civilization and non-western civilization, but the enrollments were not high enough to continue the courses. I have adopted the bare necessities approach, as the state has. The four classes are the required of all of our feeder schools. Our best choice is to cut our degree requirements to the lowest number of classes that we can. Section 1501.302 of the *Administrative Rules of the Illinois Community College Board* says that AA and AS degrees can be no more than 64 hours. We must make every credit hour count.

Question 2. **Would you be in favor of rotating the online and evening sections of HIS 131 annually where the online section is held one year and the evening section is held another? Explain why.**

Response to question 2 (please refer to any data sets or evidence to support your case):

The evening sections of the HIS 131 and 132 courses have been cut for low enrollment. I am considering reducing the course offerings and putting more of our HIS courses online.

Question 3. **While the sample size is low, there seems to be a different grade distribution when comparing full-time and adjunct faculty, particularly in HIS 131. What can be done to minimize differences in grade distributions in the future? What types of additional assistance can we provide to these students to improve their performance?**

Response to question 3 (please refer to any data sets or evidence to support your case):

We have instituted a reading requirement for all history courses. Students' placement score must be high enough to test out of any remedial reading courses. I suspect that this will improve 131 passing rates. Enrollments have dropped far enough that there are no longer any part-time history instructors at Sauk.

**History: AA 0652 and AS 0852**

**Responses to Program Challenges.** Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.

**Response to Challenges:**

Currently, the biggest challenge to the history program is cost effectiveness. The changes to the education major requirements will improve this some: as of the spring 2016 semester, the HIS 222 enrollment is already 22. We have also lost our dual credit school, which will cause more of our incoming students to take the history sequences. Additionally, reducing the number of GOV 163 sections would increase enrollments in history.

**Program Bookkeeping Tasks**

| <b>Task List</b>            | <b>Description of Task</b>  | <b>Is the task complete?</b> |
|-----------------------------|---|------------------------------|
| <b>Course outlines</b>      | Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made. | Yes                          |
| <b>Catalog descriptions</b> | Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.  | Yes                          |
| <b>Course descriptions</b>  | Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.                | Yes                          |

**History: AA 0652 and AS 0852**

|  |   |                             |
|--|---|-----------------------------|
| <p><b>1.1 transfer completion list</b></p> | <p>ICCB expects the college to maintain current articulation agreements for all <u>1.1 transfer courses</u>. IR* will use the following link to create a master table that shows the current articulation agreements for the program's courses.<br/> <a href="http://www.svcc.edu/students/equival.pdf">http://www.svcc.edu/students/equival.pdf</a></p> <p><i>*This task will be completed by IR Department.</i></p> | <p>IR will handle this.</p> |
|--|---|-----------------------------|

**Author's Final Recommendation**

| Recommendation                    | Check only one |
|-----------------------------------|----------------|
| Continued with minor improvements | <b>X</b>       |
| Significantly modify the program  |                |
| Discontinued/Eliminated           |                |
| Other, please specify:            |                |

| Signature/Date | Program Review Team Member |        |
|----------------|----------------------------|--------|
|                |                            | Chair  |
|                |                            | Member |
|                |                            | Member |



**History: AA 0652 and AS 0852**

**Program Review.** Items from the program review will be entered here. **After this program review is complete transfer (paste and copy) the items below to your FY 2016 Operational Plan.**

\* Use the origination code PR 2015.

| 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 R from this |
|-------------------|---|--------------------------------------|--|---|---|--------------------|
|                   |   |                                      |  |   |   |                    |
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|                   |   |                                      |  |   |   |                    |
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|                   |   |                                      |  |   |   |                    |
|                   |   |                                      |  |   |   |                    |

**Comments:**

**History: AA 0652 and AS 0852**

## **ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

### *Required ICCB Program Review Report*

**Sauk Valley Community College (506)**

**Academic Year 2015 - 2016**

|   |  |
|---|--|
| <b>Academic Degree<br/>(discipline)</b> |  |
|---|--|

## History: AA 0652 and AS 0852

**Summary Objectives:** *What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?*

This program is designed to meet the needs of three groups: transfer students who need social sciences credits, education majors who require American history courses to complete bachelors degrees, and history majors who need a firm grounding in American history and western civilization.

**Need:** *It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?*

The history program is an integral part of the curriculum at Sauk. During the past five years, 742 students have taken history classes (Table 1A). At the same time, we have had 51 history majors in the combined AA and AS programs (Table 3).

In this review cycle, we served 325 education majors. During the reporting period of this review, education majors were only required to have HIS 222; however, the state has changed its criteria. Beginning this year, education majors will be required to have both HIS 221 and HIS 222.

The four courses that we offer all fit Sauk's social sciences criteria, and the US history courses also fit the education majors' needs for state required coursework. Several years earlier, we had non-western history class, as well; however, our enrollment would not support larger offerings.

**Cost-effectiveness:** *What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?*

We are working to balance the course needs to enrollment numbers. Currently, we are looking at factors that will certainly raise our enrollments in the coming years, as well as choices to prune course offerings in such a way that will not hinder availability.

**Quality:** *Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.*

In the 2014-2015 academic year, we re-certified all of the history courses with the ICCB and IAI. As for assessment, I participate yearly. The current assessment findings suggest that more attention should be paid to research. I have changed the amount of direct instruction and added more textbook support.

**History: AA 0652 and AS 0852**

*Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.*

HIS 131, HIS 132, HIS 221, and HIS 222 are the only courses in the history discipline at Sauk.

| <b>Program Review Committee &amp; Administrative Review Teams Recommendations</b>  |  |
|--|--|
| <b>This Program Review is considered complete.</b>   |  |
| <b>The following are the recommendations from the Program Review Committee and the Administrative Review Team:</b><br>1. Mr. Eichman should review the EDU statewide program recommendations to take two history classes; it is possible that it is not a universal requirement as he may have thought. While it may not impact the program review findings, the Committee would like to ensure the accuracy of his statements in the review's final form.<br>2. Mr. Eichman should investigate moving the history program from the Social Sciences area to the Humanities and Fine Arts area. Humanities and Fine Arts classes have the same required writing standards as History. |  |
| <b>Signature of the Program Review Committee Chair</b>   |  |

| <b>President's Recommendation</b>                                |  |
|--|--|
| <b>The Program Review has been reviewed.</b>                     |  |
| <b>The following are the recommendations from the President:</b> |  |
| <b>President's Signature/Date</b>                                |  |

**History: AA 0652 and AS 0852**