

**CROSS DISCIPLINARY
PROGRAM REVIEW**

**General Education
FISCAL YEAR 2017**

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-August	The Administrative Review Team meets to examine the data and develop focused questions for the program review.
July-Early September	Area supervisors/leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the VP of Research, Planning and Information Affairs.
Fall semester	Areas conduct their program reviews using this template. The Vice President is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the VP for review to stay apprised of progress.
December 20 or sooner	Program reviews are due. Area supervisors/leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College’s Program Review Committee and the Administrative Review Team will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results are fully substantiated. Recommendations are placed in writing and forwarded to the president.
March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from <u>approved</u> program

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	reviews should be completed. They will be forwarded by the VP to President's Cabinet for consideration.
April	Areas will submit next year's operational plans, including action items identified in the program review.

Instructions

- The program review leader will form a program review team comprised of 3-4 individuals recommended from the following groups:
 - Area/department staff
 - Other employees that are outside the department
 - 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 (online)
 - Personalized surveys for your department
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed.**
- The Leader of the area's program review committee is responsible for submitting a completed program review. The Leader should submit the following by **December 20th** or earlier to the VP:
 - 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 and ART 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 and ART 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 *by April* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee and ART by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

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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 Vice President of Research, Planning, and Information Affairs, Steve Nunez (ext. 263), with any questions regarding your program review.

Major Functions and Alignment with the College Mission

College Mission: SVCC is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development.

1. Describe the General Education Objectives and Philosophy. How do the general education offerings align to the College's mission?

As an Illinois associate degree granting institution, Sauk Valley Community College is a participating school in the Illinois Articulation Initiative (IAI). As such, the general education offerings for transfer associate degrees must follow the requirements and guidelines set forth by this initiative. The Associate in Arts includes the General Education Core Curriculum (GECC) as outlined by IAI that includes a "...set of core courses considered essential for a well-rounded education." This set of 12 to 13 approved courses (minimum of 37 semester hours) are identified in the SVCC catalog by IAI code in the course descriptions and in the Programs of Study section under individual degree requirements. Participating in IAI allows students who complete the GECC to transfer to participating institutions in Illinois (currently 96 schools) with their lower division general education requirements satisfied. In the case of the Associate in Science, Associate in Engineering Science, and Associate in Fine Arts, the GECC is partially completed at SVCC and students are allowed to satisfy the additional courses needed to complete the GECC at a receiving, participating institution. This allows students in specialized majors to transfer in a timely manner balancing general education requirements and major field/prerequisite courses at the community college. All transfer students are guided to select a transfer school early and consult with that institution's catalog or departmental advisor and their SVCC academic advisor in planning their program of study. From FY 2012 to FY 2016, 1,445 Associate degrees have been awarded to SVCC students averaging 289 degrees annually. This number has remained consistent despite some decline in enrollment. In addition, SVCC audits for the General Education Core Curriculum marking student transcripts with this indicator if the requirements are complete. Twenty-two students have completed the GECC without completing a degree from FY 2012 to FY 2016.

Career associate degrees all incorporate some general education but the amount and type vary as determined by the need/application in each discipline. At minimum, Associate in Applied Science degrees at SVCC require 15 semester hours of general education and include Composition I. General education categories mirror the GECC but additional classes are added as approved by the College's curriculum committee.

This information and data is representative of SVCC's mission and dedication to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development. Students at SVCC receive a diverse offering of academic disciplines in their academy, which are taught by highly qualified experts in their discipline and field.

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2. How are the college's general education offerings aligned to the Higher Learning Commission standards, most notably criterion 3-B and 4-B?

Please click on the link for reference: policy.hlcommission.org/Policies/criteria-for-accreditation.html.

Criterion 3-B states, “The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.” Based upon this standard, Sauk Valley Community College offers a variety of general education offerings that are requirements throughout its programs and degrees. These courses include Communications, Physical/Life Sciences, Mathematics, Humanities/Fine Arts, and Social/Behavioral Sciences. These offerings align to the college’s mission by being dedicated to teaching and scholarship while engaging the community in lifelong learning. These offerings also provide intentional outcomes and form a framework that represents the knowledge every college-educated individual should possess. Throughout these offerings, students are expected to think critically and communicate their knowledge in our changing environment, both locally and throughout the world. These learning experiences also engage students in understanding differing views and diversity.

Criterion 4-B states, “The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.” As mentioned below in this report, Sauk Valley Community College has an established academic assessment plan, which is focused on the collection of classroom and programmatic assessment data. This plan is faculty-driven and co-chaired by Dr. James Chisholm, Professor of Physics and Dr. Jon Mandrell, Vice President of Academics and Student Services. Six general education competencies have been established, which include Research, Communication, Problem-Solving, Mathematical and Quantitative Reasoning, Ethics, and Technology. This data is utilized to make curricular decisions that are guided upon continuous improvement. In addition, an annual academic assessment report is completed each year and presented to the Board of Trustees. Sauk Valley Community College places a great emphasis on academic assessment and the use of its data to guide decision-making processes, which is also tied to operational planning and budget cycles.

3. The Higher Learning Commission has an expectation that the College “understands its relationship between its mission and the diversity of society” (1.C1 and 1.C2) and that the “education offered by the institution recognizes the human and cultural diversity of the world in which students live and work” (3.B.4). Do the general education outcomes help meet these standards? Explain.

Please click on the link for reference: policy.hlcommission.org/Policies/criteria-for-accreditation.html.

SVCC recognizes the human and cultural diversity of the world through its course offerings, programs, and mission. As referenced in SVCC’s general education philosophy statement, “General Education at Sauk Valley Community College prepares its graduates for the increasing demands of the workplace and the expanding responsibilities of the diverse local and global communities in which they will live and work.”

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In addition, legislation exists within Illinois to ensure institutions are providing courses relating to human diversity. Public Act 87-581 (September 1991) requires institutions of higher education to address the topic of human diversity in all degree programs. ICCB allows great discretion in how institutions apply this to their curricula, but the GECC has the requirement embedded throughout these state approved courses. Courses that focus on non-Western cultures and American diversity are identified by IAI as having an “N” or “D” in their IAI Code. These courses are recommended and identified in the SVCC programs of study section of the catalog. For example, HUM 150 is designated as IAI Code HF 906D. The general education offerings, particularly through IAI courses, assist in helping to meet these standards.

This information is also referenced on the IAI site related to transferable general education (GECC) at the following link: <http://www.itransfer.org/IAI/others/faq.aspx?section=students#> and states the following:

Public universities and community colleges, but not private institutions, are required by Public Act 87-581 "to include, in the general education requirements for obtaining a degree, coursework on improving human relations to include race, ethnicity, gender and other issues related to improving human relations.... Students enrolled in or transferring to a public institution should be advised to complete at least one diversity course within the General Education Core Curriculum." The Steering Panel believes that "the knowledge, wisdom, and creativity of diverse human groups" (see page 6 of the General Education Core Curriculum) should be embedded throughout General Education Core Curriculum courses and that no one should graduate without such understanding. Courses that focus on non-Western cultures and American diversity are identified in both the Humanities and Fine Arts and the Social and Behavioral sections. [Steering Panel, 1994]

4. Is the general education component functioning the way it is intended to for transfer programs? Are the general education offerings sufficient to meet the needs of transfer students? Explain.

Illinois understands the complexities of transfer and provides transfer resources and guarantees to assist the nearly 60,000 undergraduate students transferring within Illinois (Fall 2015)*. SVCC is a participant of both IAI and MyCreditsTransfer to assist students with articulation/transfer information. As noted in the Illinois Transfer and Articulation Initiatives annual report 2015-16 at <http://www.ibhe.org/Board/agendas/2016/September/IAIAnnualReport.pdf>, “Providing both of these successful transfer tools likely contributed to Illinois ranking third in the nation for full-time community college students completing bachelor’s degrees at four-year universities as reported by the National Student Clearinghouse Research Center.”

Summary of Fall 2007-2015 Students Transferring from Sauk Valley Community College to Other Illinois Institutions

Year	2007	2008	2009	2010	2011	2012	2014	2015

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Total Students	235	237	257	225	217	182	180	213
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*Source: www.mycredittransfer.org/support/transferdata.asp.

SVCC offers ICCB active GECC state approved classes (FY 12 - 84 classes; FY 16 - 73 classes) for students to choose from in a number of time and delivery format offerings. Over the last several years, courses that have not been consistently offered have been deleted from ICCB, IAI, and the College catalog.

Total number of GECC Classes (unduplicated)/Sections

FY	Day	Evening	Internet (Hybrid)
16	64/172	21/32	24/72
15	62/186	25/43	23/72
14	60/188	25/41	24/68
13	56/192	22/41	25/69
12	59/190	26/48	21/59

Even though our offerings have stayed fairly consistent, evening section enrollment (headcount) has declined and Internet enrollment has increased. Students have a sufficient number of general education classes given our institutional size and enrollment. SVCC can also seek out online classes as a member of ILCCO (Illinois Community College Online) in order to supplement general education and other required class offerings. Efforts have been made to consistently offer classes in a two-year schedule to maximize course offering while addressing fiscal responsibilities (needed low enrollment classes offered once every two years). SVCC is in the process of offering the GECC fully online in FY 17. Night enrollment may become more limited as Internet enrollment increases.

5. What is the general philosophy of adding general education courses to CTE degrees or certificate programs? Is the general education component functioning the way it is intended for CTE degrees and certificates? Explain.

The philosophy of adding general education courses to CTE programs has been based upon data and recommendations of the workforce. Many CTE programs operate with workforce advisory councils that make recommendations. Additionally, ICCB has become increasingly interested in combining what they call “academics and career/technical education”. This includes adding general education

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courses into the CTE curricula, but also embedding their outcomes into the CTE courses. This past year, Multicraft Technology embedded math into its curriculum and removed a singular math course completion requirement.

The use of assessment data is also utilized in making programmatic decisions and recommendations. This data is collected and entered by faculty. Throughout the academic year, faculty review this data and use it to guide curricular decisions. Career/Technical programs also participate in the Pathways to Results process, when approved by ICCB, which provides them a continuous improvement process that focuses on the analyses of data. Within this process, general education faculty and CTE faculty collaborate in discussions relating to potential modifications in the curriculum.

6. Is the General Education component a barrier to completion of any degree or certificate program? Explain.

Several barriers to completion exist within the general education component. College readiness of students is an ongoing issue that all colleges are continually faced with, particularly in the areas of English and mathematics. SVCC continues to work towards improving its success rates in developmental education. Since the last program review, ELA courses have been created and RDG 098 has been eliminated. Additionally, the Math Lab was created to assist students in progressing through the mathematics requirements within developmental ed. Specifically; students could work in a self-paced atmosphere and progress through 1-3 courses at a time if they are able to demonstrate such proficiency. More recently, in FY17, the math department has restructured the math lab to focus more on traditional lecture supported with software while also grouping students into separate developmental math classes (MAT 070, 075, or 081).

Online course enrollment continues to grow and SVCC now even offers fully online programs. A challenge that exists is that course persistence rates are far lower than face-to-face. Keeping students successfully engaged for a full 16-week semester is a challenge and many instructors use the LMS (Learning Management System - Canvas) and its available data on students to assist them in creating interventions to students.

The combination of the two challenges above can pose a challenge in itself. For example, developmental math courses online have yielded low success rates. Instructors have adjusted their online pedagogy and policy in an effort to improve this. One math instructor now requires a face-to-face orientation to the online course at SVCC prior to the course beginning each semester. For students outside of our local area, the instructor conferences with them by phone.

7. How are general education assessment competencies and the general education core curriculum linked? Will a student who completes a degree at SVCC be exposed to all of the six general education assessment competencies? How is this verified? Explain.

The general education assessment competencies and the general education core curriculum are linked through the process within the SVCC Academic Assessment Plan, which faculty utilize to capture and report data. Per the Academic Assessment Plan, the College is divided into academic

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units called Academic Areas. Within those Academic Areas, the general education requirements include:

- Physical Sciences, Life Sciences and Math
- Social and Behavioral Sciences
- Communications, Humanities, and Fine Arts

General Education at Sauk Valley Community College prepares its graduates for the increasing demands of the workplace and the expanding responsibilities of the diverse local and global communities in which they will live and work. Required courses in communications, mathematics, the physical and life sciences, the social and behavioral sciences, the humanities and fine arts, and personal health and development provide students with knowledge, competencies, and habits of mind conducive to living responsible, productive, and joyful lives. Within this curricular framework, students will develop the following competencies:

1. Problem Solving

Students will be able to:

- Identify the problem and the desired outcome(s).
- Recognize and evaluate available resources.
- Establish a process or plan of action by which the outcomes may be achieved.
- Implement solution(s) and apply knowledge gained.

2. Communications

2.A. Writing

Students will be able to:

- Answer the prompt or purpose set without digressing.
- Support the main idea with specific details or evidence.
- Organize the information coherently.
- Exhibit a command of standard English.

2.B. Oral Presentation

Students will be able to:

- Answer the prompt or purpose set without digressing.
- Support the main idea with specific details.
- Exhibit poise.
- Address the needs of the audience for information or clarification.

2.C. Collaboration

Students will be able to:

- Allocate and coordinate tasks.
- Communicate expectations to one another accurately.
- Present a finished product that is a coherent whole.
- Avoid or resolve conflicts.

2.D. Reading

Students will be able to:

- Identify main idea and supporting details, restate or summarize.

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- Attend to details or directives when carrying out instructions.
- Detect implied meaning.
- Analyze and draw a conclusion.

2.E. Listening

Students will be able to:

- Identify main idea and supporting details, restate or summarize.
- Attend to details or directives when carrying out instructions.
- Detect implied meaning.
- Analyze and draw conclusions.

3. Technology

Students will be able to:

- Select appropriate technology for the specific discipline.
- Apply appropriate technology for the specific discipline.

4. Quantitative Reasoning:

Students will be able to:

- Interpret and apply mathematical reasoning in the appropriate context.
- Perform mathematical computations.
- Analyze and interpret the mathematical results of computations.

5. Research

Students will be able to:

- Apply appropriate research processes and tools.
- Evaluate the value of research results.
- Synthesize findings from multiple sources into a single conclusion.
- Document the research in accordance with applicable conventions.

6. Ethics

Students will be able to:

- Identify ethical issues.
- Explain their significance.
- Analyze the consequences of ethical and unethical behavior.

This information is verified by faculty, but discretion is provided to the instructor in how they execute the process. Each academic year, every full-time instructor is responsible, by contract, for staging an assessment event and collecting data for two general education competencies of his or her choice. While our transfer and career objectives serve a largely formative function in terms of assessment, the general education data we collect in the classroom is largely confirmatory and informs broad areas of instructional concern. Although each instructor may choose which two competencies to assess, each year the Assessment Committee focuses on one or two competencies at an institutional level in order to offer professional development and to stage special assessment events and college-wide projects.

This data stream also serves a calibrating function, as faculty established the specific definitions of what skills should be exhibited for each competency. Each set of skills was used to develop checklists that each faculty member uses in evaluating his general education assessment event. The

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use of these checklists allows for more meaningful aggregation and discussion of results, as faculty use common criteria to test and refine definitions. The checklists were the basis for creating the general education database, which streamlines data collections and allows users to see data laterally and longitudinally. This allows individual areas to use the data to make decisions for improvement that are either operational or instructional.

8. Provide recommendations for improvement of the general education program.

In 2014, the college hired a full-time math lab coordinator, who is a faculty member. This faculty member has coordinated the developmental math curriculum and its efforts to improve student success as they transition to college-level general education requirements.

Two of the college's strategic directions that were launched in 2016 focused on enhancing online opportunities and in strengthening our developmental education efforts. Through these initiatives, two task forces were formed to explore opportunities and strengthen our offerings. Both task forces have now evolved into standing committees and a full-time developmental education faculty member was hired for ELA. Both of the strategic directions are ongoing with a focus on continuous improvement. Having a full-time faculty member in ELA and in developmental math can hopefully assist in the growth of our students in the general education course offerings.

The Learning Commons Tutoring Center continues to be a critical resource for the success of our students. The top three disciplines in the tutoring center in the past year were math, chemistry, and English. The tutoring center is now offered within the new Learning Commons, which is expected to continue to expand its space and offerings in the future. Starting FY 17, online tutoring is available 24/7 through NetTutor to support students in general education classes as well as other college disciplines.

The academic assessment process is also built upon continuous improvement by use of its data to guide curricular decisions, recommend budget adjustments, and facilitate student success. The continued commitment to the assessment process should continue to be a focus for a multitude of reasons, particularly to guide decisions that improve student success.

College readiness initiatives, such as PASS, are also a part of efforts to improve student success. PASS provides our faculty and high school faculty the opportunity to network and discuss efforts to better align curricula to prepare for our future students. This work not only assists in strengthening our general education offerings for the students, but it also builds relationships with K-12. The annual College and Career Readiness Summit should continue to be offered at SVCC as part of these efforts.

9. 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".

none

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10. Describe any possible changes (not already addressed) that may be imposed on the area or the College that will negatively (or positively) affect the efficiency of the 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
none	

11. 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
none	

12. 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.

Continue to review course offerings (especially online) to assure a balance of offerings by general education discipline

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

13. 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.”

All items requiring action must be placed on the Operational Planning table found below.

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Program Review. Items from the program review will be entered here. After this program review is complete and 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 Results from this Activity

Comments:

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Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
The following are the recommendations from the Program Review Committee and the Administrative Review Team:	
Signature of the Program Review Committee Chair	

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