

SVCC Transfer Program Review Template

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

Program (degree):

Business (transfer): AA 210

Business Accounting (transfer): AA 220

Related program courses:

Major Level (for both programs)

BUS 103

BUS 214

BUS 222

Non-Major

BUS 237

BUS 260

Transfer Program Objectives

Prompts:

1. What are the objectives/goals of each discipline?

Business Programs (210 and 220) at Sauk Valley Community College include courses and majors in general business, accounting, finance, marketing and management. The following recommendations apply to programs in all of these fields. Community college students are strongly encouraged to complete an Associate degree prior to transfer. Further, students should consult closely with an advisor early in their programs if they intend to transfer as juniors into a Bachelor's degree program.

2. To what extent are these objectives being achieved?

The program data for the Business Transfer Program (210) and the Business Accounting Transfer Program (220) reflect the same numbers. Therefore, both of these transfer programs will be jointly analyzed.

If measured by the percentage of students who declared and earned their Business 210 transfer degree over the past five years, 103 out of 156 were successful completers. This equates to 66%. For Business Accounting majors (220), over the last five years 31 out of 43 students earned their transfer degree. This equates to 72%. The overall college completion rate is 19%. If the objective is narrowed to how many students who transferred to a four year school in business earned their degree here at SVCC, for Business 210 majors, 103 out of 153 were degree completers, which equated to 67%. For Business Accounting 220 majors, 31 out of 37 students who transferred earned their degree prior to leaving SVCC, equating to 84%. The overall college ration is 46%. Therefore, in terms of the objective of transfer students earning their degree prior to attending a four year school in business or accounting, these programs are outperforming the college as a whole.

3. How does this discipline contribute to other fields and the mission of the college?

As this is a transfer program, a significant amount of the degree (roughly 2/3rds) is comprised of general education requirements. As a result, students in this major are able to bring their ideas to a diverse set of classes and contribute to the overall classroom experience at the

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college. As this is one of the most popular degrees on campus, business students have an outsized impact in terms of taking classes in other fields.

This program is of high demand, so it relates to the mission in that we are supporting the percentage of the population that wants to pursue scholarship in the field of business.

Furthermore, students pursuing business and accounting are involved in sustainable professions, resulting in those that decide to remain in our district contribute to its overall economic development.

4. Describe any quality improvements or modifications made since the last review period. Since this is a transfer program and subscribes to the recommendations laid out by the Illinois Transfer Guide, the program has not changed over the past five years. However, BUS 260 – Entrepreneurship Principles, was added in the Fall of 2017. This course, while not technically transferable, does transfer to Northern Illinois University (NIU). As this is our number one feeder school, this gives our business transfer students to NIU an additional elective option.

Transfer Program Need

Prompts:

1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum, review committee and campus academic leadership?
Janet Matheney, Dean of Student Services and Transfer Coordinator, reviews the ITransfer website to see what is recommended for transfer students in Business and Business Accounting. If a change is recommended, the transfer coordinator informs the Administrative Assistant, who then manages and updates the suggested courses sequence in the catalog.
2. How are students informed or recruited for this program?
SVCC's recruiter informs prospective students of the variety of SVCC programs available, including these two transfer programs. Upon arriving at the college and meeting with advising, an academic advisor will council the students on programmatic options at the college. After discussing academic and career goals, the advisor may discuss how business or business accounting transfer may be a good fit. These two programs can also be marketed by letting students know the variety of ways they can earn their transfer degree, which includes classes offered in face-to-face campus learning environments, online learning environments, and hybrid learning environments to accommodate each individual's personal/work schedule. Additionally, BUS 103 is an introduction to business, and can "hook" certain students who are interested in the various fields of business.

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

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.

A review of all classes within the data provided for this program review and reflecting the years FY 2014- FY 2018 acknowledges the following: the average enrollments of the classes within these programs is 16 students. With the number of students rapidly increasing in online enrollment only, my assumption that the day enrollment only classes are smaller than the average size of 16 students, and that the online enrollment pushes that average class enrollment up. Table 1 B shows that BUS 103 has a day enrollment of 49 students for FY 2018, but all other BUS courses (214, 222, 237, and 260) have a daily enrollment of under 8 students, and a higher online enrollment. This clearly points out that Sauk Valley Community College is keeping up with the ascending movement of online learning in order to educate as many students as possible.

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Additionally, the BUS 222 – Legal Environment of Business, is offered in an 8 week online format as well, offering additional flexibility in terms of a student’s schedule.

Transfer Program Cost Effectiveness

Prompts:

1. What are the costs associated with this discipline?
There are minimal costs associated with these programs outside of instructor pay.
2. What steps can be taken to offer curricula more cost-effectively?
The college can look at using adjuncts to lessen program costs. However, there is a benefit in having a consistent full time faculty member in terms of stability for the department and quality of education. Furthermore, a full time instructor has 6 office hours a week to help students, whereas adjunct instructors are not required to hold office hours.
3. Is there a need for additional resources?
Going into the Fall 2018 term, one full time Business instructor retired, and has yet to be replaced. Additional monetary resources will be needed if the college decides to hire a new full time business instructor. The accounting professor at SVCC is also retiring at the end of the spring 19 semester. He has taught a number of business courses as well, so that will be another need that will have to be filled.

Available Data Sources: Table 3A, Table 3B

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.
From a financial standpoint, there are many strengths for both the BUS 210 and 220 programs when looking at budgeted vs expended costs. There is little to no cost on travel or computer software for these programs, and very limited instructional supplies are needed. On average, only 60% of program expenses were utilized throughout the course of a 5 year period. Additionally, based on the tuition and fees from program classes along with state apportionment, the BUS 210 and BUS 220 programs have had an average net annual income of \$16,000 over the past 5 years.

Transfer Program Quality

Prompts:

1. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?
BUS 103 and 222 are both offered online as well as in class. Additionally, BUS 222 is offered as an eight week section once a year, as mentioned above.
2. If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?
The college does indeed offer BUS 103 and BUS 222 in more than one method – in class and online. The college does indeed compare success rates between in class and online courses, as measured by student persistence.

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3. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?
There is an observation form for both full time and adjunct instructors that involves their supervisor coming in and observe their teaching practices and progressive pedagogy.
4. How does the discipline identify and support at-risk students?
The college just began, in the Fall 2018 semester, SHARP (Sauk Holistic Advising and Retention Project). This project has each enrolling student fill out a survey to assess if they are at risk and would benefit from additional support. This includes prospective business majors as well. Additionally, faculty members have an early alert system to notify advising if they think a student is at risk and could benefit from extra resources. Lastly, students who qualify for TRiO Student Support Services are referred to this program for additional support.
5. To what extent is the discipline integrated with other instructional programs and services?
The discipline is also integrated into other business applied science associates degrees and certificates such as Management, Marketing, and Entrepreneurship and Small Business Development. Any student who starts in an applied science associate or certificate takes courses that will transfer to a four year school, with the exception of BUS 260 – the only business course at the college that doesn't transfer (with the exception of NIU). Sauk also has a Small Business Development Center at the college. This service is free to the public and Sauk students, and allows them to bounce ideas off of professional advisors and attempt to apply knowledge gained in the classroom to the business world. BUS 260 has been continually taught by an employee of the SBDC, therefore, integrating that service to students in the class if they desire.
6. What does the discipline or department review when developing or modifying curriculum?
Curriculum is approved via submissions to ICCB. As all of the business courses in this review, outside of BUS 260, are transferable, rarely are there significant curriculum changes as that would jeopardize the ability of these courses to transfer. Since BUS 260 is technically not transferable (again, outside of NIU), the instructor garners feedback from student surveys and adapts the course accordingly. Lastly, the instructor stays up on current entrepreneurship trends to see if they could/should be incorporated in the curriculum.
7. When a course has low retention and/or success rates, what is the process to address these issues?
Generally, issues with regards to retention and success rates are addressed in the program review process every five years, and recommendations are implemented to address said issues. After, the dean monitors the changes to measure their success, and adjusts accordingly.
8. List any barriers encountered while implementing this discipline.
At times it is difficult to recruit talented instructors, especially at the adjunct level, when stereotypically business and/or accounting professions make substantially more money outside of teaching.

Available Data Sources: Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, program surveys, focus groups, interviews, etc.

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.

Focused Questions from the Administrative Review Team (ART)

Question 1.

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

Question 2.

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

Question 3.

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

Question 4.

Response to question 4 (please refer to any data sets or evidence to support your case):

Question 5.

Response to question 5 (please refer to any data sets or evidence to support your case):

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:

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	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.	
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If	

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	there are changes to the course descriptions please send them to the Curriculum Committee for approval.	
1.1 transfer completion list	<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.</p> <p>http://www.svcc.edu/students/equivalence.pdf</p> <p><i>*This task will be completed by IR Department.</i></p>	

Review Team's Final Recommendation

Recommendation	Check only one	List program name (if more than one is being reviewed or make additional copies of this table for each program)
Continued with minor improvements		
Significantly modify the program		
Placed on Inactive Status		
Discontinued/Eliminated		
Other, please specify:		
Summary Rationale Please provide a brief rationale for the chosen action.		
Intended Action Steps What are the action steps resulting from this review. Please detail the timeline and/or dates for each step.		

Signature/Date	Program Review Team Member	
		Chair
		Member
		Member

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Program Review. Items from the program review will be entered here. *After this program review is complete and approved, 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	Actual Completion Date for this Activity (MM/DD/YYYY)
Comments:							

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	
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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?

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?

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

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.

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

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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:	
<ul style="list-style-type: none">- The Director of Research and Planning will explore the success rates of 8 week Business courses compared to in-class 16 week and online courses.- The creation of a Business club for students.- The creation of a Business advisory council.- The Dean of General Education and Transfer Programs will explore the possibility of transfer credit for internship courses.	
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	