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| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College Mission**

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**

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**

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| The Graphic Design Specialist program provides quality learning opportunities that will equip students with the skills and expertise necessary to obtain employment as graphic designers or to pursue education in a number of related fields. |

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| **VIABILITY COMPONENT**  The viability component focuses on quantitative analysis and the need for the program. |

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| **SECTION A: ENROLLMENT & RETENTION DATA** for major field required courses  Resources: Annual Reviews, Items 1 & 2  Data Table 1  Operational Plans |

1. Describe a) the five-year enrollment trends, and b) results of the efforts to increase enrollment that were implemented since the last program review.

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| 1. The Graphic Design Specialist program is a cooperative program provided by Sterling High School, Whiteside Area Career Center, and Sauk Valley Community College. The typical class has 50 seats, which is the maximum number available. Revenue and expenses are split between the cooperating agencies based on the percentage of students claimed by each agency, with the program being housed at Sterling High School. SVCC claims approximately 10% of the students and is responsible for approximately 10% of the expenses. Eligible Sterling High School and WACC students may receive dual credit for courses taken in the program.   This program is unique in that there is the flexibility of an open lab schedule for Sauk students, and the structure of a regular schedule for dual credit high school students. In the current schedule, for each course offered there is one section built for each cooperative partner. In previous years, there were sections for each course built in the schedule for each of the cooperative partners in each of the seven time periods resulting in a large number of sections for each course.  Enrollment figures obtained from the college’s information services indicate that in FY07 there were 249 seats for dual credit students and 43 seats for Sauk students. In FY08 there were 370 seats for dual credit students and 67 seats for Sauk students. 26 Sauk students and 58 dual credit students were enrolled in the Techzone program in FY07. In FY08, 33 Sauk students and 370 dual credit students were enrolled in the Techzone program.  Data tables provided to the program review committee show that enrollment in FY 08 dropped 15% from that in FY07, perhaps because figures were taken from 10th day enrollment. A large number of students in this program are dual credit students; dual credit registration is not always completed by the 10th day. Also, Sauk students are able to enroll in the program at any point in the semester, provided that there is sufficient time for the necessary coursework to be completed. Therefore, the figures contained in the data tables may not reflect true enrollment trends, enrollment trends can only be properly represented with data for students that have a final grade. Enrollment figures compiled by program staff will be included as an attachment to the program review.   1. This is the first program review. The Graphic Design Specialist program has only been offered for two years. |

1. Describe a) the five-year retention trends, and b) results of the efforts to improve retention that were implemented since the last program review.

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| 1. Although enrollment in the program was down in FY08, the graduation rate increased from 2 in FY07 to 10 in FY08. The number of sections increased in FY08, since the schedule was changed to accommodate one section for Sterling High School students, one section for WACC students, and one section for Sauk students in each of the seven periods. The added sections reduced the average class size. 2. This is the first program review. |

1. Describe what can be done to improve these trends during the next five years.

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| Marketing the program to Sauk students would improve enrollment trends. We have met with the counselors in the Techzone and explained the program. Communication with the counseling office has noticeably improved. We have provided posters to the counselor's office. We would like to create a promotional video that would be streamed on Sauk's website or broadcast on closed circuit television. We are in the process of completing a website with current information and portfolio examples of the work we do. We would like this to be linked to Sauk's website.  An outline for marketing the Techzone program is included with the program review as an attachment. |

1. Summarize activities to improve the trends discussed in this section in the operational plan and code as PA. Indicate below if activities will be included in the operational plan.

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| X Activities included in the operational plan  No activities included in the operational plan |

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| **SECTION B: PROGRAM COMPLETIONS & NEED FOR THE PROGRAM**  Resources: Annual Reviews, Item 2  Data Table 2  Operational Plans |

1. Describe a) the five-year successful completion trends, and b) results of the efforts to improve the trends that have been implemented since the last program review.

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| 1. The FY08 completion rate for fall semester was 83%, compared to 85% in FY07. However, there is a decrease in the spring semester completion rate for FY08 (67%), compared to 76% in FY07. This may be due to a larger number of students being withdrawn from the program by the instructors. Students that are at risk of failing are withdrawn.   Dual credit students are now required to provide appropriate ACT scores or successfully complete placement testing, per state standards, before enrolling in the program. This may result in lower enrollment figures, but should improve completion trends since fewer students will be withdrawn.   1. This is the first program review. |

1. List any concerns identified in the *Career and Technical Follow-Up Study* and discuss solutions, ***OR*** if there were no concerns identified, indicate “None.”

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| The *Career and Technical Follow-Up Study* is unavailable*.* |

1. Use data from the Illinois Workforce Development System <http://iwds.state.il.us/iwdshome.html> (click on *Consumer Information* and enter *Sauk Valley Community College*) which tracks WIA eligible students, to answer the following:

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| This program is not included in the Illinois Workforce Development System.  Percent of students who complete the program: %  Percent of students employed after exiting WIA: %  Average starting hourly wage: $\_\_\_\_\_ |

1. Describe the occupational need for the program. (Create one or more tables that illustrate the projected occupational demand for program completers using information available on the Illinois Department of Employment Security website ([www.ilworkinfo.com](http://www.ilworkinfo.com), click on *Workforce Information Center*, click on *Quick Links*; ***OR*** any other reputable source. Include all appropriate job titles. Be sure to site your data source.)

Table of projected occupational demand included as an attachment.

1. Summarize the activities that the department will perform to improve the trends or respond to the issues identified in this section and code as PB. Indicate below if activities will be included in the operational plan.

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| X Activities included in the operational plan  No activities included in the operational plan |

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| **SECTION C: PROGRAM FINANCES**  Resources: Annual Review, Item 3  Data Table 3  Operational Plans |

1. Describe a) the five-year income vs. expense trends, and b) results of the efforts to improve financial viability that were implemented since the last program review.

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| 1. The Graphic Design Specialist program is a cooperative program provided by Sterling High School, Whiteside Area Career Center, and Sauk Valley Community College. Revenue and expenses are split between the cooperating schools based on the percentage of students claimed by each school. The revenue figures were taken from 10th day enrollment, which may not accurately reflect enrollment. A large number of students in this program are dual credit students; dual credit registration is not always completed by the 10th day. During FY07 dual credit students were charged 50% tuition and the P-16 grant was for used the remainder. In FY08 this practice changed, and the student portion of the tuition was waived, which would account for the difference in revenue. Sauk is currently accepting only apportionment for dual credit students in this program. Sauk students pay full tuition. 2. This is the first program review. |

1. Describe the results of the program’s efforts to go “green.”

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| We have tried to shift as much as we can to the digital realm to avoid chemicals. For example, we no longer use chemistry in photography for film and paper development. We have dismantled the darkroom and turned it into a green-screen stage. We have installed more energy efficient computers and monitors as well. |

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

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| --- |
| Students from nineteen schools come to the Techzone to take advantage of the equipment and curriculum available. This allows us to maximize the use of the equipment during the day. We see up to fifty students each of seven periods of the day and deliver eleven different curriculums during this time. At this time Sauk has decided to accept revenue generated through apportionment and Perkins funds and waive all tuition that could be generated by dual enrollment students. This year that figure is approximately $73,500.00 (approx. 150 dual credit students), although charging full tuition would limit the number of students significantly. Increasing the number of Sauk students would seem to be the only viable way of generating additional finances in the given environment. |

1. Summarize activities to improve the program’s financial viability in the operational plan and code as PC. Indicate below if activities will be included in the operational plan.

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| X Activities included in the operational plan  No activities included in the operational plan |

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

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| **SECTION D: COURSE SCHEDULING** |

1. Provide the program schedule by listing each required course by course number and indicating each semester in which it is planned to be offered.

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| --- | --- | --- | --- | --- |
| **Course Number** | **Year 1: Fall Semester** | **Year 1: Spring Semester** | **Year 2: Fall Semester** | **Year 2: Spring Semester** |
| ART 100 | X | X | X | X |
| ART 103 | X | X | X | X |
| ART 107 | X | X | X | X |
| ART 113 | X |  | X |  |
| ART 231 | X | X | X | X |
| ART 234 | X | X | X | X |
| ART 237 | X | X | X | X |

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

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| --- |
| A Graphic Design Specialist Certificate could be completed in one semester. If a student chooses to take ART113 rather than ART107, program completion may be delayed since ART113 is only offered during the fall semester on the SVCC campus. |

1. During the past five years, have courses been offered and properly sequenced so a student could complete the program in the number of semesters specified above?

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| --- |
| X Yes  No |

1. During the past five years, have scheduling conflicts been avoided by coordinating the days and times that courses are offered?

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| --- |
| X Yes  No |

1. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses, outside of this area?

|  |
| --- |
| X Yes  No |

1. Describe scheduling changes that may be needed during the next five years and the rationale for the changes, ***OR*** indicate “None.”

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| --- |
| None |

1. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan and code as PD. Indicate if activities will be included in the operational plan, ***OR*** if issues have been corrected, below.

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| --- |
| Activities included in the operational plan  X No activities included in the operational plan  Issues have already been corrected |

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| **SECTION E: CURRICULUM: COURSE OUTLINES** |

1. Have 100% of course outlines been reviewed and updated at least once during the past five years?

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| X Yes  No |

1. Are 100% of course outlines and syllabi aligned?

|  |
| --- |
| X Yes  No |

1. Summarize activities to correct course outline issues in the operational plan and code as PE. Indicate if activities will be included in the operational plan, ***AND/OR*** if issues have been corrected, below.

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| --- |
| Activities included in the operational plan  X No activities included in the operational plan  Issues have already been corrected |

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| **SECTION F: CURRICULUM: ASSESSMENT**  Resources: Annual Reviews, Item 5  Assessment folder, Program/Discipline Data |

1. List the program/discipline objectives that have NOT been assessed in this five-year period and indicate whether these will be assessed, eliminated, or replaced, ***OR*** indicate “All have been assessed.”

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| All have been assessed and reviewed each semester. |

1. Describe the results of the curriculum changes ensuing from assessment activities that were implemented since the last program review, ***OR*** indicate “None.”

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| This is the first program review. |

1. Describe the status of any budget requests resulting from assessment activities since the last program review, ***OR*** indicate “None.”

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| All budgeting requests for equipment have been met for the last three years. Coordination between the three parties involved has been adequate, albeit some requests have been denied with the reasoning that Sauk does not want to become involved with “infrastructure” purchases. We would consider infrastructure to be walls, ceilings, air conditioning etc. not computers, routers and switches within the room and other requested equipment. |

1. Summarize activities related to assessment issues in the operational plan and code as PF. Indicate below if activities will be included in the operational plan.

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| Activities included in the operational plan  X No activities included in the operational plan |

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| **SECTION G: CURRICULUM: CURRICULAR CHANGES**  Resources: Annual Reviews, Item 5  Assessment Summary Reports  Operational Plans |

1. Describe the positive or negative impacts of the curricular changes made during the past five years.

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| The curriculum was originally implemented based upon existing curriculum already approved at other junior colleges. Because of this approach it has been a challenge to articulate the curriculum and align it properly. We feel confident that our curriculum is articulate and aligned at this time. What we are facing now is the terribly inefficient and slow process that community colleges have to go through to effect change. The industry that we prepare students for is constantly changing. We review and adjust the curriculum assignments each semester to reflect the changes in the industry. It is apparent that dialog should be undertaken to address this problem. |

1. Describe possible changes in employer or industry requirements that may be *imposed* on the program during the next five years, ***OR*** indicate “None.”

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| None |

1. Describe anticipated curricular changes that the department will propose during the next five years and the accompanying needs that will be required, or indicate “None.”

| **Curricular Changes** | **Equipment and/or Supply Needs** | **Facility Needs** | **Personnel and/or Training Needs** |
| --- | --- | --- | --- |
| It is becoming apparent that the graphic design for print curriculum is not getting as deep as is needed within the time restraints that our students have. An additional course in graphic design may be necessary. | We are currently in the fourth year of a five year cycle of computer purchases and are at the end of two to three year cycle of software updates and changes.  The approximate cost of hardware and software is $98,140. Expenses are prorated according to the agreement between the cooperative partners. | We have remodeled, re-routed equipment and added a door to the mixing room. Sound proofing the ceiling and adding “Auralex” to the walls will be necessary. We need to look into the possibility of creating an isolation booth for “Foley” work and voice overs.  The approximate cost for “Auralex” sound proofing is $600. Expenses are prorated according to the agreement between the cooperative partners. | Mr. Roddy is teaching digital drawing and needs to take some additional on-line course work to remain abreast of the digital workflow in the industry. All four instructors need to continue to take advantage of the opportunities presented by vendors in the industry. Most of these events require registration and mileage. The cost for each class is approximately $1000. Mr. Roddy has taken three classes and has not been compensated for the cost. |

1. Summarize activities that the department will perform to make curricular changes in the operational plan and code as PG. Indicate below if activities will be included in the operational plan.

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| X Activities included in the operational plan  No activities included in the operational plan |

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| **SECTION H: FACULTY** |

1. Have 100% of full-time faculty participated in professional development during the past 5 years?

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| The college does not employ full-time faculty for this program.  Yes, skip to question 34  No, continue with question 33 |

1. Describe what can be done to assure that 100% of faculty participates in professional development during the next 5 years?

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| Continue to allow teachers to attend trade shows and industry presentations as professional development. Continuing to pay the costs of such development or providing a compelling “why” will be necessary to get everyone involved. |

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

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| X Yes, continue with question 35  No, skip to question 36 |

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

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| Mr. Roddy is teaching digital drawing and needs to take some additional on-line course work to remain abreast of the digital workflow in the industry. At this time the courses are running $1,000.00 each. Mr. Roddy will submit his cost for professional development. |

1. Summarize activities that the department will perform so that 100% of faculty participates in professional development during the next 5 years in the operational plan and code as PH. Indicate below if activities will be included in the operational plan.

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| X Activities included in the operational plan  No activities included in the operational plan |

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| **SECTION I: EQUIPMENT AND SUPPLIES** |

1. Identify current deficiencies in equipment, software, and/or supplies that negatively impact the program, ***OR*** indicate “None.”

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| None. The cooperative nature of working with Sauk, Sterling Schools and WACC has allowed this program to flourish. |

1. Identify new and/or replacement equipment, software, and/or supplies which are anticipated during the next five years, with cost estimates, ***OR*** indicate “None.” Do not include items associated with the curriculum changes noted in Section G.

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| Our software packages have reached the end of their useful life span. We will need to replace Our Adobe and Apple software and additional utility software to match the current operating system. We will need to be legal for all of our machines as well.  Cost estimate: $23,000 |

1. Summarize activities to acquire the needed equipment, software, and supplies in the operational plan and code as PI, ***AND/OR*** submit a completed *Equipment Request Form*. Indicate below if activities will be included in the operational plan, and if an *Equipment Request Form* is attached.

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| X Activities included in the operational plan  No activities included in the operational plan  A completed *Equipment Request Form* accompanies this program review |

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| **SECTION J: SUPPORT SERVICES**  Definition: College services that are *specific to this program*, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, etc) |

1. Describe the program specific support services that are currently available to students, ***OR*** indicate “None.”

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| Support services are utilized through high schools or WACC. Techzone labs are staffed for two hours after class to allow students time for implementation of assignments and to secure additional instruction or support. |

1. Describe gaps in the program specific support services that currently available and identify possible solutions, ***OR*** indicate “None.”

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| The potential to provide funding for employment of a tutor will be investigated. The tutor would have to be a successful completer of the program and complete the required background check before employment. |

1. Describe any changes in the need for support services that are anticipated to occur during the next five years, ***OR*** indicate “None.”

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| None |

1. Summarize activities to expand or correct the gaps in support services in the operational plan and code as PJ. Indicate below if activities will be included in the operational plan.

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| X Activities included in the operational plan  No activities included in the operational plan |

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| **SECTION K: MARKETING**  Definition: Systematic efforts aimed at attracting new students to the program. |

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

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| We would like to create promotional video that would be streamed on Sauk's website or broadcast on closed circuit television. We are in the process of completing a website with current information and portfolio examples of the work we do. We would like this to be linked to Sauk's website. We would like to have former students create a podcast of what they are doing professionally and keep it available on the on the web site. |

1. Summarize activities to better promote and market the program in the operational plan and code as PK. Indicate below if activities will be included in the operational plan.

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| X Activities included in the operational plan  No activities included in the operational plan |

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| **SECTION L: STUDENT INPUT**  Definition: Systematic efforts aimed at student opinions and suggestions for improving the program.  Resources: Annual Review, Item 9  Operational Plans |

1. Describe what was gained from seeking student input since the last program review ***OR*** indicate “None was sought.”

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| We regularly solicit ideas from former students working in the industry to keep the program current. After consultation with a former students currently working in the industry, a change in software from Apple “Shake” to “After Effects” was implemented. A former student provided resources for current students to edit the independent film “Osso Bucco”. Following the recommendation of a former student, Techzone has connected to *LinkedIn* which has provided tremendous networking possibilities. Former students also work with current students by providing seminars. |

1. Summarize activities to obtain student input in the operational plan and code as PL. Indicate below if activities will be included in the operational plan.

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| Activities included in the operational plan  X No activities included in the operational plan |

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| **SECTION M: NON-STUDENT INPUT**  Definition: Systematic efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant.  Resources: Annual Review, Item 10  Operational Plans |

1. Describe what was gained from seeking non-student input since the last program review ***OR*** indicate “None was sought.”

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| We regularly participate in professional opportunities such as traveling to Chicago to help with the production of the independent film ‘Osso Bucco”. We have worked with Sony engineers to develop a touch screen. Industry professional are consulted on a regular basis on equipment and program selection. Techzone is developing instructional videos for Wahl Clipper Corporation and Champion Chisel, and creating a marketing video for CGH Medical Center. Students gained practical experience in shooting on-location by working with MidCoast Productions to shoot a video for the city of Princeton. |

1. Summarize plans to obtain input from non-student sources in the operational plan and code as PM. Indicate below if activities will be included in the operational plan.

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| Activities included in the operational plan  X No activities included in the operational plan |

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

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

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| X Growing need  Level need  Declining need |

1. List the top five priorities to strengthen the program during the next five years.

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| 1. Continue advertising and marketing of the program. 2. Remain current with the changes in the industry. 3. Keep on our hardware and software schedule to remain current with industry standards. 4. Keep parents and school personnel that influence student choice current with digital media trends and job opportunities. 5. Keep administration abreast of the changing digital media and how the Techzone is meeting the challenge of staying up to date. |

1. Summarize plans to address the top five priorities in the operational plan and code as PN. Indicate below if activities will be included in the operational plan.

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| --- |
| X Activities included in the operational plan  No activities included in the operational plan |

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2008 - 2009**

**Program Identification Information**

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| **6-digit CIP** | 500401 |

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| **Degree Type**  03 – AAS  20 – Certs. 30ch >  30 – Certs. <30ch | 30 – Cert. |

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| **Program Title** | Graphic Design Specialist Certificate (0B34) |

**Action**

X Continued with minor improvements

⁭ Significantly modified

⁭ Discontinued/Eliminated

⁭ Placed on inactive status

⁭ Scheduled for further review

⁭ Other, please specify:

**Improvements & Rationale for Action**

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| The Graphic Design Specialist program is unique in that it is a cooperative endeavor between Sterling Schools, Whiteside Area Career Center and Sauk Valley Community College. Revenue and expenses are split between the cooperating schools based on the percentage of students claimed by each school. Enrollment, retention, and revenue trends could be improved by increased marketing of the program. Promotional materials have been provided to the SVCC counseling office. Work is being completed on a Techzone website which contains current information on the Graphic Design Specialist program and student portfolio examples. Work will be completed on the website by the end of the spring semester and the website will be linked to Sauk’s website. A promotional video will be created to be streamed on Sauk’s website. Work on this video will be completed by the end of the Fall ’09 semester. |

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

⁭ Standardized assessments

⁭ Certification and licensure examination results

⁭ Writing samples

X Portfolio evaluation

⁭ Course embedded questions

X Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

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| *A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.*  **None** |

**Best Practices Report**

**Optional ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2008 - 2009**

**Title of Best Practice**

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**Programmatic Area**

⁭ Academic Discipline

X Career and Technical Education

⁭ Cross-Disciplinary

⁭ Student & Academic Support Services

**Description of the innovation/best practice (150 word limit)**

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

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**Contact Information**

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| --- |
| Sauk Valley Community College  Name & Title:  Phone Number:  E-mail Address: |

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| **FINAL NOTES:**   * Complete the Program review using this document as a template. Do not use alternate formats. * The Program Review is **due December 1, 2008**. * The Program Review should be submitted as an e-mail attachment to:   + The program’s administrative supervisor, and   + The chair of the Program Review Committee, Janet Lynch. * The names of the Program Review Team are to be included in the electronic version. * Print the Signatures and Approval page and obtain signatures from all team members and submit to the chair of the Program Review Committee, Janet Lynch. | |
| **Checklist** | **Supporting Documents to be submitted with this Review** |
|  | Assessment Summary Report (referenced in Section F) |
|  | Data Tables 1, 2, & 3 (most recent tables only) |
|  | Equipment Request Form (referenced in Section I) |
|  | ICCB Program Review Report |
|  | ICCB Program Review Report: Best Practices *(optional)* |
|  | FY09 Operational Plan (addendum to original plan) |
|  | Personnel Change Request Form (referenced in item 7) |
|  | |
|  | **Signatures and Approval** 1) Type names of the team conducting this program review and include with the electronic submission; 2) Print the page and obtain each team member’s signature; 3) Submit the signed page to the chair of the Program Review Committee, Janet Lynch. |

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| **SIGNATURES and APPROVALS** |

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| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review | | |
| **Names** (Indicate chair/co-chairs) | **Signatures** | |
| Catherine Dorathy, Co-chair |  | |
| James Black, Co-chair |  | |
| Monte Strating, Co-chair |  | |
| Dr. Mary Lou Kidder, Dean of Instructional Services |  | |
| Brian Olmsted, Coordinator of Public Relations |  | |
| Stewart Roddy, Program staff |  | |
| Marcy Lawrence, student |  | |
| James Salstrom, student |  | |
| **Program Review Committee** | | |
| This Program Review is complete and acceptable. | |  |
| This Program Review is complete but the conclusions ***are not*** fully substantiated. | |  |
| This Program Review is incomplete and unacceptable. | |  |
| Comments are attached (optional) | |  |
| Program Review Committee Chair/Co-Chair |  | |
| Date |  | |
| Program Review Committee Co-Chair |  | |
| Date |  | |
| **Administrative Approvals**  Administrative signatures indicate an acceptance of the program review. | | |
| Program Administrator |  | |
| Academic Vice President |  | |
| President |  | |