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| **WHY DO A PROGRAM REVIEW?** |

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

The Illinois Community College Board (ICCB) requires all instructional 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 in the unit.
* Examine current information and data.
* Produce results that are considered in campus planning, quality improvements, and budget allocation decisions.

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

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.

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| **TIMELINE** | |
| April/May | Units informed that they are scheduled to conduct a program review in the fall |
| Beginning of the fall semester | Program review orientation sessions conducted |
| Fall semester | Units conduct their program reviews |
| **December 1** | **Program reviews are due** |
| Early Spring semester | Unit’s administrator and the Program Review Committee will consider program reviews, request revisions, and approve final reviews |
| April 1 | Equipment Requests, Personnel Change Requests, and Major Project Requests from ***approved*** program reviews, will be forwarded for consideration in the budget allocation process |
| End of spring semester | Instructional units submit next year’s operational plans, including all activities identified in the program review |
| Early July | Student and academic support services submit next year’s operational plans, including all activities identified in the program review |

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| **INSTRUCTIONS** |

* The program review is to be conducted by a team of 5 to 10 individuals consisting of the following:
  + Department/unit staff and administrator
  + 1 or 2 employees not part of the department
  + 1 or 2 students
  + 1 or 2 community members/non-SVCC employees
* Use this document as a template. Do not use alternate formats.
* Complete all items on all pages
* The ICCB Best Practices Report may describe the entire unit or a specific practice. *This is the only optional component* of the program review
* Insert the names of the program review team on the Signatures and Approval page
* Complete any appropriate request forms:
  + Equipment Request
  + Personnel Change Request
  + Major Project Request
  + Request forms are available in *FAST* under *Documents and Forms*
  + Requests will be forwarded to the budget allocation process, *after all program review revisions have been submitted and the review has been approved by the Program Review Committee*. The requests will not be forwarded to the budgeting process until the Committee informs the unit that the review has been approved.
* The approval process:
  + Submission of the review alone does not constitute approval
  + The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed
    - Reviews must be *approved by April 1* for requests to be forwarded for budgetary consideration
  + The program administrator may request a meeting to discuss the review and/or request modifications, and approves the review after the Committee approves it
  + The President provides the final approval of every review

QUESTIONS: Contact the Program Review Committee Chair, Janet Lynch, with any questions regarding your program review.

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| **HOW to SUBMIT the PROGRAM REVIEW** |

* Program reviews are **due December 1**
* The program review, appropriate request documents, and any other support documents should be submitted as an e-mail attachment to:
  + The program’s immediate administrative supervisor (dean or vice president), *and*
  + The chair of the Program Review Committee, Janet Lynch.
* A printed copy of the review *is not required*, and is discouraged.
* A printed copy of the Signatures and Approval page, with signatures from all team members, should be sent to the Program Review Committee Chair, Janet Lynch.

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| **ALIGNMENT WITH THE COLLEGE MISSION** |

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

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

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

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

**Program Mission**

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| The history program’s mission is to provide students with high quality historical and geographic education while giving them opportunities to improve their researching and analytical skills. As a transfer program, the history program maintains academic standards appropriate to college-level studies with an eye towards helping students make the successful transition to their respective four-year institutions. |

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

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| **SECTION A: ENROLLMENT & RETENTION DATA** for the discipline  Additional resource: Operational plans |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 1: Course Enrollment for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **History** | |
| Use to answer question #1 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Total Sections Offered | 17 | 21 | 14 | 9 | 8 | 69 |
| b | Total Enrollment at 10th day | 261 | 209 | 151 | 132 | 157 | 910 |
| c | Average enrollment for all sections offered | 15.4 | 10.0 | 10.8 | 14.7 | 19.6 | 13.2 |
| d | Course | HIS 131 | HIS 131 | HIS 131 | HIS 131 | HIS 131 |  |
| e | Sections | 3 | 3 | 3 | 2 | 2 | 13 |
| f | Enrollment at 10th day | 65 | 59 | 55 | 33 | 41 | 253 |
| g | Average enrollment per section | 21.7 | 19.7 | 18.3 | 16.5 | 20.5 | 19.5 |
| h | Course | HIS 132 | HIS 132 | HIS 132 | HIS 132 | HIS 132 |  |
| i | Sections | 3 | 4 | 1 | 1 | 2 | 11 |
| j | Enrollment at 10th day | 61 | 38 | 24 | 26 | 35 | 184 |
| k | Average enrollment per section | 20.3 | 9.5 | 24.0 | 26.0 | 17.5 | 16.7 |
| l | Course | HIS 151 | HIS 151 | HIS 151 | HIS 151 | HIS 151 |  |
| m | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| n | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| o | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| p | Course | HIS 152 | HIS 152 | HIS 152 | HIS 152 | HIS 152 |  |
| q | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| r | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| s | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| t | Course | HIS 221 | HIS 221 | HIS 221 | HIS 221 | HIS 221 |  |
| u | Sections | 3 | 4 | 3 | 2 | 2 | 14 |
| v | Enrollment at 10th day | 59 | 55 | 29 | 21 | 41 | 205 |
| w | Average enrollment per section | 19.7 | 13.8 | 9.7 | 10.5 | 20.5 | 14.6 |
| x | Course | HIS 222 | HIS 222 | HIS 222 | HIS 222 | HIS 222 |  |
| y | Sections | 3 | 4 | 2 | 2 | 2 | 13 |
| z | Enrollment at 10th day | 47 | 45 | 30 | 41 | 40 | 203 |
| aa | Average enrollment per section | 15.7 | 11.3 | 15.0 | 20.5 | 20.0 | 15.6 |
| ab | Course | HIS 231 | HIS 231 | HIS 231 | HIS 231 | HIS 231 |  |
| ac | Sections | 2 | 4 | 3 | 2 | 0 | 11 |
| ad | Enrollment at 10th day | 5 | 10 | 8 | 11 | 0 | 34 |
| ae | Average enrollment per section | 2.5 | 2.5 | 2.7 | 5.5 | 0.0 | 3.1 |
| af | Course | HIS 235 | HIS 235 | HIS 235 | HIS 235 | HIS 235 |  |
| ag | Sections | 1 | 0 | 0 | 0 | 0 | 1 |
| ah | Enrollment at 10th day | 17 | 0 | 0 | 0 | 0 | 17 |
| ai | Average enrollment per section | 17.0 | 0.0 | 0.0 | 0.0 | 0.0 | 17.0 |
| aj | Course | HIS 245 | HIS 245 | HIS 245 | HIS 245 | HIS 245 |  |
| ak | Sections | 2 | 2 | 2 | 0 | 0 | 6 |
| al | Enrollment at 10th day | 7 | 2 | 5 | 0 | 0 | 14 |
| am | Average enrollment per section | 3.5 | 1.0 | 2.5 | 0.0 | 0.0 | 2.3 |
| an | Course | HIS 255 | HIS 255 | HIS 255 | HIS 255 | HIS 255 |  |
| ao | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| ap | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| aq | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| ar | Course | HIS 265 | HIS 265 | HIS 265 | HIS 265 | HIS 265 |  |
| as | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| at | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| au | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

1. Describe the five-year enrollment trends

|  |
| --- |
| During the past five years, enrollment declined steadily between FY 06 and FY 09 but increased from FY 09 to FY 10. The number of sections has been reduced to balance this decline. Class sizes have, therefore, remained stable and indicate an efficient use of resources. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 2: Enrollment & Retention for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **History** | |
| Use to answer question #2 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Number of credit hours at 10th day | 639.5 | 386 | 357 | 312 | 353 | 2047.5 |
| b | Number of reimbursable credit hours at semester end | 583.5 | 320 | 330 | 259 | 262 | 1754.5 |
| c | Number of credit hours lost between 10th day & semester end | 56.0 | 66.0 | 27.0 | 53.0 | 91.0 | 293.0 |
| d | Retention rate (% of 10th day credits that are reimbursable) | 91.2% | 82.9% | 92.4% | 83.0% | 74.2% | 85.7% |

1. Describe the five-year retention trends

|  |
| --- |
| Retention has declined from 92.2% to 74.2% during the past five years. |

1. Describe the efforts to increase enrollment and to improve retention conducted since the last program review. Indicate how frequently each effort was conducted during the past five years.

|  |
| --- |
| A website was created to provide information on the major and give the students additional resources to help them conduct research in history. Dual-credit/dual-enrollment students represent a particular problem here as in FY 2006-2010, 43% of dual-credit/dual-enrollment students have scored D or lower. This seems to be a screening issue. We recommend requiring a minimum ACT score of 21, which is the ACT benchmark for college success. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 3: Course Grades & Completion for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **History** | |
| Use to answer question #6 | |  |  |  |  |  |  |
|  |  | **Fall Semesters** | | | | | **5 Year** |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **Total** |
| a | Number of enrolled students at 10th day (duplicated) | 126 | 73 | 60 | 71 | 66 | 396 |
| b | Number of successful completions (Grades A, B, C, or P) | 98 | 38 | 45 | 45 | 38 | 264 |
| c | Proportion of successful completions (Grades A, B, C, or P) | 77.8% | 52.1% | 75.0% | 63.4% | 57.6% | 66.7% |
| d | % A | 53 | 17 | 16 | 15 | 5 |  |
| e | % B | 24 | 11 | 16 | 13 | 17 |  |
| f | % C | 20 | 10 | 13 | 17 | 16 |  |
| g | % D | 4 | 4 | 4 | 3 | 3 |  |
| h | % F | 12 | 15 | 1 | 4 | 15 |  |
| i | % I Q | 0 | 0 | 0 | 0 | 0 |  |
| j | % W | 12 | 16 | 10 | 16 | 9 |  |
| k | % P X Z | 1 | 0 | 0 | 3 | 1 |  |
|  |  | **Spring Semesters** | | | | | **5 Year** |
|  |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **Total** |
| l | Number of enrolled students at 10th day (duplicated) | 96 | 59 | 57 | 37 | 53 | 302 |
| m | Number of successful completions (Grades A, B, C, or P) | 79 | 38 | 47 | 23 | 21 | 208 |
| n | Proportion of successful completions (Grades A, B, C, or P) | 82.3% | 64.4% | 82.5% | 62.2% | 39.6% | 68.9% |
| o | % A | 45 | 19 | 9 | 9 | 6 |  |
| p | % B | 19 | 10 | 21 | 12 | 8 |  |
| q | % C | 14 | 9 | 17 | 2 | 7 |  |
| r | % D | 3 | 4 | 5 | 2 | 1 |  |
| s | % F | 3 | 8 | 0 | 4 | 9 |  |
| t | % I Q | 0 | 0 | 0 | 0 | 0 |  |
| u | % W | 11 | 9 | 5 | 6 | 21 |  |
| v | % P X Z | 1 | 0 | 0 | 2 | 1 |  |

1. Describe what will be done to improve the enrollment and retention trends during the next five years.

|  |
| --- |
| The history department is creating a historical methods class, adding non-western courses to the rotation, and improving online history offerings, including non-western classes. Decrease in success is due in part to the loss of two part-time instructors who practiced rampant grade inflation. Between FY 06 and FY 10, classes instructed by part-time faculty earned an inordinately small number of Ds and Fs. One year, the percentage dropped to 7%. This suggests a lack of academic rigor and reflects very badly on the program and institution. |

1. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

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| **SECTION B: PROGRAM COMPLETIONS & TRANSFERS**  Additional resource: Operational Plans |

1. Describe the five-year successful *course* completion trends

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| --- |
| Approximately two-thirds of our students successfully complete the requirements of the courses. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 4: Enrollment & Completion Data for *Discipline* and *Program*** | | | | | **Discipline:** | **History** | |
| Use to answer question #7 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| **Totals for all Programs in Discipline** | | | | | | | |
| a | Declared majors | 38 | 25 | 18 | 17 | 20 | 118 |
| b | Number of program completions | 9 | 3 | 3 | 1 | 3 | 19 |
|  | **Program:** | **History (AA 0652)** | |  |  |  |  |
| c | Declared majors | 34 | 21 | 12 | 12 | 12 | 91 |
| d | Number of program completions | 7 | 3 | 2 | 0 | 2 | 14 |
|  | **Program:** | **History (AS 0852)** | |  |  |  |  |
| e | Declared majors | 4 | 4 | 6 | 5 | 8 | 27 |
| f | Number of program completions | 2 | 0 | 1 | 1 | 1 | 5 |

1. Describe the five-year successful *program* completion trends

|  |
| --- |
| We average about 10% completion rate. Many of our students transfer to four year schools before completing the program. There are only four courses that transfer as core classes. Historical methods and non-Western courses are being added and offered to encourage students to remain at Sauk for additional credits. |

1. Describe any *recurring* problems related to IAI approved courses transferring to universities and what needs to be done to obtain resolution, ***OR*** if there were not any *recurring* problems, indicate “None.”

|  |
| --- |
| None. |

1. Describe what was done to improve the successful course and program completion rates since the last program review. Indicate how frequently each effort was conducted during the past five years.

|  |
| --- |
| None. |

1. Describe what will be done to improve the successful course and program completion trends during the next five years.

|  |
| --- |
| We are going to change the course offerings to allow greater variety, including rotating non-western courses each year, and offering world history in alternating years from the western civ. sequence. We are working on a historical methods course. We are also adding methods based textbooks to the required reading lists. |

1. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

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| **SECTION C: PROGRAM FINANCES**  Additional resources: Operational Plans |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA TABLE 5: Program Revenue for *Discipline*** (Tutorials not included) | | | | | **Discipline:** | **History** | |
| Use to answer question #12 | |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Direct income (Tuition & fees at 10th day) | $70,503 | $63,136 | $49,198 | $42,672 | $45,136 | $270,645 |
| b | Apportionment (Estimated) | $16,340 | $13,527 | $10,831 | $5,593 | $5,751 | $52,042 |
| c | **Total income** (Row a + b) | $86,843 | $76,663 | $60,029 | $48,265 | $50,887 | $322,687 |
| d | Employee expense (Salaries & benefits)1 | $54,006 | $50,021 | $53,109 | $41,669 | $40,690 | $239,495 |
| e | Supply expense (Purchases charged to budget supply line & software purchases) | $638 | $514 | $528 | $249 | $421 | $2,350 |
| f | Equipment expense (Purchases charged to budget equipment line) | $0 | $0 | $0 | $0 | $0 | $0 |
| g | Other expense (Any expense that does not fit into the above categories) | $1,358 | $1,795 | $2,361 | $217 | $8 | $5,739 |
| h | **Total expense** (Row d + e + f + g) | $56,002 | $52,330 | $55,998 | $42,135 | $41,119 | $247,584 |
| i | **Net income** (Row c - Row h) | $30,841 | $24,333 | $4,031 | $6,130 | $9,768 | $75,103 |
| 1 Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate penalties to programs due to dependent insurance coverage) | | | | | | | |

1. Describe the five-year income and expense trends.

|  |
| --- |
| In FY06 through FY10, the income declined sharply, as did the expense. The net income shows a different trend, though. Between FY06 and FY08, net income dropped by over $25,000. However, that trend was reversed in FY 09 and FY10, and the net income began to rebound. By FY10, the net income was back to $9,768. |

1. Describe what was done to improve the program’s financial viability during the past five years.

|  |
| --- |
| In the past five years, we have reduced the number of sections offered. This was done to reduce the number of classes running with low enrollments. |

1. Describe the program’s efforts to go “green” during the past five years.

|  |
| --- |
| We have provided URLs when possible so that students can download additional documents and handouts instead of photocopying them. |

1. Describe new efforts for the program to go “green” during the next five years.

|  |
| --- |
| We are using Moodle to store and distribute course documents so that there is no longer a need to photocopy most course documents. |

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

|  |
| --- |
| We are going to offer more sections. We will offer non-western history to try to draw additional students. |

1. Summarize the activities identified above in the operational plan (under Goal 3). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| \_\_\_\_\_ Activities will be included in the operational plan.  \_\_X\_\_\_ Activities will not be 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Number** | **Year 1: Fall Semester** | **Year 1: Spring Semester** | **Year 2: Fall Semester** | **Year 2: Spring Semester** |
| HIS 131 | X |  |  |  |
| HIS 132 |  | X |  |  |
| HIS 221 | X | X | X | X |
| HIS 222 | X | X | X | X |
| HIS 151 |  |  | X |  |
| HIS 152 |  |  |  | X |

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

|  |
| --- |
| A student could reasonably take all four of the required courses in one academic year. These are the only courses currently required for the history major. When the Historical Methods course is implemented, it will be offered every other year so that all requirements can be completed in two years. |

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?

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

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

|  |
| --- |
| 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.”

|  |
| --- |
| None. |

1. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

|  |
| --- |
| Activities will be included in the operational plan.  Activities will not be included in the operational plan.  X Issues have already been corrected. |

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

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

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

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

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

1. Summarize activities to correct any course outline issues in the operational plan (under Objective 1.1 or 1.3). Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

|  |
| --- |
| Activities will be included in the operational plan.  Activities will not be included in the operational plan.  X Issues have already been corrected. |

|  |
| --- |
| **SECTION F: CURRICULUM: ASSESSMENT**  Additional resources: Assessment Summary Reports  Operational Plans |

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.”

|  |
| --- |
| All have been assessed. |

1. Describe any curricular changes ensuing from assessment, which were made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate “None.”

|  |
| --- |
| None. |

1. Summarize activities related to assessment issues in the operational plan (under Objective 1.1). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION G: CURRICULUM: CURRICULAR CHANGES**  Additional resources: Assessment Summary Reports  Operational Plans |

1. Describe any curricular changes made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate “None.”

|  |
| --- |
| None. |

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

|  |
| --- |
| I am researching adding a historical methods course. Many of the four year schools that we service have 200-level historical methods classes, and this course would ease the transition of those students. |

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** |
| Add Historical Methods Course | None | None | None |
| Increase rotation of non-western history courses | None | None | None |
|  |  |  |  |

1. Summarize activities that the department will perform to make curricular changes in the operational plan (under Objective 1.1; 1.2; or 1.3). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

|  |
| --- |
| **SECTION H: FACULTY & STAFF** |

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

|  |
| --- |
| X Yes, skip to question 37  No, continue with question 36 |

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

|  |
| --- |
| None. |

1. Will faculty need any *specialized* professional development in the next 5 years?

|  |
| --- |
| Yes, continue with question 38  X No, skip to question 39 |

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

|  |
| --- |
| None. |

1. Describe any proposed staffing changes along with a rational; indicate any announced retirements, and submit a completed *Personnel Change Request* form, or indicate “None.”

|  |
| --- |
| None. |

1. Summarize activities that the department will perform to assure that 100% of faculty participate in professional development during the next 5 years and staffing changes described above, in the operational plan in the operational plan (under Goal 1 or 2); Indicate below if activities will be included in the operational plan, and indicate if a completed *Personnel Change Request* is attached.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan.  A completed *Personnel Change Request* accompanies this program review. |

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

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

|  |
| --- |
| None. |

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.

|  |
| --- |
| None. |

1. Summarize activities to acquire the needed equipment, software, and supplies as described above in the operational plan (under Goal 1 or 2), ***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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| --- |
| Activities will be included in the operational plan.  X Activities will not be 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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| --- |
| LAC has training and materials to help students with Chicago citation style, and the LRC keeps a subscription to the JSTOR database used in research. |

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

|  |
| --- |
| None. |

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 as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

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| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |

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

1. Not including the catalog and program brochure, describe how the program has been promoted and marketed during the past five years, and the frequency that each promotional or marketing activity has been done.

|  |
| --- |
| We have a departmental website that includes links to job information for history majors and links to history departments where our graduates tend to transfer. |

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

|  |
| --- |
| The history website will be updated more annually. As a single instructor with courses in four disciplines, it is impossible to dedicate any time to marketing and promotion of courses. |

1. Summarize activities to better promote and market the program as described above in the operational plan (under Objective 1.2 or Goal 3). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |

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| **SECTION L: STUDENT INPUT**  Definition: Formal and informal efforts aimed at obtaining student opinions and suggestions for improving the program. |

1. Describe the formal and informal efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate “Not applicable.”

|  |
| --- |
| Annual student evaluations and formal and informal discussions are held. |

1. Describe the formal and informal efforts to obtain student input that will be attempted during the next five years ***OR*** indicate “None are planned.”

|  |
| --- |
| Annual student evaluations and formal and informal discussions will continue to be held. |

1. Summarize activities to obtain student input as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| Activities will be included in the operational plan.  X Activities will not be included in the operational plan. |
| **SECTION M: NON-STUDENT INPUT**  Definition: Formal and informal 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 (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).  Additional resources: Operational plans |

1. Describe the formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate “Not applicable.

|  |
| --- |
| I looked at the university and history department websites for the five institutions where the majority of Sauk’s transfer majors go to look at course offerings and requirements. I found that there were courses that I could offer with greater frequency or create to ease that transfer process. Particularly, adding a historical methods course and ensuring a better rotation of non-western history courses would make our students more competitive. |

1. Describe the formal and informal efforts to obtain non-student input that will be attempted during the next five years ***OR*** indicate “None are planned.”

|  |
| --- |
| We will continue to monitor the schools where our students transfer. |

1. Summarize plans to obtain input from non-student sources described above in the operational plan (under Goal 1, 2, or 4). Indicate below if activities will be included in the operational plan.

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| --- |
| Activities will be included in the operational plan.  X Activities will not be 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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| --- |
| Growing need  X Level need  Declining need |

1. List the top five priorities to strengthen the program during the next five years. (These should be related to items discussed above)

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| --- |
| 1. Create a regular rotation of non-western history courses and add them to the schedule. 2. Develop a non-western history class for online delivery. 3. Create a historical methods course. 4. Develop and offer special topics courses to draw more non-majors and community members. 5. Correct HIS 152 World History After 1648 and get it passed by ICCB. |

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

|  |
| --- |
| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required* ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

|  |  |
| --- | --- |
| **Discipline Area** | History (AA – 0652, AS – 0852) |

**Improvements & Rationale for Action**

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| --- |
| Over the past several years, we have noticed a decline in enrollment and retention, and we are adding discipline specific meta textbooks to improve student success. These books contain additional information about philosophy and research in the discipline of history. We are also creating a methods course to help history majors with the transfer to the four-year institutions. At the same time, we are adding non-western courses to our rotation to better serve history majors and other majors who require non-western history courses. |

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

⁭ Standardized assessments

⁭ Certification and licensure examination results

⁭X Writing samples

⁭ Portfolio evaluation

⁭X Course embedded questions

⁭ Student surveys

⁭X Analysis of enrollment, demographic and cost data

⁭ Other, please specify:

**Statewide Program Issues (if applicable)**

|  |
| --- |
| None |

**BEST PRACTICES REPORT**

***Optional* ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

**Title of Best Practice**

|  |
| --- |
|  |

**Programmatic Area**

X Academic Discipline

⁭ Career and Technical Education

⁭ Cross-Disciplinary

⁭ Student & Academic Support Services

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

|  |
| --- |
|  |

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

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| --- |
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**Contact Information**

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

|  |
| --- |
| **SIGNATURES and APPROVALS** |

|  |  |
| --- | --- |
| **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** |
| Richard L. Eichman (Chair) |  |
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| **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 | |
| Dean |  |
| Academic Vice President |  |
| President |  |