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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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| *Sociology* offers students a body of knowledge about the social world in which they all must live. A scholarly understanding of this knowledge provides our students with a useful tool for comprehending, and adjusting to, societal and cultural issues and events they may confront in their lives.Sociology at Sauk (hereafter referred to as SOC) provides transfer students with the grounding in sociological concepts, theory, and research they will need to succeed in four-year baccalaureate Sociology--or other liberal arts--programs. This is accomplished by offering relevant transfer courses taught by faculty knowledgeable and skilled in the state of the discipline. |

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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 disciplineAdditional resource: Operational plans |

|  |  |  |
| --- | --- | --- |
| **DATA TABLE 1: Course Enrollment for *Discipline*** (Tutorials not included) | **Discipline:** | **Sociology** |
| Use to answer question #1 |   |   |   |   |   |   |
| **Row** |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Total Sections Offered | 18 | 15 | 15 | 17 | 15 | 80 |
| b | Total Enrollment at 10th day | 364 | 307 | 307 | 341 | 307 | 1626 |
| c | Average enrollment for all sections offered | 20.2 | 20.5 | 20.5 | 20.1 | 20.5 | 20.3 |
| d | Course | SOC 111 | SOC 111 | SOC 111 | SOC 111 | SOC 111 |   |
| e | Sections | 9 | 9 | 9 | 11 | 9 | 47 |
| f | Enrollment at 10th day | 199 | 188 | 201 | 214 | 193 | 995 |
| g | Average enrollment per section | 22.1 | 20.9 | 22.3 | 19.5 | 21.4 | 21.2 |
| h | Course | SOC 112 | SOC 112 | SOC 112 | SOC 112 | SOC 112 |   |
| i | Sections | 2 | 2 | 3 | 1 | 2 | 10 |
| j | Enrollment at 10th day | 48 | 35 | 42 | 25 | 29 | 179 |
| k | Average enrollment per section | 24.0 | 17.5 | 14.0 | 25.0 | 14.5 | 17.9 |
| l | Course | SOC 115 | SOC 115 | SOC 115 | SOC 115 | SOC 115 |   |
| m | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| n | Enrollment at 10th day | 28 | 26 | 29 | 19 | 19 | 121 |
| o | Average enrollment per section | 28.0 | 26.0 | 29.0 | 19.0 | 19.0 | 24.2 |
| p | Course | SOC 116 | SOC 116 | SOC 116 | SOC 116 | SOC 116 |   |
| q | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| r | Enrollment at 10th day | 18 | 25 | 15 | 23 | 23 | 104 |
| s | Average enrollment per section | 18.0 | 25.0 | 15.0 | 23.0 | 23.0 | 20.8 |
| t | Course | SOC 200 | SOC 200 | SOC 200 | SOC 200 | SOC 200 |   |
| u | Sections | 1 | 1 | 1 | 1 | 1 | 5 |
| v | Enrollment at 10th day | 17 | 11 | 20 | 19 | 15 | 82 |
| w | Average enrollment per section | 17.0 | 11.0 | 20.0 | 19.0 | 15.0 | 16.4 |
| x | Course | SOC 231 | SOC 231 | SOC 231 | SOC 231 | SOC 231 |   |
| y | Sections | 2 | 0 | 0 | 0 | 0 | 2 |
| z | Enrollment at 10th day | 3 | 0 | 0 | 0 | 0 | 3 |
| aa | Average enrollment per section | 1.5 | 0.0 | 0.0 | 0.0 | 0.0 | 1.5 |
| ab | Course | SOC 251 | SOC 251 | SOC 251 | SOC 251 | SOC 251 |   |
| ac | Sections | 2 | 1 | 0 | 2 | 1 | 6 |
| ad | Enrollment at 10th day | 51 | 22 | 0 | 41 | 28 | 142 |
| ae | Average enrollment per section | 25.5 | 22.0 | 0.0 | 20.5 | 28.0 | 23.7 |

1. Describe the five-year enrollment trends

|  |
| --- |
| SOC111, SOC112, SOC115, and SOC116 have shown stable enrollments; most sections fill to capacity. SOC200 (Intro to Social Work) is taught by adjunct faculty, so scheduling variability may contribute—along with HSV enrollments--to the fluctuations in enrollment numbers; it will be proposed that whereas this course is not required for the SOC major, that it is not taught by SOC faculty, and that it is required for the HSV major, it would be more appropriate that it be part of HSV program. SOC231 (Special Topics) is only offered according to demand, and has not been offered since FY06, hence the zero enrollments. SOC251 (Human Sexuality and Marriage) is also typically taught by adjuncts, so its availability and enrollment numbers have tended to fluctuate. While required for the SOC major (as presently formulated), this course could also be switched to HSV. |

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| **DATA TABLE 2: Enrollment & Retention for *Discipline*** (Tutorials not included) | **Discipline:** | **Sociology** |
| Use to answer question #2 |   |   |   |   |   |   |
| **Row** |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Number of credit hours at 10th day | 56 | 101 | 88 | 66 | 124 | 435.0 |
| b | Number of reimbursable credit hours at semester end | 53 | 90 | 88 | 63 | 121 | 415.0 |
| c | Number of credit hours lost between 10th day & semester end | 3.0 | 11.0 | 0.0 | 3.0 | 3.0 | 20.0 |
| d | Retention rate (% of 10th day credits that are reimbursable) | 94.6% | 89.1% | 100.0% | 95.5% | 97.6% | 95.4% |

1. Describe the five-year retention trends

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| --- |
| These numbers regularly approach 100%, indicating a high rate of early-semester student retention; however, these numbers apply only to declared SOC majors in all classes, even if they are not enrolled in SOC courses. While these retention numbers appear very favorable, they are beyond the influence of SOC faculty. |

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.

|  |
| --- |
| There have been no specific efforts to increase enrollment in the SOC major: In terms of overall enrollments, limited faculty availability (SOC is not a department, per se, as it consists of only one full-time faculty member), limited section/course offerings, and class size limits together place strictures on how many students overall can be accommodated by the program. Retention concerns, as they arise, are addressed by direct counseling of students expressing doubts about continuing in their courses.All this is said with a caution that the sole Sociology professor at Sauk has little or no contact with declared SOC majors: Instructors are provided no list of majors, and have no specific counseling duties, so have little influence over recruitment and retention.When possible, students in academic difficulty are counseled toward success. |

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

|  |
| --- |
| When possible, direct counseling of students is the preferred method. Overall student enrollments can be increased through additional section offerings (for instance, additional online sections of SOC111). This is said with the repeated, underlying caveat that SOC faculty have little to no direct contact with majors since those students are not specifically identified.SOC115 and SOC116 are offered in alternate years in order to provide more stable enrollments. |

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.

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

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

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| --- | --- | --- |
| **DATA TABLE 3: Course Grades & Completion for *Discipline*** (Tutorials not included) | **Discipline:** | **Sociology** |
| 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) | 15 | 15 | 14 | 8 | 20 | 72 |
| b | Number of successful completions (Grades A, B, C, or P) | 8 | 14 | 11 | 7 | 17 | 57 |
| c | Proportion of successful completions (Grades A, B, C, or P) | 53.3% | 93.3% | 78.6% | 87.5% | 85.0% | 79.2% |
| d | % A | 3 | 6 | 3 | 6 | 5 |   |
| e | % B | 5 | 5 | 3 | 1 | 10 |   |
| f | % C | 0 | 3 | 5 | 0 | 2 |   |
| g | % D | 0 | 0 | 2 | 0 | 2 |   |
| h | % F | 3 | 0 | 0 | 1 | 0 |   |
| i | % I Q | 0 | 0 | 0 | 0 | 0 |   |
| j | % W | 4 | 1 | 1 | 0 | 1 |   |
| k | % P X Z | 0 | 0 | 0 | 0 | 0 |   |
|   |   | **Spring Semesters** | **5 Year** |
|   |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **Total** |
| l | Number of enrolled students at 10th day (duplicated) | 6 | 19 | 15 | 14 | 24 | 78 |
| m | Number of successful completions (Grades A, B, C, or P) | 6 | 10 | 13 | 12 | 14 | 55 |
| n | Proportion of successful completions (Grades A, B, C, or P) | 100.0% | 52.6% | 86.7% | 85.7% | 58.3% | 70.5% |
| o | % A | 4 | 2 | 3 | 4 | 4 |   |
| p | % B | 1 | 8 | 3 | 4 | 7 |   |
| q | % C | 1 | 0 | 7 | 4 | 3 |   |
| r | % D | 0 | 1 | 1 | 0 | 2 |   |
| s | % F | 0 | 2 | 0 | 0 | 1 |   |
| t | % I Q | 0 | 0 | 0 | 0 | 0 |   |
| u | % W | 0 | 6 | 1 | 2 | 7 |   |
| v | % P X Z | 0 | 0 | 0 | 0 | 0 |   |

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

|  |
| --- |
| These figures represent successful completion rates *all* SOC majors in *all* classes; specific patterns of performance in SOC and non-SOC courses are not indicated; such small samples may not be a valid measure of any specific trends.  |

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| --- | --- | --- |
| **DATA TABLE 4: Enrollment & Completion Data for *Discipline* and *Program*** | **Discipline:** | **Sociology** |
| Use to answer question #7 |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| **Totals for all Programs in Discipline** |
| a | Declared majors | 3 | 6 | 3 | 4 | 7 | 23 |
| b | Number of program completions | 1 | 0 | 0 | 1 | 0 | 2 |
|  | **Program:** | **Sociology (AA 0656)** |  |  |  |  |
| c | Declared majors | 2 | 6 | 3 | 2 | 5 | 18 |
| d  | Number of program completions | 0 | 0 | 0 | 1 | 0 | 1 |
|  | **Program:** | **Sociology (AS 0856)** |  |  |  |  |
| e  | Declared majors | 1 | 0 | 0 | 2 | 2 | 5 |
| f | Number of program completions | 1 | 0 | 0 | 0 | 0 | 1 |

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

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| --- |
| The number of declared majors is quite low, so program completions are low; given the small sample size, generalizations about successful completion rates are difficult to obtain. With only a handful of course offerings and only one full-time faculty member available to teach them, many students take one or two Sociology classes, and then transfer to a four-year institution to continue in the discipline. An AA or AS degree in Sociology is of little career value; it functions primarily as a transfer program. More typically, our SOC courses are filled with students fulfilling GenEd requirements for other majors, or for transfer.Also, as indicated above, SOC faculty have little direct interaction with declared SOC majors, and have no specific academic counseling responsibilities, so any effort at influencing program completion rates would be quite limited. |

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.”

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| 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.

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| --- |
| [The previous program review included all social science programs at Sauk, so no plans specific to SOC were formulated or implemented.] |

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

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| --- |
| As the SOC majors are mostly unknown to faculty, specific reasons for failure to complete are unknown and probably highly variable, therefore no specific plan has been devised. |

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.

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

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| --- | --- | --- |
| **DATA TABLE 5: Program Revenue for *Discipline*** (Tutorials not included) | **Discipline:** | **Sociology** |
| Use to answer question #12 |   |   |   |   |   |   |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Direct income (Tuition & fees at 10th day) | $85,757 | $82,590 | $84,579 | $92,624 | $84,000 | $429,550 |
| b | Apportionment (Estimated) | $18,591 | $16,954 | $17,644 | $12,841 | $11,384 | $77,414 |
| c | **Total income** (Row a + b) | $104,348 | $99,544 | $102,223 | $105,465 | $95,384 | $506,964 |
| d | Employee expense (Salaries & benefits)1 | $88,901 | $69,874 | $71,742 | $75,254 | $71,889 | $377,660 |
| e | Supply expense (Purchases charged to budget supply line & software purchases) | $735 | $680 | $892 | $529 | $783 | $3,619 |
| 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) | $1,566 | $2,376 | $3,986 | $461 | $15 | $8,404 |
| h | **Total expense** (Row d + e + f + g) | $91,202 | $72,930 | $76,620 | $76,244 | $72,687 | $389,683 |
| i | **Net income** (Row c - Row h) | $13,146 | $26,614 | $25,603 | $29,221 | $22,697 | $117,281 |
| 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.

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|  While apportionment funds have declined substantially since FY06, income from tuition and fees has held steady. Meanwhile, overall costs have decreased, making this department solvent (and modestly profitable). |

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

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| --- |
| Every effort is made to keep costs low. As no special equipment or materials are required, the primary costs are mainly labor and copy costs. |

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

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| --- |
| Use of printed handouts (articles, data tables, etc.) has diminished in favor of emailed and online materials, usually links to articles and data sources the same as those previously reproduced as hard-copy handouts. SOC111-TI, the online version of Introduction to Sociology, also reduced paper and supply needs at the same time as it may reduce auto traffic.  |

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

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| --- |
| (See #14) Additional online course offerings will be considered. |

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

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| --- |
| At this time we are operating fairly “close to the bone” in costs terms, so it may be difficult to reduce program costs further. Increased revenues are a possibility, but increased revenues may hinge on higher enrollment (larger sections), or increased range of course offerings. Currently, both options are of limited prospect. |

1. Summarize the activities identified above in the operational plan (under Goal 3). 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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| **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** |
| SOC111 | X | X | X | X |
| SOC112 |  | X |  | X |
| SOC115 |  |  | X |  |
| SOC116 |  |  |  | X |
| SOC231 | [as needed] |  |  |  |
| SOC251 | X | X | X | X |

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

|  |
| --- |
| Four. |

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?

|  |
| --- |
|  Yes X 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. X Activities will not be 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?

|  |
| --- |
|  Yes X 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.

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

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| **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.”

|  |
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| 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. |

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| **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.”

|  |
| --- |
| 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** |
| None. | 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.

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

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| **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?

|  |
| --- |
|  |

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.

|  |
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|  |

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. |

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| **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.”

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| --- |
| 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.

|  |
| --- |
|  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.”

|  |
| --- |
| A SOC tutor is available in the Learning Assistance Center most semesters. |

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

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| 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.

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|  By direct communications with students who express interest, or show aptitude in the discipline. This service is performed *ad hoc*. |

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

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| As these courses are offered primary as GenEd course, and the numbers of SOC majors is quite low, it would not be cost effective for the College to market the SOC major. |

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.

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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 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.”

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| --- |
| Efforts specific to SOC majors have not been performed. For the overall student population, annual student course evaluations and direct conversations with students are typical. These are ongoing efforts resulting in countless “tweaks” to SOC course content and delivery. Among these tweaks are: textbook changes, semester-to-semester alterations to tests (format and frequency) and assignments, and ongoing development of lecture content and methods. |

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.”

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| Continue those described in #51. |

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.

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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 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.

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| Meeting with members of other academic programs at Sauk is a preferred method. Continued contact with former colleagues and associates is maintained. |

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.”

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| Continuation of #54. |

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. Additional SOC faculty, specifically at least one other to handle Anthropology courses.
2. Additional course offerings in SOC (both in range of courses and in their frequency). ICCB approves a range of 200-level courses not previously offered at Sauk, but are within our expertise and prior experience to handle.
3. Additional funding for professional activity (specifically, research support).
4. Combine Sociology, Economics, Political Science, Geography, and History into a single Social Sciences *department*. While all these—excluding Economics—operate as an academic area at Sauk, to combine them as a department could help us achieve better program coordination and cost-savings.
5. Explore the possibility of offering a combined AS or AA degree in Social Sciences. This could be an attractive major choice for transfer students.
 |

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

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| --- |
|  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**

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| --- | --- |
| **Discipline Area** | Sociology (AA – 0656, AS – 0856) |

**Improvements & Rationale for Action**

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| --- |
| This is the first program review for Sociology. Previous program reviews incorporated all the social sciences as one area, so any recommendations made then were applicable to all disciplines involved.The chief recommended course of action is to combine Sociology, Economics, Political Science, Geography, and History into a single **Social Sciences department** (this is not unusual for small campuses). [As Psychology is in our same *area,* combining that program with ours in a **Behavioral Science department** could also be very beneficial.] This action should be carried out immediately. This could strengthen faculty coordination, cut costs, and improve overall program efficiency and effectiveness. |

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

x Standardized assessments

⁭ Certification and licensure examination results

x Writing samples

⁭ Portfolio evaluation

x Course embedded questions

⁭ Student surveys

⁭ 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)**

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

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**Contact Information**

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

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

|  |
| --- |
| **Names and Signatures of the Program Review Team** Add lines if neededSignatures indicate that team members concur with the findings of the program review |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Dr. James A. Wright, Chair |  |
| John Nelson |  |
| Kris Murray |  |
| Dr. Paul Edelman |  |
| Lauren Walter (student member) |  |
| Brian Snow (community member) |  |
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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 |  |