

## SVCC CTE Program Review Template

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

**Program-- degree and any related certificate(s):**

Management: AAS 022, Cert. B93

Supervisory Management: Cert. B97

Marketing: AAS 020, Cert. B92

**Related program courses:** BUS 105, BUS 106, BUS 112, BUS 205, BUS 210, BUS 211, BUS 213, BUS 216, BUS 218

### CTE Program Objectives

**Prompts:** *What are the objectives of this program and the courses related to this degree/certificate?*

**Response to prompts:**

The primary objective of this program is to provide and promote learning and career opportunities in business and related occupational fields.

The related program courses listed above provide students with an opportunity to learn basic and essential fundamentals and principles of core business processes and the environment in which businesses function.

Those courses include marketing, general management, employee supervision, human resource management, business mathematics and statistics, and business law. The courses are continually reviewed and updated by business faculty to insure material covered is current, relevant, and an integral component of business department programs.

[Instructions](#)

### CTE Program Need

**Prompts:** *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students? Are high quality jobs available for graduates of this program?*

**Possible topics to discuss:** Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), quality and number of jobs available to graduates.

**Data sources:** Table 1A, Table 1B, Table 2, Occupational Follow-up Survey data

For local data on wages use Illinois Department of Employment Security: find at [http://www.ides.illinois.gov/LMI/Pages/Occupational\\_Employment\\_Statistics.aspx](http://www.ides.illinois.gov/LMI/Pages/Occupational_Employment_Statistics.aspx)[http://www.ides.illinois.gov/LMI/Pages/Occupational\\_Employment\\_Statistics.aspx](http://www.ides.illinois.gov/LMI/Pages/Occupational_Employment_Statistics.aspx)

Use region #6 (NW) or by individual county.

For local data on occupational outlook use IDES: find at [http://www.ides.illinois.gov/LMI/Pages/Employment\\_Projections.aspx](http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx)[http://www.ides.illinois.gov/LMI/Pages/Employment\\_Projections.aspx](http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx)

Use LWA #4.

National data on wages and occupational outlook can be found at the U.S. Bureau of Labor Statistics. Use this link: <http://www.bls.gov/ooh/home.htm>. Select occupational group and determine entry level education. Then select occupation.

**Response to prompts (identify strengths and challenges):** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Per the 2013 Illinois Department of Employment Security Region #6 (NW) survey, wages for management employees were \$57,120 for entry level positions, \$99,627 for mid-level positions and \$140,700 for those with significant experience. The above wage levels are approximately two to two and a half times greater than averages for all occupations surveyed.

Per the 2013 Illinois Department of Employment Security Region #6 (NW) survey, wages for marketing management employees were \$67,585 for entry level positions, \$105,205 for mid-level positions and \$148,160 for those with significant experience. The above wage levels are approximately two to three times greater than averages for all occupations surveyed.

Per the most recent Occupational Outlook data published by the Illinois Department of Employment Security management positions in Region #6 (NW) are forecasted to increase by 1.7 % from 2010 levels to 2020.

Per the most recent Occupational Outlook data published by the Illinois Department of Employment Security marketing positions in Region #6 (NW) are forecasted to increase by 2.3 % from 2010 levels to 2020.

Enrollment, retention and completion in Sauk's business courses and programs has been relatively stable over the past five years.

On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the severe recession which began in 2008. However, the recovery has not benefited all. The gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.

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### CTE Program Cost Effectiveness

**Prompts:** *Is the program cost effective? What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

**Possible topics to discuss:** Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? If so, what resources are needed?

**Available Data Sources:** Table 3A, Table 3B

**Response to prompts (identify strengths and challenges).** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

#### CTE Program Cost Effectiveness

This section of the program review will address program cost effectiveness. The programs included in this review are: (a) Management Associate in Applied Science Degree Program (AAS 0022), (b) Management Certificate Program (OB93), Marketing Associate in Applied Science Degree Program (AAS 0020), Marketing Certificate Program (OB92), and Supervisory Management Certificate (OB97).

The data source for the CTE Program Cost Effectiveness is Table 3A: Program Expenses and Table 3B: Program Revenue.

The total combined revenues for all of these programs include: (a) \$88,658 for FY2010, (b) \$95,675 for FY2011, (c) \$90,201 for FY2012, (d) \$78,022 for FY 2013, and (e) \$94,866 for FY2014. Over the five-year review period, the total combined revenues are \$447,422.

The total combined expenses for all of these programs include: (a) \$63,055 for FY2010, (b) \$76,048 for FY2011, (c) \$66,249 for FY2012, (d) \$48,045 for FY2013, and (e) \$48,979 for FY2014. Over the five-year review period, the total combined expenses are \$303,376.

The total combined net income (combined revenues minus combined expenses) for all of these programs include: (a) \$25,603 for FY2010, (b) \$19,627 for FY2011, (c) \$23,951 for FY2012, (d) \$29,997 for FY2013, and \$45,887 for FY2014. Over the five-year period, the total combined net income is \$145,045.

Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals. In fact, these programs are extremely cost effective as they produce a net income (as opposed to a net loss) in each of the five years under review. Further analysis reveals that during the last three years of review (FY2012, FY2013, and FY2014) these programs produced a net income which increased by 22%, 25%, and 53% respectively.

In conclusion, these programs generally have remained within their allocated budgets. The

budgets appear to adequately supply the necessary services. The programs' net income is extremely positive, as noted in the previous paragraph. These programs apparently do not require additional resources.

### **CTE Program Quality**

**Prompts:** *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps, if any, need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements including any accreditation, certifications, and licensures.*

**Possible topics to discuss:** Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, hybrid, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

**The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines:** retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

**Available Data Sources:** Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, Graduate follow-up data, program surveys, focus groups, interviews, etc.

**Response to prompt (identify strengths and challenges).** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

### **CTE Program Quality**

#### Introduction to Overall Program Quality

The Management Associate in Applied Science Degree Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Degree Program (AAS 0020), and the Marketing Certificate Program (0B92) provide quality and pertinent educational opportunities for students.

In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance, participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services.

One of the great strengths of these programs is found within the very highly qualified and distinguished full-time and part-time faculty members who instruct classes within these programs. Over the five-year reporting period, two to three full-time faculty members provide instructional services to these programs. Over the five-year reporting period, three to five part-time faculty members have provided instructional services to these programs.

Two of the three full-time faculty members are doctoral faculty members. As of this writing, Dr. D. H. Day has completed thirty years of service and Dr. M. L. Kidder has completed twenty years of service to Sauk Valley Community College. In addition, two of the three full-time faculty members, Dr. D. H. Day and Mr. J. L. Nelson are Certified Public Accountants. These full-time faculty members and part-time faculty members continue with their dedicated and exceptional instructional methodologies, which serves as the prime attraction of students to these programs. Furthermore, the full-time faculty and the part-time faculty have a rich and extensive practitioner experience within the realms and dimensions of these programs. There is no finer promotion of these programs other than the unsurpassed excellence of instructional methods of the full-time faculty and the part-time faculty displayed within the classroom learning environment, laboratory learning environment, online learning environment, capstone learning environment, or hybrid learning environment.

All program full-time faculty participate in the College's ongoing assessment strategies, methods, and techniques. The program part-time faculty may or may not participate in the College's ongoing assessment strategies, methods, and techniques. The majority of part-time faculty do not participate in the College's ongoing assessment strategies, methods, and techniques. No dual-credit faculty maintain instructional responsibilities in these programs.

### Program Completions

For the Management Associate in Applied Science Program (AAS 0022): (a) Eighty-two students were enrolled during FY 2010; (b) Ninety-four students were enrolled in FY 2011; (c)

Seventy-four students were enrolled in FY 2012; (d) Sixty-seven students were enrolled in FY 2013; and (e) Seventy-five students were enrolled in FY 2014. A total of 392 students were enrolled in this program over the five-year review period. The program's data also reveals: (a) one degree was awarded in FY 2010; (b) Seven degrees were awarded in FY 2011; (c) Five degrees were awarded in FY 2012; (d) Nine degrees were awarded in FY 2013, and (e) Four degrees were awarded in FY 2014. Over the five-year review period, a total of 26 students were awarded degrees. Good student transitions exist from Fall to Spring Semesters.

For the Management Certificate Program (0B93): (a) Eleven students were enrolled in FY 2010; (b) Twenty students were enrolled in FY 2011; (c) Sixteen students were enrolled in FY 2012; (d) Two students was enrolled in FY 2013; and (e) Seven students were enrolled in FY 2014. A total of 50 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Nine certificates were awarded in FY 2010; (b) Fourteen certificates were awarded in FY 2011; (c) Thirteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eight certificates were awarded in FY 2014. Over the five-year review period, a total of 55 certificates were awarded.

For the Supervisory Management Certificate Program (0B97); Two students were enrolled in FY 2010; (b) One student was enrolled in FY 2011; (c) Two students were enrolled in FY 2012; (d) Three students were enrolled in FY 2013; and (e) Two students were enrolled in FY 2014. A total of ten students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Six certificates were awarded in FY 2011; (c) Fifteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eleven certificates were awarded in FY 2014. Over the five-year review period, a total of 46 certificates were awarded.

For the Marketing Associate in Applied Science Program (AAS 0020): (a) Twenty-seven students were enrolled in FY 2010; (b) Twelve students were enrolled in FY 2011; (c) Eight students were enrolled in FY 2012; (d) Nine students were enrolled in FY 2013 and (e) Fifteen students were enrolled in FY 2014. A total of 71 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three degrees were awarded in FY 2010; (b) Four degrees were awarded in FY 2011; (c) Two degrees were awarded in FY 2013; and (d) One degree was awarded in FY 2014. Over the five-year review period, a total of 10 degrees were awarded.

For the Marketing Certificate Program (0B92): (a) Two students were enrolled in FY 2011; (b) One student was enrolled in FY 2012; (c) Three students were enrolled in FY 2013; and (d) Five students were enrolled in FY 2014. A total of 11 students were enrolled over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Four certificates were awarded in FY 2011; (c) One certificate was awarded in FY 2012; (d) Three certificates were awarded in FY 2013; and (e) Two certificates were awarded in FY 2014. A total of 13 certificates were awarded over the five-year review period.

The Management Associate in Applied Science Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Program (AAS 0020), and the Marketing Certificate Program (0B92) all appear to attract interested students and those interested students complete their programs. The students enrolled in these programs complete their academic objectives and earn the degrees and certificates. In addition, students persist in their academic goals as they continue from one academic semester to another academic semester throughout their degree or certificate program.

#### Program Retention Rates

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Spring retention rates were observed: (a) 80.0% for FY 2010; (b) 85.7% for FY 2011; (c) 63.3% for FY 2012; (d) 61.9% for FY 2013; and (e) 72.7% for FY 2014; Over the five-year review period, the mean Fall to Spring retention rate was 72.7%.

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Fall retention rates were observed: (a) 62.3% for FY 2010; (b) 64.0% for FY 2011; (c) 68.0% for FY 2012; (d) 57.1% for FY 2013; and (e) 47.1% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 59.7%.

For the Management Certificate Program (0B93), the following Fall to Spring retention rates were observed: (a) 100.0% for FY 2010; (b) 80.0% for FY 2011; (c) 71.4% for FY 2012; (d) 100.0% for FY 2013; and (e) 75.0% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 85.3%.

For the Management Certificate Program (0B93), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 0.0% for FY 2011; (c) 25.0% for FY 2012; (d) 50.0% for FY 2013; and (e) 100.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 45.0%.

For the Supervisory Management Program (0B97), no Fall to Spring as well as no Fall to Fall retention rates were provided in the data sets. Table 6B either recorded 0.0% or nothing at all in the fields provided where the retention percentages should have been recorded.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Spring retention rates were observed: (a) 77.8% for FY 2010; (b) 40.0% for FY 2011; (c) 66.7% for FY 2012; (d) 25.0% for FY 2013; and (e) 83.3% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 58.6%.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 42.9% for FY 2011; (c) 25.0% for FY 2012; (d) 33.3% for FY 2013; and (e) 25.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 35.2%.

For the Marketing Certificate Program (0B92), the following Fall to Spring retention rates were observed: Only FY 2014 is reporting a Fall to Spring retention rate of 33.3%. The other data fields report nothing at all or 0.0%. The Marketing Certificate Program (0B92) reports no data or 0.0% in the data fields for the Fall to Fall retention rates.

**Focused Questions from the Administrative Review Team (ART)**

**Question 1.** Analyze the market potential for dual credit course attainment (including WACC) and provide a plan for your recommendations.

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

Discussed Sauk's Dual Enrollment Program with the Counselor in-charge of dual enrollment (Taylor Jimenez) and our Coordinator of High School Relations (Sara Partington).

Per Jimenez, high school students enrolled in business related classes have averaged about 15 students per semester. However, since entrance requirements for many courses have been raised, dual enrollment has declined slightly in all disciplines.

Per Partington, Sauk's dual enrollment opportunities are marketed to district high school students and advisors along with other learning opportunities at Sauk. Dual enrollment is often limited because there are not sufficient numbers of students for a particular class, and there is often not an instructor available with required credentials.

Additional data was regarding dual enrollment at Sauk was requested and received. Unfortunately, Sauk's internal numbers were quite different (smaller) than those reported by the State of Illinois and those estimated by Sauk's program coordinator. A possible reason for this is that Introduction to Business (BUS 103) does not seem to be included in the data generated for this report by Sauk. I (John Nelson) personally teach 4 sections of that class and there are many more dual enrollment students enrolled than were reported in the data I received.

In conclusion, online courses appear to present the best opportunity to build dual enrollment.

**Question 2.** What additional suggestions can be given to grow the number of students in these programs?

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

**Question 3.** Reflect on what additional certificate programs could be added for these programs. When could they be delivered to students?

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

**Question 4.** Describe how the programs have been aligned with workforce needs.

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

#2. What additional suggestions can be given to grow the number of students in these programs? Response to question 2 (please refer to any data sets or evidence to support your case):

#3. Reflect on what additional certificate program could be added for these programs. When could they be delivered to students? Response to question 3 (please refer to any data sets or evidence to support your case):

#4. Describe how the programs have been aligned with workforce needs. Response to questions 4 (please refer to any data sets or evidence to support your case):

**NOTE:**

In an effort to diminish the redundancy of information in all three answers, the following paragraphs address the three questions listed above.

Due to the numerous business ethical problems in our society of the past few decades, it appears that people need to be made aware of judging a decision to be ethical or not. The business area of society has been inundated with embezzlement, strategic level of companies taking excessively large bonus, insider trading, etc. Society is demanding an ethical business environment in our country. Due to the need, in the late 1990s Dr. D.H. Day wrote BUS 237 (Business Ethics) which was never offered at SVCC until the spring semester of 2013. With the approval and assistance of Dr. Day, Dr. M.L. Kidder updated the course and taught it in an on-line format that semester. However, the administration has not allowed the course to be taught again with the decision basis that it is not currently required for any certificate or degree. However, it is required in the two new certificates which were written in FY 14. In addition to ethics in the USA we carry our business ethics when dealing with people, businesses, and governments of other countries. It became such an issue that the Foreign Corrupt Practices Act was created in the 1970s after the public media uncovered that a vast number of U.S. businesses were paying foreign representatives large sums of money for the purpose of enabling them to have a better advantage. "Business ethics courses continue to increase as there is greater recognition of the link between good ethics and business success. This dramatic increase has occurred as a result of understanding that ethical conduct is an important part of an effective business strategy. No longer is ethics considered merely an independent person decision, rather, managers are held responsible both within and an outside their company for building an ethical organizational culture. Now that ethics has linked to financial performance, there is recognition that business ethics courses are as important as other functional areas such as marketing, accounting, finance, and management." (Business Ethics - Ferrell, Fraedrich, Ferrell 2013)

With the global ethics in mind as well as the need of understanding international cultures during business situations the business faculty began the process of writing two certificates aimed at helping current and future students become more successful in the business environment. In addition to that concern we determined that many of our area companies

either have international dealings with customers or at least send their U.S. employees to other countries. It has been documented by several researchers that understanding the culture of countries helps businesses to be more successful. BUS 237 is required in both certificates which would allow us to offer this course and assist current and future students to become more successful. We could offer BUS 237 to companies as an avenue of teaching their employees the benefits and values of good ethics. Since it may be offered in an on-line media, companies may be able to schedule employment time for their employees to work on the course and enter into group effort. Several dual credit students stay in their school and perform in a dual credit course in the same manner, which has been successful for many.

One of the certificates is “International Business” which focuses on understanding a variety of cultural and social issues and the best way to deal with them. BUS 112, Human Relations, allows the students to focus on the variety of communication methods and how people from different societies deal with communication. In several classes we discuss the need to understand a variety of business dealings and how companies from various culture backgrounds view methods of communications and relating to people. In some countries it takes a matter of hours to complete a business transaction while in other countries it will take several days to complete the same transaction. This certificate will enhance a business degree and allow some students to specialize in international business. Also, allowing our local companies to understand the philosophy of the International Business certificate may encourage them to send some of their employees to our classes for the completion of this certificate. If the employees who are to be sent to other countries become aware of the issues they may face, they are better prepared to serve their companies. The International Business certificate has several classes that are also in the other certificate and degree programs. These programs may be able to merge together to strengthen the students’ knowledge and ability. The success of the students will encourage local industries to interact in at least two areas: encouraging employees to become students at SVCC for the purpose of completing some of these certificates/degrees and promote the concept of hiring former students who have completed them.

The other certificate, “Entrepreneurial Business”, was also created to enhance current and future students’ abilities and knowledge base as well as assist our district’s communities. Sauk Valley media has promoted the concept of entrepreneurial business to the residents of the communities. The city of Dixon has strongly encouraged people to seek information and support as they pursue avenues for income. While Dr. Kidder was working on this certificate, Mr. John Nelson attended a meeting in Dixon regarding entrepreneurial business. The business faculty, Mr. John Nelson, Dr. Dennis Day, and Dr. Mary Lou Kidder discussed the opportunity for both certificates and found them to be areas that the community businesses and residents would use. They could understand more as they sort through the knowledge and discussions the students would be participants of as they pursued completion of the certificates. In the spring of 2014 the city of Dixon held a competition. “The Dixon Business Competition is about entrepreneurship and innovation in Dixon. Our goal is to highlight Dixon's innovative entrepreneurs; help those entrepreneurs through guidance, analysis, and support; and reward the best with exciting prizes including cash and free commercial rent!” The judging was based on the following concepts: innovative nature, creativity, feasibility and marketability, funding, quality of product or service, growth potential, adaptation to change, strength of management team, and internal organization. See

<http://dixonbusinesscompetition.com/>. Tying the Entrepreneurial Business certificate to the competition led by the city of Dixon would give us an opportunity to market SVCC, and particularly the business department which will lead to more students enrolling in our programs. Also, we will find qualified adjunct faculty through the contact we have with a variety of business and civic leaders.

While the certificates are unconnected they enhance each other and would work well with other business certificates and degrees including the areas of Management, Supervisory Management, and Marketing. We submitted the completed Curriculum and Policy Action Form for both certificates in FY 14 to Alan Pfeifer and the curriculum committee. Although we have inquired several times, we have been told that it has not gone further because they need to fill out more paperwork. The last time we asked about the standing of the certificates we were given information from our area leader, Steve McPherson that he probably has them in his stack of forms and he is having difficulty filling all of them out. He said that when he gets to ours he will need a lot of help because he does not know that area very well. Administration needs to train some of their sub-ordinates in the area of filling out the forms. We faculty have enough on our plate with staying up to date in our fields and teaching our students in an exemplary mode. We do not need to do the administrative paperwork and it appears the faculty leader role is not prepared to complete the forms. Therefore, even though it appears there is a need for those certificates we are not able to offer them to our students. Our programs are preparing future employees as well as current employees to become better able to widen their foci when making products, serving clients, and representing the employer and their “corner of the world”. We enable the students to understand that theory and practical applications sometimes, match, adapt to each other, and at times totally miss each other. When that happens the students have been given the ability to regroup their thoughts and practices as they come to terms with the issue. The faculty continually update knowledge through research, membership in professional and social organizations, and communication with professionals. We use our updated knowledge when teaching and interacting with our students. A good example was mentioned in earlier questions when we referred to Mr. Nelson’s attendance at the Dixon meeting regarding entrepreneurial business. Individually we interact with members of the business community through professional memberships and community service/social organizations. Conversations and presentations through the variety of speakers enables us to add to our knowledge base.

**Question 5.** Evaluate and offer comments in regards to grade distributions between full time and adjunct faculty.

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

This section of the program review addresses Question 5: Evaluate and offer comments in regards to grade distributions between full-time and adjunct faculty. The programs reviewed in this question include: (a) Management Associate in Applied Science Program (AAS 0022), (b) Management Certificate Program (0B93), (c) Supervisory Management Certificate Program (0B97), (d) Marketing Associate in Applied Science Program (AAS 0020), and (e) Marketing Certificate Program (0B92).

Data sources for the review and analysis of this question include Table 4A, “Program Grade

Averages (five-year average)” and Table 4B, “Class Grade Averages (five-year average). The program review period includes FY 2010 through FY 2014.

Over the five-year review period, a total of 108 sections of classes were offered within these programs. These 108 sections included 93 sections taught by full-time faculty (86% of the total sections) as compared to 15 sections taught by part-time adjunct faculty (14%). No part-time adjunct faculty were employed to teach any of the sections of BUS 105, BUS 106, BUS 211, BUS 213, BUS 216, and BUS 218. In contrast, one part-time adjunct faculty was employed to teach BUS 112, eight part-time adjunct faculty were employed to teach BUS 205, and six part-time adjunct faculty were employed to teach BUS 210. Thus, the data reveals that an overwhelming number of program class sections were taught by the full-time faculty. Over the five year review period, the average class enrollment was 11.1 students. Over the five year review period, no dual credit classes were offered by these programs.

Program grade averages revealed an overall 80.6% persistence rate (A-D + P grades) over the five year period. This overall persistence rate is further refined into an overall persistence rate of 80.4% relative to program class sections taught by full-time faculty and an overall persistence rate of 81.4% relative to classes taught by part-time adjunct faculty. The data reveals an equivalent persistence rate between both the full-time faculty and the part-time adjunct faculty.

Program grade distributions (for all categories, to include grades assigned by both full-time faculty and part-time adjunct faculty) over the five year period highlight the following: (a) A grades represents 34.9% of the total grade distributions; (b) B grades represents 28.5% of the total grade distributions; (c) C grades represents 14.3% of the total grade distributions, (d) D grades represent 2.8% of the total grade distributions; (e) F grades represents 2% of the total grade distributions; (f) W grades represents 17.4% of the total grade distributions; and (g) P grades represent 0% of the total grade distributions.

When the program grade distribution data is examined for any differences of grades assigned by full-time faculty and part-time adjunct faculty over the five year period, the following details are noted: (a) A grades represents 35.7% of the total grade distributions assigned by full-time faculty and represents 30.3% of the total grade distributions assigned by the part-time adjunct faculty; (b) B grades represents 29.3% of the total grade distributions assigned by full-time faculty and represents 24.5% of the total grade distributions assigned by part-time adjunct faculty; (c) C grades represent 13.7% of the total grade distributions assigned by full-time faculty and represents 17.6% of the total grade distributions assigned by part-time adjunct faculty; (d) D grades represent 1.7% of the total grade distributions assigned by the full-time faculty and represents 9% of the total grade distributions assigned by the part-time adjunct faculty; (e) F grades represents 1% of the total grade distributions assigned by the full-time faculty and represents 7.4% of the total grade distributions assigned by the part-time adjunct faculty; and (f) W grades represents 18.6% of the total grade distributions assigned by the full-time faculty and represents 11.2% of the total grade distributions assigned by the part-time adjunct faculty. No P grades were assigned in the total grade distribution by either full-time faculty or part-time adjunct faculty.

Some variability exists among the grades assigned between the full-time faculty and the part-time adjunct faculty with respect to the total grade distributions over the five year period. Full-time faculty appear to assign more A grades (5.4%) as compared to the part-time adjunct faculty. Full-time faculty appear to assign more B grades (4.8%) as compared to the part-time adjunct faculty. This reverses with respect to the C, D, and F grades. Full-time faculty appear to assign fewer C grades (3.9%) as compared to part-time adjunct faculty. Full-time faculty appear to assign fewer D grades (7.3%) as compared to part-time adjunct faculty. Full-time faculty appear to assign fewer F grades (6.4%) as compared to part-time adjunct faculty. This reverses again with respect to the W grades. Full-time faculty appear to assign more W grades (7.4%) as compared to part-time adjunct faculty. No P grades were assigned in the total grade distribution by either full-time or part-time adjunct faculty.

**Responses to Program Challenges.** Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.

**Response to Challenges:**

It is anticipated that within the next five years there may be significant staffing needs due to the potential retirement of all three full-time faculty who teach in the business programs. Within the next five years, the programs will experience the retirements of the following full-time faculty: (a) Dr. D. H. Day, CPA, CDP, Professor of Accounting and Business; (b) Dr. M. L. Kidder, Professor of Business and Computer Information Systems; and (c) Mr. J. E. Nelson, CPA, Professor of Business and Economics. Two of these three full-time faculty members are doctoral faculty members. These anticipated retirements are in addition to the 2011 retirement of Mr. C. C. West, CPA, CMA, CFP, Professor of Accounting and Business.

As we stated in a previous program review, since Mr. West was not replaced with a full-time faculty member in Accounting and Business, there should be two full-time faculty members added to replace both Mr. West and Dr. Day respectfully. There should be one full-time faculty member to replace Dr. Kidder in Business and Computer Information Systems. There should be one full-time faculty member to replace Mr. Nelson in Business and Economics. In total, the Business Education Division recommends four full-time faculty members to replace ones already retired or those anticipating retirement within the next five years. The probability of any of these four full-time faculty members returning to the College to teach the business, accounting, computer information system, economics, or internship-related classes on a part-time basis is extremely low to nonexistent.

**Program Bookkeeping Tasks**

<b>Task List</b>	<b>Description of Task</b>	<b>Is the task complete ?</b>
<b>Course outlines</b>	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	Yes
<b>Catalog descriptions</b>	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	Yes
<b>Course descriptions</b>	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	Yes

**Reviewer's Final Recommendation**

<b>Recommendation</b>	<b>Check only one</b>	<b>List program name (if more than one program is being reviewed or copy table)</b>
Continued with minor improvements		
Significantly modify the program		
Discontinued/Eliminated		
Other, please specify:		

<b>Signature/Date</b>	<b>Program Review Team Member</b>	
		Chair
		Member
		Member

**Management: AAS 022, Cert. B93; Supervisory Management: Cert. B97; Marketing: AAS 020, Cert. B92**

**Management: AAS 022, Cert. B93; Supervisory Management: Cert. B97; Marketing: AAS 020, Cert. B92**

**Program Review.** Items from the program review will be entered here. *After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.*

*\* Use the origination code PR 2015.*

<b>Origination Code*</b>	<b>Date Activity was Added to this OP (MM/DD/YYYY)</b>	<b>Name(s) of Individual(s) Responsible</b>	<b>Description/Purpose/Justification of Proposed Activity</b>	<b>Goal/Desired Result from Activity (measurable and under department's control)</b>	<b>Target Completion Date for This Activity (MM/DD/YYYY)</b>	<b>Actual Results from this Activity</b>	<b>Actual Completion Date for this Activity (MM/DD/YYYY )</b>

**Comments:**

**Management: AAS 022, Cert. B93; Supervisory Management: Cert. B97; Marketing: AAS 020, Cert. B92**

## CTE PROGRAM REVIEW SUMMARY REPORT

### *Required ICCB Program Review Report*

Sauk Valley Community College (506)

Academic Year 2014 - 2015

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	52.0201
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business Management and Administration	General Management

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Management	Management, A.A.S. 022

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	<b>X</b>
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

<p>Need: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the severe recession which began in 2008. However, the recovery has not benefited all. The gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.</p> <p>This section of the program review will address program cost effectiveness. The programs included in this review are: (a) Management Associate in Applied Science Degree Program (AAS 0022), (b) Management Certificate Program (OB93), Marketing Associate in Applied Science Degree Program (AAS 0020), Marketing Certificate Program (OB92), and Supervisory Management Certificate (OB97).</p>	
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The data source for the CTE Program Cost Effectiveness is Table 3A: Program Expenses and Table 3B: Program Revenue.

The total combined revenues for all of these programs include: (a) \$88,658 for FY2010, (b) \$95,675 for FY2011, (c) \$90,201 for FY2012, (d) \$78,022 for FY 2013, and (e) \$94,866 for FY2014. Over the five-year review period, the total combined revenues are \$447,422.

The total combined expenses for all of these programs include: (a) \$63,055 for FY2010, (b) \$76,048 for FY2011, (c) \$66,249 for FY2012, (d) \$48,045 for FY2013, and (e) \$48,979 for FY2014. Over the five-year review period, the total combined expenses are \$303,376.

The total combined net income (combined revenues minus combined expenses) for all of these programs include: (a) \$25,603 for FY2010, (b) \$19,627 for FY2011, (c) \$23,951 for FY2012, (d) \$29,997 for FY2013, and \$45,887 for FY2014. Over the five-year period, the total combined net income is \$145,045.

Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals. In fact, these programs are extremely cost effective as they produce a net income (as opposed to a net loss) in each of the five years under review. Further analysis reveals that during the last three years of review (FY2012, FY2013, and FY2014) these programs produced a net income which increased by 22%, 25%, and 53% respectively.

In conclusion, these programs generally have remained within their allocated budgets. The budgets appear to adequately supply the necessary services. The programs' net income is extremely positive, as noted in the previous paragraph. These programs apparently do not require additional resources.

#### Introduction to Overall Program Quality

The Management Associate in Applied Science Degree Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Degree Program (AAS 0020), and the Marketing Certificate Program (0B92) provide quality and pertinent educational opportunities for students.

In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance,

participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services.

One of the great strengths of these programs is found within the very highly qualified and distinguished full-time and part-time faculty members who instruct classes within these programs. Over the five-year reporting period, two to three full-time faculty members provide instructional services to these programs. Over the five-year reporting period, three to five part-time faculty members have provided instructional services to these programs.

Two of the three full-time faculty members are doctoral faculty members. As of this writing, Dr. D. H. Day has completed thirty years of service and Dr. M. L. Kidder has completed twenty years of service to Sauk Valley Community College. In addition, two of the three full-time faculty members, Dr. D. H. Day and Mr. J. L. Nelson are Certified Public Accountants. These full-time faculty members and part-time faculty members continue with their dedicated and exceptional instructional methodologies, which serves as the prime attraction of students to these programs. Furthermore, the full-time faculty and the part-time faculty have a rich and extensive practitioner experience within the realms and dimensions of these programs. There is no finer promotion of these programs other than the unsurpassed excellence of instructional methods of the full-time faculty and the part-time faculty displayed within the classroom learning environment, laboratory learning environment, online learning environment, capstone learning environment, or hybrid learning environment.

All program full-time faculty participate in the College's ongoing assessment strategies, methods, and techniques. The program part-time faculty may or may not participate in the College's ongoing assessment strategies, methods, and techniques. The majority of part-time faculty do not participate in the College's ongoing assessment strategies, methods, and techniques. No dual-credit faculty maintain instructional responsibilities in these programs.

#### Program Completions

For the Management Associate in Applied Science Program (AAS 0022): (a) Eighty-two students were enrolled during FY 2010; (b) Ninety-four students were enrolled in FY 2011; (c) Seventy-four students were enrolled in FY 2012; (d) Sixty-seven students were enrolled in FY 2013; and (e) Seventy-five students were enrolled in FY 2014. A total of 392 students were enrolled in this program over the five-year review period. The program's data also reveals: (a) one degree was awarded in FY 2010; (b) Seven degrees were awarded in FY 2011; (c) Five degrees were awarded in FY 2012; (d) Nine degrees were awarded in FY 2013, and (e) Four degrees were awarded in FY 2014. Over the five-year review period, a total of 26 students were awarded degrees. Good student transitions exist from Fall to Spring Semesters.

For the Management Certificate Program (0B93): (a) Eleven students were enrolled in FY

2010; (b) Twenty students were enrolled in FY 2011; (c) Sixteen students were enrolled in FY 2012; (d) Two students was enrolled in FY 2013; and (e) Seven students were enrolled in FY 2014. A total of 50 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Nine certificates were awarded in FY 2010; (b) Fourteen certificates were awarded in FY 2011; (c) Thirteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eight certificates were awarded in FY 2014. Over the five-year review period, a total of 55 certificates were awarded.

For the Supervisory Management Certificate Program (0B97); Two students were enrolled in FY 2010; (b) One student was enrolled in FY 2011; (c) Two students were enrolled in FY 2012; (d) Three students were enrolled in FY 2013; and (e) Two students were enrolled in FY 2014. A total of ten students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Six certificates were awarded in FY 2011; (c) Fifteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eleven certificates were awarded in FY 2014. Over the five-year review period, a total of 46 certificates were awarded.

For the Marketing Associate in Applied Science Program (AAS 0020): (a) Twenty-seven students were enrolled in FY 2010; (b) Twelve students were enrolled in FY 2011; (c) Eight students were enrolled in FY 2012; (d) Nine students were enrolled in FY 2013 and (e) Fifteen students were enrolled in FY 2014. A total of 71 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three degrees were awarded in FY 2010; (b) Four degrees were awarded in FY 2011; (c) Two degrees were awarded in FY 2013; and (d) One degree was awarded in FY 2014. Over the five-year review period, a total of 10 degrees were awarded.

For the Marketing Certificate Program (0B92): (a) Two students were enrolled in FY 2011; (b) One student was enrolled in FY 2012; (c) Three students were enrolled in FY 2013; and (d) Five students were enrolled in FY 2014. A total of 11 students were enrolled over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Four certificates were awarded in FY 2011; (c) One certificate was awarded in FY 2012; (d) Three certificates were awarded in FY 2013; and (e) Two certificates were awarded in FY 2014. A total of 13 certificates were awarded over the five-year review period.

The Management Associate in Applied Science Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Program (AAS 0020), and the Marketing Certificate Program (0B92) all appear to attract interested students and those interested students complete their programs. The students enrolled in these programs complete their academic objectives and earn the degrees and certificates. In addition, students persist in their academic goals as they continue from one academic semester to another academic semester throughout their degree or certificate program.

Program Retention Rates

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Spring retention rates were observed: (a) 80.0% for FY 2010; (b) 85.7% for FY 2011; (c) 63.3% for FY 2012; (d) 61.9% for FY 2013; and (e) 72.7% for FY 2014; Over the five-year review period, the mean Fall to Spring retention rate was 72.7%.

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Fall retention rates were observed: (a) 62.3% for FY 2010; (b) 64.0% for FY 2011; (c) 68.0% for FY 2012; (d) 57.1% for FY 2013; and (e) 47.1% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 59.7%.

For the Management Certificate Program (0B93), the following Fall to Spring retention rates were observed: (a) 100.0% for FY 2010; (b) 80.0% for FY 2011; (c) 71.4% for FY 2012; (d) 100.0% for FY 2013; and (e) 75.0% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 85.3%.

For the Management Certificate Program (0B93), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 0.0% for FY 2011; (c) 25.0% for FY 2012; (d) 50.0% for FY 2013; and (e) 100.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 45.0%.

For the Supervisory Management Program (0B97), no Fall to Spring as well as no Fall to Fall retention rates were provided in the data sets. Table 6B either recorded 0.0% or nothing at all in the fields provided where the retention percentages should have been recorded.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Spring retention rates were observed: (a) 77.8% for FY 2010; (b) 40.0% for FY 2011; (c) 66.7% for FY 2012; (d) 25.0% for FY 2013; and (e) 83.3% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 58.6%.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 42.9% for FY 2011; (c) 25.0% for FY 2012; (d) 33.3% for FY 2013; and (e) 25.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 35.2%.

For the Marketing Certificate Program (0B92), the following Fall to Spring retention rates were observed: Only FY 2014 is reporting a Fall to Spring retention rate of 33.3%. The other data fields report nothing at all or 0.0%. The Marketing Certificate Program (0B92) reports no data or 0.0% in the data fields for the Fall to Fall retention rates.

Additional Comments: Due to the numerous business ethical problems in our society of the past few decades, it appears that people need to be made aware of judging a decision to be ethical or not. The business area of society has been inundated with embezzlement, strategic level of companies taking excessively large bonus, insider trading, etc. Society is demanding an ethical business environment in our country. Due to the need, in the late 1990s Dr. D.H. Day wrote BUS 237 (Business Ethics) which was never offered at SVCC until the spring semester of 2013. With the approval and assistance of Dr. Day, Dr. M.L. Kidder updated the course and taught it in an on-line format that semester. However, the administration has not allowed the course to be taught again with the decision basis that it is not currently required for any certificate or degree. However, it is required in the two new certificates which were written in FY 14.

In addition to ethics in the USA we carry our business ethics when dealing with people, businesses, and governments of other countries. It became such an issue that the Foreign Corrupt Practices Act was created in the 1970s after the public media uncovered that a vast number of U.S. businesses were paying foreign representatives large sums of money for the purpose of enabling them to have a better advantage. "Business ethics courses continue to increase as there is greater recognition of the link between good ethics and business success. This dramatic increase has occurred as a result of understanding that ethical conduct is an important part of an effective business strategy. No longer is ethics considered merely an independent person decision, rather, managers are held responsible both within and an outside their company for building an ethical organizational culture. Now that ethics has linked to financial performance, there is recognition that business ethics courses are as important as other functional areas such as marketing, accounting, finance, and management." (Business Ethics - Ferrell, Fraedrich, Ferrell 2013)

With the global ethics in mind as well as the need of understanding international cultures during business situations the business faculty began the process of writing two certificates aimed at helping current and future students become more successful in the business environment. In addition to that concern we determined that many of our area companies either have international dealings with customers or at least send their U.S. employees to other countries. It has been documented by several researchers that understanding the culture of countries helps businesses to be more successful. BUS 237 is required in both certificates which would allow us to offer this course and assist current and future students to become more successful. We could offer BUS 237 to companies as an avenue of teaching their employees the benefits and values of good ethics. Since it may be offered in an on-line media, companies may be able to schedule employment time for their employees to work on the course and enter into group effort. Several dual credit students stay in their school and perform in a dual credit course in the same manner, which has been successful for many. One of the certificates is "International Business" which focuses on understanding a variety of cultural and social issues and the best way to deal with them. BUS 112, Human Relations, allows the students to focus on the variety of communication methods and how people from different societies deal with communication. In several classes we discuss the need to understand a variety of business dealings and how companies from various culture backgrounds view methods of communications and relating to people. In some countries it takes a matter of hours to complete a business transaction while in other countries it will take several days to complete the same transaction. This certificate will enhance a business degree and allow some students to specialize in international business. Also, allowing our local

companies to understand the philosophy of the International Business certificate may encourage them to send some of their employees to our classes for the completion of this certificate. If the employees who are to be sent to other countries become aware of the issues they may face, they are better prepared to serve their companies. The International Business certificate has several classes that are also in the other certificate and degree programs. These programs may be able to merge together to strengthen the students' knowledge and ability. The success of the students will encourage local industries to interact in at least two areas: encouraging employees to become students at SVCC for the purpose of completing some of these certificates/degrees and promote the concept of hiring former students who have completed them.

The other certificate, "Entrepreneurial Business", was also created to enhance current and future students' abilities and knowledge base as well as assist our district's communities. Sauk Valley media has promoted the concept of entrepreneurial business to the residents of the communities. The city of Dixon has strongly encouraged people to seek information and support as they pursue avenues for income. While Dr. Kidder was working on this certificate, Mr. John Nelson attended a meeting in Dixon regarding entrepreneurial business. The business faculty, Mr. John Nelson, Dr. Dennis Day, and Dr. Mary Lou Kidder discussed the opportunity for both certificates and found them to be areas that the community businesses and residents would use. They could understand more as they sort through the knowledge and discussions the students would be participants of as they pursued completion of the certificates. In the spring of 2014 the city of Dixon held a competition. "The Dixon Business Competition is about entrepreneurship and innovation in Dixon. Our goal is to highlight Dixon's innovative entrepreneurs; help those entrepreneurs through guidance, analysis, and support; and reward the best with exciting prizes including cash and free commercial rent!" The judging was based on the following concepts: innovative nature, creativity, feasibility and marketability, funding, quality of product or service, growth potential, adaptation to change, strength of management team, and internal organization.

The two new certificates have been completed by the faculty and were submitted to the administration for the purpose of being reviewed by the curriculum committee and ICCB. However, due to a delay in administrative paperwork they have not been sent any further. It is hoped this will not continue to be delayed.

## CTE PROGRAM REVIEW SUMMARY REPORT

### Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	52.0201
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business, Management, Marketing, and Related Support Services	Business Administration, Management and Operations.

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Business Administration and Management, General	Management, Cert. B93

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>X</b>

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

Need: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the severe recession which began in 2008. However, the recovery has not benefited all. The gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.

This section of the program review will address program cost effectiveness. The programs included in this review are: (a) Management Associate in Applied Science Degree Program (AAS 0022), (b) Management Certificate Program (OB93), Marketing Associate in Applied Science Degree Program (AAS 0020), Marketing Certificate Program (OB92), and Supervisory Management Certificate (OB97).

The data source for the CTE Program Cost Effectiveness is Table 3A: Program Expenses and Table 3B: Program Revenue.

The total combined revenues for all of these programs include: (a) \$88,658 for FY2010, (b) \$95,675 for FY2011, (c) \$90,201 for FY2012, (d) \$78,022 for FY 2013, and (e) \$94,866 for FY2014. Over the five-year review period, the total combined revenues are \$447,422.

The total combined expenses for all of these programs include: (a) \$63,055 for FY2010, (b) \$76,048 for FY2011, (c) \$66,249 for FY2012, (d) \$48,045 for FY2013, and (e) \$48,979 for FY2014. Over the five-year review period, the total combined expenses are \$303,376.

The total combined net income (combined revenues minus combined expenses) for all of these programs include: (a) \$25,603 for FY2010, (b) \$19,627 for FY2011, (c) \$23,951 for FY2012, (d) \$29,997 for FY2013, and \$45,887 for FY2014. Over the five-year period, the total combined net income is \$145,045.

Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals. In fact, these programs are extremely cost effective as they produce a net income (as opposed to a net loss) in each of the five years under review. Further analysis reveals that during the last three years of review (FY2012, FY2013, and FY2014) these programs produced a net income which increased by 22%, 25%, and 53% respectively.

In conclusion, these programs generally have remained within their allocated budgets. The budgets appear to adequately supply the necessary services. The programs' net income is extremely positive, as noted in the previous paragraph. These programs apparently do not require additional resources.

#### Introduction to Overall Program Quality

The Management Associate in Applied Science Degree Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Degree Program (AAS 0020), and the Marketing Certificate Program (0B92) provide quality and pertinent educational opportunities for students.

In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and

accounting professional civic organizations, (j) promoted the programs through attendance, participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services.

One of the great strengths of these programs is found within the very highly qualified and distinguished full-time and part-time faculty members who instruct classes within these programs. Over the five-year reporting period, two to three full-time faculty members provide instructional services to these programs. Over the five-year reporting period, three to five part-time faculty members have provided instructional services to these programs.

Two of the three full-time faculty members are doctoral faculty members. As of this writing, Dr. D. H. Day has completed thirty years of service and Dr. M. L. Kidder has completed twenty years of service to Sauk Valley Community College. In addition, two of the three full-time faculty members, Dr. D. H. Day and Mr. J. L. Nelson are Certified Public Accountants. These full-time faculty members and part-time faculty members continue with their dedicated and exceptional instructional methodologies, which serves as the prime attraction of students to these programs. Furthermore, the full-time faculty and the part-time faculty have a rich and extensive practitioner experience within the realms and dimensions of these programs. There is no finer promotion of these programs other than the unsurpassed excellence of instructional methods of the full-time faculty and the part-time faculty displayed within the classroom learning environment, laboratory learning environment, online learning environment, capstone learning environment, or hybrid learning environment.

All program full-time faculty participate in the College's ongoing assessment strategies, methods, and techniques. The program part-time faculty may or may not participate in the College's ongoing assessment strategies, methods, and techniques. The majority of part-time faculty do not participate in the College's ongoing assessment strategies, methods, and techniques. No dual-credit faculty maintain instructional responsibilities in these programs.

#### Program Completions

For the Management Associate in Applied Science Program (AAS 0022): (a) Eighty-two students were enrolled during FY 2010; (b) Ninety-four students were enrolled in FY 2011; (c) Seventy-four students were enrolled in FY 2012; (d) Sixty-seven students were enrolled in FY 2013; and (e) Seventy-five students were enrolled in FY 2014. A total of 392 students were enrolled in this program over the five-year review period. The program's data also reveals: (a) one degree was awarded in FY 2010; (b) Seven degrees were awarded in FY 2011; (c) Five degrees were awarded in FY 2012; (d) Nine degrees were awarded in FY 2013, and (e) Four degrees were awarded in FY 2014. Over the five-year review period, a total of 26 students were awarded degrees. Good student transitions exist from Fall to Spring Semesters.

For the Management Certificate Program (0B93): (a) Eleven students were enrolled in FY 2010; (b) Twenty students were enrolled in FY 2011; (c) Sixteen students were enrolled in FY 2012; (d) Two students was enrolled in FY 2013; and (e) Seven students were enrolled in FY 2014. A total of 50 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Nine certificates were awarded in FY 2010; (b) Fourteen certificates were awarded in FY 2011; (c) Thirteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eight certificates were awarded in FY 2014. Over the five-year review period, a total of 55 certificates were awarded.

For the Supervisory Management Certificate Program (0B97); Two students were enrolled in FY 2010; (b) One student was enrolled in FY 2011; (c) Two students were enrolled in FY 2012; (d) Three students were enrolled in FY 2013; and (e) Two students were enrolled in FY 2014. A total of ten students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Six certificates were awarded in FY 2011; (c) Fifteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eleven certificates were awarded in FY 2014. Over the five-year review period, a total of 46 certificates were awarded.

For the Marketing Associate in Applied Science Program (AAS 0020): (a) Twenty-seven students were enrolled in FY 2010; (b) Twelve students were enrolled in FY 2011; (c) Eight students were enrolled in FY 2012; (d) Nine students were enrolled in FY 2013 and (e) Fifteen students were enrolled in FY 2014. A total of 71 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three degrees were awarded in FY 2010; (b) Four degrees were awarded in FY 2011; (c) Two degrees were awarded in FY 2013; and (d) One degree was awarded in FY 2014. Over the five-year review period, a total of 10 degrees were awarded.

For the Marketing Certificate Program (0B92): (a) Two students were enrolled in FY 2011; (b) One student was enrolled in FY 2012; (c) Three students were enrolled in FY 2013; and (d) Five students were enrolled in FY 2014. A total of 11 students were enrolled over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Four certificates were awarded in FY 2011; (c) One certificate was awarded in FY 2012; (d) Three certificates were awarded in FY 2013; and (e) Two certificates were awarded in FY 2014. A total of 13 certificates were awarded over the five-year review period.

The Management Associate in Applied Science Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Program (AAS 0020), and the Marketing Certificate Program (0B92) all appear to attract interested students and those interested students complete their programs. The students enrolled in these programs complete their academic objectives and earn the degrees and certificates. In addition, students persist in their academic goals as they continue from one academic semester to another academic semester

throughout their degree or certificate program.

### Program Retention Rates

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Spring retention rates were observed: (a) 80.0% for FY 2010; (b) 85.7% for FY 2011; (c) 63.3% for FY 2012; (d) 61.9% for FY 2013; and (e) 72.7% for FY 2014; Over the five-year review period, the mean Fall to Spring retention rate was 72.7%.

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Fall retention rates were observed: (a) 62.3% for FY 2010; (b) 64.0% for FY 2011; (c) 68.0% for FY 2012; (d) 57.1% for FY 2013; and (e) 47.1% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 59.7%.

For the Management Certificate Program (0B93), the following Fall to Spring retention rates were observed: (a) 100.0% for FY 2010; (b) 80.0% for FY 2011; (c) 71.4% for FY 2012; (d) 100.0% for FY 2013; and (e) 75.0% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 85.3%.

For the Management Certificate Program (0B93), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 0.0% for FY 2011; (c) 25.0% for FY 2012; (d) 50.0% for FY 2013; and (e) 100.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 45.0%.

For the Supervisory Management Program (0B97), no Fall to Spring as well as no Fall to Fall retention rates were provided in the data sets. Table 6B either recorded 0.0% or nothing at all in the fields provided where the retention percentages should have been recorded.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Spring retention rates were observed: (a) 77.8% for FY 2010; (b) 40.0% for FY 2011; (c) 66.7% for FY 2012; (d) 25.0% for FY 2013; and (e) 83.3% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 58.6%.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 42.9% for FY 2011; (c) 25.0% for FY 2012; (d) 33.3% for FY 2013; and (e) 25.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 35.2%.

For the Marketing Certificate Program (0B92), the following Fall to Spring retention rates were observed: Only FY 2014 is reporting a Fall to Spring retention rate of 33.3%. The other data fields report nothing at all or 0.0%. The Marketing Certificate Program (0B92) reports no data or 0.0% in the data fields for the Fall to Fall retention rates.

Additional Comments: Due to the numerous business ethical problems in our society of the past few decades, it appears that people need to be made aware of judging a decision to be ethical or not. The business area of society has been inundated with embezzlement, strategic level of companies taking excessively large bonus, insider trading, etc. Society is demanding an ethical business environment in our country. Due to the need, in the late 1990s Dr. D.H. Day wrote BUS 237 (Business Ethics) which was never offered at SVCC until the spring semester of 2013. With the approval and assistance of Dr. Day, Dr. M.L. Kidder updated the course and taught it in an on-line format that semester. However, the administration has not allowed the course to be taught again with the decision basis that it is not currently required for any certificate or degree. However, it is required in the two new certificates which were written in FY 14.

In addition to ethics in the USA we carry our business ethics when dealing with people, businesses, and governments of other countries. It became such an issue that the Foreign Corrupt Practices Act was created in the 1970s after the public media uncovered that a vast number of U.S. businesses were paying foreign representatives large sums of money for the purpose of enabling them to have a better advantage. "Business ethics courses continue to increase as there is greater recognition of the link between good ethics and business success. This dramatic increase has occurred as a result of understanding that ethical conduct is an important part of an effective business strategy. No longer is ethics considered merely an independent person decision, rather, managers are held responsible both within and an outside their company for building an ethical organizational culture. Now that ethics has linked to financial performance, there is recognition that business ethics courses are as important as other functional areas such as marketing, accounting, finance, and management." (Business Ethics - Ferrell, Fraedrich, Ferrell 2013)

With the global ethics in mind as well as the need of understanding international cultures during business situations the business faculty began the process of writing two certificates aimed at helping current and future students become more successful in the business environment. In addition to that concern we determined that many of our area companies either have international dealings with customers or at least send their U.S. employees to other countries. It has been documented by several researchers that understanding the culture of countries helps businesses to be more successful. BUS 237 is required in both certificates which would allow us to offer this course and assist current and future students to become more successful. We could offer BUS 237 to companies as an avenue of teaching their employees the benefits and values of good ethics. Since it may be offered in an on-line media, companies may be able to schedule employment time for their employees to work on the course and enter into group effort. Several dual credit students stay in their school and perform in a dual credit course in the same manner, which has been successful for many. One of the certificates is "International Business" which focuses on understanding a variety of cultural and social issues and the best way to deal with them. BUS 112, Human Relations, allows the students to focus on the variety of communication methods and how people from different societies deal with communication. In several classes we discuss the need to understand a variety of business dealings and how companies from various culture backgrounds view methods of communications and relating to people. In some countries it takes a matter of hours to complete a business transaction while in other countries it will take several days to complete the same transaction. This certificate will enhance a business degree

and allow some students to specialize in international business. Also, allowing our local companies to understand the philosophy of the International Business certificate may encourage them to send some of their employees to our classes for the completion of this certificate. If the employees who are to be sent to other countries become aware of the issues they may face, they are better prepared to serve their companies. The International Business certificate has several classes that are also in the other certificate and degree programs. These programs may be able to merge together to strengthen the students' knowledge and ability. The success of the students will encourage local industries to interact in at least two areas: encouraging employees to become students at SVCC for the purpose of completing some of these certificates/degrees and promote the concept of hiring former students who have completed them.

The other certificate, "Entrepreneurial Business", was also created to enhance current and future students' abilities and knowledge base as well as assist our district's communities. Sauk Valley media has promoted the concept of entrepreneurial business to the residents of the communities. The city of Dixon has strongly encouraged people to seek information and support as they pursue avenues for income. While Dr. Kidder was working on this certificate, Mr. John Nelson attended a meeting in Dixon regarding entrepreneurial business. The business faculty, Mr. John Nelson, Dr. Dennis Day, and Dr. Mary Lou Kidder discussed the opportunity for both certificates and found them to be areas that the community businesses and residents would use. They could understand more as they sort through the knowledge and discussions the students would be participants of as they pursued completion of the certificates. In the spring of 2014 the city of Dixon held a competition. "The Dixon Business Competition is about entrepreneurship and innovation in Dixon. Our goal is to highlight Dixon's innovative entrepreneurs; help those entrepreneurs through guidance, analysis, and support; and reward the best with exciting prizes including cash and free commercial rent!" The judging was based on the following concepts: innovative nature, creativity, feasibility and marketability, funding, quality of product or service, growth potential, adaptation to change, strength of management team, and internal organization.

The two new certificates have been completed by the faculty and were submitted to the administration for the purpose of being reviewed by the curriculum committee and ICCB. However, due to a delay in administrative paperwork they have not been sent any further. It is hoped this will not continue to be delayed.

## CTE PROGRAM REVIEW SUMMARY REPORT

### Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

#### Program Identification Information (only one CIP per template)

6-digit CIP	52.0204
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Career Cluster	Career Pathway
Business, Management, Marketing, and Related Support Services	Business Administration, Management and Operations

Program of Study	SVCC's Program Title
Office Management and Supervision	Supervisory Management, Cert: B97

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>X</b>

#### SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

Need: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the severe recession which began in 2008. However, the recovery has not benefited all. The gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.

This section of the program review will address program cost effectiveness. The programs included in this review are: (a) Management Associate in Applied Science Degree Program (AAS 0022), (b) Management Certificate Program (OB93), Marketing Associate in Applied Science Degree Program (AAS 0020), Marketing Certificate Program (OB92), and Supervisory Management Certificate (OB97).

The data source for the CTE Program Cost Effectiveness is Table 3A: Program Expenses and Table 3B: Program Revenue.

The total combined revenues for all of these programs include: (a) \$88,658 for FY2010, (b) \$95,675 for FY2011, (c) \$90,201 for FY2012, (d) \$78,022 for FY 2013, and (e) \$94,866 for FY2014. Over the five-year review period, the total combined revenues are \$447,422.

The total combined expenses for all of these programs include: (a) \$63,055 for FY2010, (b) \$76,048 for FY2011, (c) \$66,249 for FY2012, (d) \$48,045 for FY2013, and (e) \$48,979 for FY2014. Over the five-year review period, the total combined expenses are \$303,376.

The total combined net income (combined revenues minus combined expenses) for all of these programs include: (a) \$25,603 for FY2010, (b) \$19,627 for FY2011, (c) \$23,951 for FY2012, (d) \$29,997 for FY2013, and \$45,887 for FY2014. Over the five-year period, the total combined net income is \$145,045.

Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals. In fact, these programs are extremely cost effective as they produce a net income (as opposed to a net loss) in each of the five years under review. Further analysis reveals that during the last three years of review (FY2012, FY2013, and FY2014) these programs produced a net income which increased by 22%, 25%, and 53% respectively.

In conclusion, these programs generally have remained within their allocated budgets. The budgets appear to adequately supply the necessary services. The programs' net income is extremely positive, as noted in the previous paragraph. These programs apparently do not require additional resources.

#### Introduction to Overall Program Quality

The Management Associate in Applied Science Degree Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Degree Program (AAS 0020), and the Marketing Certificate Program (0B92) provide quality and pertinent educational opportunities for students.

In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance, participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors

projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services.

One of the great strengths of these programs is found within the very highly qualified and distinguished full-time and part-time faculty members who instruct classes within these programs. Over the five-year reporting period, two to three full-time faculty members provide instructional services to these programs. Over the five-year reporting period, three to five part-time faculty members have provided instructional services to these programs.

Two of the three full-time faculty members are doctoral faculty members. As of this writing, Dr. D. H. Day has completed thirty years of service and Dr. M. L. Kidder has completed twenty years of service to Sauk Valley Community College. In addition, two of the three full-time faculty members, Dr. D. H. Day and Mr. J. L. Nelson are Certified Public Accountants. These full-time faculty members and part-time faculty members continue with their dedicated and exceptional instructional methodologies, which serves as the prime attraction of students to these programs. Furthermore, the full-time faculty and the part-time faculty have a rich and extensive practitioner experience within the realms and dimensions of these programs. There is no finer promotion of these programs other than the unsurpassed excellence of instructional methods of the full-time faculty and the part-time faculty displayed within the classroom learning environment, laboratory learning environment, online learning environment, capstone learning environment, or hybrid learning environment.

All program full-time faculty participate in the College's ongoing assessment strategies, methods, and techniques. The program part-time faculty may or may not participate in the College's ongoing assessment strategies, methods, and techniques. The majority of part-time faculty do not participate in the College's ongoing assessment strategies, methods, and techniques. No dual-credit faculty maintain instructional responsibilities in these programs.

#### Program Completions

For the Management Associate in Applied Science Program (AAS 0022): (a) Eighty-two students were enrolled during FY 2010; (b) Ninety-four students were enrolled in FY 2011; (c) Seventy-four students were enrolled in FY 2012; (d) Sixty-seven students were enrolled in FY 2013; and (e) Seventy-five students were enrolled in FY 2014. A total of 392 students were enrolled in this program over the five-year review period. The program's data also reveals: (a) one degree was awarded in FY 2010; (b) Seven degrees were awarded in FY 2011; (c) Five degrees were awarded in FY 2012; (d) Nine degrees were awarded in FY 2013, and (e) Four degrees were awarded in FY 2014. Over the five-year review period, a total of 26 students were awarded degrees. Good student transitions exist from Fall to Spring Semesters.

For the Management Certificate Program (0B93): (a) Eleven students were enrolled in FY 2010; (b) Twenty students were enrolled in FY 2011; (c) Sixteen students were enrolled in FY 2012; (d) Two students was enrolled in FY 2013; and (e) Seven students were enrolled in

FY 2014. A total of 50 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Nine certificates were awarded in FY 2010; (b) Fourteen certificates were awarded in FY 2011; (c) Thirteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eight certificates were awarded in FY 2014. Over the five-year review period, a total of 55 certificates were awarded.

For the Supervisory Management Certificate Program (0B97); Two students were enrolled in FY 2010; (b) One student was enrolled in FY 2011; (c) Two students were enrolled in FY 2012; (d) Three students were enrolled in FY 2013; and (e) Two students were enrolled in FY 2014. A total of ten students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Six certificates were awarded in FY 2011; (c) Fifteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eleven certificates were awarded in FY 2014. Over the five-year review period, a total of 46 certificates were awarded.

For the Marketing Associate in Applied Science Program (AAS 0020): (a) Twenty-seven students were enrolled in FY 2010; (b) Twelve students were enrolled in FY 2011; (c) Eight students were enrolled in FY 2012; (d) Nine students were enrolled in FY 2013 and (e) Fifteen students were enrolled in FY 2014. A total of 71 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three degrees were awarded in FY 2010; (b) Four degrees were awarded in FY 2011; (c) Two degrees were awarded in FY 2013; and (d) One degree was awarded in FY 2014. Over the five-year review period, a total of 10 degrees were awarded.

For the Marketing Certificate Program (0B92): (a) Two students were enrolled in FY 2011; (b) One student was enrolled in FY 2012; (c) Three students were enrolled in FY 2013; and (d) Five students were enrolled in FY 2014. A total of 11 students were enrolled over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Four certificates were awarded in FY 2011; (c) One certificate was awarded in FY 2012; (d) Three certificates were awarded in FY 2013; and (e) Two certificates were awarded in FY 2014. A total of 13 certificates were awarded over the five-year review period.

The Management Associate in Applied Science Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Program (AAS 0020), and the Marketing Certificate Program (0B92) all appear to attract interested students and those interested students complete their programs. The students enrolled in these programs complete their academic objectives and earn the degrees and certificates. In addition, students persist in their academic goals as they continue from one academic semester to another academic semester throughout their degree or certificate program.

Program Retention Rates

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Spring retention rates were observed: (a) 80.0% for FY 2010; (b) 85.7% for FY 2011; (c) 63.3% for FY 2012; (d) 61.9% for FY 2013; and (e) 72.7% for FY 2014; Over the five-year review period, the mean Fall to Spring retention rate was 72.7%.

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Fall retention rates were observed: (a) 62.3% for FY 2010; (b) 64.0% for FY 2011; (c) 68.0% for FY 2012; (d) 57.1% for FY 2013; and (e) 47.1% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 59.7%.

For the Management Certificate Program (0B93), the following Fall to Spring retention rates were observed: (a) 100.0% for FY 2010; (b) 80.0% for FY 2011; (c) 71.4% for FY 2012; (d) 100.0% for FY 2013; and (e) 75.0% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 85.3%.

For the Management Certificate Program (0B93), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 0.0% for FY 2011; (c) 25.0% for FY 2012; (d) 50.0% for FY 2013; and (e) 100.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 45.0%.

For the Supervisory Management Program (0B97), no Fall to Spring as well as no Fall to Fall retention rates were provided in the data sets. Table 6B either recorded 0.0% or nothing at all in the fields provided where the retention percentages should have been recorded.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Spring retention rates were observed: (a) 77.8% for FY 2010; (b) 40.0% for FY 2011; (c) 66.7% for FY 2012; (d) 25.0% for FY 2013; and (e) 83.3% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 58.6%.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 42.9% for FY 2011; (c) 25.0% for FY 2012; (d) 33.3% for FY 2013; and (e) 25.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 35.2%.

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**Additional Comments:** Due to the numerous business ethical problems in our society of the past few decades, it appears that people need to be made aware of judging a decision to be

ethical or not. The business area of society has been inundated with embezzlement, strategic level of companies taking excessively large bonus, insider trading, etc. Society is demanding an ethical business environment in our country. Due to the need, in the late 1990s Dr. D.H. Day wrote BUS 237 (Business Ethics) which was never offered at SVCC until the spring semester of 2013. With the approval and assistance of Dr. Day, Dr. M.L. Kidder updated the course and taught it in an on-line format that semester. However, the administration has not allowed the course to be taught again with the decision basis that it is not currently required for any certificate or degree. However, it is required in the two new certificates which were written in FY 14.

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certificate. If the employees who are to be sent to other countries become aware of the issues they may face, they are better prepared to serve their companies. The International Business certificate has several classes that are also in the other certificate and degree programs. These programs may be able to merge together to strengthen the students' knowledge and ability. The success of the students will encourage local industries to interact in at least two areas: encouraging employees to become students at SVCC for the purpose of completing some of these certificates/degrees and promote the concept of hiring former students who have completed them.

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## CTE PROGRAM REVIEW SUMMARY REPORT

### Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	52.1804
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business, Management, Marketing, and Related Support Services	General Sales, Merchandising and Related Marketing Operations

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Selling Skills and Sales Operations	Marketing, A.A.S 020

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	<b>X</b>
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

<p>Need: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the severe recession which began in 2008. However, the recovery has not benefited all. The gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.</p> <p>This section of the program review will address program cost effectiveness. The programs included in this review are: (a) Management Associate in Applied Science Degree Program (AAS 0022), (b) Management Certificate Program (OB93), Marketing Associate in Applied Science Degree Program (AAS 0020), Marketing Certificate Program (OB92), and Supervisory Management Certificate (OB97).</p>	
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The data source for the CTE Program Cost Effectiveness is Table 3A: Program Expenses and Table 3B: Program Revenue.

The total combined revenues for all of these programs include: (a) \$88,658 for FY2010, (b) \$95,675 for FY2011, (c) \$90,201 for FY2012, (d) \$78,022 for FY 2013, and (e) \$94,866 for FY2014. Over the five-year review period, the total combined revenues are \$447,422.

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The total combined net income (combined revenues minus combined expenses) for all of these programs include: (a) \$25,603 for FY2010, (b) \$19,627 for FY2011, (c) \$23,951 for FY2012, (d) \$29,997 for FY2013, and \$45,887 for FY2014. Over the five-year period, the total combined net income is \$145,045.

Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals. In fact, these programs are extremely cost effective as they produce a net income (as opposed to a net loss) in each of the five years under review. Further analysis reveals that during the last three years of review (FY2012, FY2013, and FY2014) these programs produced a net income which increased by 22%, 25%, and 53% respectively.

In conclusion, these programs generally have remained within their allocated budgets. The budgets appear to adequately supply the necessary services. The programs' net income is extremely positive, as noted in the previous paragraph. These programs apparently do not require additional resources.

#### Introduction to Overall Program Quality

The Management Associate in Applied Science Degree Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Degree Program (AAS 0020), and the Marketing Certificate Program (0B92) provide quality and pertinent educational opportunities for students.

In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance,

participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services.

One of the great strengths of these programs is found within the very highly qualified and distinguished full-time and part-time faculty members who instruct classes within these programs. Over the five-year reporting period, two to three full-time faculty members provide instructional services to these programs. Over the five-year reporting period, three to five part-time faculty members have provided instructional services to these programs.

Two of the three full-time faculty members are doctoral faculty members. As of this writing, Dr. D. H. Day has completed thirty years of service and Dr. M. L. Kidder has completed twenty years of service to Sauk Valley Community College. In addition, two of the three full-time faculty members, Dr. D. H. Day and Mr. J. L. Nelson are Certified Public Accountants. These full-time faculty members and part-time faculty members continue with their dedicated and exceptional instructional methodologies, which serves as the prime attraction of students to these programs. Furthermore, the full-time faculty and the part-time faculty have a rich and extensive practitioner experience within the realms and dimensions of these programs. There is no finer promotion of these programs other than the unsurpassed excellence of instructional methods of the full-time faculty and the part-time faculty displayed within the classroom learning environment, laboratory learning environment, online learning environment, capstone learning environment, or hybrid learning environment.

All program full-time faculty participate in the College's ongoing assessment strategies, methods, and techniques. The program part-time faculty may or may not participate in the College's ongoing assessment strategies, methods, and techniques. The majority of part-time faculty do not participate in the College's ongoing assessment strategies, methods, and techniques. No dual-credit faculty maintain instructional responsibilities in these programs.

#### Program Completions

For the Management Associate in Applied Science Program (AAS 0022): (a) Eighty-two students were enrolled during FY 2010; (b) Ninety-four students were enrolled in FY 2011; (c) Seventy-four students were enrolled in FY 2012; (d) Sixty-seven students were enrolled in FY 2013; and (e) Seventy-five students were enrolled in FY 2014. A total of 392 students were enrolled in this program over the five-year review period. The program's data also reveals: (a) one degree was awarded in FY 2010; (b) Seven degrees were awarded in FY 2011; (c) Five degrees were awarded in FY 2012; (d) Nine degrees were awarded in FY 2013, and (e) Four degrees were awarded in FY 2014. Over the five-year review period, a total of 26 students were awarded degrees. Good student transitions exist from Fall to Spring Semesters.

For the Management Certificate Program (0B93): (a) Eleven students were enrolled in FY

2010; (b) Twenty students were enrolled in FY 2011; (c) Sixteen students were enrolled in FY 2012; (d) Two students was enrolled in FY 2013; and (e) Seven students were enrolled in FY 2014. A total of 50 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Nine certificates were awarded in FY 2010; (b) Fourteen certificates were awarded in FY 2011; (c) Thirteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eight certificates were awarded in FY 2014. Over the five-year review period, a total of 55 certificates were awarded.

For the Supervisory Management Certificate Program (0B97); Two students were enrolled in FY 2010; (b) One student was enrolled in FY 2011; (c) Two students were enrolled in FY 2012; (d) Three students were enrolled in FY 2013; and (e) Two students were enrolled in FY 2014. A total of ten students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Six certificates were awarded in FY 2011; (c) Fifteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eleven certificates were awarded in FY 2014. Over the five-year review period, a total of 46 certificates were awarded.

For the Marketing Associate in Applied Science Program (AAS 0020): (a) Twenty-seven students were enrolled in FY 2010; (b) Twelve students were enrolled in FY 2011; (c) Eight students were enrolled in FY 2012; (d) Nine students were enrolled in FY 2013 and (e) Fifteen students were enrolled in FY 2014. A total of 71 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three degrees were awarded in FY 2010; (b) Four degrees were awarded in FY 2011; (c) Two degrees were awarded in FY 2013; and (d) One degree was awarded in FY 2014. Over the five-year review period, a total of 10 degrees were awarded.

For the Marketing Certificate Program (0B92): (a) Two students were enrolled in FY 2011; (b) One student was enrolled in FY 2012; (c) Three students were enrolled in FY 2013; and (d) Five students were enrolled in FY 2014. A total of 11 students were enrolled over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Four certificates were awarded in FY 2011; (c) One certificate was awarded in FY 2012; (d) Three certificates were awarded in FY 2013; and (e) Two certificates were awarded in FY 2014. A total of 13 certificates were awarded over the five-year review period.

The Management Associate in Applied Science Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Program (AAS 0020), and the Marketing Certificate Program (0B92) all appear to attract interested students and those interested students complete their programs. The students enrolled in these programs complete their academic objectives and earn the degrees and certificates. In addition, students persist in their academic goals as they continue from one academic semester to another academic semester throughout their degree or certificate program.

Program Retention Rates

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Spring retention rates were observed: (a) 80.0% for FY 2010; (b) 85.7% for FY 2011; (c) 63.3% for FY 2012; (d) 61.9% for FY 2013; and (e) 72.7% for FY 2014; Over the five-year review period, the mean Fall to Spring retention rate was 72.7%.

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Fall retention rates were observed: (a) 62.3% for FY 2010; (b) 64.0% for FY 2011; (c) 68.0% for FY 2012; (d) 57.1% for FY 2013; and (e) 47.1% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 59.7%.

For the Management Certificate Program (0B93), the following Fall to Spring retention rates were observed: (a) 100.0% for FY 2010; (b) 80.0% for FY 2011; (c) 71.4% for FY 2012; (d) 100.0% for FY 2013; and (e) 75.0% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 85.3%.

For the Management Certificate Program (0B93), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 0.0% for FY 2011; (c) 25.0% for FY 2012; (d) 50.0% for FY 2013; and (e) 100.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 45.0%.

For the Supervisory Management Program (0B97), no Fall to Spring as well as no Fall to Fall retention rates were provided in the data sets. Table 6B either recorded 0.0% or nothing at all in the fields provided where the retention percentages should have been recorded.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Spring retention rates were observed: (a) 77.8% for FY 2010; (b) 40.0% for FY 2011; (c) 66.7% for FY 2012; (d) 25.0% for FY 2013; and (e) 83.3% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 58.6%.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 42.9% for FY 2011; (c) 25.0% for FY 2012; (d) 33.3% for FY 2013; and (e) 25.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 35.2%.

For the Marketing Certificate Program (0B92), the following Fall to Spring retention rates were observed: Only FY 2014 is reporting a Fall to Spring retention rate of 33.3%. The other data fields report nothing at all or 0.0%. The Marketing Certificate Program (0B92) reports no data or 0.0% in the data fields for the Fall to Fall retention rates.

Additional Comments: Due to the numerous business ethical problems in our society of the past few decades, it appears that people need to be made aware of judging a decision to be ethical or not. The business area of society has been inundated with embezzlement, strategic level of companies taking excessively large bonus, insider trading, etc. Society is demanding an ethical business environment in our country. Due to the need, in the late 1990s Dr. D.H. Day wrote BUS 237 (Business Ethics) which was never offered at SVCC until the spring semester of 2013. With the approval and assistance of Dr. Day, Dr. M.L. Kidder updated the course and taught it in an on-line format that semester. However, the administration has not allowed the course to be taught again with the decision basis that it is not currently required for any certificate or degree. However, it is required in the two new certificates which were written in FY 14.

In addition to ethics in the USA we carry our business ethics when dealing with people, businesses, and governments of other countries. It became such an issue that the Foreign Corrupt Practices Act was created in the 1970s after the public media uncovered that a vast number of U.S. businesses were paying foreign representatives large sums of money for the purpose of enabling them to have a better advantage. "Business ethics courses continue to increase as there is greater recognition of the link between good ethics and business success. This dramatic increase has occurred as a result of understanding that ethical conduct is an important part of an effective business strategy. No longer is ethics considered merely an independent person decision, rather, managers are held responsible both within and an outside their company for building an ethical organizational culture. Now that ethics has linked to financial performance, there is recognition that business ethics courses are as important as other functional areas such as marketing, accounting, finance, and management." (Business Ethics - Ferrell, Fraedrich, Ferrell 2013)

With the global ethics in mind as well as the need of understanding international cultures during business situations the business faculty began the process of writing two certificates aimed at helping current and future students become more successful in the business environment. In addition to that concern we determined that many of our area companies either have international dealings with customers or at least send their U.S. employees to other countries. It has been documented by several researchers that understanding the culture of countries helps businesses to be more successful. BUS 237 is required in both certificates which would allow us to offer this course and assist current and future students to become more successful. We could offer BUS 237 to companies as an avenue of teaching their employees the benefits and values of good ethics. Since it may be offered in an on-line media, companies may be able to schedule employment time for their employees to work on the course and enter into group effort. Several dual credit students stay in their school and perform in a dual credit course in the same manner, which has been successful for many. One of the certificates is "International Business" which focuses on understanding a variety of cultural and social issues and the best way to deal with them. BUS 112, Human Relations, allows the students to focus on the variety of communication methods and how people from different societies deal with communication. In several classes we discuss the need to understand a variety of business dealings and how companies from various culture backgrounds view methods of communications and relating to people. In some countries it takes a matter of hours to complete a business transaction while in other countries it will take several days to complete the same transaction. This certificate will enhance a business degree and allow some students to specialize in international business. Also, allowing our local

companies to understand the philosophy of the International Business certificate may encourage them to send some of their employees to our classes for the completion of this certificate. If the employees who are to be sent to other countries become aware of the issues they may face, they are better prepared to serve their companies. The International Business certificate has several classes that are also in the other certificate and degree programs. These programs may be able to merge together to strengthen the students' knowledge and ability. The success of the students will encourage local industries to interact in at least two areas: encouraging employees to become students at SVCC for the purpose of completing some of these certificates/degrees and promote the concept of hiring former students who have completed them.

The other certificate, "Entrepreneurial Business", was also created to enhance current and future students' abilities and knowledge base as well as assist our district's communities. Sauk Valley media has promoted the concept of entrepreneurial business to the residents of the communities. The city of Dixon has strongly encouraged people to seek information and support as they pursue avenues for income. While Dr. Kidder was working on this certificate, Mr. John Nelson attended a meeting in Dixon regarding entrepreneurial business. The business faculty, Mr. John Nelson, Dr. Dennis Day, and Dr. Mary Lou Kidder discussed the opportunity for both certificates and found them to be areas that the community businesses and residents would use. They could understand more as they sort through the knowledge and discussions the students would be participants of as they pursued completion of the certificates. In the spring of 2014 the city of Dixon held a competition. "The Dixon Business Competition is about entrepreneurship and innovation in Dixon. Our goal is to highlight Dixon's innovative entrepreneurs; help those entrepreneurs through guidance, analysis, and support; and reward the best with exciting prizes including cash and free commercial rent!" The judging was based on the following concepts: innovative nature, creativity, feasibility and marketability, funding, quality of product or service, growth potential, adaptation to change, strength of management team, and internal organization.

The two new certificates have been completed by the faculty and were submitted to the administration for the purpose of being reviewed by the curriculum committee and ICCB. However, due to a delay in administrative paperwork they have not been sent any further. It is hoped this will not continue to be delayed.

## CTE PROGRAM REVIEW SUMMARY REPORT

### Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	52.1804
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business, Management, Marketing, and Related Support Services	General Sales, Merchandising and Related Marketing Operations

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Selling Skills and Sales Operations	Marketing, Cert: B92

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>X</b>

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

<p>Need: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the severe recession which began in 2008. However, the recovery has not benefited all. The gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.</p> <p>This section of the program review will address program cost effectiveness. The programs included in this review are: (a) Management Associate in Applied Science Degree Program (AAS 0022), (b) Management Certificate Program (OB93), Marketing Associate in Applied Science Degree Program (AAS 0020), Marketing Certificate Program (OB92), and Supervisory Management Certificate (OB97).</p>	
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The data source for the CTE Program Cost Effectiveness is Table 3A: Program Expenses and Table 3B: Program Revenue.

The total combined revenues for all of these programs include: (a) \$88,658 for FY2010, (b) \$95,675 for FY2011, (c) \$90,201 for FY2012, (d) \$78,022 for FY 2013, and (e) \$94,866 for FY2014. Over the five-year review period, the total combined revenues are \$447,422.

The total combined expenses for all of these programs include: (a) \$63,055 for FY2010, (b) \$76,048 for FY2011, (c) \$66,249 for FY2012, (d) \$48,045 for FY2013, and (e) \$48,979 for FY2014. Over the five-year review period, the total combined expenses are \$303,376.

The total combined net income (combined revenues minus combined expenses) for all of these programs include: (a) \$25,603 for FY2010, (b) \$19,627 for FY2011, (c) \$23,951 for FY2012, (d) \$29,997 for FY2013, and \$45,887 for FY2014. Over the five-year period, the total combined net income is \$145,045.

Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals. In fact, these programs are extremely cost effective as they produce a net income (as opposed to a net loss) in each of the five years under review. Further analysis reveals that during the last three years of review (FY2012, FY2013, and FY2014) these programs produced a net income which increased by 22%, 25%, and 53% respectively.

In conclusion, these programs generally have remained within their allocated budgets. The budgets appear to adequately supply the necessary services. The programs' net income is extremely positive, as noted in the previous paragraph. These programs apparently do not require additional resources.

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The Management Associate in Applied Science Degree Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Degree Program (AAS 0020), and the Marketing Certificate Program (0B92) provide quality and pertinent educational opportunities for students.

In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance,

participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services.

One of the great strengths of these programs is found within the very highly qualified and distinguished full-time and part-time faculty members who instruct classes within these programs. Over the five-year reporting period, two to three full-time faculty members provide instructional services to these programs. Over the five-year reporting period, three to five part-time faculty members have provided instructional services to these programs.

Two of the three full-time faculty members are doctoral faculty members. As of this writing, Dr. D. H. Day has completed thirty years of service and Dr. M. L. Kidder has completed twenty years of service to Sauk Valley Community College. In addition, two of the three full-time faculty members, Dr. D. H. Day and Mr. J. L. Nelson are Certified Public Accountants. These full-time faculty members and part-time faculty members continue with their dedicated and exceptional instructional methodologies, which serves as the prime attraction of students to these programs. Furthermore, the full-time faculty and the part-time faculty have a rich and extensive practitioner experience within the realms and dimensions of these programs. There is no finer promotion of these programs other than the unsurpassed excellence of instructional methods of the full-time faculty and the part-time faculty displayed within the classroom learning environment, laboratory learning environment, online learning environment, capstone learning environment, or hybrid learning environment.

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#### Program Completions

For the Management Associate in Applied Science Program (AAS 0022): (a) Eighty-two students were enrolled during FY 2010; (b) Ninety-four students were enrolled in FY 2011; (c) Seventy-four students were enrolled in FY 2012; (d) Sixty-seven students were enrolled in FY 2013; and (e) Seventy-five students were enrolled in FY 2014. A total of 392 students were enrolled in this program over the five-year review period. The program's data also reveals: (a) one degree was awarded in FY 2010; (b) Seven degrees were awarded in FY 2011; (c) Five degrees were awarded in FY 2012; (d) Nine degrees were awarded in FY 2013, and (e) Four degrees were awarded in FY 2014. Over the five-year review period, a total of 26 students were awarded degrees. Good student transitions exist from Fall to Spring Semesters.

For the Management Certificate Program (0B93): (a) Eleven students were enrolled in FY

2010; (b) Twenty students were enrolled in FY 2011; (c) Sixteen students were enrolled in FY 2012; (d) Two students was enrolled in FY 2013; and (e) Seven students were enrolled in FY 2014. A total of 50 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Nine certificates were awarded in FY 2010; (b) Fourteen certificates were awarded in FY 2011; (c) Thirteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eight certificates were awarded in FY 2014. Over the five-year review period, a total of 55 certificates were awarded.

For the Supervisory Management Certificate Program (0B97); Two students were enrolled in FY 2010; (b) One student was enrolled in FY 2011; (c) Two students were enrolled in FY 2012; (d) Three students were enrolled in FY 2013; and (e) Two students were enrolled in FY 2014. A total of ten students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Six certificates were awarded in FY 2011; (c) Fifteen certificates were awarded in FY 2012; (d) Eleven certificates were awarded in FY 2013; and (e) Eleven certificates were awarded in FY 2014. Over the five-year review period, a total of 46 certificates were awarded.

For the Marketing Associate in Applied Science Program (AAS 0020): (a) Twenty-seven students were enrolled in FY 2010; (b) Twelve students were enrolled in FY 2011; (c) Eight students were enrolled in FY 2012; (d) Nine students were enrolled in FY 2013 and (e) Fifteen students were enrolled in FY 2014. A total of 71 students were enrolled in this program over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three degrees were awarded in FY 2010; (b) Four degrees were awarded in FY 2011; (c) Two degrees were awarded in FY 2013; and (d) One degree was awarded in FY 2014. Over the five-year review period, a total of 10 degrees were awarded.

For the Marketing Certificate Program (0B92): (a) Two students were enrolled in FY 2011; (b) One student was enrolled in FY 2012; (c) Three students were enrolled in FY 2013; and (d) Five students were enrolled in FY 2014. A total of 11 students were enrolled over the five-year review period. Good student transitions exist from Fall to Spring Semesters. The program's data also reveals: (a) Three certificates were awarded in FY 2010; (b) Four certificates were awarded in FY 2011; (c) One certificate was awarded in FY 2012; (d) Three certificates were awarded in FY 2013; and (e) Two certificates were awarded in FY 2014. A total of 13 certificates were awarded over the five-year review period.

The Management Associate in Applied Science Program (AAS 0022), Management Certificate Program (0B93), Supervisory Management Certificate Program (0B97), Marketing Associate in Applied Science Program (AAS 0020), and the Marketing Certificate Program (0B92) all appear to attract interested students and those interested students complete their programs. The students enrolled in these programs complete their academic objectives and earn the degrees and certificates. In addition, students persist in their academic goals as they continue from one academic semester to another academic semester throughout their degree or certificate program.

Program Retention Rates

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Spring retention rates were observed: (a) 80.0% for FY 2010; (b) 85.7% for FY 2011; (c) 63.3% for FY 2012; (d) 61.9% for FY 2013; and (e) 72.7% for FY 2014; Over the five-year review period, the mean Fall to Spring retention rate was 72.7%.

For the Management Associate in Applied Science Degree Program (AAS 0022), the following Fall to Fall retention rates were observed: (a) 62.3% for FY 2010; (b) 64.0% for FY 2011; (c) 68.0% for FY 2012; (d) 57.1% for FY 2013; and (e) 47.1% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 59.7%.

For the Management Certificate Program (0B93), the following Fall to Spring retention rates were observed: (a) 100.0% for FY 2010; (b) 80.0% for FY 2011; (c) 71.4% for FY 2012; (d) 100.0% for FY 2013; and (e) 75.0% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 85.3%.

For the Management Certificate Program (0B93), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 0.0% for FY 2011; (c) 25.0% for FY 2012; (d) 50.0% for FY 2013; and (e) 100.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 45.0%.

For the Supervisory Management Program (0B97), no Fall to Spring as well as no Fall to Fall retention rates were provided in the data sets. Table 6B either recorded 0.0% or nothing at all in the fields provided where the retention percentages should have been recorded.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Spring retention rates were observed: (a) 77.8% for FY 2010; (b) 40.0% for FY 2011; (c) 66.7% for FY 2012; (d) 25.0% for FY 2013; and (e) 83.3% for FY 2014. Over the five-year review period, the mean Fall to Spring retention rate was 58.6%.

For the Marketing Associate in Applied Science Degree Program (AAS 0020), the following Fall to Fall retention rates were observed: (a) 50.0% for FY 2010; (b) 42.9% for FY 2011; (c) 25.0% for FY 2012; (d) 33.3% for FY 2013; and (e) 25.0% for FY 2014. Over the five-year review period, the mean Fall to Fall retention rate was 35.2%.

For the Marketing Certificate Program (0B92), the following Fall to Spring retention rates were observed: Only FY 2014 is reporting a Fall to Spring retention rate of 33.3%. The other data fields report nothing at all or 0.0%. The Marketing Certificate Program (0B92) reports no data or 0.0% in the data fields for the Fall to Fall retention rates.

Additional Comments: Due to the numerous business ethical problems in our society of the past few decades, it appears that people need to be made aware of judging a decision to be ethical or not. The business area of society has been inundated with embezzlement, strategic level of companies taking excessively large bonus, insider trading, etc. Society is demanding an ethical business environment in our country. Due to the need, in the late 1990s Dr. D.H. Day wrote BUS 237 (Business Ethics) which was never offered at SVCC until the spring semester of 2013. With the approval and assistance of Dr. Day, Dr. M.L. Kidder updated the course and taught it in an on-line format that semester. However, the administration has not allowed the course to be taught again with the decision basis that it is not currently required for any certificate or degree. However, it is required in the two new certificates which were written in FY 14.

In addition to ethics in the USA we carry our business ethics when dealing with people, businesses, and governments of other countries. It became such an issue that the Foreign Corrupt Practices Act was created in the 1970s after the public media uncovered that a vast number of U.S. businesses were paying foreign representatives large sums of money for the purpose of enabling them to have a better advantage. "Business ethics courses continue to increase as there is greater recognition of the link between good ethics and business success. This dramatic increase has occurred as a result of understanding that ethical conduct is an important part of an effective business strategy. No longer is ethics considered merely an independent person decision, rather, managers are held responsible both within and an outside their company for building an ethical organizational culture. Now that ethics has linked to financial performance, there is recognition that business ethics courses are as important as other functional areas such as marketing, accounting, finance, and management." (Business Ethics - Ferrell, Fraedrich, Ferrell 2013)

With the global ethics in mind as well as the need of understanding international cultures during business situations the business faculty began the process of writing two certificates aimed at helping current and future students become more successful in the business environment. In addition to that concern we determined that many of our area companies either have international dealings with customers or at least send their U.S. employees to other countries. It has been documented by several researchers that understanding the culture of countries helps businesses to be more successful. BUS 237 is required in both certificates which would allow us to offer this course and assist current and future students to become more successful. We could offer BUS 237 to companies as an avenue of teaching their employees the benefits and values of good ethics. Since it may be offered in an on-line media, companies may be able to schedule employment time for their employees to work on the course and enter into group effort. Several dual credit students stay in their school and perform in a dual credit course in the same manner, which has been successful for many. One of the certificates is "International Business" which focuses on understanding a variety of cultural and social issues and the best way to deal with them. BUS 112, Human Relations, allows the students to focus on the variety of communication methods and how people from different societies deal with communication. In several classes we discuss the need to understand a variety of business dealings and how companies from various culture backgrounds view methods of communications and relating to people. In some countries it takes a matter of hours to complete a business transaction while in other countries it will take several days to complete the same transaction. This certificate will enhance a business degree and allow some students to specialize in international business. Also, allowing our local

companies to understand the philosophy of the International Business certificate may encourage them to send some of their employees to our classes for the completion of this certificate. If the employees who are to be sent to other countries become aware of the issues they may face, they are better prepared to serve their companies. The International Business certificate has several classes that are also in the other certificate and degree programs. These programs may be able to merge together to strengthen the students' knowledge and ability. The success of the students will encourage local industries to interact in at least two areas: encouraging employees to become students at SVCC for the purpose of completing some of these certificates/degrees and promote the concept of hiring former students who have completed them.

The other certificate, "Entrepreneurial Business", was also created to enhance current and future students' abilities and knowledge base as well as assist our district's communities. Sauk Valley media has promoted the concept of entrepreneurial business to the residents of the communities. The city of Dixon has strongly encouraged people to seek information and support as they pursue avenues for income. While Dr. Kidder was working on this certificate, Mr. John Nelson attended a meeting in Dixon regarding entrepreneurial business. The business faculty, Mr. John Nelson, Dr. Dennis Day, and Dr. Mary Lou Kidder discussed the opportunity for both certificates and found them to be areas that the community businesses and residents would use. They could understand more as they sort through the knowledge and discussions the students would be participants of as they pursued completion of the certificates. In the spring of 2014 the city of Dixon held a competition. "The Dixon Business Competition is about entrepreneurship and innovation in Dixon. Our goal is to highlight Dixon's innovative entrepreneurs; help those entrepreneurs through guidance, analysis, and support; and reward the best with exciting prizes including cash and free commercial rent!" The judging was based on the following concepts: innovative nature, creativity, feasibility and marketability, funding, quality of product or service, growth potential, adaptation to change, strength of management team, and internal organization.

The two new certificates have been completed by the faculty and were submitted to the administration for the purpose of being reviewed by the curriculum committee and ICCB. However, due to a delay in administrative paperwork they have not been sent any further. It is hoped this will not continue to be delayed.

Program Review Committee Recommendations	
<b>This Program Review is considered complete.</b>	<b>Some comments were not addressed.</b>
<p><b>The following are the recommendations from the Program Review Committee:</b>                      The Program Review Committee recommends the following for these programs:</p> <ol style="list-style-type: none"> <li>1. Hire a full-time faculty member for the area to teach marketing and management classes. This allows for succession planning as all of the current FT faculty members are near retirement. Additionally, this gives the current FT faculty an opportunity to mentor the new faculty member to maintain consistency and quality within the program.                          *A personnel form found in FAST will need to be completed by Dr. Day or Dr. Kidder.</li> <li>2. Provide leadership on completing the two new certificate programs (International Business and Entrepreneurial Business). Administration will provide the support to help complete the Form-20 documents. Program would need to be approved to market the programs for the fall 2016 semester.</li> <li>3. Investigate the revitalization of Workforce Council meetings for all business areas.</li> <li>4. Investigate if the two A.A.S. degrees and three certificates of this review can be entirely completed online. Report back the results and, if so, they will be marketed as such. This is a great opportunity to increase enrollment in the program.</li> <li>5. Conduct a more thorough investigation on why retention and completion rates have fallen from five years ago. Administration will provide any data requested from the faculty.</li> <li>6. Provide leadership to update the web information for the marketing and management programs. Currently there is no information on these programs easily accessible online. This may help with recruitment of future students. The link is:  <a href="https://www.svcc.edu/departments/academic/index.html">https://www.svcc.edu/departments/academic/index.html</a></li> <li>7. Move these items to the Operational Plan of your area.</li> </ol>	
<b>Signature of the Program Review Committee Chair</b>	Dr. Steve Nunez

Dean of Academics and Student Services Recommendations	
<b>The Program Review has been reviewed.</b>	

<b>The following are the recommendations from the Dean:</b> 	
<b>Dean's Signature/Date</b>	Dr. Jon Mandrell

<b>President's Recommendation</b>	
<b>The Program Review has been reviewed.</b>	
<b>The following are the recommendations from the President:</b> 	
<b>President's Signature/Date</b>	Dr. George Mihe