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| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College Mission**

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

**College Vision**

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

**Program Mission**

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| The developmental program at SVCC provides support and instruction to students whose backgrounds have left them underprepared for college-level reading, mathematics, and writing, and whose study strategies and attitudes have erected potential barriers to college and career success. |

Placement in developmental courses is mandatory for students who are not reading, writing, or computing at college level. Placement is based on standardized testing procedures using the COMPASS test or ACT scores. If a student has taken both the COMPASS and ACT, either score can be used for placement.

**Developmental English Placement** – **Bolded scores represent development course placement.**

COMPASS/WRITING SKILLS

|  |  |  |
| --- | --- | --- |
| Skill Area | Test Score | Course Placement |
| Writing | 79-100 | ENG 101 |
|  | **38-69** | **ENG 099** |
|  | **0-37** | **ENG 091** |

ACT/WRITING

|  |  |  |
| --- | --- | --- |
| Skill Area | Test Score | Course Placement |
| Writing | 20 or higher | ENG 101 |
|  | **14-19** | **ENG 099** |
|  | **0-13** | **ENG 091** |

**Developmental Reading Placement** - **Bolded scores represent development course placement.**

ACT/READING

|  |  |  |
| --- | --- | --- |
| Skill Area | Reading test Scores | Course Placement |
| Reading | 20 or higher | No Reading course needed |

COMPASS/READING

|  |  |
| --- | --- |
| Test Scores | Course Placement |
| 77-100 | No Reading Course needed |
| **41-76** | **RDG 098** |
| **0-40** | **RDG 095** |

Placement in a reading course is determined by established cut-offs. If students place in a developmental reading course, it must be taken concurrently with any college level course(s) unless it is exempted from the reading co-requisite. Students must remain enrolled in the developmental reading program until they can demonstrate college-level reading skills on an exit exam given at the end of each semester. Students may retest one time.

**Developmental Math Placement** - **Bolded scores represent development course placement.**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (Effective Sept 7, 2004)  |  |  |  |  | | --- | --- | --- | --- | | **Compass Score Range** | **ACT Math Score** | **Placement** | **High School Prerequisite** | | *College Algebra  59-100 Trigonometry 46-100* | 26-36 and Trigonometry with C or higher | MAT 203 | 4 years of college preparatory high school mathematics with grades of "C" or higher\*\* | | *College Algebra  46-58 Trigonometry  0-45* | 23-25 | MAT 122, 220, 221, 230, 240 | 4 years of college preparatory high school mathematics with grades of "C" or higher\*\* | | *Algebra  42-100  College Algebra  0-45  and geometry\** | 21-22 and geometry\* | MAT 110 MAT 115 MAT 121 | 2 years of high school algebra with grades of "C" or higher \*\* **and** 1 year of high school geometry\* | | ***Algebra 30-41*** | **18-20** | **MAT 076, 080, 106** | **1 year of high school algebra with grades of "C" or higher\*\*** | | ***Pre-Algebra  34-100  Algebra 17-29*** | **16-17** | **MAT 074** | **N/A** | | ***Pre-Algebra  25-33  Algebra 0-16*** | **13-15** | **MAT 072** | **N/A** | | ***Pre-Algebra  0-24*** | **0-12** | **MAT 070** | **N/A** |   \*High School geometry with a grade of C or higher in both semesters or MAT 076 with a grade of C or higher \*\* All semesters |
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| **SECTION A: ENROLLMENT & COMPLETION DATA**  Resources: Annual reviews  Enrollment & completion data  Operational Plans |

Cross-disciplinary areas differ from other instructional programs in the types of programs and services that are offered, the basis for determining success, and what is generated by enrollment. In this section you are to identify and insert into **Table 1**, the primary programs offered and the pertinent viability components. Note: You will track and report on the same items in future annual reviews and program reviews.

1. Identify all of the primary programs of the cross-disciplinary area (i.e. ABE, ESL, customized training, public workshops, etc) and create a table for each program.
2. What constitutes a successful student completion (i.e. passing grades, post-test scores, etc)? In the table, replace *Successful Completions* with this term. Add rows if there are multiple ways to determine successful completion.
3. What does the program generate (i.e. credit hours, units of instruction, income, etc)? In the table, replace *Generation* with this term. Add rows if there are multiple items that are generated.
4. Insert annual data to complete each table.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 1** | | | | | | | |
| Program: Developmental Program Review | | | | | | | |
|  | | FY04 | FY05 | FY06 | FY07 | FY08 | Total |
| a | Enrollment  English  Reading  Math  Total  # of courses offered^  # of sections^  average class size^  (^Tutorials were removed) | 367  329  1009  1705  9  98  18 | 341  310  974  1625  9  91  18 | 299  279  914  1492  9  84  18 | 323  228  889  1440  9  77  19 | 314  231  849  1394  9  79  18 | 1644  1377  4635  7656 |
| b | English  Successful \*  Unsuccessful\*\*  “G” grade\*\*\*  Total  Reading  Successful \*  Unsuccessful\*\*  “G” grade\*\*\*  Total  Math  Successful \*  Unsuccessful\*\*  “G” grade\*\*\*  Total  Grades Earned  (See chart (1) below) | 227  140  0  367  241  88  0  329  541  468  0  1,009 | 188  153  0  341  237  73  0  310  490  484  0  974 | 142  143  14  299  175  72  32  279  451  463  0  914 | 171  127  25  323  148  56  24  228  434  455  0  889 | 167  94  53  314  118  68  45  231  402  434  13  849 | 895  657  92  1644  919  357  101  1,377  2,318  2,004  13  4,335 |
| C | Credit Hours  Generated\*\*\*\*  English  Reading  Math  Tuition Revenue  English  Reading  Math  Certificates/Degrees  Earned (see chart below) | 1,101  987  3,806  67,382  60,294  216,942 | 1,023  930  3,662  68,839  62,450  230,706 | 897  837  3,454  68,142  63,182  245,234 | 969  684  3,335  79,418  55,698  256,795 | 942  693  3,203  79,128  58,012  253,037 | 4,932  4,131  17,460  362,909  299,636  1,202,714 |
| D | Income-tuition & fees based on 10th day enrollment | 348,516 | 367,813 | 383,445 | 399,224 | 398,213 | 1,897,211 |
| E | Expenses:  Employee  Supply  Equipment  Other  Total Expense | 337,180  10,638  3,303  30,475  381,597 | 334,839  10,717  0  25,960  371,516 | 325,049  10,016  0  11,200  346,264 | 269,717  9,104  0  36,300  315,122 | 340,026  9,370  0  20,583  369,979 | 1,606,811  49,845  3,303  124,518  1,784,478 |
| F | Net (income – expenses) | -33,080 | -3,703 | 37,181 | 84,101 | 28,234 | 112,733 |

\*Successful percentage represents students who completed the course with an A, B, or C allowing them to exit the program.

\*\*Unsuccessful percentage represents students who completed the course with a D, F, or W allowing them not to exit the program.

\*\*\* The “G” grade was removed from the successful/unsuccessful data since it does not reflect success or failure.

**Aggregate Grade Distribution**

(Averages over the five year period)

**2004**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | **A** | **B** | **C** | **D** | **F** | **W** |
| **G** |  |  |  |  |  |  |
| English  0.0 | 11.7 | 27.0 | 23.2 | 9.3 | 11.4 | 17.4 |
| Reading  0.0 | 22.5 | 26.7 | 24.0 | 6.1 | 11.9 | 8.8 |
| Math  0.0 | 15.2 | 18.1 | 20.3 | 7.4 | 10.9 | 28. |
| Total+  0.0 | 15.8 | 21.7 | 21.6 | 7.6 | 11.2 | 22.1 |

**2005**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | **A** | **B** | **C** | **D** | **F** | **W** |
| **G** |  |  |  |  |  |  |
| English  0.0 | 7.3 | 22.9 | 24.9 | 11.1 | 11.1 | 22.6 |
| Reading  0.0 | 27.1 | 34.2 | 15.2 | 2.9 | 7.4 | 13.2 |
| Math  0.0 | 11.5 | 18.8 | 20.0 | 7.1 | 12.0 | 30.6 |
| Total+  0.0 | 13.6 | 22.6 | 20.1 | 7.1 | 11.0 | 25.6 |

**2006**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | **A** | **B** | **C** | **D** | **F** | **W** |
| **G** |  |  |  |  |  |  |
| English  4.7 | 6.4 | 24.1 | 17.1 | 11.7 | 11.7 | 24.4 |
| Reading  11.5 | 29.0 | 25.1 | 8.6 | 4.3 | 8.2 | 13.3 |
| Math  0.0 | 12.3 | 17.7 | 19.4 | 9.3 | 14.4 | 26.9 |
| Total+  3.1 | 14.2 | 20.4 | 16.9 | 8.8 | 12.7 | 23.9 |

**2007**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | **A** | **B** | **C** | **D** | **F** | **W** |
| **G** |  |  |  |  |  |  |
| English  7.7 | 5.9 | 26.0 | 21.1 | 7.4 | 8.4 | 23.5 |
| Reading  10.5 | 18.4 | 25.0 | 21.5 | 0.9 | 8.8 | 14.9 |
| Math  0.0 | 11.1 | 18.3 | 19.3 | 8.1 | 17.2 | 25.9 |
| Total+  3.4 | 11.1 | 21.1 | 20.1 | 6.8 | 13.9 | 23.6 |

**2008**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | **A** | **B** | **C** | **D** | **F** | **W** |
| **G** |  |  |  |  |  |  |
| English  16.9 | 8.0 | 24.8 | 20.4 | 4.8 | 8.9 | 16.2 |
| Reading  19.5 | 12.6 | 22.1 | 16.5 | 1.7 | 11.7 | 16.0 |
| Math  1.5 | 10.5 | 17.8 | 19.1 | 8.2 | 18.1 | 24.7 |
| Total+  8.0 | 10.3 | 20.1 | 18.9 | 6.4 | 15.0 | 21.4 |

+Total represents the total percentage of all developmental students who earned that particular grade during that time period.

\*\*\*\*Credit hours are measured by the number of students in each program area times the credit hours per class. ENG 091 and ENG 099 are 3 credit classes, RDG 095 and RDG 099 are 3 credit classes, and MAT 070 and MAT 072 are 3 credit classes while MAT 074, MAT 076, and MAT 080 are 4 credit classes.

**Developmental Students Earning Certificate/Degrees:**

**Certificates Earned**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Initial Consideration** | **100%=**  **2 sem.** | **150%=**  **3 sem.** | **200%=**  **4 sem.** | **300%=**  **5 sem.** | **400%=**  **6 sem.** | **500%=**  **7 sem.** | **Total** |
| **2004** | 998 | 44 | 11 | 13 | 25 | 16 | 9 | 118 |
| **2005** | 687 | 38 | 7 | 16 | 15 | 8 | 2 | 86 |
| **2006** | 596 | 35 | 7 | 7 | 14 | 0 | 3 | 66 |
| **2007** | 604 | 47 | 11 | 9 | 7 | 1 | 3 | 78 |
| **2008** | 532 | 50 | 0 | 3 | 3 | 2 | 2 | 60 |

**Degrees Earned**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Initial Consideration** | **100%=**  **4 sem.** | **150%=**  **5 sem.** | **200%=**  **6 sem.** | **300%=**  **7 sem.** | **400%=**  **8 sem.** | **500%=**  **9 sem.** | **Total** |
| **2004** | 998 | 32 | 43 | 24 | 28 | 12 | 4 | 143 |
| **2005** | 687 | 22 | 30 | 14 | 5 | 3 | 2 | 76 |
| **2006** | 596 | 15 | 21 | 5 | 6 | 6 | 4 | 57 |
| **2007** | 604 | 17 | 4 | 2 | 0 | 0 | 4 | 27 |
| **2008** | 532 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |

The total number of students earning certificates and/or degrees over the last five years has dropped 50% or more. However those earning their certificates within the suggested timelines of 2 semesters have increased a little over the last five years; while those earning degrees have decreased especially in the year of 2008. There is no data available that indicates why this is happening other than the economy and unemployment that is high now. It maybe that people are earning certificates and then seeking employment immediately rather than continuing on to earn a degree.

**Successful Completion of Coursework in Developmental Education**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **English** | **Reading** | **Math** |
| **2004** | 61.8 % | 73.2 % | 53.6 % |
| **2005** | 55.1 % | 76.4 % | 50.3 % |
| **2006** | 47.4 % | 62.7 % | 49.3 % |
| **2007** | 52.9 % | 64.9 % | 48.8 % |
| **2008** | 53.1 % | 51.0 % | 47.3 % |
| **Average** | 54.06 % | 65.6 % | 49.8 % |

**Comparison of developmental student withdrawal rates with all SVCC students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Number of dev. students enrolled in dev. classes** | **% of Developmental students withdrawing from class(es)** | **% of SVCC students withdrawing from class(es)** | **% of difference** |
| **2004** | 1,009 | 22.1 | 13.6 | 8.5 |
| **2005** | 974 | 25.6 | 13.1 | 12.5 |
| **2006** | 914 | 23.9 | 13.5 | 10.4 |
| **2007** | 889 | 23.6 | 12.9 | 10.7 |
| **2008** | 849 | 21.4 | 13.8 | 7.6 |

From the information provided in the chart above, one can determine that in each of the five years represented, developmental students have a significant higher chance of withdrawing from classes than other Sauk Valley Community College students. This withdrawal rate impacts the retention of the developmental students at SVCC. While the number of students enrolled in developmental classes over the last five years has decreased, the number of students withdrawing from their classes has remained relatively consistent.

**Dropped Reading with a W grade**

|  |  |
| --- | --- |
| **Year** | **Dropped Reading with a W grade; but completed college level class(es) with at least a final grade of D or above.** |
| **2004** | 5 |
| **2005** | 8 |
| **2006** | 6 |
| **2007** | 12 |
| **2008** | 8 |

Reading is a prerequisite for being enrolled in most college level courses. The above numbers of students were allowed to drop their reading course but remained in all of their other courses during the year represented on the left. According to the placement policy, this should not have been allowed to happen.

Currently prerequisites are being monitored each semester by the Director of Academic Development prior to the first day of classes. If the pre-requisites have not been met, then the students are sent an email or a letter to indicate the need to meet with a counselor to make the necessary change in coursework. If the student does not follow up with this request by a set date, then they risk being dropped from classes that placement testing indicates they are not prepared for. Automated systems are being explored for this to decrease or eliminate excessive staff time.

**Data on Percentage of Special Needs Students Taking Developmental Courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Semester | Total Number of  Eligible Students  With Special Needs | No  Developmental  Courses | 50% or  More  Developmental  Courses | Less than  50% developmental courses |
| Fall 2007 | 142 | 78 (55%) | 28 (20%) | 36 (25%) |
| Spring 2008 | 121 | 71 (59%) | 22 (18%) | 28 (37%) |
| Fall 2008 | 121 | 52 (43%) | 35 (29%) | 34 (28%) |
| Spring 2009 | 114 | 63 (55%) | 24 (21%) | 27 (24%) |

The number of the special needs students taking more than 50% of their work in the developmental areas is under 30% for the last two years. This data should convey the message that all special needs students are not enrolled in one or more developmental classes while 43% and above of the students are enrolled in no developmental class or classes at all.

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

|  |
| --- |
| 1. The total enrollment numbers in the three areas of developmental education have decreased over the last five years. Some of this may be attributed to high school students who have been made more aware of the need for them to take stringent coursework in order to come to the college prepared and enter in a non-remedial situation. Programs like Tech Prep and Dual Enrollment have helped make the students understand the need to come to college better prepared. Students are allowed to use their high school ACT scores and/or take the COMPASS test for assessment purposes. The ACT testing is taken more seriously by the students in the high schools. The students and the high schools are working together to obtain higher ACT scores than in the past. 2. More emphasis has been placed on students needing a college education for employment purposes during the last five years. With unemployment rates high and less jobs openings, more employers are able to require job applicants to have either a certificate or a college degree for employment purposes. 3. During the last five years, the program review committee was not aware of any efforts that were done to increase the enrollment in developmental education. Instead the efforts have been channeled to have the SVCC students come to the college better prepared to enroll in coursework not in the developmental education areas. |

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

|  |
| --- |
| 1. Developmental education is not a degree seeking program, rather one that supports and helps students attain basic skills necessary to be successful in their college level classes. Therefore there is no data available on successful completion of a developmental degree or certificate since one is not offered. This report has presented data relating to developmental students who have attained a certificate or degree and the amount of time that these required for completion. 2. Grades have been presented as to the success or failure of a student in the three developmental areas. The average English percentage of success over the last five years was 54.06 %, Reading was 65.6 %, and math was 49.8 %. In each of these areas, the percentage of success has decreased over the last five years. The developmental task force committee will need to explore ways to improve these percentage rates. |

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

|  |
| --- |
| 1. Over the last five years, enrollment has shown a decline in reading and math; while English had an increase in 2007 and declined the other years. 2. Revenue has increased with math being the largest revenue source of the three areas. Math generates three times more revenue because there are three times the numbers of courses offered than the other two areas. Expenses have continued to increase over the last five years. In 2004 and 2005 the developmental budget was in negative numbers but has improved and is in the black since 2006. 3. More adjuncts are teaching in the developmental areas rather than full time instructors thus keeping the salary costs down. Supplies and new equipment has been kept to a minimum purchase level. In-service trainings and travel expenses have been reduced to save on expenses also. |

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

|  |
| --- |
| In the fall of 2009 four ESL developmental courses are targeted to be offered in the developmental program. One reading section and four ESL courses will be offered to help the students with their conversation and reading instruction. SVCC is hoping to develop a “learning community” approach to coursework for the ESL students. This “learning community” concept can be offered by adding additional courses like a developmental computer course, study skills course, and an orientation course to the grouping of ESL courses being proposed. |

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

|  |
| --- |
| X Activities included in the operational plan  No activities included in the operational plan |
| **SECTION B: PROGRAM FINANCE** | |

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

|  |
| --- |
| 1. The income in the developmental program has increased in all of the last five years while the expenses have decreased in all but one of the last five years. 2. In 2004 and 2005 the net income was in negative numbers. From 2006 on the net income has been in the black. This may be due to monitoring the class offerings better, monitoring the enrollment numbers in each section, and the additional revenue from the increasing tuition hikes over the last few years. |

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

|  |
| --- |
| The developmental program recycles all paper products and computer cartridges used at the college. We will not be printing the program review pages this year; instead they will be sent via email to save paper usage. |

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

|  |
| --- |
| The financial viability of developmental education can be increased by the addition of the ESL classes. If the program adds ESL classes; then this to will increase revenue. Currently the program is streamlined as much as it can be and still offer the necessary classes for the developmental students. |

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

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

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

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| **SECTION C: COURSE SCHEDULING** |

1. Describe how classes are sequenced and scheduled.

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| --- |
| Classes are sequenced to meet the needs of the developmental students.  In math the sequence is more often due to the higher number of students needing to take developmental math coursework and needing more assistance with their delinquent skills.  In reading only two classes are needed; however several students have needed to complete the courses more than one time.  In English we have two courses and may need to look at an additional one between the two presently being offered. The lower level English course is for students who are having difficulty putting words into sentences while the upper level course requires the student to compose thoughts into paragraphs and then into a composition format. There is a wide difference between the two and the students often have to complete the lower level English course more than once to be successful. Only 53% of English students have successfully passed their courses. If an additional course was added; then students may have a better chance at success. The English faculty will analyze whether to add an additional class or to combine the lower level reading and English classes into one section.  Classes are scheduled in the morning, afternoon, and evening to meet the diverse needs of the students. |

1. Describe how long it takes a student to complete this program, ***OR*** indicate “There is no completion milestone.”

|  |
| --- |
| At this time there is no completion milestone. However the developmental student has only 30 hours of financial aid that is available for each qualified student in the developmental courses. In looking at the progression of the developmental students in a certificate or degree career pathway, it is evident that the majority of the students take between 1 to 3 semesters longer to complete their coursework. |

1. Describe scheduling changes that may be needed during the next five years and the rationale for the changes.

|  |
| --- |
| A group of “learning community” courses may need to be offered for the developmental student which will prepare them better for college level coursework. This “learning community” approach to coursework could include English, math, reading, computers, an orientation course, and ESL curriculum.  Each of the exit exams in the three areas need to be reevaluated as to their effectiveness and the success of the students in these courses.  ACT is currently looking at our cut off scores to see if the placement of the developmental student in the proper coursework is accurate. This process has not been explored for a long time. |

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

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

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

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

|  |
| --- |
| X Yes  No  The reading and English faculty are presently looking at the current RDG 098 and ENG 099 courses. If any changes are proposed, then they will be taken to the curriculum committee for approval.  All math courses have been reviewed. |

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

|  |
| --- |
| X Yes  No  Not applicable    Cheryl Faber evaluated the reading outlines and syllabi, Steve Shaff evaluated the math outlines and syllabi, and Tom Irish and Ruth Montino evaluated the English outlines and syllabi. |

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

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

|  |
| --- |
| **SECTION E: CURRICULUM: ASSESSMENT**  Resources: Annual Reviews, Item 5  Assessment folder |

1. Describe the assessment activities for each program.

|  |
| --- |
| **English**  Quizzes (multiple choice), editing by the student and their peers, subjective and objective teacher evaluations, and critical analysis via a rubric are used for assessing the individual style of writing of students by the English faculty. In ENG 091 instructors have designated writing assignment to be worth 30-35%, exams worth 45%, and homework assignment worth 20-25% of the total grade. In ENG 099 the exit essay is taken in class and currently some students who are capable of passing are failing due to testing anxiety or related issues.  **Reading**  Reading instructors use quizzes and tests along with timed readings on the computer to improve their levels of reading.  **Math**  Testing using quizzes and tests are completed in all math courses to evaluate the student’s progress and success. |

1. Describe a) the findings obtained from the assessment activities, and b) the results obtained from responding to the findings.

|  |
| --- |
| **English**   1. Multiple choice questions can assess the percent of mastery. Editing compositions is practice in recognizing errors. Daily practice in the form of homework is essential in ENG 091 classes. Both English course outlines are being revised and different exit testing procedures are being anticipated for change. 2. The teacher evaluation using a rubric that includes the use of a topic sentence, proper use of grammar, punctuation, a sentence structure, and a conclusion is used. And these must be used to also show a topic relationship tin the composition. 3. ENG 099 requires a passing exit test. 4. Data exists from each Compass testing session for the last three year but these have not been discussed, nor plans of action developed officially. 5. As a result of largely undocumented discussions related to the data, the exit testing has been changed from an 80 minute, in class essay with a two hour retake, to one two hour essay with no retake options.   **Reading**   1. RDG 098 requires a passing exit test. 2. Data exists from each Compass for the last three years but these have rarely been discussed and some discussions that did occur have not been documents. 3. Because of the college imposed change in testing instruments, results have been unclear and harder to compare.   **Math**   1. In taking quizzes problems missed are gone through so understanding is attained. A worksheet with similar problems is given out for extra practice. 2. In giving extra practice problems, more of an understanding is seen in the tests. All tests are available for retakes. 3. MAT 080 requires a passing exit test.   At this time data has been collected in all three areas; but no analysis has taken place. |

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

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

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

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

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| In the last five years, the COMPASS test has gone to an untimed version of the test. This has allowed the students to take their time when testing for placement purposes. Prior to this time, students felt rushed and unable to complete the testing within the time allowed. It is easier to administer and track. Anecdotally it seems that this is having a positive impact. We will be collecting data over the next few years to either prove or disprove this change.  In reading using Compass has been easier to administer and track.  Faculties that have been teaching during the last five years have indicated that no change has occurred in the curriculum. Updating a textbook by using the next edition was the only change reported. |

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

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| The ENG 099 exit testing procedure is currently being evaluated. It appears that the developmental English student may be held to a higher standard than the upper level ENG 101 and ENG 103 students. Changes in the exit test are before the curriculum committee this spring 2009 semester. The changes include using a portfolio made up of two writing samples from each student. The portfolio will only be evaluated if a student fails the written exit test.  More time needs to be given to the student when writing their exit essay or possibly some other format needs to be put in place. The instructors who teach ENG 099 also are not given the final say as to whether a student passes their course or not. This presently is left up to other English instructors who have never met or possibly taught the class. Thus the exit testing in ENG 099 is being evaluated and change is being proposed.  The developmental faculty has mentioned a need for an additional English course; one that would fit between ENG 091 and ENG 099. Several have mentioned that it is a very large range between putting words into sentences in ENG 091 and writing full compositions with paragraphs in ENG 099. It has been suggested by several that an ENG course between these two should be considered. Another possible option would be to combine ENG 091 and RDG 095 into one course. Both disciplines could support each other and help students with their writing skills.  Currently the reading instructors are rewriting their course outline. They plan to include activities that will allow their students to use the LAC more to help improve their reading levels. This class will no longer use the Nelson Denny for assessment purposes. COMPASS will be used for placement and exit testing purposes. A new textbook has been chosen and implemented, thus updating the outline is necessary.  The existence of ESL sections might make a change in the reading and English courses. This has yet to be seen. SVCC has not had enough time to evaluate the change of the ACT entry score for ENG 101and how it will impact the developmental classes.  No changes are currently in the works for the developmental math classes. |

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

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| **Curricular Changes** | **Equipment and/or Supply Needs** | **Facility Needs** | **Personnel and/or Training Needs** |
| Intermediate developmental English course | Textbook | Classroom | Teacher for the classes |
| Developmental computer course | Textbook | Classroom | Teacher for the classes |
| Developmental orientation course | Textbook | Classroom | Teacher for the classes |
| A developmental set of “learning community courses required of students who test in two or more developmental classes. | Textbook | Classroom | Teachers for the classes |

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

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

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| **SECTION G: EQUIPMENT AND SUPPLIES** |

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

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| None |

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

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| Calculators that are checked out by the developmental math students will need to be replaced as they are lost or broken. Multiple calculators are purchased at the cost range of $50.00-$100.00.  Software for the reading class may need to be updated and replaced as new or better becomes available. Cost is unavailable at this time.  If COMPASS e-Write is to be added to the present COMPASS Grammar/Usage test, then additional cost will be incurred for each student using this assessment component. COMPASS e-Write assesses the students writing abilities using a prompt for composition development. This would allow the instructors to view the student’s composition to better help them with individual areas for improvement. The e-Write can also be used as an exit test with new and different prompts used for pre and post testing. |

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

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

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

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

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| Currently developmental students are encouraged to use the LRC for their library needs where they can also check out calculators to use in their developmental math classes.  The LAC provides all SVCC developmental students tutoring assistance. Many developmental instructors encourage and support the LRC and LAC usage on their syllabus.  Any student who qualifies may also receive additional services from the Student Support program or the Special Needs department.  Students may have opportunities for one on one tutoring services provided by the VITAL program if their reading level is low enough.  The developmental reading program provides the software program known as “Knowledge Works” to help the students improve their reading levels. This program is also available on the computers in the LAC. |

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

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| The financial aid office has a new program that may allow ESL students, if they qualify, to have financial aid for their courses. It is called the “Ability to Benefit” financial aid program. It allows students who do not have a high school diploma from a school in the USA to apply and possibly receive assistance. This will be new for fall 2009. |

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

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| Depending on the success of the ESL classes, additional sections may be needed. The developmental task force is currently looking at providing additional support for the developmental student in the areas of computers, orientation to the college, and study skill strategies. |

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

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

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

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

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| Marketing efforts are currently being done when the student meets with a counselor to discuss his/her schedules. Counselors make each student aware of the courses that are available and the support services that are provided.  Marketing the new ESL classes will be done by providing community outreach organizations and churches with a brochure that will discuss the courses and how to begin the registration process. SVCC will also get newspaper and radio promos to make the local communities aware of the new classes. As soon as ICCB approves the classes, this process will be put into action. |

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

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

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

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

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| * Student input was sought on the “G” grade. Since students found it difficult to understand the “G” grade and what it meant, Jane Hamilton had some of her students create a flyer that is distributed to all developmental students at the beginning of each semester which defines the grade and how it can be used. (Appendix A) * Student input generated the creation of the proposed ESL classes. Several students indicated that there was a need for these classes in our community and they asked others to stop by and voice similar opinions. Faculty and staff members also voiced the need for academic ESL classes. * The students input also have sparked the reading and English developmental instructors to further study their exit test procedures. Many students have voiced a concern regarding the exit testing procedures in the top developmental classes. |

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

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

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

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

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| VITAL, AmeriCorps, Special Needs, Student Support Services, and the developmental department met to discuss providing tutoring services as a college wide tutor training session. This training was provided prior to the beginning of the semester for all tutors in these programs. The days format was to have as many different experiences and strategies for the tutors in these areas. It was a cost savings as each of the areas combined their resources and talents to make this day a very successful event. |

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

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

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

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

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| Growing need  X Level need  Declining need |

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

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| 1. Develop and implement an ESL curriculum to be offered in the fall of 2009. 2. Develop a “learning community” approach for offering developmental courses. This would include a group of 6-8 developmental courses for the student to enroll in when they test in two or more developmental courses during their first semester of attendance at SVCC. 3. Continue to employee a full time Director responsible for developmental education who will continue to coordinate developmental services for students among all participating departments. 4. Review and improve the exit testing procedures that are in place for the developmental classes. 5. Develop a college-wide test center. |

**CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

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

|  |  |
| --- | --- |
| **Discipline Area** | Developmental Education |

**Improvements & Rationale for Action**

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| A full time Director of Academic Development has been hired to coordinate activities in the developmental areas at SVCC. In the spring of 2007 this was recommended by the Developmental Task Force after reading the book, What Works: Research-Based Best Practices in Developmental Education, This book provided the task force with a guide for program development, design, and improvement based on the best of current research in the field of developmental education.  All developmental courses at SVCC are currently being revised and updated, textbooks reviewed and updated, and exit tests in English and reading are being reviewed and revised. Four ESL classes received approval from the SVCC curriculum committee and will be implemented in the fall of 2009 upon approval from ICCB.  Future projects include better supervision of students entering courses with the correct prerequisites in place, developing a “learning community” approach to scheduling for the developmental student and their coursework, a college wide testing center, and better usage of the support services provided by SVCC. |

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

X Standardized assessments

⁭ Certification and licensure examination results

X Writing samples

X Portfolio evaluation

X Course embedded questions

X Student surveys

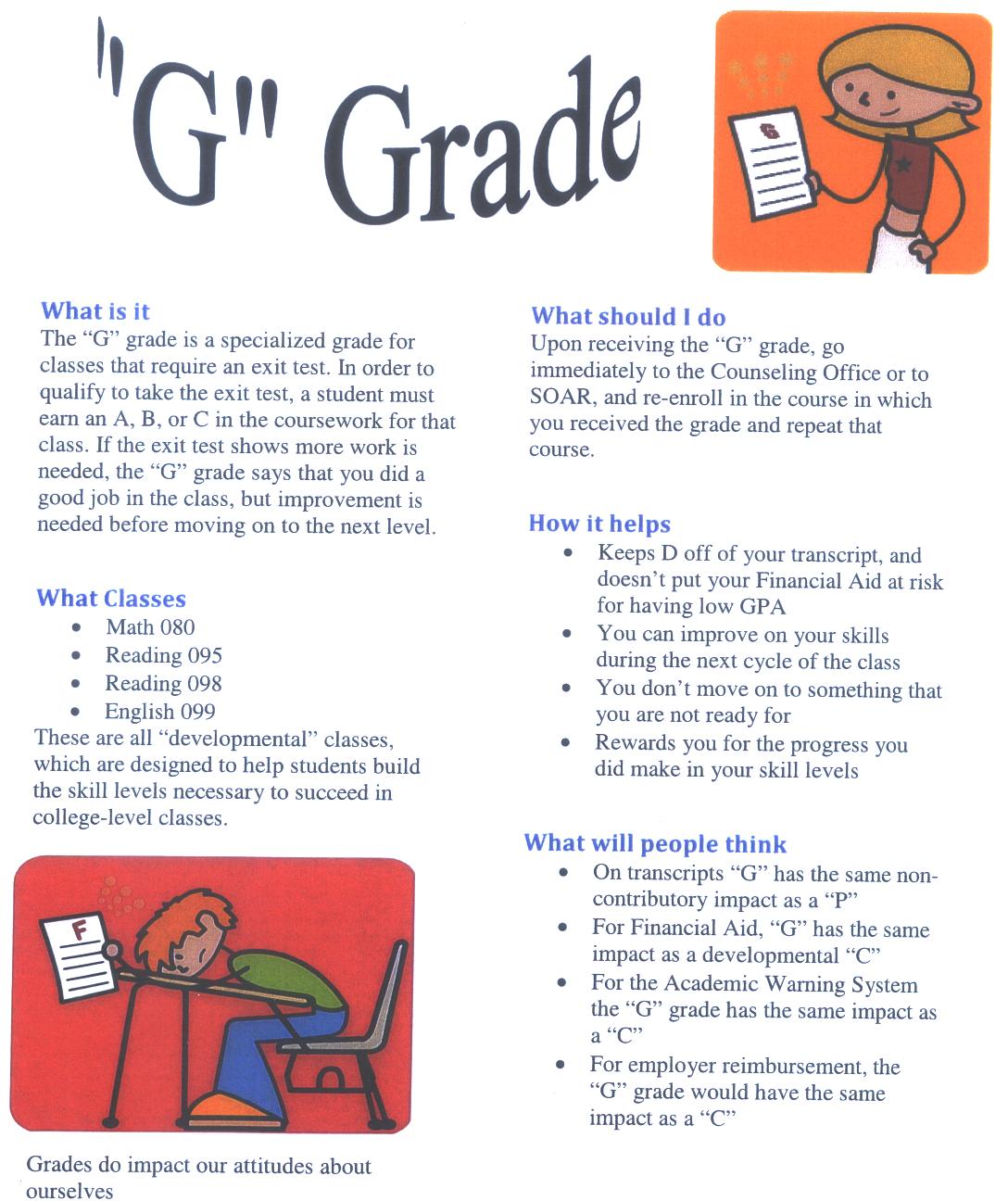
X Analysis of enrollment, demographic and cost data

X Other, please specify: Quizzes, and exit testing for math, reading, and English

**Statewide Program Issues (if applicable)**

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| None that we are aware of at this time. |

Appendix A:



**BEST PRACTICES REPORT**

**Optional ICCB Program Review Report**

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

**Title of Best Practice**

|  |
| --- |
|  |

**Programmatic Area**

⁭ Academic Discipline

⁭ Career and Technical Education

X Cross-Disciplinary

⁭ Student & Academic Support Services

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

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

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**Contact Information**

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

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

|  |
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| **SIGNATURES and APPROVALS** |

|  |  |
| --- | --- |
| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review. | |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Odile Blazquez, Reading/English faculty |  |
| Jessica Edwards, Special Needs Coordinator |  |
| Cheryl Faber, reading faculty |  |
| Deb Hill, English faculty |  |
| Tom Irish, Developmental English faculty |  |
| Ruth Montino, Developmental English faculty |  |
| Ana Salgado, Cross Cultural Coordinator |  |
| Steven Shaff, Developmental math faculty |  |
| Ken Youel, Developmental math faculty |  |
| Dr. Donald Pearl, Vice President |  |
| Virginia Johnson, Director of Academic Development-chair |  |

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| --- | --- | --- |
| **Program Review Committee** | | |
| This Program Review is complete and acceptable. | |  |
| This Program Review is complete but the conclusions ***are not*** fully substantiated. | |  |
| This Program Review is incomplete and unacceptable. | |  |
| Comments are attached (optional) | |  |
| Program Review Committee Chair/Co-Chair |  | |
| Date |  | |
| Program Review Committee Co-Chair |  | |
| Date |  | |

|  |  |
| --- | --- |
| **Administrative Approvals**  Administrative signatures indicate an acceptance of the program review | |
| Program Administrator |  |
| Academic Vice President |  |
| President |  |