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

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

The ICCB requires all instructional programs and all student and academic support services to conduct a program review at least once every five years. The program review process should…

* Examine the need for the program, its quality, and its cost of operation.
* Involve employees of the unit as well as individuals not employed in the unit.
* Examine current information and data.
* Produce results that are considered in campus planning, quality improvements, and budget allocation decisions.

The College’s annual program review report to the ICCB comes from the approved program reviews.

The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans.

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

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| **INSTRUCTIONS** |

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

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

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

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| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College Mission**

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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| (Please also see attached Music Department Assessment Plan for detailed program goals.)  The Department of Music offers a traditionally based course of study dedicated to providing thorough training and understanding for students planning careers in music. Degree options available are the AFA and the AA.  The SVCC Music Department subscribes to the National Schools of Music statement of purpose in regard to musicianship—  *Musicianship is the body of knowledge, skills, practices, and insights that enables music making at any level. To some extent, every musician functions regularly as a performer, a listener, an historian, a composer, a theorist, and a teacher. Completion of an undergraduate program in music indicates acquisition of sufficient musicianship to perform these functions appropriate to areas of concentration and to communicate effectively across the specializations of musical practice.* |

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

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

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

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| 1. In FY05, the first year for a new full-time music instructor, enrollment improved 10% in comparison with the previous three years (FY02-04). At the end of FY05, the new faculty was informed that he would not be rehired the following year (FY07). This may have contributed to a loss in both enrollment and retention in FY06 of over 50%. This trend was then reversed with the hiring of a part-timer. 2. Enrollment trends overall for the last five years reflect the fact that the full-time position was not replaced and the efforts of the part-timer have been impacted by a learning curve. This curve consists of becoming familiar with materials, transfer school expectations, and dealing with the community college student. However, the efforts being made to attract students to the program have been somewhat effective as seen by increase in the number of incoming students in both FY07 and FY09 in comparison to FY05-06 and 08. Enrollment doubled in 07 (83 vs. 42) and increased by 130% from FY08 to FY09. |

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

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| 1. Retention numbers dropped (95.7% to 82.3%) from FY05 to FY07. They then increased in FY08 and FY09 to 87% and have stayed steady since. 2. The real efforts to improve the retention rates began in FY 09 with several events and programs which have been either instituted or resurrected in order to offer both support and encouragement. The most successful of these efforts have been 1)“This Budd’s for You,” where second year students mentor first year students, and 2) the reinstituting of Performance Skills class, where students perform for each other weekly.  The first real success for retention efforts was seen from Fall 09 to Spring 10. In comparison to last   year’s retention from Fall08 (15) to Spring09 (6) (40% retention rate), 15 new students started  in the Fall 09 and 10 students were retained for the Spring 10, for a 67% retention rate. (All first  years were paired with a second year student. Those who did not continue included two who  realized that being a music major was not for them, two who got into academic trouble and chose  not to return to Sauk and one who transferred to another school.)  All second year students continued from Fall 09 to Spring 10 semester for 100% retention. |

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

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| Loss of students due to lack of social support and/or feeling of membership in the department has been addressed (as discussed above) and will continue to be addressed. Along with these efforts there are plans to have a Chicago trip each semester to hear various performing groups. There is, however, another cause for the loss of one or two students each semester. Certain shortcomings have been identified that directly impact how successful a student is in the theory sequence. Most pronounced is a weakness in music reading, especially rhythmic reading. As of Spring ‘10, a “remedial” class in rhythmic reading will be held during the first two weeks of the semester. Rhythmic reading will also be more directly supported in the keyboard classes as well as made a special goal of the applied lessons. |

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

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

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| **SECTION B: PROGRAM COMPLETIONS & TRANSFERS**  Resources: Data Table 2  Operational Plans |

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

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| 1. No students have completed the program in the last four years (FY 06 through 09). Completion trends are impacted in three ways—early transfer (3 in 06, 2 in 07, 5 in 09), getting an AA instead of an AFA 2 in 05), and, of course, non-completion/non-graduation by students. 2. Completion trends have not been effectively addressed since the last PR because of the loss of the Full-time faculty and the loss of the commercial music courses. |

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

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| None |

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

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| 1. Work with counseling more closely to make students more comfortable with going for an AFA rather than an AA. 2. Bring back graduates to talk to current students. 3. Work with current students to identify their future plans and see how they are related to Sauk.   X Activities included in the operational plan  No activities included in the operational plan |

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| **SECTION C: PROGRAM FINANCES**  Resources: Data Table 3  Operational Plans |

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

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| 1. The five year trend has been up with the exception of a little drop in FY08. However, most importantly is that the overall figures are far superior to those from the last PR ($-8300.39 in FY03, $3,646.93 in FY04). Starting in FY05, the net income for the department has been been in the 5 figures with FY09 bringing in $60,161, an increase of almost 170% 2. This is due to a significant rise in income coupled with a drop in expenses, particularly instructor expenses with the loss of the full-time position. The department has also made an effort to control supply and equipment expenses and has been successful in bringing them down by not buying any new music and/or equipment. (There is a charge in the equipment expenses line for FY07 for $22,579, which Dean Pfeifer tracked down for us and identified as a charge against the program for equipment in 1M24 to make it a smart classroom. The cost was equally divided among departments/areas). One of the biggest changes made after the loss of the full-time position was to eliminate stipends paid to the band director. |

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

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| Fewer on campus tests, more online, resulted in a reduction of paper usage. |

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

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| --- |
| Increase in enrollment.  Increase in retention. |

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

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

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

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| **SECTION D: COURSE SCHEDULING** |

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

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| --- | --- | --- | --- | --- |
| **Course Number** | **Year 1: Fall Semester** | **Year 1: Spring Semester** | **Year 2: Fall Semester** | **Year 2: Spring Semester** |
| MUS 111 | X |  |  |  |
| MUS 171 | X |  |  |  |
| MUS 181 | X |  |  |  |
| MUS 112 |  | X |  |  |
| MUS 172 |  | X |  |  |
| MUS 182 |  | X |  |  |
| MUS 211 |  |  | X |  |
| MUS 173 |  |  | X |  |
| MUS 283 |  |  | X |  |
| MUS 212 |  |  |  | X |
| MUS 174 |  |  |  | X |
| MUS 282 |  |  |  | X |
| MUS 106 | X | X | X | X |
| MUS 140 N/A | X | X | X | X |
| MUS 155 | X | X | X | X |
| MUS 139 | X | X | X | X |
| MUS 131/133/137 | X | X | X | X |
| MUS 150 | Online | As needed | Online | As needed |

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

|  |
| --- |
| 4 |

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

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| --- |
| X Yes  No |

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

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

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

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

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

|  |
| --- |
| None |

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

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

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

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

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| --- |
| X Yes  No |

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

|  |
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| X Yes  No |

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

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

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| **SECTION F: CURRICULUM: ASSESSMENT**  Resources: Assessment folder, Program/Discipline Data |

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

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| All have been assessed. |

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

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| None |

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

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| None |

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

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

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| **SECTION G: CURRICULUM: CURRICULAR CHANGES**  Resources: 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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| Most curricular changes over the last 5 years have been due to personnel change. It is a negative influence to have had 4 theory teachers in the last 5 years. |

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

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| None |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Changes** | **Equipment and/or Supply Needs** | **Facility Needs** | **Personnel and/or Training Needs** |
|  | Software updates—$99.00 per station for 6 stations |  |  |
|  |  |  |  |
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1. Summarize activities that the department will perform to make curricular changes in the operational plan and code as PG. Indicate below if activities will be included in the operational plan.

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

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| **SECTION H: FACULTY** |

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

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| X Yes, skip to question 32  No, continue with question 31 |

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

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

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| Yes, continue with question 33  X No, skip to question 34 |

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

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

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

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

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

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| All theory software is 5 years old and needs to be updated.  Tympani heads need to be replaced.  All pianos need tuning and moderate maintenance. |

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

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| Finale License (6)--$600.00  Tymp heads—$600-1000.00 for 3 heads  Piano tunings/maintenance--$1200.00 for 4 painos |

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

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

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

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

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| None |

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

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| None |

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

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| None |

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

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

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

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

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| Promo CD handed out by counselors (in production).  Facebook and MySpace presence (completed)  Recordings of concerts available online—music department homepage and YouTube |

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

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

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| **SECTION L: STUDENT INPUT**  Definition: Systematic efforts aimed at obtaining student opinions and suggestions for improving the program.  Resources: 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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| Weekly performance classes also include conversations that often center on what students are thinking and their reaction to departmental expectations and standards. Most often the concerns are dealt with right there and then. |

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

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

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| **SECTION M: NON-STUDENT INPUT**  Definition: Systematic efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant.  Resources: 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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| None was sought. |

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

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

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

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

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| Growing need  X Level need  Declining need |

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

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| 1. Increase enrollment 2. Increase retention 3. Increase advertising for music department events 4. Hire full-time faculty |

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

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

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2009 – 2010**

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| **Discipline Area** | Music 160 |

**Improvements & Rationale for Action**

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| The most important improvement made since the last PR was to stop needless expenditures that were due to legacy contracts (stipends), mistakes in payroll, and loss of tuition for non-enrolled concert band members.  We have also been successful in building numbers back up in the department. This brought the department from a peak loss in FY04 of -$8300 to a net income this past year of $60, 161. |

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

🗹 Standardized assessments

🗖 Certification and licensure examination results

🗹 Writing samples

🗹 Portfolio evaluation

🗹 Course embedded questions

🗖 Student surveys

🗹 Analysis of enrollment, demographic and cost data

🗹 Other, please specify: public performances-lessons, juries, recitals, concerts

**Statewide Program Issues (if applicable)**

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| *A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.* |

**BEST PRACTICES REPORT**

**Optional ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2009 – 2010**

**Title of Best Practice**

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**Programmatic Area**

X Academic Discipline

⁭ Career and Technical Education

⁭ Cross-Disciplinary

⁭ Student & Academic Support Services

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

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

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**Contact Information**

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

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| **SIGNATURES and APPROVALS** |

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| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review | |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Jason Hedrick Co-chair |  |
| James Wright |  |
| Gary Johnson |  |
| Mark Bressler |  |
| Kris Murray Chair |  |
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| **Program Review Committee** | | |
| This Program Review is complete and acceptable. | |  |
| This Program Review is complete but the conclusions ***are not*** fully substantiated. | |  |
| This Program Review is incomplete and unacceptable. | |  |
| Comments are attached (optional) | |  |
| Program Review Committee Chair/Co-Chair |  | |
| Date |  | |
| Program Review Committee Co-Chair |  | |
| Date |  | |

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