

# PROGRAM: Communications

## FY12 Instructional Five Year Program Review

### WHY DO A PROGRAM REVIEW?

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

The Illinois Community College Board (ICCB) requires all instructional programs and all student and academic support services to conduct a program review at least once every five years. The program review process should...

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

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

The purpose of Sauk's program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning.

### 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
<b>December 1</b>	<b>Program reviews are due</b>
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 <u>approved</u> 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

# PROGRAM: Communications

## FY12 Instructional Five Year Program Review

### INSTRUCTIONS

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

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

### 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.

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**ALIGNMENT WITH THE COLLEGE MISSION**

**College Mission** *Tells who we are as an institution and what we do*  
SAUK VALLEY COMMUNITY COLLEGE is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

**College Vision** *Tells where we want to go as an institution*  
SAUK VALLEY COMMUNITY COLLEGE will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

**Program Mission**  
The Communications Program provides quality learning opportunities for students to develop effective reading, writing, and speaking skills.

**Part 1: PREVIOUS PROGRAM REVIEW**  
The previous program review should be studied in conjunction with this review

1. Was the previous program review studied?  
 Yes  
 No
2. Were the plans identified in the previous program review carried out?  
 Yes, skip to question #4  
 No, continue with question #3
3. Why were plans *not completed*?  
Requests for additional full-time personnel were deemed not economically viable. Elimination of the newspaper required altered plans for expansion and required inactivation of supporting classes. Some plans not completed have been brought forward to the new review, and will be placed in the operational planning cycle.
4. What innovations have been introduced since the previous program review?  
The Communications area has introduced an adjunct outreach which attempts to connect dual-enrollment and adjunct faculty to the full-time faculty on campus through workshops and social events. The group has increased emphasis on placement in appropriate courses by working with the developmental coordinator to raise placement scores on Compass exams. The English department created an “overview of research” pamphlet to help our colleagues who are interested in requiring research-based writing in their courses.

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**Part 2: VIABILITY COMPONENT**

The viability component focuses on quantitative analysis and the need for the program(s)

**ENROLLMENT & COMPLETIONS**

<b>DATA TABLE 1: Course Enrollment</b>		<b>Discipline Group:</b>					<b>English</b>
Tutorials not included. Honors students included. Honors sections not included.							
<b>Row</b>		<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>
a	Total Sections Offered	88	86	89	91	91	445
b	Total Enrollment at 10th day	1461	1438	1509	1681	1684	7773
c	Average enrollment for all sections offered at 10th day	16.6	16.7	17.0	18.5	18.5	17.5
d	Proportion of successful completions (A,B,C or P)	72.8%	71.7%	68.5%	75.8%	69.4%	71.6%
e	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	86.4%	86.2%	86.1%	89.1%	88.7%	87.3%
f	Course	ENG 101	ENG 101	ENG 101	ENG 101	ENG 101	
g	Sections	41	44	45	45	45	220
h	Enrollment at 10th day	800	817	794	874	879	4164
i	Average enrollment per section at 10th day	19.5	18.6	17.6	19.4	19.5	18.9
j	Proportion of successful completions (A,B,C or P)	70.6%	71.6%	66.8%	77.1%	69.3%	71.1%
k	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	86.9%	87.4%	86.4%	90.2%	90.2%	88.2%
l	Course	ENG 103	ENG 103	ENG 103	ENG 103	ENG 103	
m	Sections	31	34	35	36	35	171
n	Enrollment at 10th day	510	501	592	653	655	2911
o	Average enrollment per section at 10th day	16.5	14.7	16.9	18.1	18.7	17.0
p	Proportion of successful completions (A,B,C or P)	72.0%	70.5%	66.6%	72.7%	67.3%	69.9%
q	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	84.7%	83.2%	83.6%	86.4%	86.3%	84.4%
r	Course	ENG 111	ENG 111	ENG 111	ENG 111	ENG 111	
s	Sections	1	1	1	1	2	6
t	Enrollment at 10th day	17	13	14	6	14	64
u	Average enrollment per section at 10th day	17.0	13.0	14.0	6.0	7.0	10.7
v	Proportion of successful completions (A,B,C or P)	88.2%	84.6%	100.0%	66.7%	78.6%	83.6%
w	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	88.2%	100.0%	100.0%	100.0%	92.9%	96.2%
x	Course	ENG 151	ENG 151	ENG 151	ENG 151	ENG 151	
y	Sections	0	0	0	0	0	0

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

z	Enrollment at 10th day	3	1	0	0	0	4
aa	Average enrollment per section at 10th day	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0!
ab	Proportion of successful completions (A,B,C or P)	100.0%	100.0%				100.0%
ac	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%				100.0%
ad	Course	ENG 152	ENG 152	ENG 152	ENG 152	ENG 152	
ae	Sections	0	0	0	0	0	0
af	Enrollment at 10th day	0	0	0	0	0	0
ag	Average enrollment per section at 10th day	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0!
ah	Proportion of successful completions (A,B,C or P)	!	!	!	!	!	#DIV/0!
ai	Persistence Rate completions (A,B,C,D,F,P,Q, or I)						#DIV/0!
aj	Course	ENG 155	ENG 155	ENG 155	ENG 155	ENG 155	
ak	Sections	2	0	0	0	0	2
al	Enrollment at 10th day	4	0	0	0	0	4
am	Average enrollment per section at 10th day	2.0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	2.0
an	Proportion of successful completions (A,B,C or P)	75.0%	!	!	!	!	75.0%
ao	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%					100.0%
ap	Course	ENG 156	ENG 156	ENG 156	ENG 156	ENG 156	
aq	Sections	2	0	0	0	0	2
ar	Enrollment at 10th day	2	0	0	0	0	2
as	Average enrollment per section at 10th day	1.0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	1.0
at	Proportion of successful completions (A,B,C or P)	100.0%	!	!	!	!	100.0%
au	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%					100.0%
av	Course	ENG 201	ENG 201	ENG 201	ENG 201	ENG 201	
aw	Sections	3	2	2	2	2	11
ax	Enrollment at 10th day	48	33	46	42	41	210
ay	Average enrollment per section at 10th day	16.0	16.5	23.0	21.0	20.5	19.1
az	Proportion of successful completions (A,B,C or P)	89.6%	84.8%	93.5%	88.1%	87.8%	88.8%
ba	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	91.7%	97.0%	97.8%	97.6%	92.7%	95.4%
bb	Course	ENG 203	ENG 203	ENG 203	ENG 203	ENG 203	
bc	Sections	0	1	0	2	1	4
bd	Enrollment at 10th day	0	20	0	13	12	45
be	Average enrollment per section at 10th day	#DIV/0	20.0	#DIV/0	6.5	12.0	11.3

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

bf	Proportion of successful completions (A,B,C or P)		90.0%		100.0%	83.3%	91.1%
bg	Persistence Rate completions (A,B,C,D,F,P,Q, or I)		90.0%		100.0%	91.7%	93.9%
bh	Course	ENG 204	ENG 204	ENG 204	ENG 204	ENG 204	
bi	Sections	0	0	0	0	0	0
bj	Enrollment at 10th day	0	0	0	0	0	0
bk	Average enrollment per section at 10th day	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0!
bl	Proportion of successful completions (A,B,C or P)	!	!	!	!	!	#DIV/0!
bm	Persistence Rate completions (A,B,C,D,F,P,Q, or I)						#DIV/0!
bn	Course	ENG 206	ENG 206	ENG 206	ENG 206	ENG 206	
bo	Sections	1	0	1	1	0	3
bp	Enrollment at 10th day	7	0	10	11	0	28
bq	Average enrollment per section at 10th day	7.0	#DIV/0	10.0	11.0	#DIV/0	9.3
br	Proportion of successful completions (A,B,C or P)			90.0%	90.9%		93.6%
bs	Persistence Rate completions (A,B,C,D,F,P,Q, or I)			90.0%	90.9%		93.6%
bt	Course	ENG 212	ENG 212	ENG 212	ENG 212	ENG 212	
bu	Sections	1	1	2	1	1	6
bv	Enrollment at 10th day	13	9	16	22	20	80
bw	Average enrollment per section at 10th day	13.0	9.0	8.0	22.0	20.0	13.3
bx	Proportion of successful completions (A,B,C or P)	69.2%	66.7%	75.0%	68.2%	65.0%	68.8%
by	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	84.6%	88.9%	93.8%	81.8%	85.0%	86.8%
bz	Course	ENG 215	ENG 215	ENG 215	ENG 215	ENG 215	
ca	Sections	0	0	0	0	0	0
cb	Enrollment at 10th day	0	0	0	0	0	0
cc	Average enrollment per section at 10th day	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0!
cd	Proportion of successful completions (A,B,C or P)	!	!	!	!	!	#DIV/0!
ce	Persistence Rate completions (A,B,C,D,F,P,Q, or I)						#DIV/0!
cf	Course	ENG 217	ENG 217	ENG 217	ENG 217	ENG 217	
cg	Sections	1	0	0	0	1	2
ch	Enrollment at 10th day	15	0	0	0	11	26
ci	Average enrollment per section at 10th day	15.0	#DIV/0	#DIV/0	#DIV/0		13.0
cj	Proportion of successful completions (A,B,C or P)					54.5%	73.9%
ck	Persistence Rate completions					81.8%	87.6%

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

(A,B,C,D,F,P,Q, or I)		ENG	ENG	ENG	ENG	ENG	
cl	Course	220	220	220	220	220	
cm	Sections	0	0	0	0	0	0
cn	Enrollment at 10th day	0	0	0	0	0	0
co	Average enrollment per section at 10th day	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0!
cp	Proportion of successful completions (A,B,C or P)	!	!	!	!	!	#DIV/0!
cq	Persistence Rate completions (A,B,C,D,F,P,Q, or I)						#DIV/0!
cr	Course	ENG 221	ENG 221	ENG 221	ENG 221	ENG 221	
cs	Sections	0	0	0	0	0	0
ct	Enrollment at 10th day	0	0	0	0	0	0
cu	Average enrollment per section at 10th day	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0!
cv	Proportion of successful completions (A,B,C or P)	!	!	!	!	!	#DIV/0!
cw	Persistence Rate completions (A,B,C,D,F,P,Q, or I)						#DIV/0!
cx	Course	ENG 225	ENG 225	ENG 225	ENG 225	ENG 225	
cy	Sections	0	1	0	1	0	2
cz	Enrollment at 10th day	0	16	0	22	0	38
da	Average enrollment per section at 10th day	#DIV/0		#DIV/0		#DIV/0	
db	Proportion of successful completions (A,B,C or P)	!	16.0	!	22.0	!	19.0
dc	Persistence Rate completions (A,B,C,D,F,P,Q, or I)		50.0%		59.1%		54.6%
dd	Course	ENG 226	ENG 226	ENG 226	ENG 226	ENG 226	
de	Sections	0	1	0	1	0	2
df	Enrollment at 10th day	0	21	0	24	0	45
dg	Average enrollment per section at 10th day	#DIV/0		#DIV/0		#DIV/0	
dh	Proportion of successful completions (A,B,C or P)	!	21.0	!	24.0	!	22.5
di	Persistence Rate completions (A,B,C,D,F,P,Q, or I)		71.4%		91.7%		81.6%
dj	Course	ENG 227	ENG 227	ENG 227	ENG 227	ENG 227	
dk	Sections	1	0	1	0	1	3
dl	Enrollment at 10th day	10	0	9	0	17	36
dm	Average enrollment per section at 10th day		#DIV/0		#DIV/0		
dn	Proportion of successful completions (A,B,C or P)	10.0	!	9.0	!	17.0	12.0
do	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%		88.9%		76.5%	88.5%
dp	Course	ENG	ENG	ENG	ENG	ENG	
		100.0%		100.0%		82.4%	94.1%

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

		228	228	228	228	228	
dq	Sections	1	0	1	0	1	3
dr	Enrollment at 10th day	16	0	14	0	8	38
			#DIV/0		#DIV/0		
ds	Average enrollment per section at 10th day	16.0	!	14.0	!	8.0	12.7
dt	Proportion of successful completions (A,B,C or P)	68.8%		64.3%		75.0%	69.4%
du	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	75.0%		92.9%		100.0%	89.3%
dv	Course	ENG 230	ENG 230	ENG 230	ENG 230	ENG 230	
dw	Sections	0	0	0	0	0	0
dx	Enrollment at 10th day	0	0	0	0	0	0
		#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0	#DIV/0
dy	Average enrollment per section at 10th day	!	!	!	!	!	0!
dz	Proportion of successful completions (A,B,C or P)						#DIV/0!
ea	Persistence Rate completions (A,B,C,D,F,P,Q, or I)						#DIV/0!
eb	Course	ENG 255	ENG 255	ENG 255	ENG 255	ENG 255	
ec	Sections	1	0	0	0	0	1
ed	Enrollment at 10th day	1	0	0	0	0	1
			#DIV/0	#DIV/0	#DIV/0	#DIV/0	
ee	Average enrollment per section at 10th day	1.0	!	!	!	!	1.0
ef	Proportion of successful completions (A,B,C or P)	100.0%					100.0%
eg	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%					100.0%
eh	Course	ENG 256	ENG 256	ENG 256	ENG 256	ENG 256	
ei	Sections	1	0	0	0	0	1
ej	Enrollment at 10th day	1	0	0	0	0	1
			#DIV/0	#DIV/0	#DIV/0	#DIV/0	
ek	Average enrollment per section at 10th day	1.0	!	!	!	!	1.0
el	Proportion of successful completions (A,B,C or P)	100.0%					100.0%
em	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%					100.0%
en	Course	ENG 270	ENG 270	ENG 270	ENG 270	ENG 270	
eo	Sections	1	1	1	1	1	5
ep	Enrollment at 10th day	14	7	14	14	15	64
eq	Average enrollment per section at 10th day	14.0	7.0	14.0	14.0	15.0	12.8
er	Proportion of successful completions (A,B,C or P)	85.7%	85.7%	100.0%	85.7%	86.7%	88.8%
es	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	85.7%	100.0%	100.0%	100.0%	100.0%	97.1%
et	Course	ENG 271	ENG 271	ENG 271	ENG 271	ENG 271	
eu	Sections	0	0	0	0	1	1



**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

ev	Enrollment at 10th day	0	0	0	0	12	12
ew	Average enrollment per section at 10th day	#DIV/0	#DIV/0	#DIV/0	#DIV/0	12.0	12.0
ex	Proportion of successful completions (A,B,C or P)					83.3%	83.3%
ey	Persistence Rate completions (A,B,C,D,F,P,Q, or I)					83.3%	83.3%

<b>DATA TABLE 1: Course Enrollment</b>		<b>Discipline Group:</b>					<b>Speech Communications</b>
Tutorials not included. Honors students included. Honors sections not included.							
<b>Row</b>		<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>
a	Total Sections Offered	34	32	33	34	35	168
b	Total Enrollment at 10th day	597	616	581	588	666	3048
c	Average enrollment for all sections offered at 10th day	17.6	19.3	17.6	17.3	19.0	18.1
d	Proportion of successful completions (A,B,C or P)	81.0%	83.4%	81.9%	78.6%	76.6%	80.3%
e	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	89.6%	91.3%	90.3%	90.2%	89.9%	90.3%
f	Course	SPE	SPE	SPE	SPE	SPE	
g	Sections	121	121	121	121	121	
h	Enrollment at 10th day	0	0	0	0	0	0
i	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
j	Proportion of successful completions (A,B,C or P)						#DIV/0!
k	Persistence Rate completions (A,B,C,D,F,P,Q, or I)						#DIV/0!
l	Course	SPE	SPE	SPE	SPE	SPE	
m	Sections	131	131	131	131	131	
n	Enrollment at 10th day	26	26	25	25	26	128
o	Average enrollment per section at 10th day	500	534	498	507	584	2623
p	Proportion of successful completions (A,B,C or P)	19.2	20.5	19.9	20.3	22.5	20.5
q	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	81.2%	82.8%	80.9%	78.3%	76.2%	80.7%
r	Course	SPE	SPE	SPE	SPE	SPE	
s	Sections	141	141	141	141	141	
t	Enrollment at 10th day	2	2	2	2	2	10
u	Average enrollment per section at 10th day	45	48	37	43	32	205
v	Proportion of successful completions (A,B,C or P)	22.5	24.0	18.5	21.5	16.0	20.5
w	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	64.4%	79.2%	78.4%	76.7%	90.6%	77.9%
x	Course	SPE	SPE	SPE	SPE	SPE	
		91.1%	95.8%	94.6%	93.0%	90.6%	93.0%

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

		145	145	145	145	145	
y	Sections	2	2	2	2	2	10
z	Enrollment at 10th day	20	15	17	23	17	92
aa	Average enrollment per section at 10th day	10.0	7.5	8.5	11.5	8.5	9.2
ab	Proportion of successful completions (A,B,C or P)	80.0%	93.3%	94.1%	82.6%	76.5%	85.3%
ac	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	85.0%	100.0%	100.0%	87.0%	82.4%	90.9%
ad	Course	SPE 147	SPE 147	SPE 147	SPE 147	SPE 147	
ae	Sections	2	2	2	2	2	10
af	Enrollment at 10th day	16	12	11	10	6	55
ag	Average enrollment per section at 10th day	8.0	6.0	5.5	5.0	3.0	5.5
ah	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
ai	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
aj	Course	SPE 151	SPE 151	SPE 151	SPE 151	SPE 151	
ak	Sections	1	0	0	0	1	2
al	Enrollment at 10th day	11	0	0	0	17	28
am	Average enrollment per section at 10th day	11.0	#DIV/0!	#DIV/0!	#DIV/0!	17.0	14.0
an	Proportion of successful completions (A,B,C or P)	100.0%				76.5%	88.3%
ao	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%				76.5%	88.3%
ap	Course	SPE 161	SPE 161	SPE 161	SPE 161	SPE 161	
aq	Sections	0	0	0	0	0	0
ar	Enrollment at 10th day	0	0	0	0	0	0
as	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	!	#DIV/0!
at	Proportion of successful completions (A,B,C or P)						#DIV/0!
au	Persistence Rate completions (A,B,C,D,F,P,Q, or I)						#DIV/0!
av	Course	SPE 181	SPE 181	SPE 181	SPE 181	SPE 181	
aw	Sections	1	1	1	1	1	5
ax	Enrollment at 10th day	13	15	18	13	10	69
ay	Average enrollment per section at 10th day	13.0	15.0	18.0	13.0	10.0	13.8
az	Proportion of successful completions (A,B,C or P)	84.6%	86.7%	88.9%	69.2%	40.0%	73.9%
ba	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	93.3%	100.0%	76.9%	90.0%	92.0%
bb	Course	SPE 231	SPE 231	SPE 231	SPE 231	SPE 231	
bc	Sections	0	0	0	0	1	1
bd	Enrollment at 10th day	0	0	0	0	9	9

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

be	Average enrollment per section at 10th day	#DIV/	#DIV/	#DIV/	#DIV/	9.0	9.0
bf	Proportion of successful completions (A,B,C or P)					66.7%	66.7%
bg	Persistence Rate completions (A,B,C,D,F,P,Q, or I)					88.9%	88.9%
bh	Course	SPE	SPE	SPE	SPE	SPE	
		232	232	232	232	232	
bi	Sections	1	0	1	1	0	3
bj	Enrollment at 10th day	6	0	8	6	0	20
bk	Average enrollment per section at 10th day	6.0	#DIV/	8.0	6.0	#DIV/0	6.7
bl	Proportion of successful completions (A,B,C or P)	83.3%		87.5%	83.3%	!	84.7%
bm	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0		100.0	100.0		95.8%
		%		87.5%	%		
bn	Course	SPE	SPE	SPE	SPE	SPE	
		233	233	233	233	233	
bo	Sections	0	0	1	0	0	1
bp	Enrollment at 10th day	0	0	8	0	0	8
bq	Average enrollment per section at 10th day	#DIV/	#DIV/		#DIV/	#DIV/0	8.0
br	Proportion of successful completions (A,B,C or P)	0!	0!	8.0	0!	!	8.0
bs	Persistence Rate completions (A,B,C,D,F,P,Q, or I)			87.5%			87.5%
				100.0			100.0%
				%			
bt	Course	SPE	SPE	SPE	SPE	SPE	
		240	240	240	240	240	
bu	Sections	0	0	1	2	1	4
bv	Enrollment at 10th day	0	0	1	7	1	9
bw	Average enrollment per section at 10th day	#DIV/	#DIV/				2.3
bx	Proportion of successful completions (A,B,C or P)	0!	0!	1.0	3.5	1.0	85.7%
by	Persistence Rate completions (A,B,C,D,F,P,Q, or I)			100.0	71.4%		92.9%
				%	85.7%		
				100.0			
				%			
bz	Course	SPE	SPE	SPE	SPE	SPE	
		245	245	245	245	245	
ca	Sections	1	1	0	1	1	4
cb	Enrollment at 10th day	6	7	0	2	7	22
cc	Average enrollment per section at 10th day	6.0	7.0	#DIV/	2.0	7.0	5.5
cd	Proportion of successful completions (A,B,C or P)	100.0	100.0		100.0		100.0%
ce	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0	100.0		100.0	100.0%	100.0%
		%	%		%	100.0%	100.0%

5. Describe the five-year enrollment trends

Enrollments in major courses in literature and speech remain steady. Enrollments in English 101 and Speech 131 are increasing slightly, which mirrors the full enrollment trend of the college. The biggest jump has been in English 103 enrollments, which makes sense when taken in conjunction with

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

evidence from the general education program review that the number of students taking transfer programs compared to career programs (as a percentage of student enrollment) has increased. Since ENG 101 and SPE 131 are required for career and transfer programs, and ENG 103 is only required for transfer programs, the change in enrollment makes sense. In planning for sections, the department should have a projection tool which correlates enrollment trends to the need for general education course offerings.

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

Course completions reflect reasonable expectations of student talent in entry-level gen education courses, particularly considering over 60% of incoming students did not meet the ACT college-readiness benchmark of 21. Major course completion rates are complicated by students who use literature courses to satisfy general education humanities requirements. The department is concerned that students enter these courses without significant preparation for the type and amount of both reading and writing they will encounter. Perhaps college outlines should have a clear indication of levels of required reading and writing to give students and counselors adequate information for planning.

7. Describe the five-year *persistence rate* trends

Persistence rate trends remain strong. Minor anomalies have occurred in higher-level literature courses, perhaps as the result of a disconnect between student expectations and course requirements.

8. Describe the efforts to improve the trends (#5, 6, 7 above) conducted since the last program review. Indicate how frequently each effort was conducted during the past five years.

Individual instructors have used student feedback to modify reading lists. Individual faculty members have used online enhancements to increase access to instructor feedback and resources. Instructors have also used assessment data to improve teaching methods and course content.

9. Describe what will be done to improve the trends (#5, 6, 7 above) during the next five years.

The best way to improve student success in writing courses is to decrease class size. Although few empirical studies exist to show that decreasing class size helps student retention, the anecdotal evidence is compelling. In her article “The Definitive Article on Class Size” Alice Horning presents an argument that composition class size should never exceed 20, and that 15 is ideal. Smaller class sizes create more opportunities for composition instructors to give students individual attention which results in writing improvement. Since good reading and writing skills are the foundation for students’ future success in most liberal arts classes, improved instruction in composition theoretically would improve retention in nearly all general education courses. (<http://wpacouncil.org/archives/31n1-2/31n1-2horning.pdf>)

10. Summarize the activities identified above in the operational plan (under Goal 1 or 2).

Indicate below if activities will be included in the operational plan.

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

<b>DATA TABLE 2: Completion Data</b>					<b>Discipline Group:</b>	<b>English</b>
<b>Row</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

<b>Totals for all Programs in Discipline</b>							
a	Declared majors	28	29	36	39	33	165
b	Number of program completions	2	3	6	9	8	28
c	Average number of Fall & Spring terms to completion	4	4	3	3	3	3
<b>English (AA Program: 0602)</b>							
d	Declared majors	18	18	19	23	19	97
e	Number of program completions	1	1	2	5	6	15
f	Average number of Fall & Spring terms to completion	4	4	5	3	3	4
<b>Communication (Mass Program: (AA 0614)</b>							
g	Declared majors	10	11	17	16	14	68
h	Number of program completions	1	2	4	4	2	13
i	Average number of Fall & Spring terms to completion	4	5	2	3	3	3

<b>DATA TABLE 2: Completion Data</b>						<b>Discipline Group:</b>	<b>Speech Communications</b>
<b>Row</b>		<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>
<b>Totals for all Programs in Discipline</b>							
a	Declared majors	3	2	3	6	4	18
b	Number of program completions	0	1	0	0	0	1
c	Average number of Fall & Spring terms to completion	0	4	0	0	0	1
<b>Program: Speech Communication (AA 0610)</b>							
d	Declared majors	2	2	3	6	4	17
e	Number of program completions	0	0	0	0	0	0
f	Average number of Fall & Spring terms to completion	0	0	0	0	0	0
<b>Speech Communication Program: (AS 0810)</b>							
g	Declared majors	1	0	0	0	0	1
h	Number of program completions	0	1	0	0	0	1
i	Average number of Fall & Spring terms to completion	0	4	0	0	0	1

11. Describe the five-year trends pertaining to the number of *declared majors*  
 Declared majors are increasing in both English and Mass Communications. Speech Communications are declining, and precipitously low. Conversations with counseling reveal that Speech Communications is suffering from a lack of cohesive program planning. Students are targeting individual courses rather than the full degree or recommended program of studies. The Communications discipline will need to overhaul the curriculum and match it carefully with the IAI and the major destination schools for our students.

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

12. Describe the five-year program completion trends

It looks as though program completions are increasing in both English and Mass Communications, but remaining flat and even declining in Speech Communications. Completions have been as high as 25%, but still leave a five year rate of 15% for English, 19% for Mass Communication, and 5% for Speech Communications. It may be that the humanities continue to suffer from a perceived lack of application, particularly as our economic depression continues. Many of our students are first generation students or displaced workers, who are generally inclined toward career fields rather than liberal arts.

13. Describe what was done to increase the number of declared majors and increase the number of program completions since the last program review. Indicate how frequently each effort was conducted during the past five years.

None

14. Describe what will be done to increase the number of declared majors and increase the number of program completions during the next five years.

The group discussed several possibilities, including posters for faculty doors/classrooms which highlight non-teaching careers in English and Communications. Other suggestions included having a table at the job fair highlighting the pre-professional status of English as a starting point for law degrees, having cohort groups for majors, hosting a yearly event for majors, and having a “humanities” club.

Improving our Mass communications degrees and reviving the student newspaper will also serve to increase the number of majors who stay and complete our programs, especially if we can coordinate internships with local radio stations and newspapers.

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

None

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

  X   Activities will be included in the operational plan.

       Activities will not be included in the operational plan.

**NEED FOR PROGRAM**

17. ***Career Programs Only:*** List any concerns identified in the *Career and Technical Follow-Up Study* and discuss solutions, **OR** if there were no concerns identified, indicate “No concerns.”

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

18. **Career Programs Only** Use data from the Illinois Workforce Development System <http://iwds.state.il.us/iwdshome.html> (click on *Consumer Information*, click on *Compare performance...* and enter *Sauk Valley Community College* as the training provider name) which tracks WIA eligible students, to answer the following:

Percent of students who complete the program: \_\_\_\_\_ %  
 Percent of students employed after exiting WIA: \_\_\_\_\_ %  
 Average starting hourly wage: \$ \_\_\_\_\_

19. **Career Programs Only** Describe the occupational need for the program. Create one or more tables that illustrate the projected occupational demand for program completers using information available at one of the following sources. Include all appropriate job titles:

- The Illinois Department of Employment Security at [www.ilworkinfo.com](http://www.ilworkinfo.com), click on *Workforce Info Center*, click on *Industry* under *Labor Market Analysis*, then explore the available links; **OR**
- The O\*Net Center at <http://www.onetcenter.org>, click on *Find Occupation*, make a selection and then use information from *Wage & Employment Trends* which is located at the very bottom of the page; **OR**
- Use any other reputable source (Be sure to site your data source).

**PROGRAM FINANCES**

DATA TABLE 3: Income and Expense				Discipline Group:		English	
Revenue							
Tutorials not included. Honors students included. Honors sections not included.							
Row		FY07	FY08	FY09	FY10	FY11	5 Year Total
a	Direct income (Tuition & fees at 10th day)	\$356,016	\$358,322	\$383,759	\$433,636	\$481,411	\$2,013,144
b	Apportionment (Estimated)	\$78,316	\$75,641	\$51,837	\$59,952	\$59,124	\$324,870
c	<b>Total income</b> (Row a + b)	\$434,332	\$433,963	\$435,596	\$493,588	\$540,535	\$2,338,014
d	Employee expense (Salaries & benefits) <sup>1</sup>	\$277,481	\$240,874	\$257,654	\$288,053	\$325,807	\$1,389,869
e	Supply expense (Purchases charged to budget supply line & software purchases)	\$3,945	\$1,177	\$3,497	\$3,684	\$2,959	\$15,262
f	Equipment expense (Purchases charged to budget equipment line)	\$0	\$0	\$0	\$0	\$0	\$0
g	Other expense (Any expense that does not fit into the above categories)	\$23,948	\$4,381	\$1,767	\$1,256	\$450	\$31,802
h	<b>Total expense</b> (Row d + e + f + g)	\$305,3	\$246,4	\$262,9	\$292,993	\$329,2	\$1,436,9

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

	74	32	18		16	33
<b>Net income</b> (Row c - Row h)	\$128,9	\$187,5	\$172,6		\$211,3	\$901,08
i	58	31	78	\$200,595	19	1

<b>DATA TABLE 3: Income and Expense Revenue</b>				<b>Discipline Group:</b>	<b>Speech Communications</b>		
Tutorials not included. Honors students included. Honors sections not included.							
<b>Row</b>		<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>
a	Direct income (Tuition & fees at 10th day)	\$141,441	\$153,043	\$150,339	\$157,921	\$194,717	\$797,461
b	Apportionment (Estimated)	\$33,747	\$33,540	\$21,494	\$21,953	\$24,304	\$135,038
c	<b>Total income</b> (Row a + b)	\$175,188	\$186,583	\$171,833	\$179,874	\$219,021	\$932,499
d	Employee expense (Salaries & benefits) <sup>1</sup>	\$123,737	\$109,889	\$110,342	\$114,311	\$145,547	\$603,826
e	Supply expense (Purchases charged to budget supply line & software purchases)	\$1,643	\$510	\$1,369	\$1,324	\$1,193	\$6,039
f	Equipment expense (Purchases charged to budget equipment line)	\$0	\$0	\$0	\$0	\$0	\$0
g	Other expense (Any expense that does not fit into the above categories)	\$9,975	\$1,898	\$692	\$452	\$181	\$13,198
h	<b>Total expense</b> (Row d + e + f + g)	\$135,355	\$112,297	\$112,403	\$116,087	\$146,921	\$623,063
i	<b>Net income</b> (Row c - Row h)	\$39,833	\$74,286	\$59,430	\$63,787	\$72,100	\$309,436

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

Direct income increased across both areas, largely due to enrollment increases from flagging local economic conditions. Enrollment increases are transitory, and will likely revert to average within the next few years. There are no indications from demographic studies that enrollment will “bubble” from traditional age groups passing through high school. Expenses have increased slightly, due in large part to hiring a new full-time English instructor to preserve program quality and expand offerings, but that increase was offset by direct income to the extent that net income still increased. Net income for speech is increasing, also.

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

As with all programs heavily tied to general education, the program finances improve in direct proportion to increased general enrollment patterns of the college.

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



**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

The program generates revenue and uses very little in the way of instructional supplies and material costs. The only way the program can increase financial viability is by expanding caps or covering more sections with adjuncts, both of which are counterproductive to maintaining program quality.

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

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

**Part 3: QUALITY COMPONENT**  
The quality component focuses on qualitative analysis and issues

**COURSE SCHEDULING**

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

COURSE NUMBER	YEAR 1: FALL SEMESTER	YEAR 1: SPRING SEMESTER	YEAR 2: FALL SEMESTER	YEAR 2: SPRING SEMESTER
---------------	-----------------------	-------------------------	-----------------------	-------------------------

Please see  
appendix A:  
Literature Course  
Rotation and  
Speech Course  
Rotation

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

4 semesters for all majors in Communications.

26. 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?

- Yes
- No

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

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

Yes  
 No

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

Yes  
 No

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

Although the Communications area has adopted a two-year master schedule and course rotation, lack of a college-wide master schedule based on program needs, enrollments statistics, and student needs has created a situation where individual faculty members offer courses which serve their own desires. Courses have been offered off rotation as a result. A master schedule for the college must be developed which keeps programs viable, offerings streamlined, and student needs before faculty convenience.

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

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

**CURRICULUM: COURSE OUTLINES**

31. In the table below, list all of the courses in the discipline and indicate the most recent date it was reviewed as indicated on the course outline.

Course Number	Most recent review date (as indicated on the course outline in the Academic VP’s office)	Next review date (to be reviewed not more than 5 years after the most recent review)
ENG 101	2011	2015
ENG 103		
ENG 111	2006	2011
ENG 151-156, 255-256	Inactivated	

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

ENG 201	2005	2011
ENG 203	2008	2011
ENG 204	Inactivated	
ENG 206	2002	2011
ENG 212	1997	2011
ENG 215	Inactivated	
ENG 217	2006	2011
ENG 220-221	Inactivated	
ENG 225	2005	2011
ENG 226	2006	2011
ENG 227	2010	2015
ENG 228	2010	2015
ENG 230	1999	2011
ENG 270	None	2011
ENG 271	2010	2015
SPE 121	2000	2011
SPE 131	2011	2015
SPE 141, 145, 147	2000	2011
SPE 151	1998	2011
SPE 161	2006	2011
SPE 181	1994	2011
SPE 231	1998	2011
SPE 232,233, 240	2001	2011
SPE 245	1993	2011

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

Yes  
 No

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

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

We will review all active course outlines for IAI compliance. We will explore the option of changing SPE courses to COM courses and theater courses to another designation.

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

**CURRICULUM: ASSESSMENT**

Additional resources: Assessment Summary Reports and Operational Plans

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

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

36.

As a result of our assessment practices, the following activities were undertaken:

1. Added research to English 101 – positive- students enter other gen ed courses more prepared for research writing
2. Changed Placement scores for ENG 101- uncertain- first year

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

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

**CURRICULUM: CURRICULAR CHANGES**

Additional resources: Assessment Summary Reports  
Operational Plans

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

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

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

The program may see significant changes due to the implementation of the Common Core Standards and the PARCC assessment of college-readiness.

40. 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	ESTIMATED EXPENSE
New Offerings for Mass Communications/ Reviving Student Newspaper	No additional	No additional	Uncertain	Should not incur significant extra expense.

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

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

**FACULTY & STAFF**

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

- Yes, skip to question 43
- No, continue with question 42

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

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

- Yes, continue with question 44
- No, skip to question 45

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

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

Specialized professional development related to PARCC benchmarks and testing will be required. It will likely be in-house or state-sponsored.

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

None

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

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

**EQUIPMENT AND SUPPLIES**

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

1. The projector lens 2C3B is purple, which is very distracting.
2. The write place classrooms do not have sufficient volume to show film clips, etc. in class
3. The group consensus on the “Opposing Viewpoints” database is that it is non-scholarly and difficult to navigate. The money may be better used elsewhere.

49. 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 prior section.

None

50. Summarize activities to acquire the needed equipment, software, and supplies as described above in the operational plan (under Goal 1 or 2), **OR** submit a completed *Equipment Request Form*. Indicate below if activities will be included in the operational plan, and if an *Equipment Request Form* is attached.

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

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**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.)

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

LAC writing tutor program.  
GALE literature database.

52. Describe gaps in the services that are *specific to this program* which are currently available and identify possible solutions, **OR** indicate “None.”

One suggestion revolved around the idea of an online writing center. The group discussed a model presented at a conference which allowed students to submit papers to an online tutor. The process was carefully monitored, and students were required to fill out forms to target specific needs from the tutor. The students are also required to submit the prompt and the assignment with the paper. The group noted that this could be a significant advantage for both online students and students who require help at times outside the LAC operating hours. It was noted that this would be a major undertaking which would require dedicated financial support from the institution.

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

None

54. Summarize activities to expand or correct the gaps in support services as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

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

**MARKETING**

Definition: Systematic efforts aimed at attracting students to the program.

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

None

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

Suggestions for improved marketing included heightened high school exposure by sponsoring essay contests and placing copies of literary magazines in local high schools. Marketing materials for the literary magazine could include names of previous graduates of that high school who are featured in the

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

literary magazine. The group agreed that the Creative Writing readings create positive exposure of the program in the community, and that their frequency and advertising could be increased. Combining forces with the fine arts committee to promote cultural activities would also increase program exposure.

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

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

**STUDENT INPUT**

Definition: Formal and informal efforts aimed at obtaining student opinions and suggestions for improving the program.

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

Source of Input	Efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made
Assessment	Students have been assessed on organization, mechanics, and audience. During these assessment cycles, considerable discussion took place both in and out of the classroom regarding expectations for audience. The department altered instruction to include overt reference to audience in each rhetorical mode.
Informal Conversations	Students have expressed interest in expanding the humanities offerings on campus--including reviving the newspaper, offering more humanities activities, and perhaps forming an organization for majors. This has been added to our operational plan.
Interviews	
Survey	
Other	

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

Now that we have lists of identified majors, we anticipate a formal orientation/social session to get input on students’ concerns, goals, and curricular interests.

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

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



**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**NON-STUDENT INPUT**

Definition: Formal and informal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).

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

Method	Formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made
Conference attendance	Yearly-changing instructional techniques, altering basic assignments, evaluation methods, engagement with technology
IAI updates	As needed- changed word count directives in composition courses, changed research-based writing requirements.
Networking with colleagues	Dual enrollment workshops- grading calibration projects.
Professional association membership	
Other	

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

Continuing conference attendance.

Consortiums with local HS and dual enrollment instructors regarding common core.

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

Activities will be included in the operational plan.

Activities will not be included in the operational plan.

**NEED AND GROWTH POTENTIAL**

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

Growing need

Level need

Declining need

64. List the top five plans to strengthen the program during the next five years. (These should be related to items discussed above, and be realistic, specific, measurable, and have a target completion date.) Include on the operational plan.

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

- 1) Improve readiness.
    - A.) A Common Core consortium to take place Spring of 2012. Local high school administration and language arts faculty will be brought together to discuss how our curriculum intersects with the new common core. Administer placement exams to participants to open a dialogue about college-readiness skills.
    - B.) Consider more authentic placement. Explore e-writing Compass placement. Explore computerized writing analyzer for use as diagnostic and tutorial device. Information should be gathered for the above two instruments, including accuracy, price, and turnaround time. Completed by Feb. 2012.
    - C.) Ensure that major level courses are coded for reading and writing intensiveness to help students and counselors make informed decisions about course placement.
  - 2) Revise Mass Communication Major/IAI alignment-- our Mass Communication major is outdated and does not comply with transfer school expectations nor IAI. Two new courses will be developed to give students the opportunity to take the IAI approved journalism major. One additional course will be explored in an attempt to offer the multimedia major. Change SPE course designations to COM- get theater courses out of SPE and into THE. (Jan 2012)
  - 3) Connecting with services. Research the cost and potential use numbers for an online writing center. Have a roundtable with teachers and LAC tutors to define expectations, roles, and assignment preferences. Bring together fine arts committee, publication committee, and department to discuss programs central to our mission and how we can support each other. (Spring 2012)
  - 4) Increase student and adjunct participation in conferences. Find a local conference which would be of value to adjuncts and potentially students, and invite interested parties. (Every year)
  - 5) Increase communication with adjunct faculty and high schools. Try to create a system by which the area facilitator can get a list of new and continuing adjuncts including dual enrollment teachers, with their contact information, so that a welcome message can be sent at the beginning of every semester. Ensure that course outlines syllabi are in a logical and accessible place that adjuncts can find easily. (Spring 2012)
65. Summarize plans to address the top five priorities in the operational plan. Indicate below if activities will be included in the operational plan.

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

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**  
*Required ICCB Program Review Report*  
Sauk Valley Community College Academic Year 2011 - 2012

<b>Discipline Area</b>	English
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**Improvements & Rationale for Action**

The English department remains a critical and profitable part of the general education program at Sauk Valley. An increase in the number of students pursuing transfer degrees suggests a level need for the program, perhaps a slightly increasing need. A particular focus on the career potential of English as a pre-professional degree will help to increase the program profile in tightening economic conditions.

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

- Standardized research assessments
- Rubrics targeted for program level objectives measured against course-level artifacts.
- Portfolio evaluation
- Analysis of enrollment, demographic and cost data
- 

**Statewide Program Issues (if applicable)**

The new Common Core Standards will create a new definition of the skills expected and acquired prior to college-level courses. This may significantly affect remedial instruction and course content in our basic composition courses. This may eventually change IAI definitions of basic composition and the current objectives for these courses.

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**  
*Required ICCB Program Review Report*  
Sauk Valley Community College Academic Year 2011 - 2012

<b>Discipline Area</b>	Communication (Mass) (AA 0614, AS 0814)
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**Improvements & Rationale for Action**

The Mass Communication program was slightly outdated at the time of this review with enrollment in slight decline. A comprehensive redesign of the program to align with IAI and transfer school curriculum is underway, with target completion of Fall 2012. The program will focus on the journalism and news editing track, with a plan to expand into the multimedia track in 2012-2013.

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

- Standardized assessments
- Writing samples
- Portfolio evaluation
- Analysis of enrollment, demographic and cost data
- 

**Statewide Program Issues (if applicable)**

N/A

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**  
*Required ICCB Program Review Report*  
Sauk Valley Community College Academic Year 2011 - 2012

<b>Discipline Area</b>	Speech
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**Improvements & Rationale for Action**

**The Speech department continues to fulfill its role as an integral and financially self-sustaining part of the general education program at Sauk Valley. The need for the program remains level. An overhaul and update of the major courses and degrees, including alignment with the IAI majors for Mass Communication and targeted internships should result in increased enrollment of majors and program completions.**

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

- Standardized research assessments
- Rubrics targeted for program level objectives measured against course-level artifacts.
- Analysis of enrollment, demographic and cost data
- 

**Statewide Program Issues (if applicable)**

N/A

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW**  
**SUMMARY REPORT**

*Required ICCB Program Review Report*

**Sauk Valley Community College**

**Academic Year 2011 - 2012**

**Program Identification Information**

<b>6-digit CIP</b>	
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	
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<b>Program Title</b>	
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**Action**

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

**Improvements & Rationale for Action**

<i>A brief description (150 words or less) of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.</i>
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**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:

**Statewide Program Issues (if applicable)**

<i>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.</i>
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**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**BEST PRACTICES REPORT**  
*Optional ICCB Program Review Report*

Sauk Valley Community College

Academic Year 2010 – 2011

**Title of Best Practice**

The Horton Award

**Programmatic Area**

X Academic Discipline

- Career and Technical Education
- Cross-Disciplinary
- Student & Academic Support Services

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

Each year the department gives a cash award to the best narrative/descriptive and the best expository papers written in first-year composition. Students are celebrated at the end of the year leadership awards ceremony and published in the college literary magazine.

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

Celebrating superior student academic work reinforces the liberal arts ideal of a culture of learning. By publishing students' work in the literary magazine, we reinforce that academic writing is valuable, that it can be interesting and creative, and we provide students with excellent models.

**Contact Information**

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E-mail Address: irisht@svcc.edu

**PROGRAM: Communications**  
**FY12 Instructional Five Year Program Review**

**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
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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; Date  
Program Review Committee Co-Chair; Date

**ADMINISTRATIVE APPROVALS**  
Administrative signatures indicate an acceptance of the program review

Dean  
Academic Vice President  
President