

Cross-Curricular Program Review: **General Education**

1. Are cooperation and communication among departments appropriate to achieving general education objectives? Are students successfully transferring general education courses and the general education curriculum to bachelor's degree institutions?

A. Define General Education Objectives:

General Education Philosophy Statement

General Education at Sauk Valley Community College prepares its graduates for the increasing demands of the workplace and the expanding responsibilities of the diverse local and global communities in which they will live and work. Required courses in communications, mathematics, the physical and life sciences, the social and behavioral sciences, the humanities and fine arts, and personal health and development provide students with knowledge, competencies, and habits of mind conducive to living responsible, productive, and joyful lives. Within this curricular framework, students will develop the following competencies: Ethics; Mathematics and Quantitative Reasoning; Problem Solving; Communications; Technology; and Research.

Our general education course offerings are dictated by the Illinois Articulation Agreement which governs approval of all courses designated to fulfill general education graduation requirements at Sauk Valley College: "The IAI grew out of the Board of Higher Education's policies on Transfer and Articulation adopted in September 1990 at the recommendation of the reconvened Committee on the Study of Undergraduate Education. The Board's policies contain two key concepts around which the IAI was designed: First, that "associate and baccalaureate degree-granting institutions must be equal partners" in delivering lower-division courses and, second, that "faculties must take primary responsibility for developing and maintaining program and course articulation" (Illinois Board of Higher Education).

B. Cooperation and Communication:

To that end, all courses designated for general education must first pass through the curriculum committee on campus to ensure that the course meets approval criteria for IAI. The curriculum committee is comprised of representatives from several departments, including financial aid, counseling, faculty, and administration. A comprehensive review program put in place by IAI further ensures that course outlines and syllabi remain in compliance with panel recommendations. Recent discussions and initial returns from the IAI review process have revealed that not all faculty members were aware of the IAI approval criteria. A workshop has been planned to disseminate those criteria and to create a handbook and procedural checklist for use by curriculum committee.

C. Successful transfer:

The National Student Clearinghouse Report follows students who do not re-enroll at Sauk the following semester. Report #80405, for the period 2008-2011, shows Sauk transferred 1935 students. From those students, there were 551 earned degrees at an initial transfer school. Of those 551 degrees, 413 were BA/BS degrees. Another 657 degrees were awarded at different school than the initial transfer. Overall, students seem able to successfully transfer our general education curriculum to bachelor degree institutions, as well as other degree-granting institutions, both in the state of Illinois and across the country. As at any institutional level, additional barriers to student success unrelated to preparation and transfer can be assumed to affect overall completion rates.

2. How important is this program and how does it contribute to the mission of the college?:

A. Importance:

“According to data from the Fall Enrollment Survey, student transfers within Illinois totaled 66,291 for the fall semester of 2009, some 10.4 percent of the total undergraduate enrollment of 637,624 in the state. Of these, 24,717 transferred from a community college, 5,504 transferred from a public university, 4,215 from an independent not-for-profit institution, 738 from an independent for-profit institution, and 31,117 from other institutions, including out-of-state, foreign and unreported/unknown institutions.’ This information was obtained from the IBHE website within the Illinois Transfer & Articulation Initiatives Annual Report 2009-2010 (for more 2008 Illinois transfer student information, see Appendix C).”

This data shows that the most common path for transfers within Illinois remains the community college system. The general education transfer program is very important to the campus. Transfer students comprise on average 25% of degree completions at Sauk. (FY03-FY07)

TABLE 45: TRANSFER RATE among peer colleges

	FY03	FY04	FY05	FY06	FY07	Average
Danville	26.4%	21.4%	31.6%	29.6%	28.3%	27.5%
Highland	23.7%	16.1%	31.3%	36.7%	40.6%	29.7%
Kishwaukee	27.9%	23.1%	33.9%	31.7%	40.4%	31.4%
Richland	18.7%	17.1%	19.4%	22.2%	32.5%	22.0%
Sandburg	24.2%	23.7%	31.3%	28.6%	30.3%	27.6%
Sauk Valley	26.9%	28.1%	42.2%	39.5%	37.8%	34.9%

Spoon River	38.6%	32.1%	40.5%	36.1%	40.5%	37.6%
John Wood	19.1%	19.3%	31.9%	34.9%	40.8%	36.5%
Maximum	38.6%	32.1%	42.2%	39.5%	40.8%	37.6%
Minimum	18.7%	16.1%	19.4%	22.2%	28.3%	22.0%
Median	25.3%	22.3%	31.8%	33.3%	39.1%	30.5%
Sauk rank (8)	3	2	1	1	5	3

Source: ICCB 2008 Performance Data Table 5M3

Sauk Valley also remains competitive in transfer rates amongst peer institutions, as shown by the table above. We were above median four out of five years. The committee voiced concerns over the fact that after a rather sharp peak in FY05, transfer rate seems to be steadily declining. The committee recommends further research into the decline, with better-specified parameters for subsequent data collection.

B. Link to Mission:

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.

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.

Key Performance Indicators (KPI) *Metrics which are vital to organizational success and used to measure progress toward achieving our goals*

1. Transfer rate
2. Employment rate
3. Credit hours generated
4. Number of certificate and degree program completions
5. Proportion of departments that operate within approved budgets

The general education curriculum fulfills several important objectives critical to the success of the institution's mission. The general education program provides the breadth of knowledge, skills, and exposure which increases students' understanding of their own needs, the needs of their community, and the diverse world in which they live and work. The general education program is required in both transfer and career programs of study, re-affirming Sauk's commitment to the broad-based liberal arts curriculum as valuable to all members of a productive, advanced society. Further, the success of the program feeds directly into key performance indicators, including transfer rates and program completions.

3. To what extent is the program integrated with other instructional programs and services?

Because the general education program is the foundation of most transfer and career programs, it comprises the main course offerings for most instructional areas. Further, student services such as counseling focus heavily on ensuring student success in the general education core. Unlike other community colleges, Sauk makes our general education core fairly universal, even across career programs, which require similar distribution categories as transfer degrees. We believe that the core is critical for creating well-rounded students, independent of their educational goals. This review team wondered if our aggressive approach to general education is reducing the number of career program completers. A review of data showing Sauk career completions as a percentage of all completions and matched to peer institutions revealed Sauk is consistently producing above-average numbers of completions, of which a high percentage are career completions. (Source: ICCB 2008 Performance Data Table 1S3). Another integration concern rested on whether students who were completing degree requirements were aware of the need to apply for graduation. An internal survey showed the following:.

For last spring we found 20 students who had completed GECC but did not have it indicated on their transcripts.

We found 9 students in AA and AS programs that had completed but did not apply for graduation.

The analysis on the above was for all students indicating either AA or AS program and had more than 37 hours for the GECC analysis and 60 hours for the degree requirements.

Here is an accounting of the AA/AS from Spring that did not get awarded:

Did not file an intent to graduate but is enrolled in the FALL 2011 semester = 2

Did not File an intent to graduate and is not enrolled in the Fall 2011 semester = 2

Completed class in the Summer 2011 but did not refile an intent to graduate = 3

Substitution for Humanities/ FA requirement was filed September 11, 2011 has not filed an Intent to Graduate: 1

Conclusion: we need to run this at the end of every semester like we do for AAS and CER. The list of GECC completers need to be monitored for returns and then contacted by counselors. The list of AA/AS completers need to be awarded degree and sent a letter.

4. Are the offerings sufficient to meet the needs of students and supportive academic programs?

An institutional scan of our course offerings compared to the IAI approved course offerings revealed the following:

	# of IAI	We offer	
Communications	3	3 ENG101, ENG 103, SPE 131	100%
Life Sciences - Lecture/Lab	10	5 Bio 103, Bio 104, Bio 105, Bio 108, Bio 131	50%
Physical Sciences - Lecture/Lab	12	12 CHE 101, CHE 102, CHE 103, CHE 105, CHE109, CHE 110, GSC 106, GSC 115, PHY 201, PHY 202, PHY 212, PHY 212, PHY 213	100%
Social Science	33	13 ECO211, ECO 212, GOV 163, GOV 164, GOV 232, GOV 261, HIS 131, HIS 132, HIS 221, HIS 222, SOC 111, SOC 112, SOC 251	39%
Social Science D & N (diversity)	25	8 GEO 122, HIS 151, HIS 235, HIS 245, HIS 255, HIS 265, SOC 115, SOC 116	32%
Mathematics	13	5 MAT 203, MAT 204, MAT 205, MAT 220, MAT 240	38%
Humanities	44	11 ENG201, ENG 203, ENG 204*, ENG 212, ENG 220*, ENG 221*, ENG 225, ENG 226, ENG 228, PHL 102, PHL 101,	25%
Humanities	11	4 ENG 212, ENG 215, ENG 230, PHL 104	36%
Fine Arts	24	9 HUM 112, HUM 210, HUM 211, LAN 202, LAN 252*, LAN 262, MUS 150, MUS 201, SPE 141	38%

Fine Arts - D & N (diversity)	9	6	Art 118; Art 119, Art 120, Art 121, Art 122, HUM 150	67%
<p>Information recorded above is based on an actual physical count of IAI course descriptions and a survey of 2012 catalog course descriptions for corresponding codes. * = courses known to be inactivated (there may be others).</p>				
<p>Observations: Many of the course offerings that we do NOT offer are probably not viable due to our small numbers and the limited scope of the description; that said, there is also likely value in exploring some of the diversity courses that we are not offering. Other issues, outside of the scope of this study include the following: the balance between courses that are open without pre-requisites versus 200 level courses; and the regularity of offerings (several of the courses listed are inactive - LIT 220—not offered regularly - ART 118).</p>				

Considerations: We appear to be missing opportunities. Children's Lit, for example, is EDU non-articulated in our catalog, but is available as a HUM. Film Appreciation is IAI for HUM but could [also] be fine arts. We need to look for additional global offerings: we should have a target of at least one Diversity/Non-Western course offered in each GECC distribution area annually.

Other concerns: Feedback from counseling indicates that current scheduling procedures are counterproductive to student success. Current practice “rolls” a schedule from the previous semester, which doesn’t recognize our two-year program goals and course rotations. Additionally, faculty members often determine their own teaching schedule in isolation from their own and other departments. As a result, courses required for majors are sometimes not offered during a student’s time on campus. Further, general education courses are not offered in a systematic way to ensure broad distribution of available courses in each category, at appropriate times and days, with a variety of delivery methods. Since we do not have the luxury of multiple course offerings, general education courses “cannibalize” enrollment from other general education courses, causing canceled sections and frustration for students trying to meet program requirements and transfer needs.

Proposed Solution: The institution needs to adopt a two-year master schedule of courses which lays out all general education and program/major offerings with regard to program needs, enrollment patterns, day and time considerations, and ensuring a variety of delivery methods. Changes to the schedule should be governed by a standing committee (perhaps curriculum committee) to ensure that no changes to the schedule are made without sufficient justification in the above categories. Supporting documentation (rationale, parameters/guidelines, checklist, and

application for changes) should accompany the master schedule proposal and be resident in FAST.

5. Quality:

Internal Confirmations:

A. Assessment:

Each year, the six general education competencies are assessed in classroom projects which are reported in the general education database. Each competency has an accompanying rubric which guides instructors in selecting and testing skills which students should be able to demonstrate across the curriculum. Each year, the faculty discussed two of the competencies; reports are discussed in full faculty meetings, and then directed to areas for further investigation. Area discussions center on whether the area can incorporate any curricular or budgetary changes which can affect student performance in those areas. One weakness of the general education assessment system is that it currently doesn't have established benchmarks for student performance for test-retest sorting over time.

Program assessments are also completed yearly through a series of classroom assessments which aggregate on a common area rubric which is aligned to the programs objectives. Those objectives are broad-ranging descriptions of the knowledge, skills, and habits of mind which are common to all disciplines in the area. The areas are derived directly from the IAI GECC distribution areas, so this team audited each area's assessment goals against the published IAI goals for the same program. Although considerable consistency was found, there were a few discrepancies. Social sciences lacked a clear objective regarding "making explicit and analyzing value judgments" and also "self and relationship to society", which was implicit in nearly each IAI objective. Natural Sciences did not include an objective regarding interrelationships, and the "personal and social implications of science." These objectives should be addressed by the areas and incorporated into their program objectives.

B: Persistence, Completions, Hours Earned:

The following table show a breakdown of hours attempted and earned by various student types in FY2010:

**Table
FISCAL YEAR 2010 HOURS ATTEMPTED AND EARNED
BY TERM AND ENROLLMENT TYPE**

Term	Attempted	PART-TIME Earned	Percent Earned	State % Earned	Attempted
Summer		2,592	2,298	88.60%	81.50%
Fall		20,272	15,924	78.60%	76.40%
Spring		21,595	17,071	79.10%	76.40%
Total		44,459	35,293	79.40%	77.50%

The total trend shows Sauk students earning a higher percentage of attempted hours than the state percentages. Total hours earned for all student types over the full year were about 80% of the hours attempted, while the state showed about 77%. These earned hours show a generally healthy college-wide rate of course completion.

The following table shows course completions and persistence rates specifically for the general education core curriculum:

DATA TABLE 1: Course Enrollment					Discipline Group:	Gen Ed Core Curric	
Tutorials not included. Honors students included. Honors sections not included.							
Row		FY07	FY08	FY09	FY10	FY11	5 Year Total
a	Total Sections Offered	259	247	244	235	237	1222
b	Total Enrollment at 10th day	4485	4399	4528	4916	5115	23443
c	Average enrollment for all sections offered at 10th day	17.3	17.8	18.6	20.9	21.6	19.2
d	Proportion of successful completions (A,B,C or P)	78.4%	76.1%	74.2%	72.6%	67.1%	73.7%
e	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	88.7%	83.8%	86.6%	83.9%	83.6%	85.3%

Persistence rates were well within expected range. Successful completions, however, are on a downward trend. Each year shows a significant decrease, with a total drop in nearly 11% over 5 years. It may be that since more career students are moving into transfer programs, skills and preparation may not be matched to college-level courses. It may be that counseling practices steer students more toward transfer-level courses rather than career-level courses, to leave students with the most options. Further, Sauk’s long-standing policy of concurrent enrollment in developmental and college-level classes has only been examined from a broad view—the skills required in certain types of humanities and social sciences courses are not consistent with remedial-level skills, while other courses may not require those same skill sets. Further indication of college-readiness for general education curriculum can be found by looking at ACT scores:

**Table A-19
FISCAL YEAR 2010 HEADCOUNT
ENROLLMENTS
BY ACT SCORES**

Score Range	Number of Students	% of Known	State
27-36	173	8.30%	8.10%
22-26	624	30.10%	27.40%
19-21	533	25.70%	26.20%
1-18	744	35.90%	38.30%
Total Known	2,074	100.00%	100.00%
Not Reported	2,949		
Total	5,023		
Mean Score	20.4		
Median Score	20		

The ACT benchmark for college-readiness is 21. 61.6% of students who were enrolled in 2010 and had taken the ACT test were just at or below the college-readiness benchmark.

Suggestions: The committee feels we would be served by identifying on each course outline if the class requires intensive reading, intensive writing, or intensive numeracy. It might also be beneficial to identify each at appropriate levels—for example, R1 might indicate a course with a heavy but simple reading load, whereas R2 might designate a course where the reading is both heavy and complicated (as indicated by Flesch-Kincaid), or where the reading requires significant synthesis and analysis rather than recall. The same might be indicated for writing, where W1 indicates a heavy writing load (8 or more pages) of a reflective nature (including

essay exams), but W2 might indicate a significant amount of research-based expository writing. These designations might help Sauk create a framework for whether a course would be eligible for concurrent enrollment with developmental classes.

External Confirmation:

CAAP scores show that Sauk graduates are able to demonstrate general education competencies compared to national norms.

Spring 2010 Findings:

84 of 118 eligible students were tested in proctored sessions. Incentives for participating included a lunch voucher and a chance at a \$100 drawing for all participants, plus a chance at a \$100 for anyone scoring above national norm.

77.4% (65/84) exceeded the national* norm

- Math 80% (16/20)
- Reading 85% (17/20)
- Science 71.4% (15/21)
- Critical Thinking 73.9% (17/23)

* The national percentages are based on CAAP-tested sophomores at two-year institutions.

42.9% (36/84) were in the top 25% nationally*

- Math 50% (10/20)
- Reading 30% (6 of 20)
- Science 47% (10/21)
- Critical Thinking 43.5% (10/23)

A comparison of the 2010 results to those of the 2006 and 2005 tests revealed the following:

	2010 N	2010 Mean	2006 N	2006 Mean	2005 N	2005 Mean
Math	20	57.1	24	57	13	55.9
Reading	20	63.3	20	60.2	13	60
Science	21	61.5	20	61.9	8	61.1
Critical Thinking	23	63.7	19	57.9	12	60.6

Note: A 2005-06 effort to test incoming students and then do an outgoing “same student/same test” event, showed that students do have generally improved test scores after completing at least 45 hours of instruction. However, the value added component was not seen as worth the cost of the testing, so the change was made to the 2010 testing criteria. These data are on file in FAST, but were not evaluated for this program review.

Observations: The CAAP testing provides an external assessment of student achievement of general education skills that is available to confirm to stakeholders the results of internal assessments. To that end, the CAAP testing is effective. However, the faculty might work to match the CAAP tests more closely to specific internal assessments in conjunction with discussion and creation of action plans for those curricular areas.

6. Cost:

DATA TABLE 3: Income and Expense Revenue					Discipline	Group:	Ge
Tutorials not included. Honors students included. Honors sections not included.							
Row		FY07	FY08	FY09	FY10		
a	Direct income (Tuition & fees at 10th day)	\$1,911,663	\$1,932,746	\$2,043,085	\$2,252,708	\$2,55	
b	Apportionment (Estimated)	\$462,482	\$441,624	\$308,189	\$334,109	\$33	
c	Total income (Row a + b)	\$2,374,145	\$2,374,370	\$2,351,274	\$2,586,817	\$2,89	
d	Employee expense (Salaries & benefits) ¹	1484307	1481114	1463394	1594360	17	
e	Supply expense (Purchases charged to budget supply line & software purchases)	28732	18515	31382	50864		
f	Equipment expense (Purchases charged to budget equipment line)	48724	0	6834	8431		
g	Other expense (Any expense that does not fit into the above categories)	160664	65069	57653	59381		
h	Total expense (Row d + e + f + g)	\$1,722,427	\$1,564,698	\$1,559,263	\$1,713,036	\$1,81	
i	Net income (Row c - Row h)	\$651,718	\$809,672	\$792,011	\$873,781	\$1,08	

¹ Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate p due to dependent insurance coverage)

The table above indicates the overall financial health of the general education program. The program shows considerable financial health, including increasing direct income, as well as increasing net income.

Final Recommendations:

1. Two year revolving schedule for classes (developed by area facilitator team – monitor by curriculum committee) It is the recommendation of this committee that if the two-year

master schedule is implemented, program-required courses should be offered at the time scheduled regardless of enrollment. We are making a commitment to those courses at that time.

2. Additional research as to the decline in completion/transfer. Starting points: increasing costs of 4yrs., AAS increases, and PFE participants.
3. Grading of classes as to rigor in terms of reading and writing (assigned by faculty member(s) – reviewed by curriculum committee)
4. Procedural change to track AA/AS and GECC by computer monitoring at the end of each semester
5. Personal contact through counseling of students not registered for following semester who have the GECC complete (get them to return to finish the degree)
6. Faculty task force to review IAI course offerings (create new courses which improve range of diversity offerings)
7. Review course outlines and syllabus template for College (IAI especially) (curriculum committee with review at faculty forum)
8. We need a full-time employee whose sole focus is that of transfer coordinator.

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College

Academic Year 2011 – 2012

Discipline Area	General Education (General Education, Adult Education, Developmental Programs, Vocational Skills, Transfer Programs & Functions, and AGS degree)
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Improvements & Rationale for Action

The general education program at Sauk Valley College remains a financially viable and integral part of the mission. The review revealed concerns in course and program scheduling, specifically relating to diversity offerings and delivery methods. A two-year master schedule focusing on a consistently rotating body of offerings will be proposed in Spring of 2012 to remediate this concern. New diversity and non-western courses will be added to the general education curriculum in Spring of 2012. Program courses will be reviewed against new IAI standards for approval to ensure on-going compliance, as IAI approval remains the central transfer assurance for students.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments (CAAP)
- College Wide Assessments

Analysis of enrollment, demographic and cost data

Statewide Program Issues (if applicable)

None

