

PROGRAM: *Adult Education & ESL*

FY 2013: Cross-Disciplinary Five Year Program Review

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. 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. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

1. Examine the need for the program, its quality, and its cost of operation.
2. Involve employees of the unit as well as individuals not employed within the unit.
3. Examine current information and data on enrollment, persistence, retention, and other data.
4. Produce results that are considered in operational planning and budget allocation decisions.

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

Also, 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.

Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-Early September	Optional "early start" is available to areas who want to get the Program Review process started sooner. Area leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Planning (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20	Program reviews and all other required forms are due. Area leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The college's Program Review Committee will evaluate area program reviews as they are submitted, request revisions, and approve final reviews. Finally, all program reviews must approved by the President.
April 1	Equipment Requests, Personnel Change Requests, and Major Project Requests from <u>approved</u> program reviews, will be forwarded for consideration using the budget allocation process.
Late April	Cross-disciplinary areas will submit next year's operational plans, including action items identified in the program review.

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Instructions

1. The area will form a program review team comprised of 5 to 10 individuals recommended from the following groups:
 1. Area/department faculty or staff
 2. Other employees that are outside the department
 3. 1 or 2 students
 4. Community members and/or industry representatives who are not SVCC employees
2. The program review team will complete this template during the review process. Other formats will not be accepted.
3. All form areas/questions must be completed (unless specifically noted otherwise).
4. Resources needed before the Program Review process begins:
 1. Past Operational Plans for your area (last five years)
 2. Past Program Review for your area
 3. Current FY Operational Plan (they will be modified as the PR process occurs)
 4. Access to the College catalog (online)
5. **The required ICCB form (found at the end of this template) MUST be completed for each degree or certificate being reviewed.** It is only one page in length. Make copies of the form as needed and insert into this template.
6. The ICCB Best Practices Report is optional and may describe the entire unit or a specific practice. If you choose to complete this piece, you should discuss your best practice and supply evidence of its effectiveness.
7. Type the names of the program review team on the SIGNATURES AND APPROVAL page and have the team members sign it during your area's first meeting.
8. Submit the following by **December 20th** or earlier to the Dean of IR (Steve Nunez):
 1. An electronic version of the completed program review template. Do not create a printed copy of the document.
1. The current FY Operational Plan with Program Review modifications added.
2. The completed Signatures and Approval page
3. The approval process:
 1. Submission of the completed PR template to the Program Review Committee alone does not constitute approval.
 2. 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
 3. Reviews must be approved by the committee and the President *by April 1st* in order for requests to be forwarded for budgetary consideration. Reports submitted after December 20th may not be approved by the Program Review committee by the April 1st deadline which may jeopardize area budgets.

Data forms supplied to you for the Program Review include: DT1 (program income vs expenses), & DT2 (program staffing).

QUESTIONS: Contact the Program Review Committee Chair, Steve Nunez (ext. 263), with any questions regarding your program review.

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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 Adult Education department strives to assist adults 17 years of age or older in acquiring knowledge and skills necessary to earn a GED®, to improve English language skills, and to transition to higher education or vocational training. This process encourages the adult learner to become more employable, to become a successful partner in their children's education, and to be a more productive member of the community.

PART 1: PROGRAM NEED & VIABILITY

The viability component focuses on quantitative analysis and the need for the program.

ENROLLMENT & COMPLETIONS

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

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

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TABLE 1. Insert annual data to complete each table.
 Insert Data Table 1 (if applicable)

Attempted Hours						Area:	Adult Education
Row	FY08	FY09	FY10	FY11	FY12	5 Year Total	
Totals for all Programs in Discipline							
a	Attempted hours	1,155.0	1,491.0	1,690.0	1,206.0	1,203.0	6,745.0

DATA TABLE 1: Course Enrollment						Discipline Group:	Adult Education
Row	FY08	FY09	FY10	FY11	FY12	5 Year Total	
a	Total Sections Offered	178	183	178	148	82	769
b	Total Enrollment at 10th day	565	654	727	538	449	2933
b1	Single Grade Level Improvements	26	40	59	60	50	235
b2	Two or more Grade Level Improvements	18	18	37	27	30	130
c	Average enrollment for all sections offered at 10th day						3.8
d	% of 10th day enrollment that raises single grade level	4.6%	6.1%	8.1%	11.2%	11.1%	8.0%
e	% of 10th day enrollment that raises 2+ grade levels	3.2%	2.8%	5.1%	5.0%	6.7%	4.4%
f	Course	GSP 031	GSP 031	GSP 031	GSP 031	GSP 031	
g	Sections	17	22	17	16	0	72
h	Enrollment at 10th day	70	93	98	70	0	331
I	Average enrollment per section at 10th day	4.1	4.2	5.8	4.4	#DIV/0!	4.6
j							
k							
l	Course	GSP 032	GSP 032	GSP 032	GSP 032	GSP 032	
m	Sections	22	26	17	17	0	82
n	Enrollment at 10th day	68	73	74	50	0	265
o	Average enrollment per section at 10th day	3.1	2.8	4.4	2.9	#DIV/0!	3.2
p							
q							
r	Course	GSP 033	GSP 033	GSP 033	GSP 033	GSP 033	
s	Sections	9	9	12	10	0	40
t	Enrollment at 10th day	21	23	42	29	0	115
u	Average enrollment per section at 10th day	2.3	2.6	3.5	2.9	#DIV/0!	2.9

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v							
w							
x	Course	GSP 035	GSP 035	GSP 035	GSP 035	GSP 035	
y	Sections	9	10	9	10	0	38
z	Enrollment at 10th day	32	40	40	33	0	145
aa	Average enrollment per section at 10th day	3.6	4.0	4.4	3.3	#DIV/0!	3.8
ab							
ac							
ad	Course	GSP 041	GSP 041	GSP 041	GSP 041	GSP 041	
ae	Sections	5	1	0	0	12	18
af	Enrollment at 10th day	12	1	0	0	31	44
ag	Average enrollment per section at 10th day	2.4	1.0	#DIV/0!	#DIV/0!	2.6	2.4
ah							
ai							
aj	Course	GSP 042	GSP 042	GSP 042	GSP 042	GSP 042	
ak	Sections	2	3	0	0	15	20
al	Enrollment at 10th day	7	8	0	0	68	83
am	Average enrollment per section at 10th day	3.5	2.7	#DIV/0!	#DIV/0!	4.5	4.2
an							
ao							
ap	Course	GSP 043	GSP 043	GSP 043	GSP 043	GSP 043	
aq	Sections	0	0	0	0	14	14
ar	Enrollment at 10th day	0	0	0	0	99	99
as	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	7.1	7.1
at							
au							
av	Course	GSP 051	GSP 051	GSP 051	GSP 051	GSP 051	
aw	Sections	0	0	0	0	1	1
ax	Enrollment at 10th day	0	0	0	0	6	6
ay	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	6.0	6.0
az							
ba							
bb	Course	GSP 060	GSP 060	GSP 060	GSP 060	GSP 060	
bc	Sections	5	15	18	12	0	50
bd	Enrollment at 10th day	9	52	69	56	0	186
be	Average enrollment per section at 10th day	1.8	3.5	3.8	4.7	#DIV/0!	3.7
bf							
bg							

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bh	Course	GSP 061	GSP 061	GSP 061	GSP 061	GSP 061	
bi	Sections	1	0	0	0	0	1
bj	Enrollment at 10th day	3	0	0	0	0	3
bk	Average enrollment per section at 10th day	3.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	3.0
bl							
bm							
bn	Course	GSP 062	GSP 062	GSP 062	GSP 062	GSP 062	
bo	Sections	4	9	3	2	10	28
bp	Enrollment at 10th day	8	30	12	18	46	114
bq	Average enrollment per section at 10th day	2.0	3.3	4.0	9.0	4.6	4.1
br							
bs							
bt	Course	GSP 064	GSP 064	GSP 064	GSP 064	GSP 064	
bu	Sections	22	22	25	13	6	88
bv	Enrollment at 10th day	97	103	91	61	26	378
bw	Average enrollment per section at 10th day	4.4	4.7	3.6	4.7	4.3	4.3
bx							
by							
bz	Course	GSP 065	GSP 065	GSP 065	GSP 065	GSP 065	
ca	Sections	18	0	0	0	0	18
cb	Enrollment at 10th day	56	0	0	0	0	56
cc	Average enrollment per section at 10th day	3.1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	3.1
cd							
ce							
cf	Course	GSP 066	GSP 066	GSP 066	GSP 066	GSP 066	
cg	Sections	6	9	9	6	7	37
ch	Enrollment at 10th day	16	34	28	24	40	142
ci	Average enrollment per section at 10th day	2.7	3.8	3.1	4.0	5.7	3.8
cj							
ck							
cl	Course	GSP 068	GSP 068	GSP 068	GSP 068	GSP 068	
cm	Sections	0	0	0	0	2	2
cn	Enrollment at 10th day	0	0	0	0	12	12
co	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	6.0	6.0
cp							
cq							
cr	Course	GSP 070	GSP 070	GSP 070	GSP 070	GSP 070	
cs	Sections	0	0	0	0	2	2

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ct	Enrollment at 10th day	0	0	0	0	12	12
cu	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	6.0	6.0
cv							
cw							
cx	Course	GSP 080	GSP 080	GSP 080	GSP 080	GSP 080	
cy	Sections	58	57	68	62	13	258
cz	Enrollment at 10th day	166	197	273	197	109	942
da	Average enrollment per section at 10th day	2.9	3.5	4.0	3.2	8.4	3.7
db							
dc							

Program Name: Adult Education Data: ESL, ABE, and ASE							
		FY08	FY09	FY10	FY11	FY12	Total
a	Enrollment	282	398	379	299	308	1666
b	<i>Successful gains</i>	45	66	97	87	71	366
c	<i>Generation</i>						
d	Income	\$244,224	\$243,397	\$237,513	\$244,768	\$249,150	\$1,219,052
e	Expenses	\$244,224	\$243,397	\$237,513	\$244,768	\$249,150	\$1,219,052
f	Net (income – expenses)	\$0	\$0	\$0	\$0	\$0	\$0

1. For each program listed above describe the five-year enrollment trends. If possible explain the trends.

A transition in the area of adult education happened in December of 2010 when a new Director of Academic Development was hired. All information prior to this time period is unknown. There was no transition of systems, policies or procedures during this transition. The system for placing students into specified classes, outlines above, was not communicated to the newly hired staff (Adult Education Coordinator and Director of Academic Development).

Practices in the classroom did not align with catalog outlines. Upon observing courses in the spring of 2011, adult education instructors were responsible for teaching multi-leveled instruction and implementing integrated content; teaching 1st through 12th grade levels for English, writing, reading, math, history, and science. New outlines have been created to align the current class practices with updated course outlines. New course outlines have been created for seven classes, two classes will remain the same, and thirteen courses will be eliminated. Fluctuation in the number of students enrolled caused a reduction in the number of classes offered. New course outlines are expected to go to Curriculum Committee the spring of 2013.

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The student numbers in the table below are duplicated head counts. This means that a student may be counted multiple times in more than one category as they advance through the program.

Adult Basic Education and Adult Secondary Education Data

		ABE Beg Lit	ABE Beg	ABE Inter Low	ABE Inter High		ASE Low	ASE High
Fiscal Year 2008	Total number of students served	1	10	25	48		42	46
	Percentage of students who made a level gain	100%	50%	24%	33.33%		40.48%	43.48%
	State target goal							
	Total students served for all levels*	84					88	
	level gains for ABE & ASE group	28					37	
	Percentage of level gains for ABE & ASE group	33.3%					42.0%	
		ABE Beg Lit	ABE Beg	ABE Inter Low	ABE Inter High		ASE Low	ASE High
Fiscal Year 2009	Total number of students served	3	11	43	65		45	93
	Percentage of students who made a level gain	100%	27.27%	34.88%	24.62%		28.89%	37.63%
	State target goal	46%	42%	34%	33%		39%	33%
	Total students served for all levels*	122					138	
	level gains for ABE & ASE group	37					48	
	Percentage of	30.3%					34.8%	

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	level gains for ABE & ASE group							
		ABE Beg Lit	ABE Beg	ABE Inter Low	ABE Inter High		ASE Low	ASE High
Fiscal Year 2010	Total number of students served	1	17	45	90		61	56
	Percentage of students who made a level gain	100%	58.82%	44.44%	43.33%		34.43%	42.86%
	State target goal	44%	46%	41%	34%		37%	28%
	Total students served for all levels*	153					117	
	level gains for ABE & ASE group	70					45	
	Percentage of level gains for ABE & ASE group	45.8%					38.5%	

		ABE Beg Lit	ABE Beg	ABE Inter Low	ABE Inter High		ASE Low	ASE High
Fiscal Year 2011	Total number of students served	2	13	45	48		46	41
	Percentage of students who made a level gain	0%	30.77%	22.22%	20.83%		43.48%	39.02%
	State target goal	40%	38%	33%	29%		33%	31%
	Total students served for all levels*	108					87	
	level gains for ABE & ASE group	24					36	
	Percentage of level gains for	22.2%					41.4%	

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ABE & ASE group								
		ABE Beg Lit	ABE Beg	ABE Inter Low	ABE Inter High		ASE Low	ASE High
Fiscal Year 2012	Total number of students served	6	19	43	75		39	31
	Percentage of students who made a level gain	66.67%	42.11%	34.88%	30.67%		48.72%	41.94%
	State target goal	45%	47%	44%	38%		39%	N/A
	Total students served for all levels*	143					70	
	level gains for ABE & ASE group	50					32	
	Percentage of level gains for ABE & ASE group	35%					45.7%	

English as a Second Language data

		ESL Beg Lit	ESL Low Beg	ESL High Beg	ESL Inter Low	ESL Inter High	ESL Adv
Fiscal Year 2008	Total number of students served	9	12	19	9	14	12
	Percentage of students who made a level gain	22.22%	41.67%	36.84%	55.56%	21.43%	8.33%
	State target goal						
	Total students served for all levels*	75					
	level gains for ESL group	23					
	Percentage of level gains for	30.7%					

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	ESL group	
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		ESL Beg Lit	ESL Low Beg	ESL High Beg	ESL Inter Low	ESL Inter High	ESL Adv
Fiscal Year 2009	Total number of students served	23	36	15	8	12	4
	Percentage of students who made a level gain	39.13%	13.89%	26.67%	75%	16.67%	25%
	State target goal	50%	31%	42%	48%	32%	28%
	Total students served for all levels*	98					
	level gains for ESL group	27					
	Percentage of level gains for ESL group	27.6%					

		ESL Beg Lit	ESL Low Beg	ESL High Beg	ESL Inter Low	ESL Inter High	ESL Adv
Fiscal Year 2010	Total number of students served	10	32	18	7	9	1
	Percentage of students who made a level gain	40%	9.38%	22.22%	42.86%	22.22%	0%
	State target goal	48%	34%	42%	49%	34%	29%
	Total students served for all levels*	77					
	level gains for ESL group	16					
	Percentage of level gains for	20.8%					

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ESL group

		ESL Beg Lit	ESL Low Beg	ESL High Beg	ESL Inter Low	ESL Inter High	ESL Adv
Fiscal Year 2011	Total number of students served	4	37	13	3	14	0
	Percentage of students who made a level gain	0%	18.92%	23.08%	33.33%	0%	--
	State target goal	34%	25%	33%	36%	23%	15%
	Total students served for all levels*	71					
	level gains for ESL group	11					
	Percentage of level gains for ESL group	15.5%					

		ESL Beg Lit	ESL Low Beg	ESL High Beg	ESL Inter Low	ESL Inter High	ESL Adv
Fiscal Year 2012	Total number of students served	6	21	16	3	6	1
	Percentage of students who made a level gain	33.33%	42.86%	31.25%	66.67%	33.33%	0%
	State target goal	50%	37%	44%	50%	36%	30%
	Total students served for all levels*	53					
	level gains for ESL group	20					
	Percentage of level gains for	37.7%					

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ESL group	
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*Duplicated student counts - Duplicated means the students is being counted in multiple areas. The most common examples of this are the students who have ESL class activities and class activities in ABE. When the information is presented as duplicated numbers, the students show up in both ESL and ABE. The same would be true for a student who begins in ABE and then moves into ASE.

o As far as moving from a Duplicated count to an Unduplicated count of students, the system uses two different set of rules depending on whether the unduplicated count is for state purposes (i.e. the Program Status Report) or federal purposes (i.e. NRS Report). Here is how that breaks down:

- For state reporting the student is classified in the instructional category where they earned the greatest number of attendance hours
- For federal reporting the student is classified based on the assessment that was administered to the student that showed the lowest NRS level

2. For each area listed above, *describe* the five-year successful completion trends (students pass the class with A, B, C or P grades). If possible, *explain* the course completion trends.

The above charts show the number of students served and level growth for the last five years. The blue area indicated the State established target. The total number of students is a duplicated number meaning that a student is counted for all areas of participation. Several students participate in ESL classes and ABE classes.

Adult education does not award grades of A, B, or C. Leveled gains are measured by the percentage of students within each National Reporting System for Adult Education (NRS) level who gain to the next NRS level. Levels are established by ICCB. Students are considered successful if they obtain at least one level growth within a fiscal year based upon the description below.

Educational Functioning Level Descriptors - Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills
<p><u>Beginning ABE Literacy</u> Test Benchmark: TABE Reading or Math Grade Level Equivalency 0 - 1.9 Form 7/8 - Reading Scale Score 160-367, Math Scale Score 313 or below Form 9/10 - Reading Scale Score 367 or below, Math Scale Score 313 or below</p>	<p>Individual has no minimal reading and writing skills. May have little or no comprehension of how to print and/or correspond to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent rereading. Can</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>

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	<p>write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	
<p><u>Beginning Basic Education</u> Test Benchmark: TABE Reading or Math Grade Level Equivalency 2-3.9 Form 7/8 or 9/10 - Reading Scale Score 368-460, Math Scale Score 314-441</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>
<p><u>Low Intermediate Basic Education</u> Test Benchmark: TABE Reading or Math Grade Level Equivalency 4-5.9 Form 7/8 or 9/10 - Reading Scale Score 461-517, Math Scale Score 442-505</p>	<p>Individual can read text on familiar subjects that have simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>
<p><u>High Intermediate Basic Education</u> Test Benchmark: TABE Reading or Math Grade Level Equivalency 6-8.9 Form 7/8 or 9/10 - Reading Scale Score 518-566, Math Scale Score 505-565</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>

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Educational Functioning Level Descriptors - English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing
<p><u>Beginning ESL Literacy</u> Test Benchmark: BEST Literacy Scale Score 0-7 Reading and Writing SPL 0-1 BEST Plus Scale Score 400 and below</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letter, numbers and a few words (e.g. own name). May have little or no comprehension or how print corresponds to spoken language and may have difficulty using a writing instrument.</p>
<p><u>Low Beginning ESL</u> Test Benchmark: BEST Literacy Scale Score 8-35 Reading and Writing SPL 2 BEST Plus Scale Score 401-417</p>	<p>Individuals can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>
<p><u>High Beginning ESL</u> Test Benchmark BEST Literacy Scale Score 36-46 Reading and Writing SPL 3 BEST Plus Scale Score 418-438 CELSA Raw Score 20-23</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>
<p><u>Low Intermediate ESL</u> Test Benchmark BEST Literacy Scale Score 47-53 Reading and Writing SPL 4 BEST Plus Scale Score 439-472 CELSA Raw Score 24-29</p>	<p>Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, questions marks,</p>

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		capitalization, etc.)
<p><u>High Intermediate ESL</u> Test Benchmark BEST Literacy Scale Score 54-65 Reading and Writing SPL 5 BEST Plus Scale Score 473-506 CELSA Raw Score 30-41</p>	<p>Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main ideas and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar and punctuation errors.</p>
<p><u>Advanced ESL</u> Test Benchmark BEST Literacy Scale Score 66-72 Reading and Writing SPL 6 BEST Plus Scale Score 507-540 CELSA Raw Score 42-70</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>

Educational Functioning Level Descriptors - Adult Secondary Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills
<p><u>Low Adult Secondary Education</u> Test Benchmark: TABE Reading or Math Grade Level Equivalency 9-10.9 Form 7/8 or 9/10 - Reading Scale Score 567-595, Math Scale Score 566-594</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.</p>

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	mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	
<p><u>High Adult Secondary Education</u> Test Benchmark: TABE Reading or Math Grade Level Equivalency 11-12.9 Form 7/8 - 9/10 Reading Scale Score 596+, or Math Scale Score 595+</p>	<p>Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>

3. For each area listed above, describe the efforts conducted since the last program review to improve completion trends. Indicate how frequently each effort was conducted during the past five years.

The Adult Education Department created a student-driven survey to assess students’ needs in ABE, ESL and ASE classes (Adult Basic Education: ABE, Adult Secondary Education: ASE, English as a Second Language: ESL). Based upon information gathered the summer of 2012 from the Student Needs Survey, only one out of three students met their goal. This information influenced the decision to reduce the instructor responsibilities in the classroom. To reduce the responsibilities of the instructors, curricular units for specific instructional levels are being created. ABE instructions units are being created now which will provide resources and specific materials for students working at four different levels outlined above. To promote structured courses which meet the specific needs of students, course content benchmarks are being developed in the area of ESL, ABE, and ASE for all courses (four off-campus sites and one at SVCC). Each student will have a binder to document specific skills to master. The binder will serve as a portfolio to measure student growth, track student goals, and document skill levels. Student binders will be implemented fall of 2013

Sauk Valley Community College has established a Community Technology Center located on the first floor near the Adult Education offices, that is open to the public at least 12 hours a week. Participants in the Adult Education courses are encouraged to use the computers. This technology center will aid students when using online curricula for the ABE, ESL and ASE classes.

The adult education department has restructured the classes, implementing technology into the curriculum, and providing access to computers for learning at all classroom locations. Classes are Tuesdays, Wednesdays and Thursdays to encourage regular participation. Instructors are notified to assess students who have over 40 hours of instruction. Students’ instructional hours are tracked weekly.

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4. For each area listed above, describe what will be done to improve completion trends during the next five years.

Curriculum is continuously being developed to address the ever changing needs of the students. The classes are structured to have short instructional lectures throughout the class period with opportunity for small group instruction in different subject matters. Instructors base the instructional lectures on student observations, assignments, practice worksheets, and assessments given in class. Tutors are placed at different class sites to help in multiple academic areas. We are creating checklists for every subject area to assess mastery of objectives/benchmarks within specific academic areas.

Timeline for Curriculum Development

Participants:

Janice Penning
Sherry Dimming
Odile Balazquez
Jane Hamilton, and
Karen Abele

Curriculum development every Tuesday from 12:30 – 2:30 starting the 15th of January and running through April 30th, 2013.

January 15th Overview and expectations

January 22nd four learning outcomes for: 7th – 9th Reading, Writing, and Math/ESL
4th – 6th Reading, Writing, and Math/ESL
2nd – 3rd Reading, Writing, and Math/ESL
0 – 1.9 Reading, Writing, and Math/ESL

January 29th continue working on learning outcomes

February 5th four authentic tasks for each learning outcome (authentic tasks must integrate technology, workforce – soft skills, career exploration, and study skills)

February 12th continue developing authentic tasks for each learning outcome

February 19th Identify list of skills for each authentic task

February 26th align Common Core Standards with listed skills

March 5th Develop performance-based assessment tools for each authentic task

March 19th Continue development of performance-based assessment tools for each authentic task

March 26th & April 2nd Develop a Skills4Successful Learning 4 -6th grade learning project to include:

- Overview of project
- 5 inquiry-based lessons
- Independent learning assignments (5)
- Teacher Checkpoint (February)
- Outline for presentation
- Performance-based assessment tool and system to measure reading and writing growth

April 9th & 16th Create materials for 3rd grade literature circles to include:

- Job descriptions

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- Select Text to be read,
- Develop questions based upon Common Core Professional Learning Series examples (http://isbe.net/common_core/pls/default.htm) and
- Create performance-based assessment tool and system to measure reading and writing growth.

April 23rd Develop Plan for a Family Literacy nights beginning September of 2013

April 30th Complete any unfinished projects

→**Were the completion suggestions for each area added to the operational plan? X YES!**

Marketing

Systematic efforts aimed at attracting students to the program.

5. Not including the catalog and program brochure, *describe* how the program has already been promoted and marketed *to increase program enrollment* during the past five years, and the frequency that each promotional or marketing activity that has been done. Examples included departmental website, high school visits by faculty/staff, community presentations, etc.

Updated courses descriptions fall 2012, created new brochures integrating Adult Education and VITAL services summer 2012, and an adult education representative presented to the following organizations:

- Sterling Optimist Club
- Dixon Council of Churches
- Dixon Rotary
- Whiteside Area Retired Teachers
- Whiteside Retirement Center
- Lee County Networking Council
- Dixon PADS Shelter
- SVCC F.U.S.E Program.
- Future Educators of SVCC

Advertisement has been publicized through the Midland States Bank Marquee, the Sauk Valley Sun and the Classifieds in the Sauk Valley Newspaper.

6. *Describe* how the program's faculty/staff can promote and market the program AND additional ways the college can market the program in the future to *increase program enrollment*.

Faculty can promote and market the program though providing instructional content that meets the adult population's needs. Student success within the program will encourage positive student conversations which will lead to commendations for others to attend and participate.

The Adult Education department has hosted a GED graduation celebration with recognition of level growth through presentations of certificates. June 2010 there were 75 people in attendance and June of 2011 over 100 people attended this event. This event takes place yearly.

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Sauk is planning to host a GED fair beginning the spring of 2014 to increase community awareness of the free services offered through the Adult Education program. Through this event, the Adult Education department has the goal to obtain at least ten new students.

→**Was the PR/marketing coordinator contacted for suggestions?** x **YES!**

→**Were the marketing suggestions added to the operational plan?** x **YES!**

PART 2: PROGRAM FINANCES & COST EFFECTIVENESS

Insert Data Table 2

DATA TABLE 3: Expense Revenue		Discipline Group: Adult Education					5 Year Total
		FY08	FY09	FY10	FY11	FY12	
a	Employee expense (Salaries & benefits)	218,089	219,223	190,968	152,335	139,996	920,611
b	Supply expense (Purchases charged to budget supply line & software purchases)	13,683	3,607	21,885	54,650	97,147	190,973
c	Equipment expense (Purchases charged to budget equipment line)	0	0	3880	0	0	3,880
d	Other expense (Any expense that does not fit into the above categories)	12,452	20,566	20,780	24,957	24,832	103,587
e	Total expense (Row a + b + c + d)	244,224	243,397	237,513	231,942	261,975	1,219,051

Adult Ed + ESL expenses. Since this is grant funded income will always equal expenses

7. Using data table above, *describe* the five-year income and expense trends for each area. The Adult Education department is funded through four grants, one Federal grant and three state grants. Budgeting is based upon spending all funding provided through the grants. There is not an expectation for gaining revenue for the Adult Education program. There is a decline in employee expenses. Through monitoring classroom attendance records in Dec. 2010 it was observed that three off-site classrooms serviced less than 5 students on average. The low enrollment at these sites drove a need to assess classroom services and restructure programs to meet student needs. The decrease in salaries is due to a reduction in staff due to low enrollment at off-site classes. There has been an increase in expenditures in the area of technology due to the GED tests being offered online only by the 2014 fiscal year. The Adult Education department is focused on increasing services in the area of technology for students who struggle in the area of technology. There is a need to help students develop better technology skills in order meet the requirement of taking the GED test online by year 2014. To Service this need in the area of technology, the department purchased 10 laptop computers (June 2011). Two technology-based curriculum programs have been purchased to support learning while utilizing computers (MyFoundationsLab and Achieve 3000).

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8. Describe what your area did during the previous five years to improve the program’s financial viability.

Beginning in January 2011, data discussions between adult education staff and instructors became an ongoing part of yearly professional development meetings (three per year). These data discussions help to identify department strengths and weaknesses. Instructors are working to become aware of the level gains for their students. Adult education instructors are working to develop interventions to increase level growth. This process to integrate interventions to affect level growth is beginning a continuous improvement process. Adult Education instructors are working for 70% of their students, within their class, to make at least one level growth during the fiscal year.

9. Describe what your area will do over the next five years to improve the financial viability of the program.

The Adult Education department is working to gain students through implementing a Skills4Successful learning program which will be held on the First Tuesday of the month of September, October, November, February, March and April. This program will offer academic services to students working between the k – 12 levels of instruction. Adults needing academic support can attend Adult Education classes while their child or children attend learning sessions aligned with their instructional level of learning. If the Adult Education department gains more students, there is the possibility for more grant funding.

→**Was the financial viability plan added to the area’s Operational Plan?**

YES!

PART 3: PROGRAM QUALITY

The quality component focuses on qualitative analysis and issues

Course Scheduling

10. Use the Master Schedule to help you complete this table. Provide the program schedule by listing each course by course number and use an “X” to indicate each semester it is planned to be offered and whether the class was held at night, during the day, or online. (e.g., IF a course is scheduled at night AND day in the Fall semester, then use an X to mark each box.)

COURSE NUMBER	DAY (BEFORE 4 PM) NIGHT (ON OR AFTER 4 PM)	PREVIOUS FY: FALL SEMESTER	PREVIOUS FY: SPRING SEMESTER	CURRENT FY: FALL SEMESTER	CURRENT FY: SPRING SEMESTER
GSP 062	Day	X	X	X	X
	Night	X	X	X	X
	Online				

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GSP 066	Day	X	X	X	X
	Night	X	X	X	X
	Online				
GSP 070	Day	X	X	X	X
	Night	X	X	X	X
	Online				
GSP 031	Day	X	X	X	X
	Night	X	X	X	X
	Online				
GSP 032	Day	X	X	X	X
	Night	X	X	X	X
	Online				
GSP 033	Day	X	X	X	X
	Night	X	X	X	X
	Online				
GSP 035	Day	X	X	X	X
	Night	X	X	X	X
	Online				
GSP 037	Day	X	X	X	X
	Night	X	X	X	X
	Online				
GSP 080	Day	X	X	X	X
	Night	X	X	X	X
	Online				
	Day				
	Night				
	Online				

*If more space is needed, you can add more rows to this table by “right clicking” on the last row and “inserting rows.”

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11. Use the table above to answer this question. For each degree and certificate under review, have courses been offered that are properly sequenced so a student could complete every degree and/or certificate in the number of semesters specified?

x	Yes
<input type="checkbox"/>	No

If no, please specify what degrees or certificates are problematic and the solution to the scheduling problem.

→If changes are necessary to solve the scheduling problem was it added to the area's Operational Plan? YES!

12. Use the table above to answer this question. Has each class been offered at **night** at least once during every academic year (fall or spring semesters)?

x	Yes
<input type="checkbox"/>	No

If no, please specify what class has not been offered at night and justify if the class should or should not be offered at night.

→If changes are necessary, was it added to the area's Operational Plan? YES!

13. Use the table above to answer this question. Has each class been offered **online** at least once during every academic year (fall or spring semesters)?

<input type="checkbox"/>	Yes
X	No

If no, please specify what class has not been offered at night and justify if the class should or should not be offered at night.

Classes are offered at night. The summer of 2011 a GEDi hybrid course was tried. Eighteen students started the class but only four continued to complete the eight week course and zero continued independent participation (GEDi is a program with GED Modular lessons that students can complete independently with Internet access) in the fall semester. The adult education program is working to implement technology into the classroom setting. The belief being that through implementing technology within the content taught, the instructor will be able to provide support while the students are using technology resources. It is believed that adult education students lack the self-confidence while utilizing technology and more support is necessary at this time. The new curricular units are designed to scaffold (provide a large amount of support at the beginning but less as the student progresses) instructional support.

→If changes are necessary, was it added to the area's Operational Plan? YES!

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14. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses within your own area?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If no, what scheduling change can occur to reduce/avoid conflicts?

→If scheduling changes are necessary, was it added to the area's Operational Plan? YES!

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

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If no, what scheduling changes can occur to reduce/avoid conflicts?

→If scheduling changes are necessary, was it added to the area's Operational Plan?

YES!

CURRICULUM: COURSE OUTLINES

16. ICCB requires that we maintain current articulation agreements. Therefore to help with this process, all course outlines for this area must be updated to the current Fiscal Year and a curriculum committee action form submitted for each course. Complete the appropriate Curriculum Committee Action Forms for each course and send electronically with this program review form. Action forms are found on FAST.

Course Number	Has the outline been updated to reflect current academic practices & current FY? Yes or No.	Has the Curriculum Committee Action Form been completed and sent electronically along with this program review? Yes or No.	If applicable, has an accompanying master syllabus been completed for each class and attached electronically along with this program review?
GSP 062	yes	yes	No – The new curricular units have a pacing guide which takes the place of a syllabus
GSP 066	yes	yes	No – The new curricular units have a pacing guide which takes the place of a syllabus
GSP 070	yes	yes	No – The new curricular units have a pacing guide which takes the place of a syllabus

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GSP 031	yes	yes	No – The new curricular units have a pacing guide which takes the place of a syllabus
GSP 032	yes	yes	No – The new curricular units have a pacing guide which takes the place of a syllabus
GSP 033	yes	yes	No – The new curricular units have a pacing guide which takes the place of a syllabus
GSP 035	yes	yes	No – The new curricular units have a pacing guide which takes the place of a syllabus
GSP 037	yes	yes	No – The new curricular units have a pacing guide which takes the place of a syllabus

*If more space is needed, you can add more rows to this table by “right clicking” and “inserting rows.”

CURRICULUM: ASSESSMENT

Additional resources: Assessment Summary Reports and Operational Plans

17. If applicable, *list* all of 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.” If they were never assessed, explain why?

In review of the adult Education operational plans for the past five years the mention of a retention plan in 2008 and incentive program in 2009 have been mentioned with no documentation of assessment. An incentive plan will be replaced with a new plan to be implemented fall 2013. No documentation of this past retention plan can be located so it will be eliminated. Retention patterns are reviewed yearly. Through development of new curricular materials it is expected that retention rates will increase. 2013 spring data will serve as a benchmark for measuring retention rates as it correlates to new curricular materials (new materials are to be implemented fall 2013).

18. If applicable, *describe* any major 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.”

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None

→**Were summaries of assessment activities placed within the Operational Plan under Objective 1.1? YES!**

19. If applicable, for the five years previous to this program review, have all full-time faculty contributed data to at least one Gen-Ed competency? At least one area objective? Use a “yes” to indicate 100% compliance and a “no” to indicate less than 100% compliance.

Academic Year (e.g., 2011-2012)	Gen-Ed Competencies 100% full-time compliance (Yes or No)	Area Objectives 100% full-time compliance (Yes or No)
n/a	n/a	n/a

→**Has a permanent assessment goal of 100% compliance by full-time faculty been added to the Operational Plan? YES!**

20. If applicable, for the five years previous to this program review, have adjunct faculty contributed data to at least one Gen-Ed competency? At least one area objective? Supply the % of adjuncts that are contributing to academic assessment data.

Academic Year (e.g., 2011-2012)	Gen-Ed Competencies (Indicate % of adjuncts)	Area Objectives (Indicate % of adjuncts)
n/a	n/a	n/a

→**Has a communication method been established and added to the Operational Plan to increase adjunct participation in the academic assessment process? YES!**

CURRICULUM: CURRICULAR CHANGES

Additional resources: Assessment Summary Reports & Operational Plans

21. *Describe* any major curricular changes (outside of assessment) made during the past five years, and the positive and/or negative results of those changes, **OR** indicate “None.”

None

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

Weekly meetings between two developmental Education part-time faculty members and two part-time Adult Education instructors are working to create five units that will be utilized by Adult Education instructors during the fall 2013 semester. Yearly meeting to asses and modify (if necessary) the units will be ongoing

→If changes are necessary, was it added to the area’s Operational Plan?

YES!

23. 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.”

FY OF CURRICULAR CHANGE	CURRICULAR CHANGES	EQUIPMENT AND/OR SUPPLY NEEDS	FACILITY NEEDS	PERSONNEL AND/OR TRAINING NEEDS	ESTIMATED EXPENSE
	Four new units integrating technology are being created for ABE classes	5 new laptops, a computer cart and large cabinet have been purchased		Two developmental Education part-time faculty members and two part-time Adult Education instructors are working to create the units and will be paid a \$600 stipend (each)	\$2400 - all funding is coming through the grant and will cause no expense to the college.
		5 new laptops, one ipad with cellular services, a computer cart and large cabinet have been purchased Dec. 2012 for ASE class			\$2300 - all funding is coming through the grant and will cause no expense to the college.
		5 new laptops, one ipad with cellular service, a computer cart and large cabinet will be purchased Dec. 2013 for ESL			\$2300 - all funding is coming through the grant and will cause no expense to the college.

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		class			
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→If changes are necessary, was it added to the area's Operational Plan?

x YES!

PROFESSIONAL DEVELOPMENT & STAFFING

Insert Data Table 3 here

Fiscal Year	Number of Active Instructors	Active Instructors with 6 or more hours of PD	Percent
2008	19	18	94.74%
2009	18	16	88.89%
2010	17	16	94.12%
2011	16	13	81.25%
2012	13	12	92.31%

24. Using the data table above, *describe* the current staffing trends in each area. Are they adequate and appropriate?

Staff was reduced to 7 instructors in 2011 due to low enrollment but is adequate at this time. One instructor retired in 2012 and two new instructors were hired to replace this instructor. The class size at this one location has grown from a class of 15 to a current population of 38 students enrolled as of January 2013. The Adult Education Department currently has 10 instructors and this number is appropriate for services provided.

25. If staffing changes are needed for this area within the next five years, please describe them along with a rationale or indicate "none." Indicate any planned retirements and any staffing needs to fill the retiree. Complete the *personnel request form* found within FAST.

Two new instructors have been hired and are training this semester to teach a new Knowledge and Skills workshops in the fall 2013 semester (these workshops will service students working between the 7th and 9th grade level of instruction). The Adult Education Department currently has 10 instructors and this number is appropriate for future services.

→If staffing changes are necessary, was it added to the area's Operational Plan? YES!

26. *Describe* the types and quality of communication between full-time faculty and adjunct faculty (including dual credit faculty) in each area.

There are no full-time faculty members working in the adult education program as instructors. The adult education department creates a bi-monthly newsletter to communicate upcoming events, trainings, or meetings. Students' celebrations are listed and technology resources are shared.

The following is a list of the 2012 – 2013 professional development schedule:
New teacher orientation August 6th 5:00 – 6:00

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Adult Education fall in-service August 6th 6:00 – 7:00
 October 8th 5:30 – 7:30 Strategies to Standards
 December 3rd 5:30 – 7:30 Mastering Teaching/Holiday Gathering
 Adult education spring in-service January 7th 6:00 – 7:00
 March 4th 5:30 – 7:30 Continuous Improvement Process
 Adult Education Graduation/Award Ceremony June 6th
 Program Evaluation meeting June 5th

27. How can the communication between full-time faculty and adjuncts (including dual credit faculty) be improved?

The Adult Education Department does not have any full-time faculty. During the three yearly Professional Development sessions there is the opportunity for collaboration and sharing teacher tips.

There are also monthly new teacher meetings. These meeting provide opportunities for mentors and new teachers to collaborate about policies, procedures, assessments, and expectations with the Director of Academic Development. As a part of the continuous improvement process, all adult education instructors will complete a self-assessment tool (self-assessment tool was created by the Illinois Adult Education and Family Literacy Service Center Network: <http://www.siu.edu/SIPDC/PD/ABE-GED%20Professional%20Development%20Planner05.pdf> . The planning of future professional development topics will be based upon the results of the completed self-assessment tools (self-assessment tool to be implemented beginning spring 2013 and continued yearly).

→If changes are necessary, was it added to the area’s Operational Plan?

YES!

28. Has 100% of full-time faculty participated in some form of *professional development* during the past 5 years?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

29. For each full-time employee, describe the anticipated professional development that he/she will participate in within the next 5 years?

Employee Name	Description of Anticipated Professional Development Activity	Fiscal Year of Activity
n/a		

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→**Were the professional development activities added to the area's Operational Plan? YES!**

30. Will any area employees (including part-time) need any *specialized & required* professional development within the next 5 years? If yes, then summarize the specialized professional development, the year of anticipated need, and what employee will need to participate in the professional development.

<input type="checkbox"/>	Yes
x	No

→**If specialized professional development is necessary, was it added to the area's Operational Plan? YES!**

Equipment and Supplies

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

The adult education department purchased 5 laptop computers in December (2012), one computer cart and two large cabinets. All equipment was purchased with adult education funds.

→**If equipment is needed immediately, was it added to the area's Operational Plan? YES!**

32. Identify *new and/or replacement* equipment, software, and/or supplies needed by the program within the next five years. Also supply cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate "None." Do not include items associated with the curriculum changes noted in prior section.

5 new laptops, one ipad with cellular service, a computer cart and large cabinet will be purchased Dec. 2013 for the Sterling ESL class

→**If equipment is needed within the next five years, was it added to the area's Operational Plan? YES!**

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, computer lab resources, etc.)

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

The director of Academic Development and the Learning Assistant Center (LAC) Coordinator are currently working to develop a system for servicing the needs of the adult learner. Specific tutoring techniques have been added to the Learning Assistant Center’s orientation for new tutors.

The Adult Education department has opened a Community Learning Lab on the first floor for students working to accelerate their learning through educational supplemental services. The lab is open Tuesdays, Wednesdays, and Thursdays from 10:00 – 7:00. There is a master level teacher available to help with content area specific questions. Adult education students are registered to utilize the Pearson software program. This Community Learning Lab is to provide an open access learning environment for individuals who aspire to improve academically.

34. Describe any current gaps in the services that are *specific to this program* and identify possible solutions, **OR** indicate “None.”
none

→**Were changes/additions in support services specific to your area included in the area’s Operational Plan? X YES!**

35. Describe any changes in the need for support services that are anticipated to occur during the next five years and the anticipated year it will be needed, **OR** indicate “None.”
none

→**Were changes/additions in support services specific to your area included in the area’s Operational Plan? YES!**

STUDENT INPUT

Definition: Efforts aimed at obtaining student opinions and suggestions for improving the program.

36. Describe the 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 Activities	The Adult Education department is required to assess all students utilizing the standardized assessments of TABE, BEST, or CASA. All students complete one of the three listed assessments as a pre-test to assess ability. Students are tracked by attendance hours and a post test is administered after 40 hours of instruction. All testing results are entered into a State-wide data assessment system called DAISI
Interviews	Teachers conference and interview each student twice a year to identify goals and track progress. Adult Education Administrators randomly select students to interview throughout the year.

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Surveys	Each adult education student is asked to complete a needs assessment survey at least once a year.
Other	

37. Describe the efforts to obtain student input that **will be attempted** during the next five years and the years they will be attempted.

The Director of Academic Development plans to attend the yearly regional Adult Education meeting planned for each Dec.

The Director of Academic Development participates and chairs two yearly Area Planning Council meetings to collaborate with public school, organizational, and workforce leaders in the community. These meetings are to align community services and develop systems for sharing resources.

The Director of Academic Development plans to visit the Rochelle Community Learning Center to obtain information about how this community obtained \$435,000 for the 21st Century Community Learning Center Grant (March 2013).

→**Were the efforts to obtain student input added to the operational plan?**

YES!

NON-STUDENT INPUT

Definition: Formal 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).

38. Describe the efforts that were used within the last five years to obtain input, the frequency of each effort, what was learned, and changes that were made **OR** indicate “Not applicable. Your past operational plans may be of help here.

Method	Efforts to obtain input, the frequency of each effort, what was learned, and any program/area changes that were made
Conference attendance	<p>Adult Ed. Instructors:</p> <ul style="list-style-type: none"> Standards & Strategies Training – 10/18/12 & 10/19/12 2012 Northern Region Adult Education Fall Conference – 11/30/12 <p>Kathleen Hughes:</p> <ul style="list-style-type: none"> Northern Area Joint Advisory Council Meeting – 9/25/12 <p>Erika Anderson:</p> <ul style="list-style-type: none"> 2012 Northern Region Adult Education Fall Conference – 11/30/12 <p>Lisa Tavitas:</p>

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	<ul style="list-style-type: none">• 2011 Northern Region Adult Education Fall Conference – 12/11• 2010 Northern Region Adult Education Fall Conference – 12/10
IAI updates	
Networking with colleagues	Working with colleagues (Deb Endress: Jo Davies Regional Office of Education, Anji Garza: Lee/Ogle Regional Office of Education, Betty Clementz: Whiteside Regional Office of Education, and Cheryl Robinson: Sterling Curriculum Director) to align State Common Core Standards and Adult Education Standards. Met twice during the 2011 – 2012 school year and planned six Networking Sessions for area educators during the 2012 – 2013 school year.
Professional association membership	Illinois Reading Council
Other	

39. Describe the formal efforts to obtain non-student input that will be attempted during the next five years and planned year of implementation.

The Director of Academic Development plans to attend the yearly regional Adult Education meeting planned for each Dec.

40.

→**Were the efforts to obtain non-student input added to the operational plan?**

YES!

Additional Information

41. Use the space below to indicate any plans not carried out from the last program review and explain why OR put “none”.

The last program review indicated the need for a part-time counselor and indicated that they would request to hire one by Summer 2009. This did not take place. Assessing program needs in the area of counseling is ongoing.

Promotional items (pens) were mentioned in the last program review. Funding from Federal and State sources has eliminated purchases of promotional items. In order to continue this activity, funding for promotional items will have to be found from other sources.

A learning community for students was documented but does not currently exist. This same concept of developing courses to support learning how to learn is the focus for the newly created Knowledge and Skills workshops to be implemented fall 2013.

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42. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively or positively affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements, or a dramatic demographic change OR indicate “none.”

Describe the “imposed change”	Fiscal Year change will take affect
none	

43. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate “none.”

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
none	

→**If applicable, were the strategies added to the Operational Plan? YES!**

44. Use the space below to tell the PR committee about any program issue(s) not addressed within this program review or indicate “none”. Indicate any possible solution to the program issue.

none

→**Were the solution(s) added to the Operational Plan? YES!**

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CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College

Academic Year 2012 – 2013

Discipline Area	Adult Education Department
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Need, cost-effectiveness & quality. *Please create a short summary paragraph for each question below.*

Need: *Is it expected that there will be a continuing need for courses in the academic discipline? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?* With 11% of the total adult population residing in the Sauk Valley area having no High School Diploma or equivalent (4% of that 11% have less than 9 grades of formal education) there continues to be a need for academic development to support educational needs. The adult education department works to support educational needs in the area of parental support for parents wanting to help their children with studies, knowledge and skills to retain a job, seek a gain in wages, or to gain a job if unemployed and information related to the process for gaining citizenship.

Cost-effectiveness: *What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?* The adult education program currently receives funding from four separate grants and this funding provides wages for one full-time administrator (part-time adult education and part-time development education department), one part-time ESL Coordinator, one administrative assistant, one community technology monitor, three part-time coaches working within an open-access computer lab, and 10 adult education instructors. In the Sauk Valley area, 19% of families' incomes are below the poverty level; this is approximately 5% lower than the State average of 14%. With this high rate of lower income families within the Sauk Valley area, there is a need for free educational classes. All funding comes from State and Federal sources and must be spent or returned.

Quality: *Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.* Professional development opportunities for instructors have been implemented for the 2012-2013 school year. Four instructors are developing authentic tasks and assessments at each level of instruction, which align to Common Core Standards (January – April). Individual student binders are being implemented to monitor student progress. Development of workshops for learners working at the instructional levels of K – 12 which will be shared with the community during six Family Learning Nights is a part of the Adult Education Operational Plan.

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BEST PRACTICES REPORT

Optional ICCB Program Review Report

Sauk Valley Community College

Academic Year 2012 – 2013

The ICCB Best Practices report is optional and may describe the entire unit or a specific practice. IF this piece is completed, discuss your best practice and supply quantitative and qualitative data as evidence of its effectiveness.

Title of Best Practice

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Programmatic Area (use an X to mark appropriate area)

	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 is the quantitative and/or qualitative evidence to support the best practice?

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Contact Information

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

PROGRAM: *Adult Education & ESL*
FY 2013: Cross-Disciplinary 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

PROGRAM REVIEW COMMITTEE	
This Program Review is complete and acceptable.	
This Program Review is complete but the conclusions <i>are not</i> 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 or Program Administrator	
Academic Vice President	
President	