CROSS-DISCIPLINE PROGRAM REVIEW

Developmental Studies

FISCAL YEAR 2014

FY 2014 Cross-Discipline PR: *Developmental Studies*

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a cross-discipline 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:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- 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 or sooner	**Program reviews 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.
March	Equipment Requests, Personnel Change Requests, and Major Project Requests from ***approved*** 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

- The area will form a program review team comprised of 5 to 10 individuals recommended from the following groups:
  - Area/department staff
  - Other employees that are outside the department
  - 1 or 2 students
  - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
  - Past Operational Plans for your area (last five years)
  - Last Program Review for your area
  - Access to the College catalog (online)
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed**.
- The Chair of the area's program review committee is responsible for submitting a completed program review. The Chair should submit the following by **December 20th** or earlier to the Dean of IR:
  - Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
  - Submit an electronic version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
  - Submission of the completed PR template to the Program Review Committee alone does not constitute approval.
  - The Program Review Committee may request additional analysis, clarification, or information before the committee determines if the program review is complete. The Program Review Committee may approve the program review as is, may determine that the program review findings are not fully substantiated, or may not approve the program review.
    - Reviews must be approved by the committee, the Dean of Student Services and the President *by March* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an appendix and attached as a separate file. Please access this file in order to answer the questions found within this template.

QUESTIONS: Contact the Dean of IR, 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 developmental program at SVCC provides support and instruction to students whose attitudes, backgrounds or learning experiences have left them underprepared for college-level reading, mathematics and writing.

Each program is evaluated on need, cost effectiveness, and quality. Answer the questions below with as much detail as necessary to fully substantiate the answers. Some questions refer to data tables (highlighted in red font); data tables are attached as a separate file.

→To incorporate new plans or goals into the Operational Plan use the Operational Planning matrix found near the end of this template.

Contact to the Dean of Institutional Research if you have any questions.

PART 1: PROGRAM NEED & VIABILITY

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

ENROLLMENT

1. For the program, describe the five-year enrollment trends as compared to the overall college enrollment (use Table 1A, rows a & d).

The department of developmental education has consistently serviced about 20% of the total college enrollment (total college enrollment including: dual credit and adult education students who are not serviced by developmental education).

2009: 1431 of 8837 is 16.1%
2010: 1795 of 8044 is 22.3%
2011: 1701 of 7703 is 22.1%
2012: 1463 of 7043 is 20.7% and

2013: 1334 of 6791 is 19.6%

This data is taking into account multiple populations. About 60% of the students who graduate from local high schools are in need of developmental services when enrolling at SVCC, based upon established placement requirements for college-level courses, See Appendix A.

College enrollment patterns for the college are similar to developmental education enrollment patterns. Although there was a decrease in enrollment for the college from 2009 to 2010, there was an increase in the number of students enrolled in developmental courses. This increase may be due to changes in placement policies which require students to achieve higher scores on standardized assessments (ACT or COMPASS) to place into college-level courses. Increases in necessary placement scores correlate to increases in enrollment in developmental courses.

2. For the program, IF any specific classes (multiple Table 1B, row d) have a different enrollment trend than the program as a whole (Table 1A, row d), explain the class enrollment trend and if a problem exists. If a problem exists, detail a solution.

In the area of developmental education there are nine different classes.
The enrollment patterns for developmental education by course and year:

	+ meaning an increase/ - meaning a decrease					
	From 2009 to 2010	From 2010 to 2011	From 2011 to 2012	From 2012 to 2013	Total enrollment	Percentage of total developmental education population serviced
Department	+	-	-	-	7724	
ENG 091	+	-	-	-	613	7.98%
ENG 099	+	+	-	=	1456	18.8%
MAT 070	+	-	+	-	227	2.9%
MAT 072	-	-	-	-	765	9.9%
MAT 074	+	+	-	-	1895	24.5%
MAT 076	+	+	-	-	493	6.3%
MAT 080	+	-	-	-	1044	13.5%
RDG 095	+	+	-	+	88	1.1%
RDG 098	+	-	-	-	1143	14.7%

The consistent decrease in enrollment for MAT 072 was a result of the math course redesign project during the summer of 2012. To reduce the amount of time students spend in developmental courses, developmental staff and faculty have been working to redesign developmental education courses. During the summer of 2012, four math faculty members (2 part-time and 2 full-time) and two administrators worked to reduce the number of developmental math courses offered. The results of this work produced a new alignment of developmental math courses. The old alignment included MAT 070, MAT 072, MAT 074, MAT 076 and MAT 080. The new alignment is MAT 070, MAT 075, MAT 076, and MAT 081.

In FY13 there was an increase in student enrollment in RDG 095 although there was a decrease in the college's total enrollment. The reason for this increase is unknown since there has been no

department change to affect this increase. Although there was an increase in the number of students enrolled in RDG 095 in FY13, this course has consistently had the lowest enrollment when compared to all other developmental courses.

→Add the potential solution to the Operational Planning matrix.

3. List any classes that have an average class enrollment (multiple tables, 1B, row e) less than 10 students. If the average enrollment is below 10 students, please *justify* the small class size or indicate a possible solution to the small average class sizes.

English faculty members have worked to integrate English and reading (ENG 099 and RDG 098; ENG 091 and RDG 095) course objectives into English/Language Arts courses (ELA 099 and ELA 095 with an ELA 090 - lab). The creation of the ELA 099 and 095 courses has eliminated the ENG 091, ENG 099, RDG 095 and RDG098 courses.

All other developmental courses besides RDG 095 have enrollment averages over 10 students.

→If applicable, include a potential solution to small <u>class</u> sizes within the Operational Plan matrix.

PART 2: <u>PROGRAM FINANCES & COST EFFECTIVENESS</u>

4. Using data Table 3A (rows a-r), has the program(s) stayed within the allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

The area of developmental education has stayed within the allocated budget the last five years. The allocated budget has been adequate for the needs of the program. Enrollment is a large factor to revenue. Enrollment patterns are closely monitored to adjust staffing to meet enrollment needs. Enrollment was a factor which increased revenue in 2011.

→If the program's budget needs to be adjusted, add the plan to adjust the budget to the Operational Planning matrix.

5. Using data Table 3A & Table 3B (all rows), *describe* the overall five-year income and expense trends for each program.

Expense trends have corresponded to enrollment patterns and it can be assumed that income and expenses will follow enrollment patterns in the future. Although there was a decrease in the total population in the department of developmental education in FY13, there was an increase in net income. A list of income and expenses for each class would provide more information and allow for better management of classes within the program. If the program were able to view expenses per class, the program could determine areas in need of a change. If lower enrollment caused one course to be more costly for a program, then this would allow for the program to problem-solve to determine a resolution. Lower enrollment and cost effectiveness would be factors to indicate a need for an intervention.

6. *Describe* what your area <u>did</u> during the previous five years to improve the program's financial viability.

Table 1A shows a decrease in class size from 19.3 to 16.5. Although the class averages have fallen, measures have been taken to address small class enrollment. In the area of reading, classes with lower enrollment have been offered in combination with other classes. For example, students enrolled in RDG 095 (spring 2012 – 3 students and spring 2013 – 6 students) were combined with

one section of RDG 098. Combining sections with lower enrollment has been cost effective for the developmental program.

Developmental teaching opportunities are often given to full-time faculty, due to filling full-time loads. This makes it difficult in managing direct teaching expenses (inflating costs due to master level requirements for full-time faculty which are not necessary for teaching developmental courses). Although full-time faculty teach in the area of developmental education, developmental courses make-up a small percentage of their total credit hours taught. There are no full-time faculty members who teach a full-time load of developmental courses. Having some control over the amount of sections offered and the faculty who teach developmental courses could affect the developmental budget.

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

The area of developmental education will continue to manage current processes similar to the past five years because data documents sufficient financial viability and appears appropriate for managing the program. In the area of math, there will be a new math lab implemented spring 2014. The math lab does not appear to incur any additional expenses. It is difficult to determine how the math lab will affect the finances for the developmental program.

→Add the financial viability plan to the Operational Planning matrix.

PART 3: PROGRAM QUALITY

The quality component focuses on qualitative analysis and issues

STAFFING

8. Using Table 1 A & 1B (rows b-q) describe the proportion of full-time, part-time, and dual credit instructors for each program and each class within the program (if different than the program averages). Identify which classes, if any, that are primarily taught by part-time faculty (exclude dual credit instructors from this analysis).

Developmental education offers nine different courses and about 82 sections each year. Within the past five years, 35 different instructors taught a developmental education course. Out of those 35 instructors, only 13 (37%) taught 10 or more sections of a course (full-time and part-time faculty).

Over the past five years, about 20% of the developmental courses were taught by full-time faculty and about 80% of the developmental courses were taught by part-time faculty (except MAT 070, where 50% of the courses were taught by full-time faculty and 50% were taught by part-time faculty). The reading courses (RDG 095 and RDG 098) were primarily taught by part-time faculty.

9. Discuss any other staffing concerns not already mentioned above or indicate "none."

A concern exists in the area of faculty consistency. There are only five full-time faculty members who have taught over ten sections of a developmental course, but their range of persistence rates is very close (Language arts: 44.8%, 52.3% and 57.3% and math: 33.5%, 40.7%, and 47.4%).

Part-time faculty who taught more than ten sections had a wider range (Language arts: 34.3% - 66.6% and math: 27.3% - 80%).

Full-time faculty who taught less than ten sections had a closer range when compared to part-time faculty with ten or more sections taught (Language arts: 58% - 75% and math: 20.2% - 63.7%).

The largest range in persistence rates came from part-time faculty who taught less than 10 sections of a developmental course (Language arts: 33.4% - 100% and math: 16.7% - 85.8%).

The average persistence rate for all developmental courses is 47.1% (from table 4). A goal for the developmental education department is to increase the persistence rate within the next five years..
Average persistence rates per course:
ENG 091: 52.7%, ENG 099: 48.4%, MAT 070: 47.8%, MAT 072: 48.4%, MAT 074: 37.5%, MAT 076: 56.5%, MAT 080: 44.1%, RDG 095: 46.6%, and RDG 098: 55.9%.

MAT 072 (lower than average persistent rates) has been eliminated and RDG 095 (lower than average persistent rates) will be eliminated when the ELA course is implemented (expected implementation fall 2014).

10. In a previous section, the need of the program was evaluated by examining the average class size. In this section, evaluate class size in the context of quality. Using Tables 1 A & 1B, examine the average class size for the program (1A, row e) and the average class size (for each class within the program) for all faculty (1B, row e), full-time faculty (1B, row i), part-time faculty (1B, row m), and dual credit instructors (1B, row p). Evaluate class size for all programs. Do any concerns exist?

The average class enrollment has decreased from 2009 to 2012, with a very slight increase from 2012 to 2013.

Although there has been a consistent decrease in class enrollment with both full-time and part-time staff, when comparing all programs, full-time staff document a higher average class enrollment each of the five years. This higher average in class enrollment could be due to the full-time faculty teaching classes during desirable times. Students who attend classes during the morning sections are often highly motivated to complete a developmental course.

The department average classroom pattern is as follows: FY09: 19.3, FY10: (increase) 19.7, FY11 (decrease) 18.9, FY 12 (decrease) 16.4, and FY13 (increase) 16.5.

When comparing individual average class size for the program and the average class size for all faculty (full-time and part-time), there is no consistent pattern.

Due to documented student success in the TRIO program, there is a need to implement similar invasive counseling practices in the area of developmental education. Hiring a full-time Academic Support Center Advisor to counsel, monitor, mentor and advise developmental education students toward appropriate college or career choices could prove beneficial for the developmental education program. The institution must focus on promoting success for all students. Success for students may be attaining a job, completing a certificate program, graduating with a degree or transferring to a four year university. An Academic Support Center Advisor would be able to

provide guidance toward appropriate learning opportunities for attaining a job, completing a certificate program, graduating with a degree or transferring to a four year university so all students can develop a plan for success based upon their academic abilities (see more detailed responsibilities listed in number 38 under the Personnel and/or training needs).

11. If staffing changes are needed for this area within the next five years, describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate "none." Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

FY needed	**Name of Position**	**Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.**	**Estimated Salary and Benefits ($)** (contact the Director of HR for estimate)
	Fall 2015 - Academic Support Center Advisor	This would be a new position. There is a need, when implementing a Centralized Academic Support Center, to have a full-time or part-time staff member dedicated to academic and career planning for the underprepared student population. Due to the large population of students who enroll underprepared for college-level rigor, one advisor to service all underprepared students' needs could improve persistence and retention rates in the area of developmental education. Academic planning must change often for many developmental (underprepared) students because planning is dependent upon a student's ability to progress academically. If students cannot academically progress quickly, alternative learning (certificate programs, job training…) opportunities must be available. Current SVCC services available to support low level learners is an area that needs to be assessed.	$36,000 – $50,000 dependent upon level of education and degrees held in the area(s) of education and/or counseling.

→If applicable, add the proposed staffing changes to the Operational Planning matrix.

12. *Describe* the types and quality of communication between program staff, full-time faculty, and adjunct faculty in the program.

The area of developmental education is unique because it covers two content areas, language arts (English/reading/writing) and mathematics. There are no full-time faculty members who teach only developmental education courses. All faculty members who are classified as full-time teach one or two developmental courses and three or four content area courses (English or math). Full-time

faculty attend weekly faculty meetings but participate in either English or math area meetings because developmental education is not currently integrated into the weekly faculty meetings. Adjunct faculty members, who teach developmental education, have no responsibilities to attend developmental meetings or office hours, which makes it difficult to communicate department information or changes. There is no obligation to attend developmental meetings, so communication between staff, full-time faculty and part-time faculty is poor.

13. Describe how the communication between staff, full-time faculty, and adjunct faculty can be improved?

If a summary of area faculty meetings were posted in a centralized location, this may improve communication between program staff, full-time faculty and adjunct faculty in the program.

If there were some consistency among the faculty selected to teach developmental courses, the system to communicate would be more manageable.

If the Director of Academic Development could be involved with faculty area meetings (this would only improve if all developmental courses were taught by full-time faculty since part-time faculty are not included in these weekly Wednesday meetings), the communication would be better.

In the future, the Director of Academic Development will attend alternate faculty leader meetings for math and English/Language Arts to improve in the area of communication with full-time faculty.

→Add the faculty communication plan to the Operational Planning matrix.

Professional Development
(Strategic Objectives 1.1, 1.2)

14. List <u>all</u> full-time faculty and the professional development they have attended within the last five years (don't include in-service, faculty workshop days, or Wednesday meetings, but other on-campus activities could be included). If a full-time faculty member has not participated in professional development within the last five years, still list the faculty name and place "none" in the description area.

Full-time faculty Name	Description of Professional Development Activities (list all activities for each faculty in one row)	Fiscal Year of Activity
Ruth Montino		
Keith Cameron	Allerton Conference	FY13
Tomas Irish	Allerton Conference	FY13
Jane Hamilton	Allerton Conference	FY12
Carrie Conderman	Developmental math best practices/DeKalb	FY12
Kenneth Youel		
Robert Duncan		
Steve McPherson	Madison WI	FY12 $ FY13
Steven Staff	Developmental math best practices/DeKalb	FY12

Ernie Etter	Implementing Common Core math SVCC	FY12 & FY13

15. List any professional development that part-time faculty have attended within the last five years or indicate "none". (Just list only those that have participated in professional development).

Part-time faculty Name	**Description of Professional Development Activity**	**Fiscal Year of Activity**
Karen Abele	Course Redesign Conference at Triton College	FY12
Odile Blazquez	Course Redesign Conference at Triton College	FY12
Barbara Chidley		
Chad Larson		
Genevieve Sanders		
Elizabeth Bowman		
Brenda Stilson		
Karen Druce		
Cheryl Faber		
Linda Limond		
Nancy Mayo		
Amy Smit		
Tomas Hamilton		
Christine Mikan		
Jeanne Fuger		
Jill Horn		
Jeannette Pinion		
Deena Thatcher		
Scott VanZuiden		
Dana Bortes		
Eric Grennan		
John Stone		
Todd Johnson		
Alexander Moore		
Donald Burnett		

16. Will <u>any</u> area employees (including part-time employees) need any *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 within the professional development.

Employee Name	**Description of Anticipated Professional Development Activity**	**Fiscal Year of Activity**
Odile Blazquez	Allerton Conference	FY15
Karen Abele	Allerton Conference	FY15

→Add the required professional development plan to the Operational Planning matrix.

17. For each full-time employee, describe the anticipated professional development (not listed above) that he/she will participate within the next 5 years?

Employee Name	Description of Anticipated Professional Development Activity	Fiscal Year of Activity
Developmental Education Faculty	Midwest Region Association for Developmental Education (MRADE) 2014 conference (October)	FY16
Developmental Education Faculty	National Association for Developmental Education (NADE) 2015 conference –	FY15
Developmental Education faculty	College Changes Everything – July 17th 2014 Tinley Park IL.	FY14

→Add the professional development plan to the Operational Planning matrix.

Program Persistence
(Strategic Objectives 2.1)

18. Using data Table 4 (row d), *describe* the persistence rate for the program and course persistence trends by instructor type.

The developmental education persistence for all categories is 47.1%, with full-time faculty persistence being 42.9% and part-time faculty persistence being 49.3%.

19. Compare the persistence of each individual class (multiple Table 5, find appropriate class and use the "all categories" column, row d) to program persistence as a whole (Table 4; row d). If possible, explain any anomalies.

The validity of this data may be in question due to data collected as a department and not segregated by sections (Math, English and reading). Section data should be compared to summarize data by course subject instead of all developmental areas. Yearly data is collected in the area of developmental education and shared with developmental education faculty members See Appendix B.

ENG 091 Full-time and adjunct faculty had a persistence rates between 37.5% - 91% with the average being 52.7%. This persistence rate is above the program average, 47.1%

ENG 099 Full-time and adjunct faculty had a persistence rates between 34.8% - 79.5%, with the average being 48.4%. This is slightly higher than the program average, 47.1%.

MAT 070 Full-time and adjunct faculty had a persistence rates between 36.3% - 60%, with the average being 47.8%. This is very close to the program average, 47.1%

MAT 072 Full-time and adjunct faculty had a persistence rates between 30.4% - 60.3%, with the average being 48.4%. This is slightly higher than the program average, 47.1%

MAT 074 Full-time and adjunct faculty had a persistence rates between 18.6% - 63.7%, with the average being 37.5%. This is below the program average of 47.1%.

MAT 076 Full-time and adjunct faculty had a persistence rates between 33.5% - 85.8%, with the average being 56.5%. This is higher than the program average, 47.1%.

MAT 080 Full-time and adjunct faculty had a persistence rates between 24% - 83.3%, with the average being 44.1%. This is lower than the program average, 47.1%.

RDG 095 Full-time and adjunct faculty had persistence rates between 40% - 100%, with the average being 46.6%. This is lower than the program average, 47.1%.

RDG 098 Full-time and adjunct faculty had persistence rates between 48% - 70%, with the average being 55.9%. This is higher than the program average, 47.1%.

Courses with large variance in persistence could possibly indicate inconsistencies in the area of content or instructional strategies. To focus on the area of content, developmental education staff and faculty are working to develop similar pre-course assessments and post-course assessments to evaluate students' college readiness. For example, in the RDG 098 course, students' Lexile levels are assessed but students are asked to raise their Lexile level 200 points. This shows growth but does not indicate if a student is ready for college-level text complexity. The recommended Lexile level for college-level studies range between 1025 – 1300 (http://www.oema.net/lexiles/ReadingLevelComps.pdf). The new ELA 099 course requires students to attain an 1100 Lexile level (certificate programs) or a 1200 Lexile level (transfer prep and degree programs). Although gaining 200 points from 800 to 1000 is a great accomplishment, it still indicates that this student may need some assistance in mastering college-level content. The newly created Centralized Academic Support Center would provide resources to support students who struggle with the text complexity of specific course text.

20. Using data Tables 6A & 6B, compare the persistence rate of each ethnic group or gender (6B, row g) to the college average persistence rate (6A, row g* and highlighted blue). Do any obvious anomalies exist?

In the area of developmental education, the average black population persistence rate (30.3%) is significantly lower when compared to the college average of the same category (SVCC - 63.6%).

The male population average persistence rate (79.8%) is higher than females (75.3%) for the college, but lower (males – 43%) than the female population (50%) in the area of developmental education.

All other categories compare to the college's averages, although the averages are much lower in the area of developmental education when compared to the college.

21. *Describe* what the area has done to improve persistence trends since the last program review. *Indicate* how frequently each effort was conducted during the past five years.

To promote developmental students persisting through developmental courses within a shorter amount of time, faculty members have worked to redesign courses. In the area of math, the faculty was able to eliminate one developmental course because of replication of course objectives. The sequence of math courses has gone from 5 to 4. A math lab will be established spring 2014 so students are able to self-pace their learning. A math lab coordinator was hired fall 2013 to implement an Emporium model for learning math.

22. Using information from the questions above (under program persistence), *describe* what the area will do to improve persistence trends during the next five years.

English faculty members have worked to integrate English and reading (ENG 099 and RDG 098; ENG 091 and RDG 095) course objectives into English/Language Arts courses (ELA 099 and ELA 095 with an ELA 090 - lab). The creation of the ELA 099 and 095 courses has eliminated the following courses: ENG 091, ENG 099, RDG 095 and RDG 098. By integrating objectives from English and reading courses and creating new ELA courses, students will reduce the amount of time spent in the developmental education program.
In the area of math the reduction in sequential courses, reduced the time spent in developmental education courses.
Past practices report an average of 67.6% (5 year total) of the developmental education population taking three developmental courses totaling at least 9 credit hours per semester, with some students taking up to three years to attempt a college-level course. With the changes in the area of English and math, students are able to reduce the number of developmental education credits taken each semester.
All developmental education courses have worked to integrate supplemental technology programs into the course. This provides an alternative mode of instruction to meet the diverse needs of SVCC students. Developmental education students are able to learn whenever and wherever a computer and Internet access are available.

→Add the persistence plan (including any plan to address prerequisite classes) to the Operational Planning matrix.

Program Grade Distributions
(Strategic Objectives 1.1, 2.1 & 2.2)

23. Using Table 4 A (rows e-k), describe the overall grade distributions for each program as a whole. In the area's opinion, are the grade distributions appropriate? If you choose, you can compare grade distributions of this program with others at the college by clicking on "persistence" at http://www.svcc.edu/departments/irp/reporting/strategic-planning-dashboard.html

The percentage of "F" grades and "W" grades are the highest percentages when compared to all other categories (A grades, B grades, C grades, D grades, and P grades), with 26% "W" grades under full-time faculty being the higher percentage of all categories (eliminating dual credit, data).

The redesign of courses listed above was initiated due to the lower persistent rates in the area of developmental education.

24. Using Tables 4A (e-k) & Table 5 (multiple Table 5, find appropriate class and use the "all categories" column, rows e-k), does any class grade distributions differ considerably from the program grade distributions? If yes, explain the difference. Conduct analysis for each class within the program.

One factor which is evident with a select number of instructors is the relationship between "F" grades and "W" grades. When comparing individual class data, if the "W" grades average is lower than the program average, the "F" grade percentage is higher than the program average. This may be due to some instructors dropping students while other instructors will have the student persist through the entire course.

The average program grade distributions are:

A grades: 8%
B grades: 18%
C grades: 20%
D grades: 8%
F grades: 21%
W grades: 22%
P grades: 0.1%

Table 5 shows 40 different instructors teaching five different math courses (MAT 070, MAT 072, MAT 074, MAT 076, MAT 080) and 27 of those 40 instructors had "D" grades with under 10% (68%). In the area of developmental math, students are less likely to receive a "D" grade than an "F" grade. In the area of math, when faculty members communicate the choices of failing and retaking the course if a "D" grade is earned, this information encourages students to either improve or give-up.

In the area of English, one course had a high number of "D" grades when compared to the department average. Another English course had unusually low percentages in the "D", "F" and "W" grades, which put the persistence well over the department average.

25. Using Table 4A (rows e-k), compare the program grade distributions between full-time and part-time faculty. Are any concerns identified? If applicable, what does the committee recommend to address the concerns?

When comparing the grade distribution between full-time and part-time faculty, part-time faculty gave more "A and B" grades than full-time faculty. Full-time faculty had higher percentages in the areas of "F and W" grades than part-time faculty.

This would indicate a need for curriculum alignment between full-time and adjunct faculty. Due to the number of changes in the area of developmental education, this factor may not exist in the next five years. The large number of faculty teaching developmental courses leads to some discontinuity.

26. Using Table 5, compare the grade distributions between instructors for the same classes. Without using names of instructors, are any concerns identified? If concerns are identified, what does the committee recommend to address the concern?

When comparing grade distributions between instructors for the same classes, areas of concerns are related to faculty members who no longer work at Sauk. Another concern that might influence this comparison is background knowledge about which courses are online courses, evening courses, or hybrid courses. There is no way to determine if higher or lower persistence within same classes produce different results based upon different instructional settings.

27. Using data the data tables provided, compare the grade distributions of each ethnic group or gender (6B, rows h-n) to the college average (6A, rows h-n). Do any obvious anomalies exist? Does the committee have any suggestions to address these anomalies?

When comparing developmental program averages to college averages, the persistence for all ethnic groups is much lower. Although the persistence is lower in the area of development education, there are similar patterns when compared to the college averages.

The black population has the lowest persistence, lowest "A" grades and lowest "B" grades averages, both in department data and college data. The black population also has the highest "W", "F" and "D" grades both in the college average and the developmental program average.

The female population has a lower persistence average than the male population for the college. But in the area of developmental education, the female population has a higher persistence rate than the male population.

The department data also indicates the female population has lower "W" grades when compared to the male "W" grades, which contrasts to the college persistence averages, where females have higher "W" grades than males.

28. Summarize any concerns about program/class grade distributions and devise a plan to address the concerns or indicate "none."

Due to the multiple curricular changes happening in the area of developmental education, current data will not be comparable to future data. Once newly created developmental courses have been implemented, program and class grade distribution will be assessed yearly.

→Add the plan to address grade distributions to the Operational Planning matrix.

29. Using data Table 8 (one for ENG 101 and one for MAT 121), evaluate grade distributions and persistence rates for the college level courses that directly follow a developmental course. Are any concerns noted? What will the program do to improve (if necessary) the grade distributions and persistence rates in these classes?

When comparing percentages of "A – C" grades, both MAT 121 and ENG 101 have increased persistence percentages in 2012 and 2013, with 2013 having the highest persistence percentages of the five-year comparison (ENG 101 – 71.8% and MAT 121 – 47.3%).

Several curricular changes are taking place in FY13 and FY14, and it can be assumed that these changes will influence future data.

→Add the plan to address grade distributions/persistence rates to the Operational Planning matrix.

Retention Rates

30. Using data Table 9, describe the five year retention trends (fall to spring and fall to fall) for students taking developmental class.

When assessing the five year retention data in the area of developmental education, students who took three or more developmental classes had low retention percentages in both fall to spring (67.6%) and fall to fall (46.6%).

Students who were enrolled in only math developmental classes had the highest retention rate percentages fall to spring (72.2%) for the 5-year total.

When comparing the five year averages, students who enrolled in only English and reading developmental courses had the same average as students who were enrolled in three developmental courses (67.6%).

Fall to fall data between 2009 and 2013 shows students enrolled in two developmental courses had the lowest retention rate percentage (45.1%), lower than students enrolled in three developmental courses.

31. What has the program already done to improve retention rates of developmental students?

Math and English faculty have worked to redesign developmental courses. This redesign may improve retention rates. An element of the redesign has included integrating technology to supplement instruction. This integration of technology may accelerate students' progress through developmental courses. The work to redesign the math and English courses could reduce the amount of time a student spends in developmental education before entering college-level course. This reduction in time to prepare for college-level rigor may influence a student's decision to persevere and complete a degree or attain a certificate.

A math lab is being designed to support self-paced learning so the students can monitor their own pace of learning math material necessary for attaining a certificate or degree.

32. What will the program do to improve retention rates of developmental students in the future?

See above.

All developmental education courses will integrate technology to supplement instruction by fall 2014. The technology will focus on the repetitive practice necessary to learn specific competencies, leaving instructional time to focus on problem-solving, critical thinking and study skills necessary to be successful in college-level courses.

→Add the plan to improve retention rates to the Operational Planning matrix.

Graduation Rates

33. Using data Table 10, describe the five year graduation trends of developmental students. For a comparison, there is a table at the top of the #2 developmental file that should be used. The table is unlabeled.

Although developmental math had a five-year average (fall to fall) retention rate of 49%, it had the highest graduation rates for all three areas:

- Degree and Certificate (18.3%),
- Degrees (25%) and
- Certificates (15.1%)

Students who took two developmental courses had lower percentage rates in all three areas:

- Degree and Certificates (7.5%),
- Degrees (8.7%), and
- Certificates (7.0%)

when compared to students who took three developmental courses:

- Degree and Certificates (13.4%),
- Degrees (16.8%), and
- Certificates (11.7%)

over the past five years.

Students enrolled in only reading/English developmental courses had some of the lowest rates:

- Degree and Certificate (6.7%),
- Degrees (5.1%) and
- Certificates (7.5%)

when compared to all categories in the area of 5-year totals.

Students enrolled in three developmental courses made up only 2% of the total population, but had a higher graduation percentage in the area of combined degree and certificates (13.4%) than students who enroll in two developmental courses (7.5%) and students who enroll in only English and reading developmental courses (6.7%).

In 2013 the category for students who enrolled in only reading/English developmental courses had the lowest percentage in the area of graduation with degrees (3.5%). This is the lowest rate when comparing all categories and all years.

When viewing Appendix B, The graduation data indicates the areas of reading and English as producing a higher number of graduates than math. This data assesses the total number of students who graduated from Sauk, who attained a degree or a certificate, and gives the percentage of those students who, at one time, took a developmental course.

34. What has the program already done to improve graduation rates of developments students?

While redesigning course in the area of development education, there is the goal to increase the number of students who graduate each year by providing a sequentially aligned curriculum that will prepare students for college-level content in the least amount of time. The area of developmental education works to reform developmental education to determine if spending less time in developmental education might affect a greater number of students persisting and graduating.

35. What will the program do in the future to improve graduation rates of developmental students?

The Director of Academic Development, the Director of IT and the LAC Coordinator have worked to create a proposal for a Centralized Academic Support Center. SVCC offers many different services to support students' needs, but these services are monitored and developed through several different departments. This separation of similar services may cause some confusion for students as to where to go for help. The proposal can be viewed below Appendix C.

→Add the plan to improve graduation rates to the Operational Planning matrix.

Curriculum

36. *Explain* any major curricular changes made during the past five years and *why* the changes were made (i.e., the evidence that change was needed). Describe the positive and/or negative results of those changes if known. If no curricular changes were made indicate "None."

After researching best practices of developmental education, gathering data about SVCC's data related to developmental education the summer of 2012 and presenting current trends and patterns with developmental faculty members, a group of developmental faculty members began working to redesign developmental education courses and integrate technology into all developmental courses.

37. List any courses that have been significantly altered, deleted, or added to the program within the last five years.

Course/Certificate/Degree	**Altered, Deleted, or Added**	**Check with the VP of Academics to verify if ICCB has a record of the change. Add "Yes" if ICCB has record or "No" if ICCB does not.**
ELA 095	Added to replace RDG 095 and ENG 091	In the process
ELA 099	Added to replace RDG 098 and ENG 099	In the process
ELA 090	Added to be taken as a lab for technology supplemental support in addition to an ELA course.	In the process

38. *Describe* anticipated curricular changes that the department will propose during the next five years and the accompanying needs that will be required or indicate "None."

Curricular change (Description)	
Equipment and/or supply needs (Description and Expense)	Thirty computers and computer tables (possibilities for computers being to buy new, buy used or moved from an alternative location from within the college) - $40,000
Facility needs (Description and Expense)	Build a wall in the LRC (separate the study area with comfortable couches and the wood tables), move academic

	support staff to the offices on the third floor next to the library to create a Centralized Academic Support Center. (Sample: http://www.lamission.edu/learningcenter/) - $20,000
Personnel and/or training needs (Description and Expense)	Full-time or part-time Centralized Academic Support Center Advisor - Counsel underprepared students on college, career options and resources, guiding their development of skills through the following efforts: * Provide individual assistance or resources to overcome learning barriers * Conference with all underprepared students at least three times a semester to build a point of contact for problem solving though challenges * Monitor underprepared student progress and student self-advocacy skills when communicating concerns with SVCC instructors. * Work closely with the Learning Assistance Center to connect students to academic support. * Oversee and manage all student diagnostic testing, academic assessments, and academic records. Collect, analyze and develop statistics in the following areas: * Individual advising reports and work with the LAC to determine student needs and assess support services * underprepared student successes (# of students completing SVCC college-level courses, # of students graduating, # of students attaining certificates, # of students attaining employment) * local high school percentage of graduating students who are college and career ready/$50,000 Through a contractual agreement, provide tutorial pay for faculty who service students' needs within a Centralized Academic Support Center or within a technology lab environment. - $10,000
Total estimated expense	$120,000

Copy and paste a new table if needed

→Add the anticipated curricular changes to the Operational Planning matrix.

Curriculum: Course Outlines

39. 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 to the VP of Academics. Action forms are found on FAST. * *Be sure to read the current catalog descriptions, make any necessary changes, and incorporate those findings into your new outlines so that the catalog will be appropriately adjusted.*

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.	Has an accompanying master syllabus been completed (using syllabus template) for each class and attached electronically along with this program review?
MAT 070	Yes	Yes	Yes
MAT 075	Yes	Yes	Yes
MAT 076	Yes	Yes	Yes
MAT 081	Yes	Yes	Yes
ELA 090	Yes	Yes	Yes
ELA 095	Yes	Yes	Yes
ELA 099	Yes	Yes	Yes

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

STUDENT INPUT
Efforts aimed at obtaining student opinions and suggestions for improving the program.

40. Describe the efforts during the previous five years to obtain student input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate "Not applicable."

Source of Input	Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.
Student Interviews	
Student Surveys	Student surveys were sent to all students who withdrew from developmental education courses during the fall 2012 semester. Only three students responded to the survey and no significant information was attained from this survey.
Student Focus Groups	
Other	

41. Describe the efforts to obtain student input that <u>will be attempted</u> during the next five years and the years they will be attempted. (Reminder! All student surveys or focus groups need to be submitted

to SVCC's IRB. When appropriate, contact the Dean of Institutional Research for the appropriate form.)

Source of Input	**Description of planned activities and the planned frequency of each effort.**
Student Interviews	[ ]
Student Surveys	[ ]
Student Focus Groups	[ ]
Other	[ ]

→If applicable, add the plan to the Operational Planning matrix.

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).

42. *Describe* the efforts that <u>were</u> used within the last five years to obtain input about the program, the frequency of each effort, what was learned, and changes that were made during the previous five years ***OR*** indicate "Not applicable. Your past operational plans may be of help here.

Method	**Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.**
Conference attendance	[Not applicable]
IAI updates	[Not applicable]
Networking with colleagues	[Not applicable]
Professional association membership	[Not applicable]
Other	[ ]

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

[Work to implement one or two questions related to the area of developmental education to the school-wide student survey. If this were to be integrated into the current survey, this would reduce the amount of time students might have to spend completing multiple different surveys.]

→If applicable, add the plan to the Operational Planning matrix.

Learning 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.)

44. *Describe* the current learning support services that are ***specific to this program*** that are available to students (study materials, videos, etc.), ***OR*** indicate "None."

None.

45. *Describe* any changes in the need for learning support services anticipated to occur during the next five years and the anticipated year it will be needed, ***OR*** indicate "None."

Learning Support Service Recommendation	**Anticipated Cost**	**FY**
Centralized Academic Support Center would be in conjunction with the English department's request for a writing center and located in close proximity to the math lab, LRC, and LAC (sample: http://www.lamission.edu/learningcenter/)		FY15
Developmental faculty optional tutoring time		FY15
Full-time or part-time Academic Support Center Advisor		FY15

→If applicable, add the solutions to the Operational Planning matrix.

Course Scheduling (Strategic Objective 1.3)

46. Use the Master Schedule to help complete this table. Provide the program schedule by listing each course by course number and use an "X" to indicate each semester it was offered and whether the class was taught held at night (4pm or later), during the day (before 4pm), online, or is a hybrid class.

COURSE NUMBER	DAY (BEFORE 4 PM) NIGHT (4 PM OR LATER) ONLINE	PREVIOUS FY: FALL SEMESTER	PREVIOUS FY: SPRING SEMESTER	CURRENT FY: FALL SEMESTER	CURRENT FY: SPRING SEMESTER
ENG 091	Day	x	x	x	x
	Night	x	x	x	x
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[ ]	[ ]
ENG 099	Day	x	x	x	x
	Night	x	x	x	x

	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[x]	[x]	[x]	[x]
[MAT 070]	Day	[x]	[x]	[x]	[x]
	Night	[ ]	[x]	[ ]	[ ]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[ ]	[ ]
[MAT 072 class has been deleted]	Day	[x]	[x]	[ ]	[ ]
	Night	[x]	[x]	[ ]	[ ]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[ ]	[ ]
[MAT 074 class has been deleted]	Day	[x]	[x]	[ ]	[ ]
	Night	[x]	[x]	[ ]	[ ]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[x]	[x]	[ ]	[ ]
[MAT 075]	Day	[ ]	[ ]	[x]	[x]
	Night	[ ]	[ ]	[x]	[x]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[x]	[x]
[MAT 076]	Day	[**x**]	[**x**]	[**x**]	[**x**]
	Night	[**x**]	[**x**]	[**x**]	[**x**]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[ ]	[ ]
[MAT 080 class has been deleted]	Day	[**x**]	[**x**]	[ ]	[ ]

	Night	[x]	[x]	[ ]	[ ]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[x]	[x]	[ ]	[ ]
MAT 081	Day	[ ]	[ ]	[x]	[x]
	Night	[ ]	[ ]	[x]	[x]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[x]	[x]
RDG 095	Day	[x]	[x]	[x]	[x]
	Night	[ ]	[ ]	[ ]	[x]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[ ]	[ ]
RDG 098	Day	[x]	[x]	[x]	[x]
	Night	[x]	[x]	[x]	[x]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[ ]	[ ]
[	Day	[ ]	[ ]	[ ]	[ ]
	Night	[ ]	[ ]	[ ]	[ ]
	Hybrid	[ ]	[ ]	[ ]	[ ]
	Online	[ ]	[ ]	[ ]	[ ]

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

47. 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)?

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.
Due to low enrollment, RDG 095 and ENG 091 are not offered during the evening hours consistently. This may be something that needs to be addressed in the future.

48. Use the table above to answer this question. Has each class been offered online or as a hybrid class at least once during every academic year?

No

If no, please specify what class has not been offered online or as a hybrid class and justify if the class should or should not be offered online or as a hybrid class.
In the area of developmental education, students demonstrate lower skills and abilities. The department is working to integrate technology programs which supplement the traditional instructional practices. The success of students while using technology will be monitored to determine if students could be successful with materials offered in an online format. Currently students are less successful in online developmental courses. The lower skills and abilities of developmental students may influence the lack of success students currently exhibit in online developmental courses.

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

Since developmental courses are not necessary to complete a program of study there have been no conflicts in scheduling.

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

50. Summarize scheduling changes that need to occur using information from questions under the heading "course scheduling."

Data needs to be gathered to determine if there is a need to offer evening developmental courses for students that demonstrate lower skills and abilities.

→If the scheduling changes are necessary, include the recommended changes in the Operational Planning matrix.

EQUIPMENT & SUPPLIES

51. 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."

FY Needed	**Name of Item**	**Describe how the item will contribute to the area. What classes will be impacted (if applicable). Describe how the item may create a cost savings to the area (if applicable).**	**Quantity** (#)	**Unit Cost** ($)	**Total Cost of Equipment** ($)	**Additional Annual Cost** (if applicable) ($)
FY15	Desktop computers	All developmental courses will have supplemental technology requirements. If the college were to consider adding an English/writing lab, there is the need to look to centralize all of the academic resources available at SVCC. One location for all academic support services. If this location were to be in the study area within the LRC, an additional 3o computers would benefit the English/writing lab environment. A computer lab with 30 computers would allow developmental students additional support necessary to accelerate their academic progress. In placing the writing lab within the LRC, this location is in close proximity to the LAC and math lab. All academic support services could be within a centralized location. Learners seeking academic support services could go to one location for support in multiple content areas.	30	800	24,000	4,000
FY15	Computer accessories	Wiring and hook-up costs			8,000	
FY15	Computer tables (if needed)	Additional round tables if needed			4,000	

→If equipment, software, and/or supplies are needed immediately then add them to the Operational Planning matrix for the appropriate fiscal year.

FACILITIES

52. Identify anticipated facility improvements and/or additional facility space that will be needed within the next five years (exclude items found in question above) and list the anticipated fiscal year the renovations would be needed ***OR*** indicate "None."

FY Needed	**Describe why it is necessary to conduct the renovations?**	**Describe the renovation and what area of the building (room #) it will affect.**	**Estimated Expense** ($) (contact the Director of B&G)
FY15	Either locate 30 computers, purchase 30 new computers, or purchase 30 used computers for placement within the LRC. Find five of the round table (purchased through adult education) and place 6 computers at each table. Build a wall to partition the LRC areas from the English/writing area (current study area).	Some type of sound proof wall would be necessary to separate the lounging area from the computer area if placed in the LRC.	$20,000
		Furniture (if applicable):	
		Furniture (if applicable):	
		Furniture (if applicable):	

Additional Information

53. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put "none".

None

54. 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 accreditation expectations OR indicate "none."

Describe the "imposed change"	**Fiscal Year change will take affect**
None	
None	

55. 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	
None	

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix.

56. Use the space below to tell the PR committee about any program issue or concern not addressed within this program review or indicate "none". Indicate any possible solution to the program issue/concern.

None

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix.

57. Use the space below to tell the PR committee about any program accomplishments that were not addressed within this program review or indicate "none."

None

FY 2014 Cross-Discipline PR: *Developmental Studies*

Program Review. Items from the program review will be entered here. After this program review is complete and approved by the PR Committee, transfer (paste and copy) the items below to your FY 2015 Operational Plan.

* Origination Code: For the program review OP matrix, the origination code refers to the question number found on the program review. When transferring to the operational plan, use the origination code PR.

Origi-nation Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/ Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)

Comments:

***Use the question number (e.g., Q 4) for the origination code on the Program Review template. After the information is transferred to the actual OP, please use "PR" as the origination code.**

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College **Academic Year 2013 – 2014**

Discipline Area	Developmental Studies

Program 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 the program's courses? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?

There is a significant need for the developmental courses. The area of developmental education works to develop college and career readiness skills for underprepared students in the shortest time frame possible. There may be a need in the future to implement developmental course content in area high schools. If knowledge and skills necessary for students to be college and career ready could be developed within exiting high schools, the number of students needing developmental education services at the college level would decrease. There will always be a need for developmental educational support, but the structure to support academic needs may change.

Cost-effectiveness: Is the program cost effective? What steps can be taken to offer courses more cost effectively? Are additional resources needed?

A Centralized Academic Support Center, for close proximity of the math lab, LRC, LAC and new writing center, could provide academic support that many developmental education students need to succeed. There is also a need for creating more certification programs for students who exhibit academic abilities which indicate they would be more successful in a skills-based career rather than a professional career.

Quality: What steps need to be taken to update or improve instruction?

Many measures are being taken to improve instruction and developmental faculty members have been very involved with curricular changes. In the future there is a need for developmental education faculty to assess general education courses to determine the courses that cause developmental education students difficulties after passing developmental education courses. Once specific objectives from general education courses have been identified (objectives that students struggle to master), supplemental instructional resources can be implemented into developmental courses or offered through a Centralized Academic Support Center.

Describe any programmatic achievements already achieved or planned for the future.

The area of developmental education will work to increase persistence rates for the college level courses that directly follow a developmental course and increase the graduation rates of students who have taken developmental courses.

Program Review Team Signatures			
By signing this page, the members of the review team concur with the findings of this program review.			
NAMES (Indicate chair/co-chairs)	**SIGNATURES**	**DATE**	
Lisa Tavitas/chair			
Odile Blasquez			
Jane Verbout			
Jane Hamilton			
Cheryl Faber			
Karen Abele			
Christine Mikan			
Ernie Etter			
Greg Novak			
Molly Baker			
Alan Pfeifer			

Program Review Team Meeting Date(s)	
These are the meeting dates for area's program review team.	
November 15th, 2013	
December 5th, 2013	

Operational Planning Meeting Date(s)	
Operational Planning meetings are required meetings for the employees of your area/program and not necessarily for the area's program review team.	

FY 2014 Cross-Discipline PR: *Developmental Studies*

PROGRAM REVIEW COMMITTEE RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete but the Program Review Committee does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Program Review Committee Co-Chair (signature and date)	
Program Review Committee Co-Chair (signature and date)	

VICE-PRESIDENT'S RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete, but the Academic Vice-President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Academic Vice-President (signature and date)	

PRESIDENT'S RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete and acceptable, but the President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	

President (signature and date)	

Program Review Committee and Administrative Comments (optional)

Name	

Comments

Name	

Comments

Name	

Comments

Appendix A

Area High School Remedial needs data

HS Grad Year	Local HS	Tested Remedial	Percent Remedial
2008	410	249	60.7
2009	428	250	58.4
2010	353	200	56.7
2011	353	193	54.7
2012	342	200	58.5
Total	1886	1092	57.9

Appendix B

Developmental Education Data Dec. 2013

	Reading				Writing (English)				Mathematics				School Year
Completion rates for developmental courses	45.56 %				42.17 %				44.65%				FY09
	46.84 %				46.05 %				43.53%				FY10
	56.28 %				49.89 %				40.44%				FY11
	64.90 %				53.85 %				45.41%				FY12
	66.04 %				54.66 %				43.22%				FY13
	A	**B**	**C**	**other**	**A**	**B**	**C**	**other**	**A**	**B**	**C**	**other**	
Grades in developmental courses	15.42%	23.88 %	16.92 %	43.78 %	8.08%	22.22 %	19.53 %	50.17 %	10.85 %	21.53%	26.79 %	40.83 %	FY09
	10.04%	27.96 %	15.05 %	46.95 %	9.37%	22.59 %	24.24 %	43.80 %	14.31 %	23.25%	24.48 %	37.96 %	FY10
	11.33%	28.57 %	28.57 %	31.53 %	11.36 %	24.93 %	26.32 %	37.40 %	7.60%	21.66%	28.98 %	41.75 %	FY11
	14.94%	27.01 %	35.63 %	22.41 %	10.76 %	27.91 %	26.45 %	34.88 %	11.04 %	21.44%	28.48 %	39.04 %	FY12
	17.78%	32.22 %	27.78 %	22.22 %	10.45 %	30.75 %	25.37 %	33.43 %	7.68%	19.48%	30.71 %	42.13 %	FY13
	A	**B**	**C**	**other**	**A**	**B**	**C**	**other**	**A**	**B**	**C**	**other**	
Grades obtained in postdevelopmental education curriculum developmental courses					13.16 %	38.16 %	17.11 %	31.58 %	15.38 %	20.00%	32.31 %	32.31 %	FY09
					19.05 %	40.00 %	18.10 %	22.86 %	12.68 %	16.90%	29.58 %	40.85 %	FY10
					4.88%	15.4%	26.0%	53.66 %	4.62%	16.92%	29.23 %	49.23 %	FY11
					11.38 %	30.89 %	26.83 %	30.89 %	4.65%	27.91%	23.26 %	44.19 %	FY12
					7.79%	27.27 %	36.36 %	28.57 %	8.00%	12.00%	32.00 %	48.00 %	FY13
Retention rate for developmental students	81.05 %				84.62 %				75.45%				FY09
	88.29 %				81.94 %				70.17%				FY10
	82.19 %				79.69 %				69.42%				FY11
	83.65%				82.69%				74.49%				FY12
	84.91%				82.11%				74.69%				FY13
Graduation rate for developmental students	10.53 %				26.15 %				7.43%				FY09
	9.99%				26.97 %				7.37%				FY10
	12.93 %				28.98 %				10.37%				FY11
	16.74%				30.30%				9.67%				FY12
	12.10%				26.08%				8.93%				FY13

- Completion rates for developmental courses: Given the number of students who attended a developmental class within the first two weeks of class, what is the percentage of students who successfully completed a developmental

course with a grade of C or better for each area of study (reading, writing, and math) for each school year from fall 2008 – spring 2013?

- Grades in developmental courses: Given the number of students who attempted to complete a developmental course (not including students who dropped), what is the percentage of students who earned the grades of "A, B, C, and other" for each area of study for each school year from fall 2008 – spring 2013?
- Grades obtained in postdevelopmental education curriculum courses in the same subject area: Given the number of students who successfully completed English and math developmental courses, what is the percentage of students who earned the grades of "A, B, C, and other" in a postdevelopmetnal course in the same subject area (example; given the students who successfully completed ENG 099, what percentage of students earned a grade of "A, B, C, other" in ENG 101?) for each school year from fall 2008 – spring 2013?
- Retention rate for developmental students: Given the number of students who attended a developmental class within the first two weeks of class, what is the percentage of students who persisted and attempted to complete the course for each subject area for each school year from fall 2008 – spring 2013?
- Graduation rate for developmental students: Based upon the students who graduated in each school year from fall 2008 – spring 2013, what percentage of those graduates had taken a developmental course; data broken down into specific areas of study for developmental courses?

Appendix C

Vision for a Centralized Academic Support Center (Parkland Community College has one) at Sauk Valley Community College

Goal

To support academic success through efficient utilization of space, staffing, and services, SVCC must establish a centralized location where all students can receive academic support in all content areas.

Vision

To support institutional goals of increasing success rates and supporting graduation or certificate attainment within an appropriate amount of time, an integrated and centralized approach to providing support services is proposed.

Justification

According to research found through a study by the Massachusetts Board of Higher Education, "practices are most successful when student success is clearly articulated as a primary institutional goal and there is an integrated, systematic, campus-wide approach which includes faculty, administration, staff, students, and student families" (Massachusetts Board of Higher Education, 2007).

In addition, faculty involvement that connects learning opportunities within and outside the classroom are documented as practices positively associated with student success (Hern, 2006). Faculty involvement practices cited include setting high expectations, making sure the curriculum is well-aligned and coherent to students, providing regular feedback through collaborative learning opportunities and direct encouragement of self-regulated learning habits, etc. (e.g., during office hours).

As an institution, Sauk Valley Community College currently provides student success services through its Learning Resources Center, a Learning Assistant Center, a retention specialist, developmental

education courses and services, TRIO, and its FYE initiative. To align with the developmental educational goals of assessing students' abilities and integrating content and technology, the work to provide a Math Learning Lab is in the works. There has also been a recommendation for finding a location for a Writing Center and conversations about having faculty in key content areas host their office hours in the new support centers. All of these "centers" may benefit student success, but may also offer overlapping services and be confusing to our students. To better coordinate faculty and staff, facilities, and services oriented toward student success in the classroom, to maximize the efficient use of space and staffing, to promote internal networking among academic support staff, and to reduce student confusion through a one-stop location, this proposal is recommending a centralized location and coordination of academic support services.

Physical Requirements for the Centralized Location

- 30 computer stations for scheduled lab time associated with developmental classes, independent skill-building practice through myLabs, etc. Staffed by lab assistants/tutors/mentors/faculty during office hours or class time.
- Individual tutoring space (staffed by tutors and faculty during office hours)
- Small study group areas (in LRC also) (hosted by tutoring staff or informal)
- Non-computer-based independent study carrels (in LRC and throughout the building also) where students can study nearby staff support
- Resource materials access
- Office space for personnel (LAC Coordinator, Math Lab coordinator, Retention Specialist)
- Proximity to the LRC [We have ideas here, but open to suggestions that are cost and time efficient.]

Academic Support services to be integrated

- Tutoring
- Student Mentoring
- Student Success Workshops
- Study groups
- Scheduled Math Lab and Writing Lab services
- Faculty office hours to be spent in the centralized location with a published schedule of faculty participation
- Diagnostic assessment of student abilities and monitoring of student progress as they work through technology programs, per developmental educational goals

Progress Tracking

Individualized monitoring and tracking may be necessary, per some program guidelines, or desirable for customizing student services. In addition, institutional monitoring of the collective impact of these coordinated services will assist the College in refining its academic support initiatives in order to improve student success and completion. Examples of data tracking are listed below:

- *Student Progress:* How many first-time students have completed a degree, transferred, and timeframe for completing a degree, certificate or transfer (three, four, five, six or more years)?

- *Student Success:* What percentage of students are successful at completing SVCC courses (success being an A, B, or C)? What percentage of students withdraw from SVCC courses?
- *Course Retention and Success:* How quickly do students complete their courses?
- *Term-to-Term and Fall-to-Fall Retention:* At what rate do students return term-to-term and year-to-year? How many students persist every semester until degree completion? How do the numbers differ for part-time and full-time students?
- *Time-to-Degree:* How many semesters elapsed prior to degree attainment? What percentage of full-time students attempt and complete 12 credit hours per term?
- *Developmental Coursework:* What percentage of students complete their developmental coursework in the first semester or first year? What is the time-to-degree after completing developmental coursework?
- *Transfer Rate and Success:* What percentage of students complete their goal of transferring to a four-year institution? How do the four-year graduation rates of transfer students compare to students who started at the four-year institution?
- *Career Rate and Success:* What percentage of students complete their goal of attaining a certificate? How many students who attain a certificate obtain a job?
- *Adult Education Rate and Success:* What percentage of students complete their GED and enroll in SVCC? What percentage of students who enter SVCC with a GED graduate with a certificate, associate's degree or transfer to a four year college.

Works Cited

Massachusetts Board of Higher Education (2007). *Final Report from the Task Force on Retention and Completion Rates at the Community College*. http://www.mass.edu/library/reports/cctfreport.pdf

Hearn, J.C. (2006). *Student success: What research suggests for policy and practice.* National Postsecondary Education Cooperative.