

ACADEMIC PROGRAM REVIEW

GENERAL EDUCATION & CTE VERSION

HVAC and Manufacturing (GSV)

FISCAL YEAR 2014

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a General Education or CTE 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. However, 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 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 determine if the program review is complete and if the results fully substantiated. The Vice-President of Academics and the College President determine final acceptance of all program reviews.
March	Equipment requests, personnel change requests, renovation requests and major project requests from <u>approved</u> program reviews will be placed on the area's Operational Plan for the upcoming fiscal year.
April	Instructional 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 faculty or 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)
 - Access to the Assessment Database
 - Graduate follow-up survey results (CTE only)
- **The required ICCB form (found at the end of this template) MUST be completed for each degree or certificate being reviewed.** Make copies of the form as needed and insert into this template.
- Type the names of the program review team on the SIGNATURES AND APPROVAL page and have the team members sign it. All members of the review team must sign the signature page. Submit the completed form to the Dean of IR.
- 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, and will not approve the review until it is satisfied that its requests have been addressed.
 - Reviews must be approved by the committee, the Vice-President of Academics 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. If you feel as if there is an error in the data tables or wish to see additional data, please contact the Dean of IR.

QUESTIONS: Contact the Dean of IR, Steve Nunez (ext. 263), with any questions regarding your program review.

Alignment with the College Mission

College Mission *Tells who we are as an institution and what we do*

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

College Vision *Tells where we want to go as an institution*

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

Program Mission

To train individuals to work locally and nationwide in residential and commercial HVAC jobs. It is required for the area to help individuals become successful employees and business owners to provide a service to the community economically..

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.

PROGRAM NEED

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

Enrollment (Strategic Objective 5.6)

1. For each program (if more than one), describe the five-year enrollment trends as compared to the overall college enrollment (**use Table 1A, rows a, d**).

HVAC0067- College enrollment has declined substantially over the five year period. However HVAC has increased with the exception of 2013, where there is a slight drop proportional to school drop.

H84-Fiscal 09 is low however from FY10 thru FY13 numbers are consistent even though enrollment declined.

2. Using data **Tables 6A & 6B**, compare the enrollment numbers for the program for each ethnic group (**6B, row a**) to the college average for each ethnic group/gender (**6A, rows a**). Do any obvious anomalies exist?

HVAC- No anomalies exist and the ethnic enrollment is proportional with the college numbers.

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3. Describe what the program's faculty/staff already did to promote each program in the previous five years to increase program enrollment and the number of declared majors.

HVAC- The program has been completely re-written to today's standards including, the addition of new courses to help promote the commercial market. The drop of in enrollment 2013 can be attributed to the current economic status of the area.

4. Describe how the program's faculty/staff will promote and market each program to increase program enrollment and number of declared majors within the next five years. Could the program better market to any particular group (ethnic group, males, females, etc.) in order to increase enrollment or the number of declared majors within each program?

(Examples include updating of the departmental website, high school visits by faculty/staff, community presentations, etc. Contact the marketing coordinator and VP of Academics for additional suggestions.)

HVAC- As an instructor we can only promote through local platforms if the situation arises. For success of the new programs marketing in this area and other areas will need to occur along with the creation of a virtual website promoting the program. The virtual website should be created and implemented by spring 2015 to help promote the HRS program. The success of the marketing can be provided by administration offering the proper avenues to get information out. A marketing schedule should be implemented as soon as funding is approved an no later than February 2014 to increase program enrollment There is a group of students currently in high school that do not want to attend a 4 year institution, and the trades can provide a the means for a successful working career's.

→**Include the marketing plan within the Operational Plan matrix found near the end of this Program Review document.**

5. For each program, if any specific classes (multiple Tables, 1B, row d) have a different enrollment trend than the program as a whole (Table 1A, row d), explain the enrollment trend in the class and if a problem exists.

HVAC- Enrollment in specific classes appears to be consistent with data provided prior to and after the implementation of the new courses and program.

6. For each program being reviewed, what is the average class enrollment (Table 1A, row e)? Is the average class enrollment equal to or greater than 10 students? If the average enrollment is below 10 students, please *justify* the small average class size for the program as a whole or indicate possible solutions to the small average class sizes (e.g., consolidation of classes, etc.).

HVAC- The average enrollment for both the certificate and AAS is above 10 based on the data provided for the HVAC.

→**If applicable, include a potential solution to the small program class size within the Operational Plan matrix.**

7. For each class in each program, 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.

HVAC
≥ 10, HRS-100, 105, 114, 120, 130, 160, 170, 222
≤ 10, HRS 225 (advanced controls), 260 (installation) Newly offered classes implemented 2012 as part of program. Enrollment in classes is expected to increase as individuals adapt to the new program. Low enrollment was expected to get individual through previous class structure.

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

Declared Majors & Completions (Strategic Objective 6.1)

8. For each program, *describe* the five-year trends pertaining to the number of declared majors (Table 2, row c). Use the total college and program enrollment (Table 2, row a & b) as a comparison reference. If possible, explain the trend in declared majors.

HVAC AAS 0067-For the 5 year period the data appears to have normal numbers in the 2009 and 2010 period 2011 and 2012 are reflective of a large number of local dislocated workers taking classes in HVAC, which inflated the total program enrollment. FY 2013 numbers came more in line to reflect a better balance for course enrollment to declared majors. You cannot compare to school due to the nature of the HVACA degree and certificate program.

Cert. OH84- The numbers for course enrollment and declared majors are consistent over the period of time. You cannot compare to school enrollment.

9. For each program, *describe* the five-year trends pertaining to the number of degrees or certificates awarded (Table 2, rows d & e). If possible, explain the trend.

HVAC AAS 0067- The degrees awarded are fairly consistent with the exception of FY12, in which a high number of degrees were awarded (14) as compared to other years. This is consistent with the high program numbers during that time.

Cert OH84- The data indicates that FY09 and FY12 were similar, and FY10 and FY11 were similar. There is a substantial drop off in FY13 which could be due to the implementation of the new curriculum and the removal of possible certificates.

10. Use data Table 2 to verify that students are not taking more than 6 fall/spring semesters to complete a degree (row f) or 4 fall/spring semesters to complete a certificate (row f). *Explain* any discrepancies.

HVAC AAS 0067- Fiscal years 09 and 10 the numbers are very high 10 and 14 respectively.

Possibly due to the sequential offering of the courses and the time they had available to enroll where they would have to wait for the class to be offered the following semester it was available.

Fy12 the average was 7 which can most likely be attributed to class offerings the remainder FY 11 and 13 are 6 or less. The situation is corrected and numbers have reflected this in enrollment.

Cert OH84- Only two of the years is four semesters or less which is most likely attributed to course offerings (see above) and if the students could attend at the give time.

11. Using data Tables 6A & 6B, compare the number of declared majors, the number of certificates, and/or degrees for each ethnic group/gender (6B, rows b-d) to the college average (6A, rows b-d). Do any obvious anomalies exist?

No anomalies exist for any of the programs when ethnicity is compared to college averages.

12. *Describe* what was already done by the area to increase the number of program completions of degrees or certificates since the last program review. Indicate how frequently each effort was conducted during the past five years.

No formal efforts have been implemented since last review. Every semester we have communicated with the students the program and lab updates to keep individuals interested in completion of certificates and degrees.

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13. *Describe* what will be done to increase the number of program completions of degrees or certificates during the next five years. Contact the VP of Academics for additional ideas.

All programs and certificates will be marketed to the public. The instructors and counselors will need to become familiar local residential and commercial companies to help promote a collaborative environment to lead students in the direction of completion that will best suit their needs.

→**Include the completion plan within the Operational Planning matrix.**

14. **CTE ONLY!** For the program(s) under review, list each A.A.S. degree(s) and any certificates that are already “stacked” underneath that degree. List every degree and indicate “none” if no stacked certificates exist.

A.A.S. degree	Current Stackable Certificates
AAS 067 HVAC	Cert OH84

15. **CTE ONLY!** Is it possible to stack additional certificates underneath existing A.A.S. degree(s) of each program so that students have the opportunity to complete a certification as they advance in their classwork toward that A.A.S. degree? Consult with the Academic Vice-President and then list the degree and potential certificates or indicate “none.” List all degrees even if no recommendations are given.

A.A.S. degree	Potential Stackable Certificates (give brief description with suggested existing course work that will be needed to complete certificate)

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

16. Does an opportunity exist to create another certificate or degree similar to or within these programs (that have not been addressed above)? Consult with the Academic Vice-President and then list the degree and/or potential certificates or indicate “none.” Explain.

Suggested Name	Degree or Certificate?	Brief explanation of opportunity (a more thorough study will be scheduled later)
Contractors certificate	certificate	Contractor/Business owner. This certificate will help an individual set-up a business. The certificate will include trade skills along with financial and marketing classes to promote the individual business owner.

→**If applicable, include the plan to add certificates or degrees to the Operational Planning matrix.**

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Catalog/Brochures

Systematic efforts by the program aimed at attracting students to the program and increasing the numbers of declared majors.

17. Access the college catalog at <http://catalog.svcc.edu/>. Is the information about each degree and certificate being reviewed within the SVCC catalog up-to-date (be sure to review course descriptions too)? Describe all discrepancies or indicate “up-to-date.”

HVAC- The catalog is up to date with the exception some old courses HRS220 and 236 listed in the course section, these which are scheduled to be removed.

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

18. SVCC recruiters may use brochures as a way to market your program. Does the program or individual degrees/certificates have a brochure? If a brochure already exists, it is up-to-date? (Contact the marketing department if you are unsure.)

HVAC- Brochure is current and up to date.

→If applicable, add the plan to update or create program brochures to the Operational Planning matrix.

CTE ONLY! Occupational Demand

Strategic Objective 2.4

19. Occupational Wages- LOCAL data: Use data from the *IDES (Illinois Department of Employment Security)* to answer the following question. Use this link to go to the IDES webpage for occupational wages: <http://www.ides.illinois.gov/page.aspx?item=913>

Once at the appropriate webpage, locate the section Economic Development Region Occupational Wages (PDF & Excel). Use Economic Development Region 6. Indicate Excel spreadsheet. Once the spreadsheet is loaded, click cursor over occupations. Find DATA in menu bar and sort A to Z. If possible, find multiple examples of occupational entry wages for each CTE program. List them below. Supply relevant examples.

CTE Program	Occupation within CTE Program	Entry Wage
HVAC	Sheet metal	\$14.83
HVAC	Fitters	\$13.58
		\$
		\$
		\$
		\$
		\$
		\$

20. Occupational Outlook—LOCAL data: Use the data from the *IDES* to answer the following question. Use this link to go to the IDES webpage for employment outlook: <http://www.ides.illinois.gov/page.aspx?item=911>

Once at the appropriate webpage, locate the Local Workforce Area, Long Term section. Select region 6. Choose Excel. Once the spreadsheet is loaded, click cursor over occupations. Find DATA in menu bar and sort A to Z. Determine the employment outlook for the same occupations chosen above. List them in the table below. Supply relevant examples.

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CTE Program	Occupation within CTE Program	# of jobs: 10 year long range forecast (use +/- to indicate growth or decline)	% projected change: 10 year long range forecast (use + or -)
HVAC	Sheet Metal	+83	5.8%
HVAC	Fitter	+57	23.46%

21. Occupational Wages & Outlook- NATIONAL data: Use data from the U.S. Bureau of Labor Statistics to answer the following questions. Use this link: <http://www.bls.gov/ooh/home.htm> Select occupational group and determine entry level education. Then select occupation and answer median wage and job outlook question. List them below. Supply relevant examples.

CTE Program	Occupation Within CTE Program	Entry Level Education	Median Wage (\$ per hour)	“Job Outlook” or % projected growth (use +/-)
HVAC	Sheet Metal	Post-secondary non-degree	\$42,350 annual	+18%
HVAC	Fitter	Post-secondary non-degree	\$42,350 annual	+34%
				+
			\$	
			\$	
			\$	
			\$	
			\$	

22. Summarize the information from the three tables above (local wages and long range jobs forecast & National wages and long range job forecast) and predict the future need for the programs under review.

Every community needs trades workers. A viable program that teaches both residential and commercial work will add a valuable workforce to the surrounding communities and distant communities. Working in the trades with a non-degree post-secondary education is indicated by the data as financially rewarding.

23. In the area’s judgment, is the program producing graduates that are employable and earning a fair wage for the amount of education they require? Differentiate between local and statewide data.

The program will produce valuable individuals with the skills necessary to be successful. The current wages are better outside the immediate area but the program does promote all possible options for work..

PROGRAM FINANCES & COST EFFECTIVENESS

(Strategic Objective 3.1, 3.2, & 3.3)

24. 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?

HVAC and Manufacturing have been relatively close to budget over the course of the last five years with the exception of FY10. The large expenditure of money FYI (2010) was an initial effort to supply proper tooling to the lab along with updating the tooling to current standards.

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

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

The HVAC programs show a loss of revenue over the course of time. A portion of the loss of revenue can be attributed to the remodel of the lab area along with the purchasing of tooling and newer equipment to bring the lab up to today’s standards. The program budget needs to also be addressed the current cost of materials has gone up tremendously over the course of the last few years. An example of this is the cost of Freon which is necessary in the lab. A cylinder of R22 Freon could be purchased for about seventy dollars five years ago. The same cylinder is now six hundred dollars and going up. By updating equipment we have helped freon loss, however the budgeted money should be increased for the lab to operate efficiently.

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

The program has undergone major expenses and renovations to be up to date with current practices and standards. Included in the renovations is the updating of all the curriculum which is focused on the skill sets required for success in the trades. These changes have improved the quality of education and the department.

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

We will continue to update the program so students are able to obtain training at current standards. We will also look into presenting more in the hybrid format so the classrooms can be utilized for other classes and students are able to attend to their personal lives..

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

PROGRAM QUALITY

CTE ONLY! Accreditation, Certification and Licensure/Competency Exams (Strategic Objective 1.1)

28. Is the program accredited or approved by an outside agency (besides the Higher Learning Commission (HLC))? If yes, indicate the date of the last evaluation and the outcome of that evaluation. If the program is not evaluated by an outside agency, indicate “none.”

Date of last evaluation	Describe the outcome (in general)
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HVAC	None

29. If there were any issues uncovered by the evaluation agency, describe them and how the issues were corrected or indicate “none”.

Issue	Corrective Action
HVAC	none

30. Does your program provide any industry recognized certifications? If yes, list each certification or indicate “none.”

CTE Program	Certification
HVAC	EPA testing center for Freon certification

31. Do the graduates of this program undergo a separate licensure or competency exam? If yes, list the exam and the success rates of the program’s students for the last five years. If applicable, list a comparison group pass rate.

Fiscal Year	Name of Exam	SVCC student pass rate (%)	Reference student pass rate (%)* *Describe comparison group
NA			

Faculty
(Strategic Objectives 1.1)

32. Using **Table 1A & 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).

HRS 100- Full time only.
HRS 105- Full time only.
HRS 114- Balanced between full and part-time. (50/50 balance)
HRS 120- Balance between full and part-time. (50/50 balance)
HRS 130- Balanced between full and part-time. (50/50 balance)
HRS 160 Balanced between full and part-time. (50/50 balance)
HRS 170- Full-time instructor.
HRS 222- Balanced between full and part-time. (50/50 balance)

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HRS 225- Balanced between full and part-time. (50/50 balance)
 HRS235-Never taught.
 HRS 260- Balance between full and higher qualified part-time.

33. Discuss any other staffing concerns not already mentioned above or indicate “none.”

The program need to hire part time faculty qualified to teach the classes as they are written in the outlines.

34. 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**). Do any concerns exist?

HVAC-No concerns exist with the exception of lower enrollment numbers in classes due to program enrollment. Some classes were run as tutorials when the program changed to help students finish their degree’s

35. If staffing changes are needed for this area within the next five years, please 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)
	NA		

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

36. Describe the types and quality of communication between full-time faculty, adjunct faculty, and dual credit faculty in each area.

Communication between full-time and adjunct in HVAC is acceptable. Adjunct faculty will contact me via email with concerns or curriculum questions pertaining to individual classes and there is usually an overlap of time between when I am leaving for the day and when they are coming in at night to teach allowing for face-to-face communication.

37. Describe how the communication between full-time faculty, adjunct faculty, and dual credit faculty can be improved?

No reason to change the communication between full-time and part-time instructors it provides for a good working relationship and an understanding of objectives.

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

Professional Development

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(Strategic Objectives 1.1, 1.2)

38. List all 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
Chris Carlson	Obtaining Doctorate Instructional Design	All
Chris Carlson	Sustainable energy classes	2012

39. List any professional development that part-time faculty have attended within the last five years (include all forms of PD including workshops and in-service) or indicate "none". (Include ONLY those that have participated in professional development).

Part-time faculty Name	Description of Professional Development Activity	Fiscal Year of Activity
None		

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

Employee Name	Description of Anticipated Professional Development Activity and the reason it will be required.	Fiscal Year of Activity
No		

→Add the required professional development, for each employee, to the Operational Planning matrix for the appropriate FY.

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

Employee Name	Description of Anticipated Professional Development Activity	Fiscal Year of Activity
Chris Carlson	Complete doctorate in instructional design	2014

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

Program Persistence (Strategic Objectives 2.1)

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

HVAC- The full-time had a persistence of 90.5% and the part-time instructors had a persistence of 94% indicating similar grading between different faculty.

43. Using data **Table 4A (row d)** and **Table 4B (row d)**, compare individual class persistence to the program persistence. If possible, explain any anomalies.

HVAC- For the HVAC the data is persistent with the ranging from approximately 87% up to 100% persistence data indicating that all courses are approximately the same. The outlier in the data is HRS 100 which the students will be given A's when they participate. It is a test given for certification the instructor will never see the results unless the student offers them

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

No, it does not indicate any anomalies.

45. 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.

The instructors have made themselves more readily available to answer questions. Along with this group work has been utilized so students can draw information from each other to help improve their understanding of subject matter.

46. In the table below, list all courses within the program that have prerequisites. Determine class persistence on the data tables found in **Table 4B (row d)**—if the course prerequisite course is outside the program, just list the course and ignore the rate. Add the persistence rates to the table from the last fiscal year. If classes do not have prerequisites, indicate “none” in the table.

Prerequisite Course	Persistence Rate	Course with Prerequisite	Persistence Rate
ELT 160	88.4%	HRS 130	87.8%

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ELT 160, HRS 105, HRS 120, HRS 130	88.4%, 95.7%, 100%, 93.8%	HRS 160	100%
ELT 160, HRS 105, HRS 130	88.4%, 95.7%, 93.8%	HRS 170	92.6%
A. ELT 160, HRS 105, HRS 120, HRS 130, HRS 170 or consent of instructor	88.4%, 95.7%, 100%, 93.8%, 100%	HRS 225	87.5%
ELT 160, HRS 105, HRS 120 or consent of instructor	88.4%, 95.7%, 100%	HRS 222	98.5%
A. ELT 160, HRS 105, HRS 114, HRS 120, HRS 130, HRS 170 or consent of instructor	88.4%, 95.7%, 100%, 100%, 93.8%, 100%	HRS 260	93.8%

Are the persistence rates in the courses with prerequisites appropriate? If the persistence rates need to be addressed, what plan should be implemented to either investigate or make changes to the program or classes?

Yes

47. Describe what the area will do to improve persistence trends in the entire program during the next five years.

They are acceptable however the area will make sure of group study efforts and collaborative work so students can gain as much information as possible..

→ **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)

48. Using **Table 4A (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 other programs at the college by clicking on “persistence” at <http://www.svcc.edu/departments/irp/reporting/strategic-planning-dashboard.html>

For both HVAC0067 and Cert OH84 there are about 40% As, 25% Bs, 12% Cs and the 23% Ds, Fs, and Ws. This is an appropriate grade distribution for these programs.

49. Using **Tables 4A & 4B (e-k)**, do any class grade distributions differ considerably from the program grade distributions? If yes, explain the difference.

HRS 100- This is pass 100% due to fact it is the EPA refrigerant testing and grading is carried out by a different agency and not Sauk..

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50. Using **Table 4A (rows e-k)**, compare the program grade distributions between full-time, part-time, and dual credit faculty. Are any concerns identified? What does the committee recommend to address the concerns?

HVAC-Grade distribution is normal no concerns are noted.

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

HVAC-They are all consistent for grading..

52. Using data **Tables 6A & 6B**, compare the grade distributions of each ethnic group (**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?

HVAC-No anomalies exist for ethnic groups.

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

No concerns exist for distributions..

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

Program Retention

(strategic objective 2.2)

54. Using data **Tables 7 A & B**, compare the fall to spring retention rates (**row a**) and fall to fall retention rates (**row b**) of the program to the college averages. If you choose, you can compare retention rates of this program with other programs at the college by clicking on “retention” at <http://www.svcc.edu/departments/irp/reporting/strategic-planning-dashboard.html>

HVAC, 067AAS fall to spring AAS – Consistent data

HVAC fall to fall AAS- comparable data

HVAC Cert fall to spring (084)- Comparable data

HVAC Cert (084) fall to fall-Large drop off most likely due to individuals returning to work spring semester. They variance in data on the AAS is likely due to the fact that individuals were enrolled in specific certificate and not in the AAS.

55. *Describe* what the area already did to improve retention trends since the last program review. Indicate how frequently each effort was conducted during the past five years.

More up to date programs have been implemented along with more current teaching techniques to adapt to new paradigms in learning.

56. *Describe* what the area will do to improve retention trends during the next five years.

The program will cater to more student centered classroom activities and hybrid learning delivery. The student centered classroom takes the focus for the teacher and allows the learner to take control of some of their own learning utilizing authentic problems and supported with problem based learning.

→**Add the plan to address program retention to the Operational Planning matrix.**

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

Curriculum: Academic Assessment
(Strategic Objective 1.1)

Refer to the assessment data base or program operational plans.

57. List all of the Gen-Ed and area competencies that have been assessed in the previous five years and describe any curricular changes that occurred due to the assessment.

Fiscal Year	Gen-Ed Competencies	Describe the curricular changes that occurred due to this assessment practice or indicate "none"
2012	Problem Solving HRS	None
2012	Oral presentation HRS	None

Fiscal Year	Area Level Competencies	Describe the curricular changes that occurred due to this assessment practice or indicate "none"

58. List all of the Gen-Ed and area competencies that have NOT been assessed in the previous five years and indicate whether these will be assessed in the future, will not be assessed, will be eliminated (area level only), or replaced (area level) **OR** indicate "All have been assessed."

Fiscal Year	Gen-Ed Competencies	Why has it not be assessed? Will the competency be assessed within the next five years? If so, when?
NA	writing	Assessment is based on current classroom environment and will be carried out to fit need.
NA	collaboration	Assessment is based on current classroom environment and will be carried out to fit need.
NA	Reading	Assessment is based on current classroom environment and will be carried out to fit need.

Fiscal Year	Area Level Competencies	Why has it not be assessed? Will it be assessed in the future, eliminated, or replaced?
NA	listening	Assessment is based on current classroom environment and will be carried out to fit need.

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NA	Technology	Assessment is based on current classroom environment and will be carried out to fit need.
NA	Quantitative reasoning	Assessment is based on current classroom environment and will be carried out to fit need.
NA	research	Assessment is based on current classroom environment and will be carried out to fit need.
NA	Ethical reasoning	Assessment is based on current classroom environment and will be carried out to fit need.

→Add the plan to update area level assessment competencies to the Operational Planning matrix.

59. For the five years previous to this program review, what fraction of full-time faculty contributed data to at least one Gen-Ed competency? To at least one area objective? Record data as a fraction (for example 4/5 full-time faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies Full-time compliance (indicate using a fraction)	Area Competencies Full-time compliance (indicate using a fraction)
2012 HRS	1/1	1/1

→Please include (if it is not already) a permanent assessment goal of 100% participation by full-time faculty for both Gen-Ed and Area objectives within the Operational Planning matrix.

60. For the five years previous to this program review, what fraction of adjunct faculty (not dual credit) contributed data to at least one Gen-Ed competency? At least one area objective? Supply the fraction of adjuncts that are contributing to academic assessment data (for example 4/5 adjunct faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies (Fraction)	Area Objectives (Fraction)
All HRS	0/8	0/8

→Add a communication process to the Operational Plan matrix to increase adjunct participation in the academic assessment process.

61. For the five years previous to this program review, what fraction of dual credit faculty (not adjunct) contributed data to at least one Gen-Ed competency? At least one area objective? Supply the fraction of dual credit faculty that are contributing to academic assessment data (for example 4/5 dual credit faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies (Fraction)	Area Objectives (Fraction)
All HRS No dual credit	0	0

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

→Add a communication method to the Operational Plan matrix to increase dual credit participation in the academic assessment process.

62. Explain any major curricular changes (outside of assessment) 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 no curricular changes were made (outside of assessment) indicate “None.”

The HVAC program was completely updated and implemented in 2012, with newly written classes and a new program structure, and certificate structure to meet current practices. It is too early to judge the benefits of the new program however from listening to students they do indicate they prefer the addition of the commercial component of the curriculum.

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

Course/Certificate/Degree	Significantly 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.
HVAC AAS	Significantly altered	yes
HVAC Cert	Significantly altered	yes
HVAC Cert	Deleted some certificates	yes

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

Curricular change (Description)	HVAC-No major changes the program maintains current practices and different forms of instructional delivery to help students with their busy home schedules.
Equipment and/or supply needs (Description and Expense)	HVAC- Finish the rebuilding and retooling of the lab
Facility needs (Description and Expense)	HVAC- Complete lab renovations approximately 5k in miscellaneous material venting, water piping.
Personnel and/or training needs (Description and Expense)	None
Total estimated expense	25K

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

Copy and paste a new table if needed

→Add the anticipated curricular changes and the plan to address them to the Operational Planning matrix.

Curriculum: Course Outlines (Strategic Objective 6.2)

65. ICCB requires that we maintain current course outlines. 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 to the VP of Academics. Action forms are found on FAST. **Catalog concerns should have been addressed in a previous section of this program review. Be sure to incorporate those catalog 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 to the VP of Academics? Yes or No.	Has an accompanying master syllabus been completed (using the syllabus template) for each class and sent electronically to the VP of Academics?
HRS 100	No need to update outline at this time it was just rewritten and implemented	Approved for implementation 2012	Syllabus supplied every semester to meet current practices
HRS 105	No need to update outline at this time was just rewritten and implemented	Approved for implementation 2012	Syllabus supplied every semester to meet current practices
HRS 114	No need to update outline at this time was just rewritten and implemented	Approved for implementation 2012	Syllabus supplied every semester to meet current practices
HRS 120	No need to update outline at this time was just rewritten and implemented	Approved for implementation 2012	Syllabus supplied every semester to meet current practices
HRS 130	No need to update outline at this time was just rewritten and implemented	Approved for implementation 2012	Syllabus supplied every semester to meet current practices
HRS 160	No need to update outline at this time was just rewritten and implemented	Approved for implementation 2012	Syllabus supplied every semester to meet current practices
HRS 170	No need to update outline at this time was just	Approved for implementation 2012	Syllabus supplied every semester to meet current practices

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Every five years ICCB conducts a graduate follow-up study of each program. The numbers at the bottom of the table were the average scores returned from graduates of the programs.

These are the questions sent to graduates.

		1. Very Dissatisfied	2. Somewhat Dissatisfied	3. Somewhat Satisfied	4. Very Satisfied.	Ve
a.	Content of courses in your program					
b.	Lecture, lab experiences, and group and individual projects					
c.	Equipment, facilities, and materials					
d.	Job Preparation					
e.	Preparation for further education					
f.	Information on current employment opportunities and trends					

These are the averages.

Question on grad survey	a	b	c	d	e	f
Heat, Refrig, Air Cond	3.6	3.5	3.3	3.5	3.6	3.5
Heat, Refrig, Air TOTALS	2.8	2.4	2.4	2.5	2.6	1.8
Heat, Refrig, AC Installer	3.3	3.2	3.0	3.1	3.2	2.9

Analysis: Data input for the Likert type scale is acceptable and show a positive correlation to acceptance of the program.

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

67. 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	No

FY 2014 Gen Ed. Academic Program Review: **HVAC & Manufacturing**

Student Surveys	Yearly course reviews any written comments were taken and addressed by the instructor and changes in course material occurred.
Student Focus Groups	No
Other	As a full-time instructor I will perform formative evaluations periodically during class to provide input to content and delivery.
Other	

68. Describe the efforts to obtain student input that will be attempted during the next five years and the years they will be attempted. (**Reminder!** All student surveys or focus group questions need to be submitted to SVCC's IRB for approval. 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.	Fiscal year of proposed activity
Student Interviews	Interviews of students will be conducted in the program in the Spring of 2014 semester. Interviews will focus on content and delivery of instruction. Interview questions and procedures have been submitted to IRB at this time.	2014
Student Surveys	Surveys of study habits will be looked at for implementation of different modes of instructional delivery. Survey questions have been submitted to IRB at this time.	2014
Student Focus Groups		
Other		
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).
(Strategic Objective 4.1)

69. 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 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	NA
IAI updates	NA
Networking with colleagues	Discussions with academic VP, counseling and fellow instructors take place monthly with the intent of making the technology area (HVAC, Welding, Electrical) a viable department within the college.

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

Professional association membership	The full-time instructor does communicate with other teachers from surrounding programs to obtain input on curriculum. The full-time instructor is also a member of HVAC organizations which provide current and up to date service experiences for training purposes
Other	NA
Other	NA

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

Description of activity	FY
Communication with other community college HVAC instructors.	All
Attend trade seminars specific to instruction in the trades.	2015

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

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.)
 (Strategic Objectives 1.4 & 1.5)

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

Materials in LRC (books) were just updated by the library staff.

72. Describe any additional learning support service that is needed of each program and the FY needed, **OR** indicate “None.”

Learning Support Service Recommendation (Be sure to include the recommendation under “equipment and supplies” found below).	FY
ASHRAE handbook.	2015
ASHRAE handbook	2016

Course Scheduling (Strategic Objective 1.3)

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

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COURSE NUMBER	DAY (BEFORE 4 PM)	PREVIOUS FY: FALL SEMESTER	PREVIOUS FY: SPRING SEMESTER	CURRENT FY: FALL SEMESTER	CURRENT FY: SPRING SEMESTER
	NIGHT (4 PM OR LATER)				
HRS 100	Day		X		X
	Night				
	Hybrid				
	Online				
HRS 105	Day	X		X	
	Night				
	Hybrid				
	Online				
HRS 114	Day				
	Night	X		X	X
	Hybrid				
	Online				
HRS 120	Day				
	Night		X		X
	Hybrid				
	Online				
HRS 130	Day				
	Night		X		X
	Hybrid				
	Online				
HRS 160	Day		X		
	Night				
	Hybrid				X
	Online				
HRS 170	Day		X		
	Night				

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	Hybrid				X
	Online				
HRS 222	Day		X		X
	Night				
	Hybrid				
	Online				
HRS 225	Day	X		X	
	Night				
	Hybrid				
	Online				
HRS 235 not offered	Day				
	Night				
	Hybrid				
	Online				
HRS 260	Day				
	Night	X		X	
	Hybrid				
	Online				
	Day				
	Night				
	Hybrid				
	Online				
	Day				
	Night				
	Hybrid				
	Online				
	Day				
	Night				
	Hybrid				

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	Online				
	Day				
	Night				
	Hybrid				
	Online				
	Day				
	Night				
	Hybrid				
	Online				

*Use the table above to answer the following three questions.

74. Using the table above and the college catalog, answer the following question. For each degree and certificate under review, have courses been offered that are properly sequenced to allow a student to complete every degree and/or certificate in the maximum number of semesters specified?

HRS-Yes

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

75. Has each class been offered at night at least once during every academic year (fall or spring semesters)?

HRS- The current program is set up on a two year schedule and some of the classes are offered at night and some are offered during the day.

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.

With the new implementation of classes some of more specific classes have been put where the more qualified individuals can teach mainly HRS, 160, 170 and 225 are specific to certain teachers and could not be offered at night. Qualified adjunct teachers need to be hired at night to fulfill the teaching requirements. What may also help this I to hire a full-time ENE teacher to take the ENE load.

76. Has each class been offered online or as a hybrid class at least once during every academic year?

HRS-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.

We have just implemented some classes into the hybrid format and we are going to test how they work. For the classes that have a lab component the online format is not viable.

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

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HRS-Yes

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

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

HRS-Yes

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

79. Summarize the scheduling changes that need to occur using information from the previous five questions.

More hybrid style classes during the evening hours could help with enrollment numbers.

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

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

EQUIPMENT & SUPPLIES

(Strategic Objective 1.6)

80. Identify current or anticipated equipment, software, and/or supply deficiencies by the program and the FY needed. 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) (\$)
2014	Tooling	Misc. current tools for trade			10K	
2014	Lab equipment	Use for training			15K	

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

FACILITIES

(Strategic Objective 1.6)

81. Identify current or anticipated facility improvements and/or additional facility space that will be needed within the next five years 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)
2014	Misc. supplies to complete lab	Will only impact lab area and will not prevent classes from being conducted,	5k
		Furniture (if applicable):	
		Furniture (if applicable):	
		Furniture (if applicable):	

→If facility upgrades are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

Additional Information

82. 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

83. 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	X
None	X

84. 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	X
None	X

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

85. 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.

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

The renovation of the lab area made for a better teaching environment and learning environment.

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Program Identification Information (only one CIP per template)

6-digit CIP	47.0201
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Career Cluster	Career Pathway
Heating, Refrigeration, and Air Conditioning Technology	Technician

Program of Study	SVCC's Program Title
Heating, Refrigeration, and AC	Heating, Refrigeration, and Air Conditioning (AAS 067)

Degree or Certificate Type	Check only one
03 – AAS	X
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	X, Marketing critical for success for program along with recruitment of high school students.
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: *Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?* The need for the program is required for the community. Not all students are going to attend a four-year institution and the training of individuals to enter the labor force is critical. The trades provide a means for individuals to be effective contributors in their local economy. The students who leave the program with a certificate or degree are marketable in the residential or commercial market. More of the students are completing certificates at this time however with recruitment and marketing we hope to reverse this trend and have them complete the AAS.

Cost-effectiveness: *Is the program cost effective? Does the program require additional resources?* The program requires an update of budgeting numbers to reflect current costs of equipment and materials.

FY 2014 Gen Ed. Academic Program Review: **HVAC & Manufacturing**

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification? The program has been updated tremendously since the previous review. The lab conditions have improved and is now a viable lab. The tooling and equipment reflect current standards and are applicable to the HVAC field. The full-time instructor remains up to date with current teaching practices and field specific skills. The program does need to locate and employ part-time faculty who will provide quality instruction maintaining consistency with program objectives and outcomes.

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Program Identification Information (only one CIP per template)

6-digit CIP	47.0201
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Career Cluster	Career Pathway
Heating, Refrigeration, and Air Conditioning Technology	Technician

Program of Study	SVCC's Program Title
Heating, Refrigeration, and Air Conditioning Technology	Heating, Refrigeration, and Air Conditioning (H84)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	X
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	X, Marketing critical for success of program along with recruitment of high school students..
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: *Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?* The need for the program is required for the community. Not all students are going to attend a four-year institution and the training of individuals to enter the labor force is critical. The trades provide a means for individuals to be effective contributors in their local economy. The students who leave the program with a certificate or degree are marketable in the residential or commercial market. More of the students are completing certificates at this time however with recruitment and marketing we hope to reverse this trend.

Cost-effectiveness: *Is the program cost effective? Does the program require additional resources?* The program requires an update of budgeting numbers to reflect current costs of equipment and materials.

FY 2014 Gen Ed. Academic Program Review: **HVAC & Manufacturing**

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification? The program has been updated tremendously since the previous review. The lab conditions have improved and is now a viable lab. The tooling and equipment reflect current standards and are applicable to the HVAC field. The full-time instructor remains up to date with current teaching practices and field specific skills. The program does need to locate and employ part-time faculty who will provide quality instruction maintaining consistency with program objectives and outcomes.

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Program Identification Information (only one CIP per template)

6-digit CIP	15.0799
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Career Cluster	Career Pathway
Quality Control and Safety Technologies	Quality Assurance

Program of Study	SVCC's Program Title
Manufacturing	Manufacturing: Lean (H72)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	X, Discontinue at this time no courses have been offered. No data was addressed on this form because of this.
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Program Identification Information (only one CIP per template)

6-digit CIP	52.0203
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Career Cluster	Career Pathway
Logistics and Materials Management	Management

Program of Study	SVCC's Program Title
Warehousing & Distribution	Warehousing & Distribution Specialist (H70)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	X, Discontinue at this time no courses have been offered. No data was addressed on this form because of this.
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

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
Chris Carlson		
Tom Breed		
Steve McPherson		

Program Review Team Meeting Date(s)

These are the meeting dates for area's program review team.

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.

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FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

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)	

FY 2014 Gen Ed. Academic Program Review: HVAC & Manufacturing

**Program Review Committee
and
Administrative Comments (optional)**

Name	Alan Pfeifer
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Comments
1. Review financial information and see if lab fees are adequate. 2. Work closer with area HVAC companies to boost enrollment. 3. Create Advisory Board (PTR Process). 4. Look for additional professions to sell courses to if possible (automatic air condition for example).

Name	
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Comments

Name	
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Comments