

STUDENT & ACADEMIC SUPPORT PROGRAM REVIEW

Academic Advising Office

FISCAL YEAR 2016

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

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

- 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	The Administrative Review Team meets to examine the data and develop focused questions for the program review.
July-Early September	Optional “early start” is available to areas who want to get the Program Review process started sooner. Area supervisors/leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Marketing (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 supervisors/leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College’s Program Review Committee and the Administrative Review Team 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. Recommendations are placed in writing and forwarded to the president.
March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from <u>approved</u> program reviews should be completed. They will be forwarded by the Dean of IR to the President’s Cabinet for consideration.
April	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 4-6 individuals recommended from the following groups:
 - Area/department staff
 - Other employees that are outside the department
 - 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 Student Satisfaction Inventory (SSI) data from Noel-Levitz (online)
 - Personalized surveys for your department
- **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 and ART 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 and ART 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 *by April* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee and ART 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.

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

Academic Advising Mission Statement and Goals (Updated June 2015):

To foster collaborative student-advisor relationships centered on developing and defining personal, academic, and career goals, and introducing appropriate resources to achieve those goals.

Goals:

- Provide access to professional academic advisors that demonstrate care and respect.
- Collaborate with students to create academic plans that reflect their personal, academic, and career goals.
- Provide information related to campus and community resources as appropriate to the individual student.

In order to establish a teaching-learning role and to better educate stakeholders, an Academic Advising Syllabus was created and published (June 2015):

Advisors Will:

- Understand and effectively communicate curriculum and program requirements.
- Assist students in selecting courses based on personal, educational, and career goals.
- Explain institutional academic policies and procedures.
- Provide information related to college and community resources.
- Be reasonably accessible to students through scheduled in person appointments, drop in, phone calls, and/or e-mails.
- Actively listen to student's concerns and respect their decisions.
- Discuss academic performance with students, and how that performance relates to success
- Maintain confidentiality according to established standards.
- Collaborate with students in the creation and regular updating of academic plans.

When meeting with an advisor, students should:

- Be prepared to discuss goals and educational plans.
- Be open regarding needs and goals.

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- Engage in learning about campus policies, procedures, and resources.
- Ask questions to clarify any information that is not understood.
- Be open and willing to consider professional recommendations.
- Accept responsibility for personal, academic, and career decisions.
- Follow an individualized academic plan that supports the completion of academic goals.
- Review academic plan periodically and keep advisor apprised of any changes.
- Keep scheduled appointments or give ample notice to reschedule.
- Inform advisor of any academic challenges and difficulties experienced early.

Identify the major functions carried out by this Unit (include as many as are appropriate):

The major functions carried out by Academic Advising include Educational Planning (transfer advising, workforce preparation, academic planning), Career Exploration (career resources, career planning), and Social and Life Transition Advising (building problem solving/coping skills, college/community resource referral, identifying strengths/sources of support). The Academic Advisors also currently serve as confidential campus resources for Title IX.

PART 1: FINANCES – COST EFFECTIVENESS

Strategic Objectives 3.1 & 3.2

1. Using **Table 1 (rows p-r)** as a reference, has the program stayed within its allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

Yes, Academic Advising/Counseling has consistently expended under the budgeted amount for the last five fiscal years. Despite shifting resources and an overall decrease in the total budget, this department has continued to be fiscally responsible.

2. Using **Table 1 (all rows)** as a reference, *describe* the overall five-year income and expense trends for each program.

With the changes in the coordination of orientation/first year experience class, instructional supply expenses shifted to another department. The annual cost for students to access FOCUS 2 continues to be funded through Academic Advising for use across campus.

3. *Describe* what your area did during the previous five years to improve the program's financial viability.

Due to restrictions on travel, Academic Advising/Counseling has looked at local training opportunities as well as webinars. With the College's decision to hire academic advisors verses faculty counselors, employee salary costs have decreased especially in FY 15.

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

With the merging of departments including Academic Advising in the new Student Services Center, supplies and maintenance have been merged into one budget under the Assistant Dean of Student Services to share resources and avoid duplication of purchases. With Title IX and the need for mandated training for confidential resources as well as increased need for on campus counseling

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resources, hiring of qualified counselors or consultant services in this area will need to be considered over the next five years.

→Add the financial viability plan to the Operational Planning matrix found near the end of this program review template.

PART 2: QUALITY

STAFFING

5. Using **Table 2** as a reference, *describe* the five year staffing trends in your area. Is staffing appropriate for the area? Explain.

The response to this question is based on three separate factors. Number one, staffing relative to the staffing at our peer colleges. Number two, student surveys completed in the spring of 2013 and the spring of 2015 that highlight the importance students place on academic advising, and how SVCC is compared to peer colleges in terms of student satisfaction with said advising. Number three, overall higher education trends in terms of the role that academic advising places in the retention and persistence of students. In summary, we look internally, regionally, and at the national level to collectively conclude that current academic advising staffing at Sauk Valley Community College is appropriate at this time.

In answering this question, we will first look at our area staffing over the past five years. Next, we will compare our staffing to peer colleges. Additionally, we will include a summary of the survey results mentioned above. Lastly, we discuss the importance of academic advising in student persistence and retention.

Table 2: Area Staffing

Employee Classification	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Administrator (#)	0	0	0	0	0
FT Faculty (#)	2	2	2	1	0
FT Professional/Technical (#)	2	2	2	3	4
FT Support Staff (#)	1	1	1	1	0
PT Professional/Technical (#)	1	1	1	1	1
PT Support Staff (#)	0	0	0	0	0
Work Study (# hours total)	2616.75	2205.25	1160	1462	1283.5
Total Number of College Students (#)	7672	7068	6781	6543	6232
Total Number of College Credits	59137.5	53117.5	51573.5	49451.5	47436.5

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Noting the table above, over the last five years staffing trends have shifted from an initial balance of 2 full-time Faculty/Counselors, 2 full-time Academic Advisors, and 1 part-time equivalent Academic Advisor to 4 full-time Advisors and one part-time Academic Advisor. Even though staffing has remained consistent at 4.5 full-time equivalent staff, the professional categories including qualifications have changed. Up to FY 15, Academic Advising/Counseling has employed one full-time support staff position. Due to restructuring of the division, academic advising no longer has a dedicated support staff position. The Administrative Assistant to the Assistant Dean of Student Services and the Enrollment Management Assistant provide support. The department also utilizes work study support. In analyzing the question, “Is staffing appropriate for the area?” we will reference both the current staffing of our peer community colleges, as well as current retention and advising trends in the industry and internally here at SVCC.

Peer College Staffing:

Community College	Academic Advising F/T	Academic Advising P/T	Counseling	TRIO
Carl Sandburg College	1 full-time Ac. Advisor 2 full-time Ac. Advisors who are also Counselors (will not be replaced when retire)	1 full-time 70 % Ac. Adv. / 30 % Recruiting 1 full-time 50 % Ac. Adv. 50 % Retention 2 part-time Ac. Advisors	2 full-time Ac. Advisors who are also Counselors (will not be replaced when retire)	Yes
Danville Area Community College	1 Director who advises and counsels 3 full-time Ac. Advisors / 1 who Counsels as well		1 Academic Advisor who also does Counseling	Yes
Highland Community College	4 full-time Academic Advisors		Contracted out part-time to local health agency	Yes
John Wood Community College	1 Director who Advises 2 full-time Ac. Advisors 1 full-time Specialist who Advises and does Retention	2 part-time Ac. Advisors	0, but has intern who works a few hours a week – otherwise referrals	Yes

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<p>Shawnee Community College</p>	<p>2 Full time Advising Specialists 3 full-time Academic Advisors</p>			<p>Yes</p>
<p>Southeastern Illinois College</p>	<p>3 full-time academic advisors (tenured faculty – 9 month contract)</p>		<p>3 noted Academic Advisors also do Counseling</p>	<p>Yes</p>

While the roles of Academic Advisors vary, these peer institutions staff approximately 4-5 Academic Advisors, with the exception of Southeastern Illinois College, which staffs 3 Advisors who are tenured faculty counselors. SVCC, with 4.5 Academic Advisors, is comparable to our peers.

In terms of counseling, the trend appears that community colleges are going away from having full-time counselors on staff. An example of this is Carl Sandburg, whose Counselors will not be replaced once they retire. SVCC mirrors this trend as referenced in the first table, since we have eliminated 2 full-time faculty counselors. However, with Title IX obligations, a lack of counseling services locally to which we can refer students, and the increase of students who need mental health counseling according to a 2014 Survey by American College Counseling Association (ACCA, 2014), a current SVCC Academic Advisor is working towards a degree/license as a Counselor with an estimated completion of 2018. The College is also aware of the importance of providing this service to our students considering security risks involved exemplified by the recent school shooting at Umpqua Community College in Oregon. A contract for counseling consulting services on campus need to be considered to fill this current service gap.

In terms of internal metrics to justify current SVCC staffing, the college surveyed its students in the Spring of 2013 and the Spring of 2015 using Noel Levitz surveying tools. For both the 2013 and 2015 surveys, students ranked Academic Advising as the most important service they receive at SVCC. Student satisfaction with this service outperformed our peer colleges, as illustrated in these charts:

Dashboard metric 4: Student Services Effectiveness

SSI student support services gap between importance and satisfaction is compared to the average gap of other community colleges.

<p>Dashboard metric: Student Services</p>	<p>-0.31</p>
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Drilldown data (Spring 2015)

This metric combines six different SSI scales to create a category called Student Services.

The SVCC gaps in service are compared to the national averages of other community colleges and the gaps compared. This table shows that SVCC has a smaller gap in Student Support Services as compared to other national community colleges. Data was retrieved from the 2015 SSI.

SSI Metric	Importance @ SVCC	Student Satisfaction @ SVCC	Gap @ SVCC	Importance @ other CC	Student Satisfaction @ other CC	Gap @ other CC	SVCC gap minus other CC gap
Campus Support Services	5.88	5.58	.30	5.60	5.11	.49	-.19
Academic Advising	6.43	5.88	.55	6.24	5.32	.92	-.37
Admissions and Financial Aid	6.37	5.89	.48	6.16	5.30	.86	-.38
Academic Services	6.33	6.17	.16	6.14	5.62	.52	-.36
Registration Effectiveness	6.39	5.97	.42	6.24	5.53	.71	-.29
Service Excellence	6.22	5.87	.35	6.06	5.40	.66	-.31
Mean (2015) (of the means)	6.27	5.89	.38	6.07	5.38	.69	-.31

Drilldown data (Spring 2013)

This metric combines six different SSI scales to create a category called Student Services.

The SVCC gaps in service are compared to the national averages of other community colleges. This table shows that SVCC has a smaller gap in Student Support Services as compared to other national community colleges. Data was retrieved from the 2013 SSI.

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SSI Metric	Importance @ SVCC	Student Satisfaction @ SVCC	Gap @ SVCC	Importance @ other CC	Student Satisfaction @ other CC	Gap @ other CC
Campus Support Services	5.91	5.4	0.51	5.51	5.0	0.51
Academic Advising	6.4	5.82	0.58	6.18	5.23	0.95
Admissions and Financial Aid	6.36	5.85	0.51	6.09	5.19	0.9
Academic Services	6.35	6.11	0.24	6.09	5.51	0.58
Registration Effectiveness	6.39	5.95	0.44	6.2	5.46	0.74
Service Excellence	6.25	5.81	0.44	6.0	5.31	0.50
Mean (2013) (of the means)	6.28	5.82	0.45	6.01	5.28	0.70
Difference (SVCC- other)	Importance (SVCC- other) 0.27	Satisfaction (SVCCoother) 0.54	Gap (SVCCoother) -0.25	----	----	----

In summary, this student survey data illustrates that academic advising services are more important to students at SVCC relative to other services on campus. This data, combined with the fact that academic advising staff at SVCC is outperforming peer college institutions in terms of student satisfaction, with comparable staffing, is further justification that current staffing trends in this department are satisfactory.

If staffing changes are needed for this area within the next five years (including next FY), 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.

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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)
FY19]	Academic Advisor to faculty Counselor]	The college needs a qualified counselor as a part of the advising staff to meet the needs of students in crisis for screening and referral.]]additional annual salary based on step and experience]
FY 17]	Contract Services for Counseling]	To address the need/access to counseling services for students]] \$50 an hour]

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

PROFESSIONAL DEVELOPMENT

6. List all full-time employees and the professional development (that is relevant to your area) they have participated in the last five years (don't include in-service or workshop days, but other on-campus specialized activities could be included and certainly off-campus PD). If a full-time employee has not participated in professional development within the last five years, list the full-time employee and place "none" in the description area.

Full-time Employee Name	Description of Professional Development Activities (list all activities for each individual in one row)	Fiscal Year of Activity
]Valerie Kern-Lyons]]Spring 2010, Faculty Collaboration: Kris Murray Spring 2010, PICU Spring 2010, NIU Articulation Conference Spring 2010, U-Select Webinar Spring 2011, PCCS Summer 2011, Focus 2 Webinar Fall 2011, Focus 2 Webinar Fall 2011, CAPP Training Fall 2011, WIU QC Articulation Fall 2011, Whiteside County Health Dept. Meeting Fall 2011, SIUE Articulation Fall 2011, Disability Awareness Fall 2011, Faculty Collaboration: Speech & Theatre Fall 2011, Student Services Retreat Spring 2012, Faculty Collaboration: Hum/Fine Arts Spring 2012, Focus 2 Webinar Spring 2012, Leadership Conference]Jan. 2010-Dec. 2015]

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	<p>Spring 2012, Turning Point Training Spring 2012, PICU Summer 2012, CGH Workshop Summer 2012, Student Services Retreat Summer 2012, Focus 2 Webinar Fall 2012, ISU Articulation Conference Fall 2012, UIS Articulation Conference Fall 2012, U Select Training IVCC Spring 2013, Mentor Training Spring 2013, PICU Summer 2013, Webinar: Virtual Advising Summer 2013, Faculty Collaboration: Fire Science/EMS Summer 2013, ILACADA Conference Summer 2013, Focus 2 Webinar Fall 2013, W.I.U. Articulation Conference Fall 2013, U of I Articulation Conference Spring 2014, PICU Spring 2014, N.I.U. Articulation Conference Summer 2014, Moodle Bootcamp Fall 2014, Shot of Reality Alcohol Awareness Fall 2014, EIU Articulation Conference Fall 2014, ISU Articulation Conference Fall 2014, UIS Articulation Conference Fall 2014, State University Transfer Day Spring 2015, PICU Spring 2015, Intrusive Advising Webinar Spring 2015, YWCA: Community Collaboration Spring 2015, Webinar Spring 2015, CAPP Training Summer 2015, ILACADA Conference Fall 2015, Community Outreach: Sinnissippi Centers Fall 2015, ADA Webinar</p>	
<p>Joshua West</p>	<p>Fall 2014, Focus 2 Webinar Fall 2014, UIUC Articulation Conference Fall 2014, Training Fall 2014, State University Transfer Day Spring 2015, PICU Spring 2015, Intrusive Advising Webinar Spring 2015, YWCA: Community Collaboration Spring 2015, Webinar Spring 2015, CAPP Training Fall 2015, Community Outreach: Sinnissippi Centers</p>	<p>Aug. 2014-Dec. 2015</p>
<p>Sarah McFarlane</p>	<p>Fall 2014, New Hire Training Fall 2014, Workshop</p>	<p>Aug. 2014-Dec. 2015</p>

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	<p>Fall 2014, WIU Articulation Conference Fall 2014, Bloomington: HCC Fall 2014, Training Fall 2014, State University Transfer Day Spring 2015, PICU Spring 2015, Intrusive Advising Webinar Spring 2015, YWCA: Community Collaboration Spring 2015, Webinar Spring 2015, Mental Health First Aid Training Spring 2015, CAPP Training Summer 2015, ILACADA Conference Summer 2015, Success Training/Coaching Program Fall 2015, Community Outreach: Sinnissippi Centers]</p>	
[Mandy Aldridge]	<p>Fall 2014, Focus 2 Webinar Fall 2014, New Hire Training Fall 2014, WIU Articulation Conference Fall 2014, Manufacturing Day Presentation Fall 2014, Training Fall 2014, Homelessness Training Fall 2014, State University Transfer Day Spring 2015, First Generation: Panel Participant Spring 2015, PICU Spring 2015, Intrusive Advising Webinar Spring 2015, American Council on Education Conference (vacation time) Spring 2015, YWCA: Community Collaboration Spring 2015, Webinar Spring 2015, Mental Health First Aid Training Spring 2015, CAPP Training Summer 2015, ILACADA Conference Summer 2015, NAFSA Conference Summer 2015, Success Training/Coaching Program Summer 2015, UPenn Equity Institute Fall 2015, Community Outreach: Sinnissippi Centers Fall 2015, ADA Webinar]</p>	[Aug. 2014-Dec. 2015]
[Janet Matheney]	<p>Spring 2010, Faculty Collaboration: Kris Murray Spring 2010, PICU Spring 2010, U-Select Webinar Spring 2011, PICU Summer 2011, Focus 2 Webinar Fall 2011, Focus 2 Webinar Fall 2011, CAPP Training Fall 2011, Faculty Collaboration: HVAC</p>	[Aug. 2010-May 2014]

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	<p>Fall 2011, WIU Articulation Conference Fall 2011, Criminal Backgrd Training w/ IL State Police Fall 2011, Whiteside County Health Dept. Meeting Fall 2011, Faculty Collaboration: Speech & Theatre Fall 2011, ISU Transfer Coordinator Mtg Fall 2011, Student Services Retreat Fall 2011, Assessment Tools w/ Anita Carney Spring 2012, Turning Point Training Spring 2012, U of I Springfield Articulation Spring 2012, PICU Spring 2012, IAI Conference Summer 2012, CGH Workshop Summer 2012, Student Services Retreat Summer 2012, Common Core Summit Summer 2012, Focus 2 Webinar Fall 2012, EIU Articulation Conference Fall 2012, Retention Retreat Spring 2013, PICU Spring 2013, IAI Conference Spring 2013, Teacher Ed Partnership: Black Hawk Summer 2013, Faculty Collaboration: Fire Science/EMS Summer 2013, Focus 2 Webinar Fall 2013, Conference (topic not listed) Fall 2013, U Select Training IL Central Spring 2014, Webinar: Retention Spring 2014, PICU Spring 2014, U of I Advisory Board Spring 2014, Transfer Coordinator Meeting Summer 2014, My Credits Transfer Training Summer 2014, PARCC -Heartland Summer 2014, Moodle Bootcamp</p>	
<p>[Tom Breed]</p>	<p>[Spring 2010, Career Conference Spring 2010, SEVIS Training Spring 2010, Leadership Conference Spring 2010, Wind Energy Meeting Spring 2010, PICU Spring 2010, Workforce Council Spring 2010, U-Select Webinar Fall 2011, Focus 2 Webinar Fall 2011, CAPP Training Fall 2011, U of I Articulation Fall 2011, Faculty Collaboration: HVAC Fall 2011, WIU QC Articulation Fall 2011, Faculty Collaboration: Speech & Theatre</p>	<p>[Jan 2010-May 2014]</p>

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	<p>Fall 2011, Student Services Retreat Fall 2011, Assessment Tools w/ Anita Carney Spring 2012, Faculty Collaboration: Hum/Fine Arts Spring 2012, NIU Meeting Spring 2012, V.A. Meeting Spring 2012, Faculty Collaboration: HVAC Spring 2012, Turning Point Training Spring 2012, PICU Summer 2012, CGH Workshop Summer 2012, Student Services Retreat Summer 2012, Faculty Collaboration: CJS Summer 2012, Focus 2 Webinar Spring 2013, NIU Articulation Conference Spring 2013, PICU Spring 2013, Engineering @ Elgin CC Spring 2013, FYE @ Moraine Valley Summer 2013, W.I.U. Meeting Summer 2013, Focus 2 Webinar Fall 2013, FYE Conference Spring 2014, PICU</p>	
<p>[Marlene Hilliker]</p>	<p>[Fall 2010, Webinar Spring 2010, Faculty Collaboration: Kris Murray Spring 2010, Women in EGR Presentation Spring 2010, NIU Articulation Conference Spring 2010, U-Select Webinar Spring 2011, Leadership Conference Spring 2011, PCCS Spring 2011, Div. of Rehab Services Presentation Spring 2011, PICU Spring 2011, American Counseling Association Conference Spring 2011, Programs of Study Workshop Summer 2011, Focus 2 Webinar Fall 2011, CAPP Training Fall 2011, WIU Articulation Conference Fall 2011, ISU Articulation Conference Fall 2011, National Day W/Out Stigma Participation Fall 2011, Whiteside County Health Dept. Meeting Fall 2011, Faculty Collaboration: Speech & Theatre Fall 2011, Student Services Retreat Spring 2012, Faculty Collaboration: Humanities/Fine Arts Spring 2012, Turning Point Training Spring 2012, PICU</p>	<p>[Aug. 2010-May 2014]</p>

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	Summer 2012, Student Services Retreat Summer 2012, Focus 2 Webinar Fall 2012, iPad Training Spring 2013, Mentor Training Spring 2013, FYE Conference Spring 2013, PICU Summer 2013, Faculty Collaboration: Fire Science/EMS Summer 2013, ILACADA Conference Summer 2013, Focus 2 Webinar Fall 2013, FYE Conference Spring 2014, Faculty Collaboration: Fire Science/EMS Spring 2014, PICU	
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7. List any professional development that part-time employees have attended within the last five years or indicate “none”. (Just list part-time employees that have participated in professional development).

Part-time Employee Name	Description of Professional Development Activity	Fiscal Year of Activity
[Susan Vance]	[Fall 2011, Student Services Retreat Spring 2012, Faculty Collaboration: Humanities/Fine Arts Spring 2012, Focus 2 Webinar Spring 2012, Turning Point Training Spring 2012, PICU Summer 2012, CGH Workshop Summer 2012, Student Services Retreat Fall 2012, ISU Articulation Conference Fall 2012, U Select Training IVCC Spring 2013, PICU Fall 2013, W.I.U. Articulation Conference Spring 2014, PICU Summer 2014, My Credits Transfer Training Fall 2014, Focus 2 Webinar Fall 2014, Training Spring 2015, PICU Spring 2015, Intrusive Advising Webinar Spring 2015, YWCA: Community Collaboration Spring 2015, CAPP Training Summer 2015, Success Training/Coaching Program]	[Jan. 2012- Dec. 2015]
[Dawn McKinley]	[Spring 2010, PICU Spring 2010, NIU Articulation Conference Spring 2010, U-Select Webinar Spring 2011, NIU Rep Meeting Spring 2011, NIU Articulation Conference Spring 2011, PCCS	[Jan. 2010- May 2011]

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	Spring 2011, PICU Summer 2011, Focus 2 Webinar	
Jamie Leech	Spring 2011, American Counseling Association Conference	Jan.-May 2011

8. If area employees (including part-time employees) need any required professional development within the next 5 years, list the specialized professional development needed, the year of anticipated need, and what employee will need to participate in the professional development.

Employee Name/Position	Description of Specialized/Required Professional Development Activity (include the word “required” in the description)	Fiscal Year Necessary
Joshua West	ADA Training, training related to veteran students, Title IX Confidential Reporter training	annually
Mandy Aldridge	ADA Training, F-1 student regulatory compliance training, Title IX Confidential Reporter training	annually
Sarah McFarlane	ADA Training, training related to “at-risk” students, Title IX Confidential Reporter training	annually
Valerie Kern Lyons	ADA Training, training regarding student athletic eligibility, Title IX Confidential Reporter training	annually
Susan Vance	ADA Training, Title IX Confidential Reporter training	annually

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

9. For each full-time employee, describe additional professional development that he/she will plan to participate in the next 5 years (not already listed above)?

Employee Name/Position	Description of Anticipated Professional Development Activity.	Fiscal Year(s) of Activity
Joshua West	Attend career advising trainings, various diversity and inclusion related trainings, community outreach and collaboration event participation, ILACADA conference/training, webinars and trainings related to student services promising practices, advising theory and methods, and other relevant topics, collaboration with state institutional partners through articulation conferences and other events, possible attendance at webinars, conferences, and/or other events related to special student populations, including, but not limited to, international students, veterans, first generation students, students experiencing homelessness and/or housing and food insecurity, students of non-traditional age, incarcerated students and those with criminal convictions, students with disabilities of various types, multicultural students, low income students, and student athletes to name but a few. Attend webinars or other trainings related	

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	<p>to regulatory compliance with FERPA, Title IX, and various other regulations that impact daily duties. Seek opportunities to present at conferences and/or to highlight achievements in the student services area at SVCC.</p>	
<p>[Mandy Aldridge]</p>	<p>[Attend career advising trainings, various diversity and inclusion related trainings, community outreach and collaboration event participation, ILACADA conference/training, webinars and trainings related to student services promising practices, advising theory and methods, and other relevant topics, collaboration with state institutional partners through articulation conferences and other events, possible attendance at webinars, conferences, and/or other events related to special student populations, including, but not limited to, international students, veterans, first generation students, students experiencing homelessness and/or housing and food insecurity, students of non-traditional age, incarcerated students and those with criminal convictions, students with disabilities of various types, multicultural students, low income students, and student athletes to name but a few. Attend webinars or other trainings related to regulatory compliance with FERPA, Title IX, and various other regulations that impact daily duties. Complete a doctoral program in the area of higher education. Seek opportunities to present at conferences and/or to highlight achievements in the student services area at SVCC.]</p>	<p>[]</p>
<p>[Sarah McFarlane]</p>	<p>[Attend career advising trainings, various diversity and inclusion related trainings, community outreach and collaboration event participation, ILACADA conference/training, webinars and trainings related to student services promising practices, advising theory and methods, and other relevant topics, collaboration with state institutional partners through articulation conferences and other events, possible attendance at webinars, conferences, and/or other events related to special student populations, including, but not limited to, international students, veterans, first generation students, students experiencing homelessness and/or housing and food insecurity, students of non-traditional age, incarcerated students and those with criminal convictions, students with disabilities of various types, multicultural students, low income students, and student athletes to name but a few. Attend webinars or other trainings related to regulatory compliance with FERPA, Title IX, and various other regulations that impact daily duties. Seek</p>	<p>[]</p>

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	opportunities to present at conferences and/or to highlight achievements in the student services area at SVCC.]	
[Valerie Kern Lyons]	[Career advising trainings, various diversity and inclusion related trainings, community outreach and collaboration event participation, ILACADA conference/training, webinars and trainings related to student services promising practices, advising theory and methods, and other relevant topics, collaboration with state institutional partners through articulation conferences and other events, possible attendance at webinars, conferences, and/or other events related to special student populations, including, but not limited to, international students, veterans, first generation students, students experiencing homelessness and/or housing and food insecurity, students of non-traditional age, incarcerated students and those with criminal convictions, students with disabilities of various types, multicultural students, low income students, and student athletes to name but a few. Attend webinars or other trainings related to regulatory compliance with FERPA, Title IX, and various other regulations that impact daily duties, complete a Master’s program in Clinical Mental Health Counseling for LPC licensure. Seek opportunities to present at conferences and/or to highlight achievements in the student services area at SVCC.]	[]

→Add the proposed professional development to the Operational Planning matrix for the appropriate FY.

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EQUIPMENT & SUPPLIES

10. Identify new and/or replacement equipment, software, and/or supplies needed by the program within the next five years (including items needed next FY). Include 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). Also, 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) (\$)
[2019+]	[Degree Planning Software]	[Assist students with access to electronic tools for degree and certificate planning]	[1]	[Varies]	[Based on current market pricing]	[TBA]

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

FACILITIES

11. Discuss with the Director of Building and Grounds (ext. 299) to determine if your area is accessible to disabled persons? If no, what upgrades are needed to be in compliance?

[New Student Services Center is fully accessible.]

12. Identify 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)
	None		
		Furniture (if applicable):	

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

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SERVICES

Student Satisfaction Inventory (SSI) to help answer some of the following questions.

13. If applicable, examine the graduate follow-up surveys summaries. What was the average rating for your area during the last five years? **No graduate surveys available to review.**

Fiscal Year	Average rating (0-4)
none	

14. In response to the graduate follow-up survey ratings, were any area modifications made to the area? What were the modifications?

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15. Were different student surveys administered during the last five years (e.g., Noel-Levitz/SSI, but could also include additional surveys including “in-house” surveys) that provided quality feedback on the student or academic services provided by the area? If yes, describe the survey instrument(s) used and the useful information taken from the survey. What changes were made to the area in response to the survey?

Noel-Levitz Student Satisfaction Survey –
 The college administered the Noel-Levitz Student Satisfaction Survey in February 2013 and March 2015 to students in randomly selected classes. This tool measures how satisfied students are with the college as well as what issues are important to students.

The following results show the value and importance the student community places on the academic advising services provided at Sauk Valley Community College.

March 2015			February 2013			
Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap	Difference
6.43	5.88/ 1.116	0.55	6.40	5.82/ 1.08	0.58	0.06

The following information was collected as part of the March 2015 Noel-Levitz Student Satisfaction Survey with specific reference to how students rated the Counseling/Academic Advising services.

SVCC SSI				National Community Colleges			
Scale/Item	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap	Difference
My academic advisor is approachable.	6.48	6.09/1.29	.39	6.30	5.49/1.65	0.81	0.60
My academic advisor helps me set goals to work toward.	6.39	5.72/1.50	0.67	6.10	5.13/1.76	0.97	0.59
My academic advisor is concerned about my success as an individual.	6.37	5.86/1.33	0.51	6.20	5.17/1.74	1.03	0.69
My academic advisor is knowledgeable	6.58	5.86/1.34	0.72	6.38	5.48/1.66	0.90	0.38

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about my program requirements.							
My academic advisor is knowledgeable about the transfer requirements of other schools.	6.38	5.87/1.41	0.51	6.24	5.24/1.68	1.00	0.63
Counseling staff care about students as individuals.	6.40	5.97/1.37	0.43	6.14	5.34/1.55	0.80	0.63
This school does whatever it can to help me reach my educational goals.	6.42	5.80/1.27	0.62	6.29	5.35/1.52	0.94	0.45

SVCC Counseling/Advising Office Student Satisfaction survey –

The advising office administered a student satisfaction survey in the fall 2013 semester to measure student satisfaction with counseling/advising services.

The student satisfaction survey collected data from 212 students. The survey yielded the following results:

- 88% of students indicated that they strongly agree that their counselor/advisor met their needs during their appointment.
- 76% of students indicated that an appointment was available in an acceptable amount of time.
- 88% of students would refer friends to the Counseling office.
- 90% of students felt comfortable in using counseling/advising services again if needed.

Data collection of student contacts

- Banner data notes the number of students served over the last 5 years. Contacts include emails, phone calls, scheduled appointments, or walk in meetings.

2010-11 13,675 contacts
 2011-12 12,263 contacts
 2012-13 10,651 contacts
 2013-14 11,545 contacts
 2014-15 11,847 contacts

- Banner data notes the number of scheduled appointments versus walk-in appointments. Scheduled appointments have increased by 13% over the last 3 years.

Year	No. of students served	No. of scheduled appointments	No. of walk-in meetings
2011	5808	42%	58%

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2012	4943	44%	56%
2013	4399	46%	54%
2014	4326	57%	43%
2015	5071	59%	41%

- Banner data notes the number of students who met with an advisor for assistance with registration due to required pre-approval to register (Alternate Pin issued to student by advisor) versus students who chose to meet with an advisor even though an alternate PIN was not required to register.

Term	No. of Student Visits*	Students needing Alt Pin to register	Students not needing Alt Pin
Fall 2010	2468	61%	39%
Spring 2011	1755	57%	43%
Fall 2011	2294	62%	38%
Spring 2012	1682	59%	41%
Fall 2012	2083	61%	39%
Spring 2013	1449	58%	42%
Fall 2013	2062	60%	40%
Spring 2014	1537	63%	37%
Fall 2014	2067	63%	37%
Spring 2015	1587	59%	41%

*Visits were assigned to terms based on date. Fall terms ran from Feb 01 to Aug 31. Spring terms ran from Sept 01 to Jan 31.

The number of students who need to see an advisor because an alternate pin is required for online registration remains steady. It is important to note that on average 40% of students who are not required to do so, choose to see an advisor for registration assistance and education planning.

Counseling/Advising Office responded to these assessments by developing and expanding programs in the following ways:

- Additional online resources targeting the educational planning and transfer resources were added under Career Counseling/ Career Information portion of the webpage. Under the Personal/Social/Life Transition counseling area of the webpage, two additional online resources were added for students to utilize. (11-12 OP)
- The on-call counseling/advising scheduling and availability was evaluated. One change made was assigning one counselor/advisor to be on call during all daytime hours to better serve the immediate need of students. (12-13 OP)
- The resources available for students in the area of transfer planning/support were expanded to include updated u.select Illinois handouts as well as training on the use of itransfer.org by advising staff. (12-13 OP)
- All selected degree seeking students who have earned 40 plus credit hours are contacted each semester via email to meet with an academic advisor. The advisor will

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- audit the student’s degree to determine the remaining courses. A plan is then created for degree completion. (13-14 OP)
- Academic planning resources and services were evaluated and students are now scheduling their academic plan appointments as part of the FYE class. (14 – 15 OP)
- The withdrawal survey was modified in order to create a procedure to increase the number of completed surveys as well as to better understand the reasons for student withdrawal. (14-15 OP)
- Priority registration for veterans was implemented to better service this target population as required by federal as required by federal legislation. (14-15 OP)
- An intervention program to identify students who earn below a 2.0 after their first semester at Sauk was implemented. The “re-direct” program was designed to intervene early with students who are struggling academically in order to provide necessary resources in order to encourage success. (14-15 OP)
- Awareness of career services has been increased through documented referrals. (14-15 OP)
- Implemented assigned advisors effective Fall 2015 for all certificate and degree seeking students to assist retention and completion rates (15-16 OP)

16. Will student surveys (s) be used within the next five years to receive feedback on the student or academic services provided by your area? List all possible survey instruments. Describe the instrument(s) and the type of information it will provide and the year(s) it will be administered.

[The academic advising office will continue to use an “in-house” survey instrument to measure the effectiveness of advising services. This survey will include questions to assess the following:

- Were student's needs met during the counseling/advising session
- Was the student satisfied with the visit
- What are services or resources could be provided to assist students

The College will continue to administer the Noel-Levitz Student Satisfaction Survey as approved based on funding and institutional need.]

→If applicable, add the survey proposal to the Operational Planning matrix and the FY(s) it will be administered.

If a survey instrument has not been approved by SVCC’s IRB, contact the Dean of IR for approval.

17. Describe any future efforts to improve efficiencies or services for the area and indicate the FY of implementation; **OR** indicate “None.”

Proposed Change	Proposed Fiscal Year Implemented
Assigned advisors –Each academic advisor has been assigned to a certain number of students. The department will develop strategies for outreach including communication, intervention, and academic monitoring.	[FY 17]
One stop service model – The academic advisors as well as student services staff have recently located to the new Student Services Center with the goal to build systems that will allow for more	[FY 17]

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collaboration. Student flow will need to be assessed for efficiency and effectiveness.	
At midterm, advisors will receive a list of their assigned students who are earning D's or F's. Advisors will contact students to initiate services.	[FY 17]
The "Who's Next" scheduling software will be utilized with the intent to streamline the appointment scheduling process. This program will allow students to schedule appointments online via the academic advising webpage. The program will also allow the student services staff to provide a seamless intake process to new students when coordinating visits between the various offices.	[FY 17]
Academic advisors will present information pertaining to the registration and academic planning process to all students in FYE 101 each semester.	[FY 17]
Academic advisors will be cross trained to assist with Allied Health applications and a transition plan will be created specifically for Radiologic Technology.	[FY 17]

→If applicable, add the plan to improve efficiencies to the Operational Planning matrix and the FY(s) it will be administered.

MARKETING

18. What marketing strategies has the area already conducted within the last five years to promote the student or academic support services offered by the area? Summarize the findings.

1.	Marketed advising services to student through all-campus annual Fall and Spring events, Saukfest.
2.	Personal Counseling and Early Alert Systems marketed through faculty/staff in-service
3.	Market registration on-campus through posters, table-tents.
4.	Off-site marketing conducted through the Marketing department, including billboards, electronic signage, social media accounts, radio and newspaper advertisements and news releases
5.	Directed registration marketing for athletes, veterans, disability support office utilizing flyers, coaches personal contacts, e-mails
6.	Market College Night and State University Transfer Day as well as Private Illinois Colleges & Universities through on-campus posters and electronic signage
7.	Advertised allied health application guidelines through posters, walk-in processes
8.	Collaborated with marketing to advertise wintermester opportunities through flyers, electronic signage, SVCC facebook page
9.	Utilized reminder telephone calls to individuals with upcoming appointments
10.	General text messages sent to Sauk community regarding registration dates.
11.	Verbal advertisements to FYE 101 course enrollees
12.	Utilize video monitors with rolling information regarding services.
13.	Updated website to reflect current services including appointment scheduling.

19. What marketing strategies will the area conduct within the next five years to promote the student or academic support services offered by the area and what is the proposed year of implementation? What

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benefits are you predicting from the new marketing strategies? What data will be collected to monitor the potential impact? [It is strongly encouraged to contact the Coordinator of Marketing for additional ideas.](#)

Marketing Effort	Expected Benefits/Data collected	Fiscal Year of Implementation
Directed marketing through texting will be explored	Increase communication regarding events and support services	FY 17
Explore opportunities to utilize social media more effectively to outreach to students/community	Extend outreach in to community more effectively	FY 18
Develop group outreach to current students utilizing assigned advisors	Increase communication to current student population	FY 17

Additional Information

20. 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

21. 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
Mandatory training for Title IX responsible reporters (all academic advisors)	FY 17
Work in conjunction with financial aid to verify that registered courses each semester are a required part of their program of study	FY 17

22. 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
Alternate scheduling to accommodate the anticipated 40 hours of required training	FY 17

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

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

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→If a plan needs to be implemented to deal with the program issues, add it to the Operational Planning matrix during the appropriate FY.

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

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Administrative Review Team Questions

Question 1. **Now that Title IX is fully in effect, is the advising/counseling area capable of supporting that initiative?**

Response to question 1 (please refer to any data sets or evidence to support your case): Yes, based on current staffing and continued support for training and required resources as noted in this document. Maintaining academic advisors as confidential resources allows students direct access to someone who can support and assist them through their rights, options and resources knowing the information shared is confidential. This fits well with the mission and goals of academic advising.

Question 2. **Is true “counseling” a necessary function of this department? Explain. If yes, can this department fully support that mission now? If not, what would need to be done to address that need?**

Response to question 2 (please refer to any data sets or evidence to support your case): Holistic services to students including short term counseling are a necessary function provided by select qualified staff of this area given student demographics and limited community resources. Current staffing does not support this function, however requested staffing changes will add qualified staff to increase counseling services. In the interim, contract services on campus with a local mental health provider is being considered.

**STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report**

Sauk Valley Community College (506)

Academic Year 2015-2016

Student & Academic Services Area	[Academic Advising and Counseling]
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Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

<p>The major functions carried out by Academic Advisors include Educational Planning (transfer advising, workforce preparation, academic planning), Career Exploration (career resources, career planning), and Social and Life Transition Advising (building problem solving/coping skills, college/community resource referral, identifying strengths/sources of support). The Academic Advisors also serve as confidential campus resources for Title IX.</p> <p>The strengths of this area are the quality of services delivered to students, advising staff who actively engage in ongoing professional development opportunities, high level of student satisfaction, and new facilities/software that have improved student flow and access. Student survey data illustrates that academic advising services are more important to students at SVCC relative to other services on campus. Data supports that academic advising staff at SVCC is outperforming peer college institutions in terms of student satisfaction, with comparable staffing. Staffing is currently adequate and all advisors participate in multiple training opportunities to enhance working knowledge and job performance. In addition, students seek out advising services consistently whether required or voluntarily. Data supports high levels of satisfaction with academic advising as reported by SVCC students. The updated facilities and scheduling software have allowed the advisors to increase efficiency and focus more time on specialized job tasks with students. Also, working in a shared space has increased their working knowledge in other student services areas.</p> <p>The challenges facing academic advising include effectively balancing student and institution responsibilities while fostering collaborative student-advisor relationships centered on developing and defining personal, academic, and career goals. Also, addressing the need for counseling services on-campus for crisis response, screening and referral by implementing staffing changes and/or mental health contract services.</p> <p>Quality improvements in facilities, software applications, equipment, and student intake have occurred since the last program review.</p>
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Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
<p>The following are the recommendations from the Program Review Committee and the Administrative Review Team:</p> <p>[1. Support the professional development of an academic advisor to become a personal counselor. 2. Work with the Online Task Force to move the College toward offering students the ability to receive fully online degrees and fully online support services. 3. Continue to investigate adding new software that will audit a student’s academic record.]</p>	
<p>Signature of the Program Review Committee Chair</p>	

President’s Recommendation	
The Program Review has been reviewed.	
<p>The following are the recommendations from the President:</p> <p>[</p>	
<p>President’s Signature/Date</p>	