

Cross Disciplinary: Transfer Functions including A.A., A.S., A.A.T., A.E.S., A.F.A degrees

SVCC Cross Disciplinary Program Review

This program review template will be used to review the following program and courses.

Program (degree): A.A., A.S., A.A.T., A.E.S. and A.F.A.

Related program courses: All transfer 1.1 courses

Transfer Program Objectives

Prompt: *What are the objectives of these degrees and the courses related to these degrees?*

Response to prompt:

The Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Engineering Science (A.E.S.), and the Associate in Fine Arts (A.F.A.) transfer degrees are offered at SVCC for students planning to transfer to a four-year college or university for a baccalaureate degree. The Associate in Arts in Teaching (A.A.T.) degrees in mathematics and special education have been withdrawn effective Fall 2014 due to changes in Illinois teaching standards and lack of student interest in these specialized programs. The objectives of these degrees is to prepare students for transfer to a four-year institution while completing lower division courses of a bachelor's degree.

Per the Sauk Valley Community College catalog as referenced below, each of the transfer degrees provide the following objectives and course information:

The Associate in Arts and the Associate in Science

The associate in arts (A.A.) and the associate in science (A.S.) degrees are designed to complete the Illinois Articulation Initiative transferable General Education Core Curriculum and the lower-division portion of a baccalaureate degree. Students' majors will determine which degree is appropriate.

The Associate in Engineering Science Degree

Baccalaureate engineering programs are highly structured in order to meet the standards established by the Accreditation Board for Engineering and Technology (ABET) for candidates seeking state of Illinois registration as a professional engineer. Community college students are strongly encouraged to complete an associate in engineering science (A.E.S) degree prior to transferring to a four-year institution. The AES degree does not include the entire general education core curriculum. Students who complete an AES degree must complete the general education requirements for the baccalaureate degree of the university to which they transfer.

The Associate in Fine Arts Degree

The associate in fine arts (A.F.A.) degree is designed to complete the lower-division (freshman and sophomore) portion of a bachelor of fine arts degree in music or art. Baccalaureate degree programs in the fine arts are highly structured and require many sequential courses in the major field at the lower-division level. As a result, the A.F.A. degree does not include the entire General Education Core Curriculum. This means that students who complete an A.F.A. degree must complete the general education requirements for the baccalaureate degree of the university to which they transfer.

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The Illinois Articulation Initiative (IAI)

As part of these objectives, Sauk Valley Community College is a participant of the Illinois Articulation Initiative (IAI), a statewide agreement among colleges and universities in Illinois. This initiative allows transfer of the completed Illinois transferable General Education Core Curriculum (GECC) between participating institutions. The general education core curriculum requires a minimum of 37 semester hours of IAI approved course work with at least a “C” in each of the two courses in the writing sequence. This agreement also addresses completion of GECC post matriculation and individual course transfer based on IAI assigned codes.

In addition, transfer objectives are critical to the college assessing its effectiveness. For example, transfer data is visibly seen on the college dashboard and used as a metric when measuring student success. The college dashboard can be located at the following link:

Transfer Degree Guarantee

To demonstrate its commitment to students enrolled in these courses and seeking a degree, the college offers a Transfer Degree Guarantee. This educational guarantee is published and outlined in our college catalog and asserts that students graduating with the associate in arts, associate in science, associate in engineering science, or associate in fine arts, be guaranteed the transferability of baccalaureate-oriented/university-parallel credit courses to public Illinois universities (<http://catalog.svcc.edu/content.php?catoid=8&navoid=251>). Should such an appropriately approved course not transfer, in which a student was directed to complete per an academic plan, the student will be offered a refund of the tuition paid for the non-transferring course credit.

Transfer Program Need

Prompts: *Is there a need for these programs? Is the array of courses offered for these programs appropriate to meet the needs of students?*

Possible topics to discuss: Program enrollment, program enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), number of transfer students (total and by ethnic category), number of GECC completers, number of bachelor degree completers.

Data sources: Table 1, Table 2, Table 5.

Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Identified Strengths and Challenges

Through this review process and our efforts in working with students, some strengths and challenges have been realized. One such strength is that the college continues to provide affordable and quality education, greatly reducing the cost of a four-year education and preparing students for transfer. Part of this preparation for transfer education is the college’s

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great ability to network with 4-year institutions and establish the pathways to transfer for our students. As an active participant in the Illinois Articulation Initiative (IAI), SVCC clearly communicates the transferability of approved courses, particularly the General Education Curriculum Core (GECC) included in the A.A and A.S. degrees, which is discussed within this document.

A challenge of the college that is referenced throughout this section and document is declining enrollment. There may be several reasons for a drop in enrollment, such as competition in higher education being greater than ever, accessibility to higher education online worldwide, and a declining population in our region. In addition, dual credit courses in the area high schools are on the rise, which may be impacting our course numbers on campus.

An additional challenge that is evident in this review is that of equity (Table 5F). In reviewing the data, caucasians represent nearly 81% of the students enrolled in transfer programs with hispanic students next represented at just 11%. In terms of gender the numbers are a bit more equitable with 52% of students enrolled in transfer degree programs being females and 48% being males. 56% of the degrees awarded are females, while males represent 44% of degree completions.

Like all programs, the college is dedicated to increasing its retention and completion numbers. FY15 has produced the highest number of completions over the five years (174) and the college is committed to increasing this trend. The Fall-to-Fall retention has remained steady at 43.1% overall and the Fall-to-Spring retention at 73.2%

Identifying qualified faculty candidates has posed a challenge in some areas, as well. Hiring the highly qualified faculty to ensure quality is essential, both in student success and institutional success.

Overall Program Enrollment

Transfer programs are critical to the core mission of Sauk Valley Community College. The college serves the diverse educational needs of its citizens, which includes a large population of transfer-bound students. Specifically, five transfer degrees representing 45 transfer fields of study are offered at the college with 36,657 students served in the past five years. SVCC currently has 73 approved courses in the GECC and 41 approved as major recommendations. Additionally, a hallmark of all community colleges is the tremendous value provided to its students, which SVCC provides to transfer by reducing the cost of a four-year education by thousands of dollars.

As depicted in Table 1, over the past five years, transfer program enrollment has declined each year. Specifically, the college saw enrollments of 8,359 students in FY11 to 6,835 in FY15. As to be expected, this has also resulted in a decline of sections offered and instructors required at the college. The college employed 108 instructors in FY11 and 99 in FY15, which also reduced the sections from 635 to 584. Online enrollment has steadily increased with a 5-year high in FY15 of 998 students, while daytime enrollments have steadily declined each year and

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evening enrollments have sharply declined from 1097 students in FY11 to just 697 students in FY15. Online enrollments are later discussed in this document as it relates to the college's new strategic direction.

With the reduction in enrollment, instructors, and sections, the number of tutorial sections (independent study) doubled from FY14 to FY15 from 9 to 18 and 51 in total over the 5 years. While offering a tutorial course is cost-effective, it also could reflect a low number of students in a given section.

Enrollment and Completion

In analyzing each degree within Tables 5A-5F, the Associate in Science degree (A.S.) has demonstrated significantly higher enrollment and completion among SVCC students with a 5-year mean within enrollment of 1695 students and the completion of 112.6 degrees. The Associate in Arts (A.A.) yielded a 5-year mean within enrollment of 509.6 students and the completion of 43.4 degrees. While the A.E.S. and A.F.A. degrees serve students of the college, their five-year means have been substantially lower than that of the the A.S. and A.A. degrees due to their specialized nature. Specifically, the five-year mean enrollment of the A.E.S. degree (Table 5D) is just 69.4 students and degrees awarded at 2.6 students. Overall, in combined numbers, both the A.E.S. and A.F.A. degrees have yielded just 19 completions. The A.F.A. degree five-year mean for enrollment is 35.2 students and just 1.2 degrees awarded. It should be noted that the A.A.T. is no longer offered and has been withdrawn from degree offerings. The five-year mean enrollment of the A.A.T. degree within Table 5C indicates that just one student has transferred with an intent of an A.A.T over the past five years with no degree completions. Table 2C further indicates that enrollment in the A.A.T is just seven students in the past five years. Overall, a breakdown of the retention and completion data by degree is provided in the next section under "Program Quality."

Dual Credit Enrollment and Rise in Demand

One area of transfer enrollment that has seen an increase has been within dual credit. The demand for access to college courses within high schools has been a national, state, and local trend. During this time, dual credit transfer enrollment has increased, from 826 in FY11 to 1,119 in FY15. Equally, this has increased the demand for more instructors within dual credit, resulting in 23 instructors in FY11 and 30 instructors in FY15. Overall, the college has served 4,389 dual credit students in the past five years.

Enrollment by Ethnic Group and Gender

Overall, in terms of ethnicity, Caucasian students yielded the highest 5-year mean of student completions in all transfer programs with 1880.6 students. Next, Hispanic students accounted for a mean of 276 of the completions, while Black students yielded a 5-year mean of 91.6 students and Asian students a mean of 11.6. Over the past five years, all transfer student completions have resulted in a total mean of 159.8. In comparing gender, females (90.2) continue to have a higher five-year mean completion rate than males (69.6). Enrollment among females is also higher at 388.8 compared to that of males at 349. It should be noted that over the past year, both the Organizational Planning and Improvement Committee (OPIC) and

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the Student Success Committee at SVCC have continued to analyze this trend through data to create more equitable outcomes within this gender disparity. As discussed in greater detail within this document, the five-year mean within persistence among female students (82.9%) is also higher than that of males (78.7%) over the past five years. More females than males have also completed the GECC. According to the five-year mean in table 5F, 387 females and 272.6 male have completed the GECC across all transfer degrees. Despite the higher enrollment, completion, and persistence of females when compared to males, there have been more males (89) students that have transferred than that of females (86) when compared within the five-year mean.

A.S. Degree by Demographics

In analyzing the ethnicity and gender demographic of each degree by completion, persistence, and grade distribution within the five-year mean, the A.S. degree (Table 5B), has the highest enrollment among the transfer degrees. The A.S. degree yielded a five-year mean with 1695 enrolled students. Of those 1695 students, 1369.4 were caucasian, 202.4 were hispanic, 73.8 were black, and just 10.4 were Asian. The five-year mean of degree completion was 112.6 with caucasians representing 85% of those degrees (96.2), hispanics with 10.6 (9%), black 2.4% (2%), and Asian 0.6%. These numbers alone demonstrate an opportunity for the college to pursue more equitable outcomes among its students.

In terms of gender equity, the numbers are nearly equal among males and female enrolled in the A.S. degree with females having a slightly higher enrollment five-year mean at 286.4 versus the males at 285.6. Additionally, a 5-year mean of 80.2% of all students enrolled in the A.S. degree are demonstrating persistence (A-D + P). Also reflected in Table 5B, the persistence rates by ethnic groups range from 72.2% to 80.8%. In regard to gender, females (82.6%) are more persistent than that of males (77.8%). However, females are completing the GECC, which is discussed below, at a higher rate than that of males with 267.6 female GECC completions compared to 215.6 male GECC completions. When looking at this 5-year mean, females are exceeding males in enrollment, persistence, and completion, it should be noted that more males (71) transferred than females (60) within the A.S. degree, as depicted in table 5B. But, in terms of overall transfer, there have been 658 transfer students in A.S. degree. As depicted in Table 2B, transfer students are on the decline with 326 in FY11 and then just 8 in FY15.

A.A. Degree by Demographics (5-year mean)

While the numbers in the A.A. among gender were equitable, there were over twice as many females (356.2) enrolled in the degree than that of males (153.4), as reflected in Table 5A. The A.A. degree yielded a 5-year mean enrollment of 509.8 students. Of those students, 416.6 were caucasian, 66 were hispanic, 15.4 were black, and 1% were Asian. The five-year mean of degree completion was 43.4 with caucasians representing 35.8 of those degrees (82%), hispanics with 6.4 (14%), black 2.4 (5%), and Asian 0.6.

When analyzing the five-year mean with Table 5A, 81.9% of all students enrolled in the A.A. degree are demonstrating persistence (A-D + P). Also, as reflected in table 5A, the persistence

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rates by ethnic groups range from 70.0% to 81.8%. It should be noted that the 70% reflects that of the Asian student enrollment, which yielded a 0.4 5-year mean.

Like the A.S., females (83.4%) are persisting more than that of males (78.4%). Females are also completing the GECC at nearly double the number of males with 118 female GECC completions compared to 47.8 male GECC completions. When looking at the 5-year mean, unlike the A.S., females are transferring more frequently than that of males with 30 female students transferring compared to just 14 males. Overall, this data represents a substantial presence among females in the A.A. degree when compared to males. In total transfer students, as seen in Table 2A, there have been 222 total transfer students within the A.A. degree, but also with a sharp decline each year since FY11, where 113 students transferred and then just 6 students in FY15.

A.A.T. Degree by Demographics (5-year mean)

Over the five years, it was the direction of the college to withdraw the A.A.T. degree. As reflected in Table 2C and the 5-year mean data available in Table 5C, less than 7 students were enrolled at SVCC during this timeframe.

A.E.S. Degree by Demographics (5-year mean)

While the numbers within this degree are quite low, its focus is on an area that is of great demand, both locally, statewide, and at the national level. In addition, the curricula within K-12 continues to be more focused on STEM and career exploration.

In analyzing the ethnicity and gender demographic of each degree by completion, persistence, and grade distribution by five-year mean, the A.E.S. degree (Table 5D), has the third highest enrollment among the transfer degrees, with the A.S. and the A.A. representing the two highest enrollments. The A.E.S. degree yielded a 5-year mean of 69.4 students. Of those 69.4 students, 63.6 were caucasian, 3.4 were hispanic, 1.4 were black, and just 0.2 were Asian. The 5-year mean of degree completion was 2.6 with caucasians being the only completers. This data alone represents an opportunity for the college to recruit more minorities to pursue an A.E.S. degree.

In terms of gender, the A.E.S. degree is strongly represented by males. As evidence, Table 5D reflects the five-year male mean at 19.4 versus the females at 3.2. In analyzing the five-year mean of student success, 87.7% of all students enrolled in the A.E.S. degree are demonstrating persistence (A-D + P). Additionally, as again reflected in table 5D, the persistence rates by ethnic groups range from 79.7% to 88.4%. In regard to gender, females (88.1%) are more persistent than that of males (87.6%). It should be noted again that the sample size for females is quite low at just 3.2 students. Additionally, just one female has completed the GECC, while compared to that of males (8.4). Furthermore, six male students transferred in comparison to one female student. As reflected in the data for the A.E.S. degree, there are great disparities between male and female students.

A.F.A. Degree by Demographics (5-year mean)

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In analyzing the ethnicity and gender demographic of each degree by completion, persistence, and grade distribution by five-year mean, the A.F.A. degree (Table 5E), has the lowest enrollment among the transfer degrees. The A.F.A. degree yielded a 5-year mean of 35.2 students. Of those students, 29.8 were caucasian, 4.2 were hispanic, and 0.8 were black, and there were no Asian students enrolled. The five-year mean of degree completion was just 1.2 with one caucasian representing this figure.

In comparison to the other degrees discussed, the numbers are nearly equal among males and females enrolled in the A.F.A. degree with females having a higher enrollment five-year mean at 20.8 versus the males at 14.4. While the sample size is quite low within the five-year mean, the A.F.A. degree does represent the second-highest persistence rate with 85.3% of all students enrolled in the degree demonstrating persistence (A-D + P). Only the A.E.S. represents a higher persistence at 87.7%, but it should again be noted that the sample size in both programs is quite low. As reflected in the five-year mean of Table 5E, the persistence rates by ethnic groups range from 77.3% to 86.1% . With 29.8 of the 35.2 students in the A.F.A degree being caucasian, it is difficult to determine any conclusive findings of persistence by ethnic groups.

In regard to gender, males (87.6%) are more persistent than that of females (81.0%). Just one student overall has completed the GECC, which is understandable as the program is not aligned to GECC guidelines. Furthermore, just two males and one female have transferred.

Overview of GECC Completion

The Illinois Articulation Initiative (IAI) General Education Curriculum Core (GECC) is designed to enable a student to complete the lower-level degree requirements as they prepare for transfer to a four-year institution. Over the past five years, the GECC has consisted of 12 to 13 courses (37 to 41 credits). A shift in the GECC will take place in the Fall of 2016 with ICCB announcing a new alignment of courses for the A.S. degree focusing on completion of the GECC pset-matriculation. This will result in a new way of advising students and could impact how this current data is compared to future data.

Overall, as reflected in tables 2A-2F, the transfer degrees produced 3,298 GECC completions at SVCC. Consistent with enrollment and completion trends, the A.S. degree has produced the most GECC completers over past five years with 2,417 completions and accounted for 73.2% of the total overall. The A.A. degree produced the second-highest number of completions with 829 (25.1% overall) and the A.E.S. produced 47 GECC completions (1% overall). The A.A.T. did not produce any GECC completers and the A.F.A. produced five GECC completions.

As reflected in the five-year mean data table, (Table 5F), many students at SVCC are taking advantage of the GECC and pursuing its completion, yet not completing a degree. This is most likely a sign of early transfer. Specifically, of the 737.8 students enrolled, 659.6 completed the GECC. 175 of the enrolled students transferred and 159.8 of the overall enrolled students completed a degree. Due to the fact that the GECC is built into the A.S. and A.A. degrees, 649.2 of the GECC completers are from within these two degrees.

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As previously discussed, the highest five-year mean level of GECC completers was within the A.S. degree with 483.4 completers. The A.A. degree yielded completions of 165.8. Since the speciality degrees do not include the full GECC, the completers are noticeably lower with the A.E.S at 9.4, and the A.F.A at just one completer.

In analyzing the five-year mean of GECC completers by demographics, Caucasian students accounted for 560.4 of the GECC completions, hispanic accounted for 70.6, black students accounted for 12 students, and Asian students accounted for 1.8 GECC completions.

Transfer Program Quality

Prompts: *Do the programs and the programs' courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the programs or the programs' courses? What barriers exist for student to successfully transfer? Describe any programmatic achievements including maintaining, updating and seeking new articulation agreements with baccalaureate institutions.*

Possible topics to discuss: Full-time to part-time faculty ratio, amount of overload, average class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, persistence rates, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability), and relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines: classroom persistence rates, semester to semester retention rates, degree completion rates.

Available Data Sources: SSI, other surveys, Table 1, Table 2, Table 3, Table 4, Table 5, Assessment Data Base, College Dashboard (including transfer GPAs, class persistence), Assessment Reports, focus groups, interviews, etc.

Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Identified Strengths and Challenges

As referenced and by the evidence presented in this section, a great strength of Sauk Valley Community College is its ability to serve students well as they prepare for transfer to a four-year institution. This comes by way of both effective instructional practices and dedicated

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faculty, but also through the critical student services and support that are provided by the many professionals throughout the college. The student experience, including the college's transfer bound students, is key and students have demonstrated their satisfaction with the college relating to these areas. Having access to this data alone is a great strength of the college. This includes the results of Noel-Levitz surveys, a college dashboard, Institutional Research data that is made available swiftly by the Institutional Research office, and also the Assessment database that faculty used to enter classroom-level data regarding learning outcomes of our students.

Another great strength of the college is the TRIO Student Support Services program that is offered to our students. These services assist many of our students in seeking a four-year degree. Specifically, the intrusiveness of their program has fostered great success among our students. The graph below, which was provided by the TRIO department, reinforces their efforts:

Summary Results for TRIO SSS Standardized Objectives

Criteria	Approved Rate	Actual Attained Rate 2013-2014	Actual Attained Rate 2014-2015
Persistence	61%	86%	91%
Good Academic Standing	93%	96%	99%
Associate's Degree or Certificate	40%	75%	69%
Associate's Degree or Certificate AND Transferred	25%	62%	64%

As you can see above, persistence in the TRIO students has increased in the past year alone, as well as the number of students in good academic standing. Furthermore, the number of students that have attained an Associate's degree and transferred has increased to 64% from 62%.

As previously discussed, a challenge that we are currently facing is that of enrollment. With numbers declining, this impacts our ability to expand class offerings and diversify the faculty if less instructors are in demand. The college is currently pursuing a TRiO Talent Search grant, which would extend our advising and college preparation services to nearly 600 K-12 students in our area schools. In addition, diversifying the campus and establishing more equitable outcomes, particularly by ethnicity, is also a challenge the college faces.

Challenges also remain within dual credit, particularly within persistence rates, where 97.8% of its students are persisting, which is far higher than that of SVCC's full-time and part-time students. The focus on the faculty collaboration between both institutions, as part of SVCC's

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efforts to adhere to the Dual Credit Quality Act, will likely assist in standardizing the persistence rates.

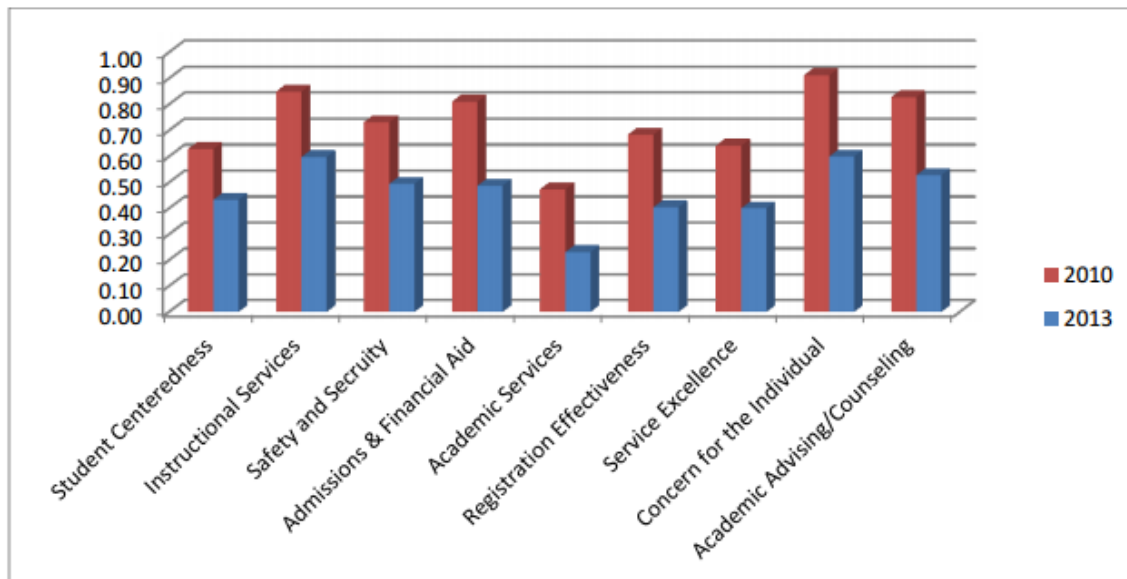
Overview of Providing Quality Opportunities and Meeting Student Needs

Over the past five years, the college has taken several steps to ensure that students are provided the highest quality of education at Sauk Valley Community College, which includes the appropriate programs, courses, and degrees. Additionally, appropriate scheduling of courses and class formats have made opportunities more accessible, flexible, and available at SVCC. Student satisfaction is of great priority to the institution, which is built upon great service and support, both in and out of the classroom. There are several sources, which are available to the public, that reflect the success and satisfaction of our students. These sources include:

- 2013 Noel-Levitz Student Satisfaction Survey
- Institutional Research Data (Completion, persistence, and retention)
- Sauk Valley Community College Dashboard
- Assessment Database

In reviewing the Noel-Levitz Student Satisfaction Survey, the following graph was provided, which reinforced that satisfaction among students had improved from 2010 to 2013 in nine separate categories, some of which include instruction and academic services.

This graph shows the gaps in the scale values (importance – satisfaction). All gaps have significantly closed from 2010 to 2013.



Source: *2010 and 2013 Analysis of the Student Satisfaction Surveys*, SVCC Office of Institutional Research.

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Question 40 of the survey asked students, “My academic advisor is knowledgeable about the transfer requirements of other schools,” to which students rated SVCC higher in 2013 than in 2010. Furthermore, the following was concluded in the summary:

“The SSI survey results indicate that students are generally happy with the services that are provided by SVCC. From 2010 to 2013, the performance gap shrunk by nearly half from 0.60 to 0.35; student satisfaction is improving. Also, when compared to other community colleges nationally, SVCC students are significantly more satisfied than the average community college student. Admissions and Financial Aid, Academic Advising, and Concern for the Individual grew the fastest in student satisfaction from 2010 to 2013.”

In addition, the following data points that focused on instructional effectiveness, student service, and student support were noted in the results of the 2013 SSI survey:

- Within the category of “Instructional Effectiveness”, on a scale of 1-7, students rated it as a 6.43 in importance and 5.81 in satisfaction when aggregated.
- Within the category of “Student Centeredness”, on a scale of 1-7, students rated it as a 6.27 in importance and 5.82 in satisfaction when aggregated.
- Within the category of “Campus Support Services”, on a scale of 1-7, students rated it as a 5.91 in importance and 5.40 in satisfaction when aggregated.
- Within the category of “Academic Advising/Counseling”, on a scale of 1-7, students rated it as a 6.40 in importance and 5.82 in satisfaction when aggregated.
- Within the category of “Academic Services”, on a scale of 1-7, students rated it as a 6.35 in importance and 6.11 in satisfaction when aggregated.
- Within the category of “Service Excellence”, on a scale of 1-7, students rated it as a 6.25 in importance and 5.81 in satisfaction when aggregated.
- Within the category of “Concern for the Individual”, on a scale of 1-7, students rated it as a 6.36 in importance and 5.75 in satisfaction when aggregated.

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Transfer Success and SVCC Dashboard Data

The Strategic Planning Dashboard, established by the Office of Institutional Research and OPIC, provides data to support the effectiveness of transfer degree programs and student success. The dashboard specifically designates whether a metric is below the target goal, at the target goal, or above the target goal. Specifically, metric #16 of the dashboard, as illustrated below, measures the number of students transferring from SVCC. Currently, the college is above the targeted goal, as represented by the green designation below:

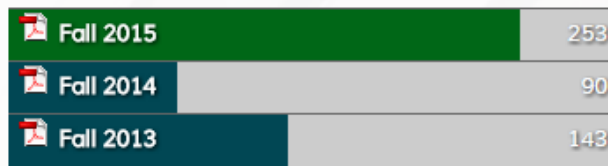
DASHBOARD METRIC 16: TRANSFER STUDENTS

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Metric #16

The number of students transferring from SVCC to 4-year institutions in one fiscal year is measured.

Click on the graph in order to see the drill down measurements for a particular fiscal year.



Fall 2015	253
Fall 2014	90
Fall 2013	143

Explanation

Data will be measured at the end of the fiscal year. This will measure the number of full-time students who transfer to a 4-year institution within three years of enrolling at SVCC and will measure the number of part-time students who transfer to a 4-year institution within five years. We will identify the student's cohorts from the E1. If a student is classified as first-time (E1 Item 8 code 1) and associate degree-seeking (E1 item 29 code 3) we track them as full-time students. They remain in the tracking cohort even if they change degree objective. Dual credit students would not be included in these calculations. Data is provided by IS (program code zxdrilldown1619.pco).

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Additionally, metric #1 of the dashboard also indicates that SVCC students are “on target” to other former community college students when compared to the same 4-year institutions. Evidence of such is illustrated below:

DASHBOARD METRIC 1: TRANSFER GPA

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Metric #1

The cumulative GPA of former SVCC students at 4-year institutions to other former community college students at those same 4-year institutions are compared.

Click on the graph in order to see the drill down measurements for a particular fiscal year.



Explanation

For participating 4-year higher education institutions, former SVCC students' (transfer students) GPA at their new 4-year institutions will be compared to other community college students' GPA at those same 4-year institutions. GPAs will be weighted appropriately. The data below represents an example only.

Source of Data

Four-year institutions provide the data each summer.

Example

4-Year Institution	# SVCC students	Average GPA at 4-year	Weighted GPA	# other community college students	Average GPA at 4-year	Weighted GPA
NIU	10	3.1	31 units	100	3.05	305
WIU	20	3.0	60 units	75	2.96	222
Totals	30		91 units/30 =3.03 GPA			527 units/175 =3.01 GPA

Scheduling of Courses and the Establishment of a 2-year Schedule

Since the last review of transfer degrees, the college has established a two-year schedule that outlines when courses should be offered and sequenced to most efficiently meet student scheduling needs and for the college to offer courses in the most responsible manner.

Furthermore, this scheduling initiative has enabled both students and academic advisors to predict when courses will be offered so that students can complete an academic plan in the most efficient manner. The two-year schedule can be found in its entirety on the college's online FAST system.

Instructor Needs

As reflected in Table 1 and previously discussed, the number of instructors has declined and is based upon the declining enrollment and demand. While the perception is that more adjunct faculty are now being used to offset costs and remain fiscally responsible, this is not the case.

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As reflected in the data, the college is currently employing a 5-year low at just 67 instructors. In previous years, the college employed 79, 74, and 75 instructors in FY11, FY12, and FY13. After an exercise hosted by Noel-Levitz in FY12 entitled, “The Vital Few,” it was the consensus of the college to pursue more full-time instructors. During that year, 4 additional full-time instructors were hired. The college currently employs 46 full-time instructors with two vacancies that have not been filled due to a drop in enrollment.

In comparing number of students served by full-time faculty and part-time faculty, of the 36,657 students enrolled over the past five years, full-time faculty served 23,151 of those students as compared to the 13,506 students that part-time faculty served.

Average Class Size

The average class size at SVCC has long been a strength of the institution. While class sizes have strategically been kept low, the drop in enrollment has further facilitated this. Table 1 outlines the average class enrollment, which was 11.8 over the past five years. The highest average class enrollment was in FY11 with 13.0 students and a subtle drop in FY12 to 11.8. Each year after, the average class enrollment dropped to approximately 11% with an FY15 average class enrollment of 11.4 students. This information is also available on SVCC’s “College and Student Profile” at <https://www.svcc.edu/about/college-student-profile.html>

Online Learning

Online enrollment has seen significant growth with enrollment being higher than ever in the past five years with 998 students in FY15 and compared to a low in FY12 of just 727 students. The college’s current strategic direction initiative to pursue more online courses is aligned well to support the increasing demand of online education at SVCC.

A Focus on the Dual Credit Quality Act

As previously referenced, Dual Credit enrollment has increased at a steady rate each year. Table 3F provides the persistence rates of Dual Credit students and at 97.8%, it is far higher than the persistence rates of the full-time (77.5%) and part-time (85.6%) students at SVCC. In 2014, the college demonstrated its commitment to the Illinois Dual Credit Quality Act, which focuses on quality assurance and alignment of courses between secondary and postsecondary institutions. The college applied for and received the Dual Credit Enhancement Grant by the Illinois Community College Board. Under the grant, the college was able to assign college faculty to visit high school classrooms, review one another’s syllabi, and better align their courses. These practices have continued into 2015 and the college is hopeful that the efforts will strengthen curriculum, improve course outcomes, increase communication between the faculty, and ultimately establish all high school courses to mirror that of the college’s.

Retention and Completion by Degree

As depicted in Table 4F, retention rates have fluctuated over the past five years when compared across all degrees. Specifically, the Fall-to-Fall five-year retention total was 43.1%, while the Fall-to-Spring total was 73.2%. Fall-to-Fall saw its highest year in FY11 at 45.5% and its lowest year at 42.3 in FY13. Fall-to-Spring saw its highest year in FY15 at 76.3%,

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while its lowest year was 69.4% in FY12. Overall, by degree, the A.E.S. degree yielded the highest retention rates for both Fall-to-Fall and Fall-to-Spring. In further comparing retention by degree, the following was concluded:

A.S. Retention and Completion

As outlined in Table 4B, the A.S. degree yielded a five-year overall Fall-to-Fall retention of 42.8%, while Fall-to-Spring yielded a result of 72.4%. The A.S. saw its highest Fall-to-Fall retention within FY11 at 44.3% and its lowest year the very next year in FY12 at 39.8%. The Fall-to-Spring retention saw its highest numbers in FY15 at 75% and its lowest numbers the year before in FY14 at 66.6%. Additionally, completions have increased steadily over the past five years with 101 student completions in FY11 and 126 in FY15 for a total of 563 students.

A.A. Retention and Completion

As outlined in Table 4A, the A.A. degree yielded a five-year overall Fall-to-Fall retention of 43.4%, while Fall-to-Spring yielded a result of 75.1%. The A.A. yielded its highest Fall-to-Fall retention within FY11 at 47.3% and its lowest year in FY13 at 40.9%. The Fall-to-Spring retention saw its highest numbers in FY15 at 79.3% and its lowest numbers in FY12 at 68.9%. Completions have remained steady over the past five years with 42 student completions in FY11 and 44 in FY15 for a total of 217 students. Completion saw a five-year high in FY12 with 51 students.

A.A.T. Retention and Completion

As previously mentioned and outlined in Table 4C, the low sample size of the degree data due to the removal of this degree has resulted in an inability to provide any conclusive findings. It should be noted that over the five years, four out of five students (80%) were retained Spring-to-Fall, while five of nine were retained Fall-to-Fall (55.6%). There were zero A.A.T. students in FY11 and FY15 and no degrees were awarded over the past five years.

A.E.S. Retention and Completion(Highest Fall-to-Fall and Fall-to-Spring Retention Overall)*

As outlined in Table 4D, the A.E.S. degree yielded a five-year overall Fall-to-Fall retention of 49.1%, while Fall-to-Spring yielded a result of 82.4%. The A.E.S. saw its highest Fall-to-Fall retention within FY12 at 53.6% and its lowest year in FY15 at 44.1%, which again is reflective of the current that Engineering graduates are becoming increasingly difficult to find among employers. The Fall-to-Spring retention saw its highest numbers in FY14 at 88.2% and its lowest numbers in FY12 at 76.3%. Completions have remained steady over the past five years with just 1-5 students completing on average each year. One student completed a degree in FY11 and FY14, four students in FY12 and FY13, and three in FY15 for a total of 13 students.

A.F.A. Retention and Completion

As outlined in Table 4E, the A.F.A. degree yielded a five-year overall Fall-to-Fall retention of 41.4%, while Fall-to-Spring yielded a result of 64.8%. The A.F.A. saw its highest Fall-to-Fall retention within FY15 at 66.7% and its lowest year in FY13 at 18.8%. The Fall-to-Spring retention saw its highest numbers in FY15 at 83.3% and its lowest numbers the next year in FY15 at 45.4%. Completions have remained low over the past five years, ranging from zero to

Cross Disciplinary: Transfer Functions including A.A., A.S., A.A.T., A.E.S., A.F.A degrees

three student completions each year. Just six students have completed a degree in total, with one student in FY11, FY14, and FY15. Three students completed in FY12. Zero students completed in FY13.

Focused Questions from the Administrative Review Team (ART)

Question 1. Does the college maintain, update and seek new articulation agreements with baccalaureate institutions? Give examples.

Response to question 1 (please refer to any data sets or evidence to support your case):

Sauk Valley Community College is persistently seeking new partnerships and relationships with transfer institutions, particularly those located within Illinois. 2+2 agreements are common examples, but 3+1 agreements have now become a part of the discussion with four-year institutions. New official 2 + 2 agreements with University of Illinois Springfield (5 majors), Milwaukee Institute of Art/Design, Illinois Institute of Art, and Western Illinois University (RPTA major) have been established. In 2015 alone, the college established a 3+1 agreement in Manufacturing Technology with Northern Illinois University. Under the agreement, students complete three years of coursework with SVCC and then one year online with NIU to complete a bachelor's degree. The college is also finalizing a 2+2 agreement with Western Illinois University, which would enable a Criminal Justice student to complete two years at SVCC and then two years online with WIU to complete a bachelor's degree. In-house transfer guides are also available in a number of popular transfer schools/majors.

Question 2. What have been some changes to transfer offerings in the last 5 years to improve student's success in their transfer program and beyond?

Response to question 1 (please refer to any data sets or evidence to support your case):

SVCC continues to require students who are degree seeking to complete an academic plan, typically in their first semester, that outlines their timeline for degree completion. The College continues to look at options for software to assist with this critical planning component for student access and financial aid requirements.

The faculty continue to review course offerings in the GECC and the major field. SVCC is an active participant in IAI and has recently updated the course outline template to align with IAI requirements. Updating syllabi to this new format will need to continue. Additional courses may need to be added to the GECC to increase the diversity of offerings.

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The college is also a member of ILCCO (Illinois Community Colleges Online) where students can find transfer courses online at other institutions to satisfy prerequisite and/or program requirements while also providing another option of flexibility in scheduling.

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below, but care will need to be taken to determine which department is responsible for conducting the activity.

Response to Challenges:

Based on the data, the transfer degrees are serving our students well. The large enrollments, although experiencing declining enrollment, are core to the mission of the college in its effort to prepare student for transfer to a four-year institution. Several challenges have been identified over the past five years through analyzing the many data resources.

First, more balanced and equitable outcomes are a need, particularly among ethnicity and gender. Increasing enrollment among minorities is an opportunity for the college to overcome this challenge. In addition, increasing the persistence rates among minorities is also an opportunity for improvement. Recruitment and marketing efforts can only be part of the plan to resolve this though as it takes many members of the college and initiatives to reach all of our community. For example, the cross-cultural services provided by Ana Salgado can be one part of these efforts outside of recruitment. These services have included new hispanic/latino info nights, much like "Discover Sauk," which were heavily attended in 2015. In addition, diversifying the faculty can be yet another component of these efforts as there are no minorities within the faculty ranks at this time.

Second, while dual credit is increasing steadily and serving the transfer-bound students of our area high school students, it may also be impacting enrollment on campus. It should also be noted that higher enrollments in dual credit have also assisted in bridging enrollment gaps though. New efforts for dual credit that involve bringing more students on campus could be pursued. Many high schools are interested in seeing their students pursue the completion of the GECC or an associate's degree, which would require their students traveling to our campus or enrolling online with our instructors.

Third, the new shift and requirements of the A.S. degree will likely result in a shift to more A.A. degree completers. Those degrees, under the new alignment, will be offered beginning in the fall of 2016. As a result, some degrees may shift from an A.S. to A.A. One example of this is the A.S. in Criminal Justice that will now likely become an A.A. degree due to its requirements being more fitting for transfer Criminal Justice students. In addition, the A.E.S. and STEM completers continue to be in great demand, yet enrollment is low. This is both at the local, state, and national levels. The college currently offers STEM Day to local 8th

Cross Disciplinary: Transfer Functions including A.A., A.S., A.A.T., A.E.S., A.F.A degrees

graders, which provides exposure to STEM fields, as well as encourages high school students to pursue degrees, such as the A.E.S. In addition, National Manufacturing Day, held annually, also expands the exposure of STEM and engineering to 500 high school students each year.

Another solution and challenge to assist our transfer students is to support a statewide initiative for reverse transfer agreements to increase degree completers. SVCC recently signed a reverse transfer agreement with Northern Illinois University, but a statewide initiative would better serve all students. This initiative would enable non-completing SVCC transfer students to still complete an associate’s degree with SVCC after moving on to a 4-year institution. This is currently made possible through agreements by both institutions to exchange student course completion information and requirements with the desire to move to using the Clearinghouse for student record exchange among institutions.

Signature/Date	Program Review Team Member	
		Chair
		Member
		Member

Cross Disciplinary: Transfer Functions including A.A., A.S., A.A.T., A.E.S., A.F.A degrees

Program Review. Items from the program review will be entered here. After this program review is complete transfer (paste and copy) the items below to your FY 2016 Operational Plan.

* Use the origination code PR 2015.

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

Comments:

Cross Disciplinary: Transfer Functions including A.A., A.S., A.A.T., A.E.S., A.F.A degrees

Cross Disciplinary: Transfer Functions including A.A., A.S., A.A.T., A.E.S., A.F.A degrees

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Cross-Disciplinary Program	Transfer Functions (A.A., A.S., A.A.T., A.E.S. and A.F.A.)
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Summary

Summarize the findings addressing the programs need and quality.

Enrollment of transfer program students is declining, but consistent with that of our declining population and enrollment across the college. There were several findings throughout this review that have provided opportunities for need and quality improvement.

Increasing equity by ethnicity and gender is an identified challenged by the college. Some of the identified solutions to increase diversity and equity include new initiatives with recruitment and cross-cultural services, such as hispanic/latino information events, which were highly attended when offered recently in 2015 after not hosting them in years prior. Additionally, a new marketing/recruitment comprehensive plan is in place, which started in 2015.

Online courses are steadily increasing in enrollment. As a result, the college has announced its commitment to expanding online initiatives as a strategic direction. With the college's focus on growing online offerings and programs, the college has expanded its quality assurance of online instruction by providing online course evaluations at the conclusion of each course. Prior to an online course being offered, an approval process for online course development has also been created that requires a course to meet certain instructional elements and quality assurances before being placed on the schedule.

Dual credit continues to grow, yet their persistence and grade distributions are not consistent with that of our on-campus students. This could be that many high school dual credit students are more "college-ready" and many do not have intentions of attending our college. In addition, the enrollment of dual credit may be impacting our on-campus enrollment as many high school students are satisfying many of their general education courses while in high school. Furthermore, the college has dedicated itself to adhering to the Dual Credit Quality Act and faculty are communicating with one another and monitoring the courses to ensure that curricula and policy are aligned.

The A.A. and A.S. degrees are demonstrating the highest numbers, but the A.E.S. degree is declining. The need for engineering students is in great demand at the local, state, and national levels. Initiatives are in place for career exploration and recruitment, starting as young as the 8th grade. In addition, the A.A.T. degree has been withdrawn due to changes in the Illinois

Cross Disciplinary: Transfer Functions including A.A., A.S., A.A.T., A.E.S., A.F.A degrees

teaching standards. The A.F.A. degree, although low in enrollment, is still serving a small population of students that pursue music or the performing arts.

Cross Disciplinary: Transfer Functions including A.A., A.S., A.A.T., A.E.S., A.F.A degrees

Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
The following are the recommendations from the Program Review Committee and the Administrative Review Team: 1. As has been discussed in many program reviews, the communication between adjunct, dual-credit, and full-time faculty could improve. More discussions need to occur about grade distributions, curriculum alignment, who is hired for an adjunct position, and assessment practices. An annual training cycle needs to be developed in order to address these concerns. 2. Continue to provide a variety of GECC courses for students to take. 3. Recruit more underrepresented faculty. 4. The College should investigate if A.F.A. degrees are viable options for students at SVCC. Certainly the PRC believes that art, music, and theater classes have a place at SVCC as transfer/GECC/elective course options.	
Signature of the Program Review Committee Chair	

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	