STUDENT & ACADEMIC SUPPORT PROGRAM REVIEW

Dual Credit Program

FISCAL YEAR 2017

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-August	The Administrative Review Team meets to examine the data and develop focused questions for the program review.
July-Early September	Area supervisors/leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the VP of Research, Planning and Information Affairs.
Fall semester	Areas conduct their program reviews using this template. The Vice President is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the VP 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 are 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 **_approved_** program reviews should be completed. They will be forwarded by the VP to President's Cabinet for consideration.
April	Areas will submit next year's operational plans, including action items identified in the program review.

Instructions

- The program review leader will form a program review team comprised of 3-4 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 Leader of the area's program review committee is responsible for submitting a completed program review. The Leader should submit the following by **December 20**th or earlier to the VP:
  - 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 underline 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 Vice President of Research, Planning, and Information Affairs, Steve Nunez (ext. 263), with any questions regarding your program review.

Major Functions and Alignment with the College Mission

College Mission: SVCC is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development.

Identify the major functions carried out by this unit and how they align to the SVCC mission (include as many as are appropriate):

The dual credit program provides great access to higher education and enables the college to engage yet another population in lifelong learning. The program offers transfer education courses, but also career/technical offerings, which assists in the economic development of our community. In addition, students are able to access these opportunities at an affordable tuition rate.

PART 1: FINANCES – COST EFFECTIVENESS

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?

Predicting the budget for this program can vary as demand for the courses can fluctuate based on high school district decisions throughout the year. In addition, many of the dual credit program offerings are dictated by a district's faculty qualifications and teacher turnover varies from year-to-year. In addition, new opportunities can be presented, such as expanding access to online students on short notice when districts cannot provide an instructor of their own.

Over the past five years, the budget has not been adequate for the needs of the program. Some of this can be attributed to growth in enrollments, which can often require paying a school district a contract for the use of their faculty member. FY16 was the only year when the budget was appropriate, which saw a decline in enrollment and was partially attributed to new placement standards. In addition, our district lost some key faculty members in the high school. SVCC also provided dual credit opportunities to the Area Career Center in Elizabeth, Illinois, for Criminal Justice and those students now attend Highland due to the creation of their Criminal Justice program.

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

> The majority of overage is located within the instructional contracts. When the department split, no money was allotted for printing of materials or travel for the Dual Credit Coordinator. The amount needed for those areas is very small but not having it built in resulted in the budget to go over each year since the split. As for the instructional contracts, it appears the set amount is not enough each year which could be attributed to the need to add sections of courses at area high schools. This number can be unpredictable, particularly when schools identify new opportunities for classes. Each year, schools tend to add courses and not amend the MOU until after the yearly budget is set.

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

> Much of the program's financial viability is tied to the tuition of the courses and the contracts associated with instructors. Many of these contracts are paid at tutorial rate if the course has less than 14 students enrolled. Within the duties of the Dual Credit Coordinator, it does carry the responsibilities of enrolling students, handling placement testing, and hosting the dual credit orientations. In these areas, this individual has made every effort to maximize their time and make the processes more efficient. This has included being separated from recruitment so that a specific focus can be placed on dual credit.

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

> Administration has implemented a new three-tier model for tuition beginning in FY18, which is based upon free/reduced rates at 25%/50%75% rates for waivers. This could have a great impact on the financial viability of the program as courses are billed only at half-rate or free. In addition, these changes in tuition could result in more students matriculating to Sauk and taking less credit hours at the high school. It could potentially have a negative impact on apportionment collected if enrollments decline due to the new tuition model.
>
> The Dual Credit Coordinator is now spending less time traveling to high schools to administer placement tests for students. As a result, this has improved not only efficiency of duties, but also travel expenses. With assistance from the FaCIT department, the Dual Credit Coordinator is developing an online orientation for dual credit students. This should also cut down on costs associated with printing of materials and traveling to area schools to present the orientation meetings. The plan for this orientation is to have each student and parent/guardian complete the session prior to registration. This would cut down on the amount of students who claim to not know the process/payment arrangements of the program and also open up access for all. In another attempt to cut costs, the Dual Credit Coordinator is working with Marketing to develop and use electronic invitations to events.

→**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.

Over the past five years the department has undergone significant changes. From FY12 to FY14 the Recruiting Department consisted of two Recruiters and one Administrative Assistant. In FY 2015 an institutional restructuring took place whereby one recruiting position became an Admissions Representative reporting to the Vice President of Research, Planning and Information Affairs and the other recruiting position became the Dual Credit Coordinator/Enrollment Specialist reporting to the Director of Enrollment. The Recruiting Department's administrative assistant became an Enrollment Specialist with limited administrative assistant duties for the Dual Credit Coordinator. In FY 16 several staff changes within the Enrollment Specialist positions resulted in the loss of the administrative assistant functions to the Dual Credit Coordinator. In addition, the staffing changes within the Enrollment Specialist positions have caused a reallocation of responsibilities for the Dual Credit Coordinator to devoting a greater percentage of time to Enrollment Specialist functions within the department. While the Dual Credit Coordinator's direct dual credit responsibilities fluctuate throughout the year the need to remain available for contact with the high school counselors is ongoing throughout the year. The out-of-office travel for the Dual Credit Coordinator has been greatly reduced but travel to area high schools remain a vital part of the position. While the Dual Credit Coordinator continues to maintain campus visits to the area high schools, the restructuring and reduction in staff have resulted in a delay in response time to student and high school counselors.

6.　　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.

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)
None			

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

PROFESSIONAL DEVELOPMENT

7.   List all <u>full-time</u> 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). <u>If</u> 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
Taylor Baker	*Noel Levitz National Conference(for Recruiting)	FY'13

8.   List any professional development that part-time employees have attended within the last five years or indicate "none". (Just list part-time employees that <u>have</u> participated in professional development).

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

9.   If area employees (including part-time employees) need any <u>required</u> 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
None		

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

10.   For <u>each</u> <u>full-time</u> 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
Taylor Baker	None is known - but would greatly like the chance to attend any Dual Credit event.	
	Sauk Valley Community Leadership Program	Current
	Parchment Conference- Dekalb IL (to assist high schools in having student send transcripts through the service)	11/2016
	Member of the P-20 Initiative for Dual Credit - Dekalb IL	Current

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

EQUIPMENT & SUPPLIES

11.   Identify <u>new and/or replacement</u> 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) ($)
	None					

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

FACILITIES

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):	
		Furniture (if applicable):	
		Furniture (if applicable):	

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

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?

Fiscal Year	Average rating (0-4)

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 <u>administered</u> 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?

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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.

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→**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 VP 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
Online Dual Credit Student Orientation	FY18

→**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.	Producing brochures and handbooks for students and parents about the program
2.	Producing handbooks for high school counselors with program information.
3.	Creation of the Dual Credit Website- Eric Epps
4.	

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 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
Continued website	Well informed students, parents and staff	FY17
New Counselor Handbook	Well informed high school partners	FY17

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".

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21.   Describe any possible changes (not already addressed) that may be <u>imposed</u> 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
Adjustment of Dual Credit "waivers"- Could be either - or + to the program	FY17-18

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
The Dual Credit Coordinator will need to continue to work very closely with the area high schools to hear concerns and make sure each school is well informed on the imposed changes to the program and its billing.	FY17-18

→**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 <u>program issue</u> or <u>concern</u> not already addressed within this program review or indicate "none". Indicate any possible solution to the program issue/concern.

State funding has resulted in the college restructuring its tuition model. As a result, this will require the creation of new processes and policy for payment. The business office, dual credit staff, and administration have created a process that has been relayed to high schools this fall, but adapting to it will require a great deal of communications to all stakeholders. SVCC staff will continue to provide communication regarding this process throughout the spring of 2017.

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

24.   Use the space below to tell the PR committee about any <u>program accomplishments</u> that were not already addressed within this program review or indicate "none."

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Administrative Review Team Questions

Question 1. Describe a plan to streamline (and make more cost effective) the communication channels and dual credit processes with our local high schools.

The majority of the communication for this area is already done electronically. In the future, the online orientation for students/parents should cut down on the amount of travel that is

required to hold Dual Credit Information Meetings. Students and parent/guardians will need to complete the orientation before a registration can happen. Additionally, a dual credit website exists and provides information and schedules of area high school dual credit opportunities. A website for the new dual credit academy is also near completion. The academy is discussed below in question 4.

Response to question 2 (please refer to any data sets or evidence to support your case):
The current administrative cost extends deep into several departments, particularly as it relates to salaries and workload. The Dual Credit Coordinator's role is to work with the registration process and also serve as the point of contact for students, high schools, and parents. This includes travel to high schools to complete enrollment, as well as verifying rosters. She also provides the dual credit orientation on site at the school. The admissions staff, namely the Director of Enrollment Services, works with the enrollment process and supervises the Dual Credit Coordinator. The Vice President of Academics and Student Services, along with the Dean of General Education and Transfer Programs work to schedule the courses with area high school officials and then also observe and evaluate the faculty within the dual credit courses. The Director of Career/Technical Education and the Dean of Health Professions also evaluate the dual credit faculty, particularly those at the Whiteside Area Career Center. Course evaluation packets are also provided to area high schools for completion by the administrative assistants. Per the Dual Credit Quality Act, faculty also must collaborate with high school teachers, which requires the payment of stipends. The Testing Center employees also are tied into the dual credit processes and procedures. The Dean of Student Services works closely with all members of the enrollment process, including those that make requests for exceptions, such as taking more than 12 credit hours. In FY16, due to Compass being eliminated by ACT, the college identified a new testing product, known as ALEKS (Math) and Accuplacer (ENG). ALEKS costs approximately three times the amount of Compass and is $15.00 per student. This cost has resulted in increased budgets in the testing center.

See question 1. While an orientation/info session of some sort should be mandatory for Dual Credit, the way in which it is completed can be adjusted. Students and parent/guardians need to fully understand the program and its requirements including cost and payment. The new online offering to orientation is an ideal solution to providing access to the information and informing parents, students, and schools. It is critical that parents and students and implication understand the implications of taking dual credit, such as the impact on financial aid should a student withdraw or fail.

Response to question 4 (please refer to any data sets or evidence to support your case): The Academy at Sauk Valley Community College has been launched. SVCC Staff unveiled the new initiative to high school officials this past December. Additionally, a website devoted to the academy has been created. Applications are now being accepted with a deadline of February. The program will provide local high school students an opportunity to complete the General Education Curriculum Core (GECC). Some courses will group the students together as a cohort. Students will access to SVCC resources and advising, as well as have access to 4-year partnerships.

Question 5.

Response to question 5 (please refer to any data sets or evidence to support your case):

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

* Origination Code: For the program review OP matrix, the origination code refers to the question number (e.g., Q 4) found on the program review. After transferring to the operational plan, use the origination code PR.

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 Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)

Comments:

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

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

Sauk Valley Community College (506)   **Academic Year 2016-2017**

Student & Academic Services Area	

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.

Program Review Team Signatures		
By signing this page, the members of the review team concur with the findings of this program review.		
NAMES (Indicate chair/co-chairs)	**SIGNATURES**	**DATE**

Program Review Team Meeting Date(s) These are the meeting dates for area's program review team.	

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:	
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	