SVCC Transfer Program Review Template
This program review template will be used to review the following program and courses.

Program (degree):   English (A.A. 602)
Related program courses (only English courses that are part of the English degree are reviewed here).   ENG 101   ENG 103   ENG 201 (elective)   ENG 203 (elective)   ENG 212 (elective)   ENG 217 (elective)   ENG 225 (survey)   ENG 226 (survey)   ENG 227 (survey)   ENG 228 (survey)   ENG 230 (elective)

Transfer Program Objectives

Prompt: *What are the objectives of this program and the courses related to this degree?*
Response to prompt: The primary objectives of the program are to help students develop proficiency in writing college-level expository and research-based essays and provide them with instruction in analyzing and responding to literature to supplement their general education requirements and/or pursue English degrees at transfer institutions.   The courses include Composition I and II, Fiction, Poetry, Topics/Issues in Literature, Women and Literature, Intro to World Literature, American Literature I and II, British Literature I and II, and Minority American Literature.

Transfer Program Need

Prompts: *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?*
Data sources: Table 1A, Table 1B, Table 2
Possible topics to discuss: Number of students in the program, number of students in the individual classes, number of students by modality (online, face-to-face, dual credit), number of majors, number of GECC completions, number of degrees completed.
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.

The majority of Sauk students pursuing associate's and transfer degrees are required to complete ENG 101 (Composition I) and ENG 103 (Composition II). As noted in the data provided, 6,204 students have taken these courses these past 5 years. The number of students completing these courses online was 1,127.

The number of students declaring English majors is relatively small, with just 24 over the past 5 years, but literature courses have had 295 seats filled during this time, including students wishing to earn humanities credits for their respective degrees.

Given the number of students declaring English majors and opportunities to earn humanities credits elsewhere at the college, the number of literature offerings has been sufficient for our students' current needs.

Transfer Program Cost Effectiveness

Prompts: *Is the program cost effective? What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*
Available Data Sources: Table 3A, Table 3B, Table 1A, Table 1B
Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? What resources are needed? Is class size appropriate and cost effective?
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. Totals for the past five years indicate that the program has performed at 12% under budget. As revealed in the data provided, the English program has generated $817,128 net income for the college over the past 5 years. Each year the program has generated significant profits, with a little over $100,000 documented in our least profitable year and $264,107 our most profitable year. This is certainly a cost-effective, revenue-generating program. Members of the English department would like to have more input in how students seeking help with writing are tutored in Sauk's Learning Commons. We propose that at least one full-time faculty member each semester receive three credit hours of release time to coordinate efforts with existing tutors and help train student tutors for offering assistance in online tutoring sessions. Each faculty member would be expected to devote six hours each week to improving tutoring services in Sauk's Learning Commons in exchange for the release time. Given that the program functions under budget and also generates significant revenue for the college, this change would help improve our services while remaining affordable. And since Sauk's current NetTutor service costs $29 per hour and trained student tutors could be paid significantly less, the overall savings for Sauk could add up over time.

We would also like to reduce the enrollment cap for each ENG 101 and ENG 103 section from 23 to 20. Each student in ENG 101 and ENG 103 composes a number of essays that add up to a minimum of 3,000 words for the semester. Addressing each student's level of writing competency and providing feedback for improvement is labor intensive, and to afford each student the level of feedback required during the writing process can be a struggle in these skill-based courses. Since the program has a consistent record of working under budget and generating revenue, and since our main goal in teaching these courses is to improve each student's level of writing competency, we feel this is a justified request.

Transfer Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*

Available Data Sources: Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews.

Possible topics to discuss: Fulltime to part-time faculty ratio, amount of overload, class size, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, program and class grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability, dual credit), currency of equipment and facilities, degree completion rate, GECC completion rate, number of transfer students.

The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines: retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

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.

The program's fall-to-spring retention rate outperforms the college's overall fall-to-spring retention rate each year. Over the last five years the rate has been approximately 8% higher.

The program's overall fall-to-fall retention rate these past five years has been approximately 3% higher than the college's rate.

In the past five years, 50% of students in the program have received degrees, approximately 63% have completed their general education requirements, and approximately 54% have transferred.

All literature courses are taught by full-time instructors. Only one, ENG 201, is also taught by a dual-credit instructor. None of the courses are taught by part-time instructors.

All full-time faculty participate in assessment exercises each year and share results with one another during area meetings and informally. Assessment results often indicate that students could use more help composing their critical essays. Making sure we have well-trained tutors in our Learning Commons would help address this concern.

Focused Questions from the Administrative Review Team (ART)

Question 1. Some ENG courses are recommended classes for English majors. However, ENG 228 and 230 have not been offered over the last five years and ENG 227 has been offered only once over the last five years. Does the English program recommendations (found in the catalog) need to be revised in order to streamline the program? Explain.

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

ENG 227 and ENG 228 should be offered every other academic year to satisfy our two-year course rotation literature offerings, but Ruth Montino was on medical leave Fall 2014-Spring 2015 and neither course was offered. We also did not offer ENG 228 Spring 2013 due to scheduling conflicts. We now have a two-year rotation of literature offerings in place that we plan to adhere to in order to meet our students' needs.

Fall of every odd number year (such as 2017) the following literature courses will be offered:
ENG 225 (on campus)
ENG 160 (online)
ENG 203 (on campus)

Fall of every even number year (such as 2018) the following literature courses will be offered:
ENG 227 (on campus)
ENG 160 (online)
ENG 206 or ENG 217 (on campus)

Spring of every even number year the following literature courses will be offered:
ENG 226 (on campus)
ENG 160 (on campus)
ENG 201 (online)

Spring of every odd number year the following literature courses will be offered:
ENG 228 (on campus)
ENG 160 (on campus)
ENG 201 (on campus *or* online)

Every summer we will offer an online literature course. The summer of every odd number year we will offer ENG 230, and the summer of every even number year we will offer ENG 212.

English: A.A. 602

Question 2. Are there opportunities for some ENG classes to be offered online in order to increase enrollment? If so, what are those opportunities?
Response to question 2 (please refer to any data sets or evidence to support your case):

Last year, when ENG 111 was taught only on campus, fewer than 10 students enrolled per semester. This fall, the first time the course has been offered online, 15 students enrolled. Janet Matheney advises that we still need to offer the course on campus at least once a year for students in certain programs. So ENG 111 will be offered online each fall and on campus each spring.

ENG 160 was offered online the first time this fall. More than 20 students enrolled. Next spring the course will be offered on campus. This online/on-campus rotation will be consistent in the two-year schedule.

ENG 212 was offered online the first time this past summer. More than 10 students enrolled. We also plan to offer ENG 230 online every other summer, the two courses replacing one another within the rotation.

ENG 201 will be offered online the first time Spring 2017, then on campus again Spring 2018, with the delivery options rotating every other year.

Question 3. Review the ENG classes on Table 6 of the Excel data spreadsheet. Evaluate the need for the ENG classes listed. Are all of the classes viable? Is there an opportunity to reduce these course offerings?
Response to question 3 (please refer to any data sets or evidence to support your case):

ENG 111 is a course required for students seeking certificates and has seen healthy enrollment each semester, with approximately 100 students taking the course over that last 5 years.

ENG 153, 154, 155, and 156 are essential in fostering student interest in journalism and our student newspaper. ENG 153 and 154 were offered when Keith Cameron was here 2013-2014 and are being offered again now that Tom Irish has taken the lead with our student newspaper. We would like to keep ENG 155 and 156 available so that interest in journalism and the student newspaper continues growing.

ENG 160 has seen healthy enrollment each semester it has been offered, and the online and on-campus rotation should continue drawing a large number of Sauk students who need a 100-level humanities credit to complete a variety of degree options.

ENG 204 and 215 have been removed from our catalogue.

We would like to keep ENG 206 available so that students have the opportunity to study literature not covered in traditional Sauk literature courses, whether that be a section focused on Tolkien, science fiction, environmental literature, or something similarly unique.

ENG 270 and 271 have seen healthy enrollment each semester, and students taking these courses are instrumental in helping create our annual Sauk arts publication, *The Works*.

Question 4.
Response to question 4 (please refer to any data sets or evidence to support your case):

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

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.

Response to Challenges:

One of our program's struggles is the limited information and input full-time English faculty have in how students seeking help with writing are tutored in Sauk's Learning Commons. Currently no information regarding tutoring sessions is shared with faculty members students eventually submit written work to for final grades. Such information could help faculty members better address their students' various needs and also be used for assessment purposes, generating area-level and college-level data to feed into our ongoing goal of continuing to improve writing instruction for all Sauk students. Along with this missing data, there are concerns with inconsistent approaches to working with students seeking help with writing. Some students, for instance, may expect others to revise and edit written work for them at the last minute rather than learning how to revise and edit their own writing.

Another challenge we face is that the number of students pursuing English majors is relatively small. To help combat this problem we plan to create more interest in journalism by consistently offering journalism classes, forming a journalism club, and developing a student newspaper. We have begun achieving these goals this semester**.**

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete? Yes/No.

English: A.A. 602

Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	In progress
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	In progress
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	In progress
1.1 transfer completion list	ICCB expects the college to maintain current articulation agreements for all 1.1 transfer courses. IR* will use the following link to create a master table that shows the current articulation agreements for the program's courses. http://www.svcc.edu/students/equivale.pdf *This task will be completed by IR Department.	IR will complete

Signature/Date	Program Review Team Member	
		Chair
		Member
		Member

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

* Use the origination code PR 2015.

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

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2015 - 2016**

Academic Degree (discipline)	English: A.A. 602

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The primary objectives of the program are to help students develop proficiency in writing college-level expository and research-based essays and provide them with instruction in analyzing and responding to literature to supplement their general education requirements and/or pursue English degrees at transfer institutions.

These goals are being achieved at rates consistent with the college's other programs' goals.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

The majority of Sauk students pursuing associate's and transfer degrees are required to complete ENG 101 (Composition I) and ENG 103 (Composition II). More than 6,000 students have completed these courses over the past 5 years. Approximately 18% of these students have completed the courses online.

Given the number of students declaring English majors and opportunities to earn humanities credits elsewhere at the college, the number of literature offerings has been sufficient for our students' current needs.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

The program has generated more than $800,000 net income for the college over the past 5 years.

Faculty members in the program would like to have more input in how students seeking help with writing for all Sauk courses are tutored in our Learning Commons area and online. We would like to see at least one full-time faculty member serve as a liaison/tutor in the Learning Commons each semester to facilitate communication between tutors and faculty members and train qualified students to serve as online tutors, saving the college (not just the program)

significant money over time since we are currently offering NetTutor online tutoring at $29 per hour.

We would also like to reduce the enrollment cap for each ENG 101 and ENG 103 section from 23 to 20. Each student in ENG 101 and ENG 103 composes a number of essays that add up to a minimum of 3,000 words for the semester. Addressing each student's level of writing competency and providing feedback for improvement is labor intensive, and to afford each student the level of feedback required during the writing process can be a struggle in these skill-based courses. Since the program has a consistent record of working under budget and generating revenue, and since our main goal in teaching these courses is to improve each student's level of writing competency, we feel this is a justified request

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

Assessment results indicate that having more consistent approaches to tutoring students seeking help with writing and more information regarding the tutoring sessions shared with faculty members the students submit the work to for grades would improve the overall success of student writing at Sauk. Allowing a full-time faculty member from the program to work with tutors in our Learning Commons area each semester would help achieve these goals.

Reducing class sizes would also help instructors better meet the needs of each student.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

English: A.A. 602

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	