SVCC Transfer Program Review Template

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

Program (degree):
AS 830: Pre-Physical and Occupational Therapy
AS 510: Pre-professional Medical

Related program courses:

No major level courses. Recommended major courses in these programs are mainly from the life/physical science and mathematics departments.

Transfer Program Objectives

Prompts:
1. What are the objectives/goals of each discipline?
2. To what extent are these objectives being achieved?
3. How does this discipline contribute to other fields and the mission of the college?
4. Describe any quality improvements or modifications made since the last review period.

Response to prompt:
1. The pre-physical and occupational therapy associate in science suggested program prepares students to transfer to a college or university to pursue an advanced degree in occupational or physical therapy. Undergraduate majors that provide preparation for a master's program in occupational therapy or a doctor of physical therapy include health science, biology or other science related fields.

The pre-professional – medical associate in science suggested program for students undecided about their undergraduate major/transfer school outlines the basic freshman-sophomore level courses required by medical schools, dental schools, veterinary schools, and pharmacy schools.

2. The number of declared majors has remained small but consistent. The majority of students in these programs have either completed general education requirements, an associate degree or transferred to other college/university.

3. Recommended major courses in these programs are mainly from the life/physical science and mathematics departments enhancing enrollment in these areas.

4. Program guides are updated annually taking into consideration the requirements of top transfer schools/programs in our area. Professional association contacts are provided as resources to supplement career and program resources. In addition, students are informed that admission to these programs is competitive and may have additional requirements such as formal program applications, clinical requirements and specialized admission testing.

Pre-Professional Degrees: AS 510 (medical) and AS 830 (physical/occupational therapy)

Transfer Program Need

Prompts:

1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum, review committee and campus academic leadership?
2. How are students informed or recruited for this program?

Data sources: Table 1A, Table 1B, Table 2

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.

1. The program is reviewed annually for any needed changes by the transfer coordinator in consultation with the appropriate academic department.

2. Students are recruited to this program through a general marketing campaign focused on attracting students interested in completing two-year degrees. In addition, the suggested curriculum is in the College catalog and website (academic programs). Advisors work individually with students interested in these fields of study creating academic plans for transfer.

Transfer Program Cost Effectiveness

Prompts:

1. What are the costs associated with this discipline?
2. What steps can be taken to offer curricula more cost-effectively?
3. Is there a need for additional resources?

Available Data Sources: Table 3A, Table 3B

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.

1. Since the recommended courses are a part of other departments, the costs (instructional and equipment) are included in those specific department budgets (i.e. Biology, Chemistry, Physics).

2-3. No additional financial planning steps or resources are need at this time.

Transfer Program Quality

Prompts:

1. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?

2. If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?

3. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?

4. How does the discipline identify and support at-risk students?

5. To what extent is the discipline integrated with other instructional programs and services?

6. What does the discipline or department review when developing or modifying curriculum?

7. When a course has low retention and/or success rates, what is the process to address these issues?

8. List any barriers encountered while implementing this discipline.

Available Data Sources: Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, program surveys, 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.

1. Many of the recommended general education, non-lab courses have online offerings.

2. Yes, but comparison are conducted by the specific academic departments (i.e., chemistry, biology, etc.).

3. Faculty and administration have access to data that compares success rates of students in each individual discipline for both adjunct and full-time faculty.

4. The College Student Inventory is administered to all first-time degree or certificate seeking students to identify at-risk students. At-risk students may participate in student success initiatives such as TRIO or SHARP.

5. The program is totally integrated into other instructional programs.

6. Program guides are updated annually taking into consideration the requirements of top transfer schools/programs in our area. Professional association contacts are provided as resources to supplement career and program resources. In addition, students are informed that admission to these programs is competitive and may have additional requirements such as formal program applications, clinical requirements and specialized admission testing.

7. N/A. Courses are evaluated at a discipline level.

8. Student underprepared in sciences and mathematics often have course sequencing issues which may delay their graduation. Because of our small enrollment, some courses are only offered once per year.

Focused Questions from the Administrative Review Team (ART)

Question 1.

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

Question 2.

Response to question 2 (please refer to any data sets or evidence to support your case):

Question 3.

Response to question 3 (please refer to any data sets or evidence to support your case):

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:
1. As a strength, SVCC provides suggested curriculums leading to an associate degree for transfer students who know their major but are still undecided about their transfer college/university. These plans provide guidance and encourage degree completion. Challenges are that students can misuse these guides as requirements despite the "suggested program" and disclaimer information provided. In response, the college catalog has been modified to stress that curriculum is only suggested and that they should consult an academic advisor for specific transfer requirements.
2. Some students are not college ready. It is hoped that initiatives like PASS and work on academic pathways with local high schools will allow students to be better prepared for college-level work in the future.

Program Bookkeeping Tasks

Pre-Professional Degrees: AS 510 (medical) and AS 830 (physical/occupational therapy)

Task List	Description of Task	Is the task complete?
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.	
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.	
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.	
1.1 transfer completion list	ICCB expects the college to maintain current articulation agreements for all <u>1.1 transfer courses</u>. 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.	

Review Team's Final Recommendation

Recommendation	Check only one	List program name (if more than one is being reviewed or make additional copies of this table for each program)
Continued with minor improvements		
Significantly modify the program		
Placed on Inactive Status		
Discontinued/Eliminated		
Other, please specify:		
Summary Rationale Please provide a brief rationale for the chosen action.		
Intended Action Steps What are the action steps resulting from this review. Please detail the timeline and/or dates for each step.		

Pre-Professional Degrees: AS 510 (medical) and AS 830 (physical/occupational therapy)

Signature/Date	Program Review Team Member	
	🔲	Chair
	🔲	Member
	🔲	Member

Pre-Professional Degrees: AS 510 (medical) and AS 830 (physical/occupational therapy)

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)	

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?

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?

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

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.

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

Pre-Professional Degrees: AS 510 (medical) and AS 830 (physical/occupational therapy)

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: - Encourage the Dean of Health Sciences to explore the creation of a health sciences fair. High school students should be invited. - Continue to support the Guided Pathways initiative to better communicate curriculum requirements and sequencing limitations to high schools.	
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	