

Science and Engineering

SVCC Transfer Program Review Template

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

Program (degree):

Biology (AS 413)
Chemistry (AS 414)
Physics (AS 417)
Engineering (AES 320)

Related program courses:

Biology (major)

BIO 105
BIO 123
BIO 131

Biology (non-major)

BIO 103
BIO 104
BIO 108
BIO 109
BIO 110
BIO 111
BIO 120
BIO 140
BIO 270

Chemistry (Major)

CHE 105
CHE 106
CHE 201
CHE 202

Chemistry (non-major)

CHE 102
CHE 103

Physics (Major)

PHY 201
PHY 211
PHY 212
PHY 213

Physics (Non-major)

PHY 175
PHY 202
PHY 210
PHY 221

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PHY 222
PHY 246
PHY 247
PHY 270

Engineering
No engineering major or non-major classes

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 Physical and Life Science area offers courses that provide the foundation for students that transfer as a physical or life science major or into pre-professional transfer programs.
2. The Physical and Life Science area offers courses that provide the foundation for students that transfer as a physical or life science major or into pre-professional transfer programs. The following areas will be examined to determine the extent these objectives are being achieved in the physical and life sciences transfer programs: enrollment, declared majors, degrees awarded and transfer rates.

Enrollment -

Table 1A contains data about the enrollment of students at the college and in transfer programs. The total college enrollment has declined by approximately 7% each year from FY 2014 to FY 2018. There has been a 27.9% decrease in students enrolled in the total college from FY 2014 to FY2018. The transfer program enrollment in the physical and life sciences area declined by 11.7% from FY 2014 to FY2016 but increased by 2.7% in FY 2017 and the same enrollment was maintained in FY 2018. Overall, there has been a 9.2% decrease in transfer program students enrolled in the college from FY 2014 to FY2018. The enrollment in transfer programs has declined, but at a slower rate than the total college enrollment from FY2014 to FY2018.

Declared majors, degrees awarded, transfer students (current program review data FY2014-FY2018 was compared to the previous program review data FY 2009-FY2013)

Data from Table 2 provides data for declared majors, degrees awarded and transfer program students.

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Biology:

Declared majors –

The number of declared biology majors has fluctuated around 27 students from FY 2014-FY2016, peaked in FY2017 at 39 students, and decreased to 24 students in FY2018. The current five year total of declared biology majors is 144 students. The five-year total of biology declared majors from FY2009-FY2013 was 90 students.

Data demonstrates that the number of declared biology majors has increased since the previous program review. The five-year total of declared biology majors has increased from 90 students during FY 2009 to FY 2013 to 144 declared biology majors during FY 2014 – FY 2018.

Degrees awarded –

The highest number of degrees awarded was 9 degrees in FY 2017 and the lowest number of degrees awarded was 3 degrees in FY 2018. FY 2014 had 6 degrees awarded and FY 2015 and FY 2016 have 8 degrees awarded. The current five-year total has 34 biology degrees awarded. In comparison, the five year total of biology degrees awarded during FY 2009 – FY 2013 was 18 degrees.

Data demonstrates that the number of biology degrees awarded has increased since the previous program review. The five-year total of biology degrees awarded has increased from 18 degrees awarded in FY 2009 – FY 2013 to 34 biology degrees awarded during FY 2014 – FY 2018.

Transfer students –

The five-year trend shows a decreasing number of transfer students. The highest number of 14 transfer students occurred in FY2015 and 13 students FY2014. FY 2016 had 10 students; FY 2017 had 8 students and FY 2018 has 0 students represented. The current five year total have 45 biology transfer students. In comparison, the five year total number of biology transfer students from FY 2009 – FY 2013 was 19 students.

Data demonstrates that the number of transfer students have increased since the previous program review. The five-year total of transfer students has increased from 18 transfer students from FY 2009 – FY 2013 to 34 transfer students during FY 2014 – FY 2018.

Chemistry:

Declared majors -

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The number of declared chemistry majors ranged from 4 to 7 students each year. FY 2014 and FY 2015 have 5 declared chemistry majors, FY 2016 and FY 2017 have 4 chemistry majors and FY 2018 has 7 chemistry majors. The five-year total of declared chemistry majors have 25 students. The five-year total of chemistry declared majors from FY2009-FY2013 was 14 students.

Data demonstrations that the number of declared chemistry majors have increased since the previous program review. The five-year total of declared chemistry majors has increased from 14 students during FY 2009 - FY 2013 to 25 declared chemistry majors during FY 2014 – FY 2018.

Degrees awarded –

The highest number of degrees awarded was 2 degrees in FY 2016, FY 2017 and FY 2018. The lowest number of degrees awarded was 1 in FY 2014 and FY 2015. The current five year total have 8 chemistry degrees awarded. In comparison, the five year total of chemistry degrees awarded during FY 2009 – FY 2013 was 2 degrees awarded.

Data demonstrations that the number of chemistry degrees awarded have increased since the previous program review. The five-year total of chemistry degrees awarded have increased from 2 degrees awarded in FY 2009 – FY 2013 to 8 chemistry degrees awarded during FY 2014 – FY 2018.

Transfer students –

The five-year trend shows a decreasing number of chemistry transfer students. The highest number of transfer students occurred in FY2014 which had 4 transfer students. FY 2015 and FY 2016 have 2 students; FY 2017 has (1) student and FY 2018 has 0 students recorded. The five-year total has 9 chemistry transfer students. In comparison, the five year total of chemistry transfer students from FY 2009 – FY 2013 was 4 students.

Data demonstrations that the number of chemistry transfer students have increased since the previous program review. The five-year total of chemistry transfer students have increased from 4 chemistry transfer students during FY 2009 – FY 2013 to 9 students during FY 2014 – FY 2018.

Physics -

Declared majors -

The number of declared physics majors range from 2 to 5 student each year. FY 2014 has 5 declared physics majors, FY 2015 and FY 2016 have 2 physics majors in each year, FY 2017 has 5 majors and 3 physics majors in FY 2018. The five-year total of declared physics majors

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is 17 students. The five-year total of declared physics majors from FY2009-FY2013 was 11 students.

Data demonstrations that the number of declared physics majors have increased since the previous program review. The five-year total of declared physics majors has increased from 11 students during FY 2009 to FY 2013 to 17 declared physics majors during FY 2014 – FY 2018.

Degrees awarded -

The highest number of physics degrees awarded was 2 degrees in FY 2018. The lowest number of degrees awarded was 0 in FY 2014. One degree was awarded in each of the years of FY 2015, FY 2016 and FY 2017. The current five year total is 5 physics degrees awarded. In comparison, the five year total of degrees awarded during FY 2009 – FY 2013 was 3 degrees awarded.

Data demonstrations that the number of physics degrees awarded have increased since the previous program review. The five-year total of chemistry degrees awarded has increased from 3 degrees awarded in FY 2009 – FY 2013 to 5 physics degrees awarded during FY 2014 – FY 2018.

Transfer students –

The five-year trend shows a fluctuating number of physics transfer students. The highest number of transfer students 2 occurred in FY2014 and FY 2017. FY 2015 and FY 2016 have 1 transfer student. FY 2018 has 0 students recorded. The five-year total is 6 physics transfer students. In comparison, the five year total of physics transfer students from FY 2009 – FY 2013 was 1 student.

Data demonstrations that the number of physics transfer students have increased since the previous program review. The five-year total of physics transfer students has increased from 1 physics transfer student during FY 2009 – FY 2013 to 6 students during FY 2014 – FY 2018.

Physical and Life Sciences Transfer program courses as a whole –

All transfer program courses are reviewed by IAI (Illinois Articulation Initiative) science majors' panels and meet IAI all physical and life sciences majors' recommendations. All physical and life sciences courses are approved as transfer courses to other IAI participating institutions. All transfer program courses are reviewed and accepted by ICCB (Illinois Community College Board).

The Physical and Life Science area offers courses that provide the foundation for students that transfer as a physical or life science major and pre-professional transfer programs. Due to limited offerings of other transfer program courses, an ongoing effort is made to ensure there

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are no scheduling conflicts between courses within the physical and life science transfer program courses and with other areas such as math courses and pre-professional transfer programs courses. This allows students to complete their transfer program courses within 4 semesters. Transfer students are encouraged to choose a university to which they plan to transfer as soon as possible and to consult that institution's catalog or department advisor as they plan their academic transfer program.

Assessment process -

The Physical and Life Science area offers courses that provide the foundation for students that transfer as a physical or life science major and pre-professional transfer programs. The following two foundational scientific objectives are assessed, recorded and discussed by the physical and life sciences area faculty each year to support and improve skills of physical and life science transfer program students:

- a. Students will demonstrate an understanding of how scientific knowledge is extracted by various scientific techniques and instrumentation.
- b. Students will demonstrate an understanding of basic scientific principles.

3. The mission of Sauk Valley Community College states, "Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development."

Students enrolled in transfer program courses in the Physical and Life Science area are also required course in other disciplines and fields of study. For example, students enrolled in a health-related professional program. A coordinated scheduling effort was made to insure no overlaps in course scheduling between the math, chemistry, physics, biology and health sciences to insure the ability of a student to complete their physical and life sciences program coursework requirements within two years. Declared majors and transfer data was previously stated.

Teaching and scholarship -

Transfer program courses will satisfy general education requirements. The physical and life science area faculty offer a variety courses to satisfy the physical and life sciences requirements in general education, health professions careers and agriculture. Faculty involved in teaching transfer program courses, along with other science area faculty, provide the following other additional courses that satisfy the sciences requirements for general education degree and requirements of other disciplines: 9 life science courses, 2 chemistry courses, 8 physics courses, astronomy and environmental geology. Many of these courses are offered in each semester, with multiple sections as day-time or night-time offerings. On-line lecture sections are offered for some courses as well as courses that offer a lab component online as well. A new online astronomy lab class, biology lab class and chemistry lab class have been developed within the last five years and are being offered. Four course are offered as dual credit.

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Community -

The science faculty and science area faculty lab assistant host students from 2 to 5 area high schools and 1 to 2 area 3rd grade student visits each year. Faculty are involved with the STEM outreach program in the spring of each year, Northern Illinois extension 4-H program, Sauk Safari Activity Day, College for Kids, Science Siesta, local prairie work project opportunities, and Rockford's science camp for kids at the Burpee Museum. Learning opportunities are hosted by the Science club and astronomy club for the community.

4. To maintain or improve the transfer program objectives/goals the following quality improvements or modifications were made since the last review:

- The college created an additional full-time biology faculty position
- The college was able to hire a highly qualified full-time physics professor due to the retirement of a previous physics professor.
- The college was able to hire a highly qualified full-time chemistry assistant professor due to the retirement of a previous chemistry professor.
- The physical and life sciences lab and lecture rooms, science faculty offices, and storage areas have been renovated and are found adjacent to each other on the third floor of the college.
- Computers and other electronic equipment have been updated in the physics area.

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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. Programmatic needs/changes are monitored by the Vice President of Academics and Student Services, Dean of General Education & Transfer Programs, and physical and life sciences area faculty. Programmatic needs/changes can be determined by: enrollment numbers, which determine the number of sections to be offered for each course. (Table 1A); communication with IAI physical and life sciences majors' panels, changes in course recommendations; ICCB committee evaluations; SVCC curriculum committee which has

Commented [CE1]: Would this be a good place to also include the new online astronomy lab class, biology lab class and chemistry lab class?

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membership from counseling, faculty, administration, and staff that evaluate programmatic needs/changes. If changes or additions to programs or course outlines are required, the faculty in the physical and life sciences area will be responsible to make the required changes. Upon completion, science faculty will submit a Curriculum Action Form to the Curriculum Committee. If the committee votes to accept the changes, they will be sent to ICCB for approval. If the changes are not accepted, the form will be sent back to the science faculty for further modifications and resubmitted.

2. Students are informed or recruited to the physical and life sciences program through the following methods:

- Program pamphlets have been created by marketing and are distributed.
- Marketing efforts depicting low tuition cost compared to other institutions, and individual Sauk success stories from former science students stating how Sauk prepared them to be successful as a transfer program student.
- Sauk advisors and the Coordinator of Student Recruitment visit with students in area high schools.
- SVCC catalog
- Faculty work with students within the Honors program.
- Potential science majors are allowed to visit classrooms during their high school visits.
- Science faculty and science area faculty lab assistant host students from 2 to 5 area high schools each year to view the cadaver, participate in lab activities, tour the science labs and college.
- The physical and life sciences area host and provide biology, chemistry, and physics lab activities 1 to 2 times a year for 3rd grade elementary students.
- Faculty are involved with the STEM outreach program in the spring of each year.
- Faculty have been involved in the Northern Illinois extension 4-H program, Sauk Safari Activity Day, College for Kids, Science Siesta, Rockford's science camp for kids at the Burpee Museum
- Faculty provide incentive to be involved in local prairie restoration work projects
- SVCC science club and astronomy club provide outreach activities for the community and during Sauk Fest days.
- Personal conversations between Sauk science faculty with parents and students about the physical and life sciences program at Sauk

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

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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 costs associated with the physical and life sciences area include the following budget items: maintenance services, instructional supplies, computer software, travel-in state, equipment purchased with funding bonds, employee salaries and benefits.
 - Data shows that in three of the last five years the area has either been on budget or below budget for budget items. Non-budgeted in-state travel expenses in FY2015 and increased instructional supplies in FY2016 showed a 4 -5% increase in area budget item expenses.
 - Five-year totals show the area with an average of 2% budget remaining.
 - No equipment was purchased with funding bonds.
 - Employee salaries and benefits have fluctuated in the past five years.
 - Program total expenses have exceeded total revenue for the past five years. Transfer program courses have an average deficit of \$57,807 each year from FY2014-FY2018 giving a 5-year total deficit of \$-289,035. These numbers are limited to transfer program course finances. Faculty teaching transfer program courses also teach general education courses. When calculating the finances for all of the physical and life sciences area courses, the physical and life sciences area demonstrates an average profit of \$516,143 per year from FY2014-FY2018 giving a 5-year profit of \$2,580,715. When comparing the physical and life science transfer program finances to the all courses taught within the physical and life sciences area, the physical and life sciences area generates approximately a \$458,336 profit per year for the college.
2. Steps taken to offer curricula more cost-effectively:
 - Continue to offer combined lecture sections for courses based on lab enrollment limited to seats.
 - Expense budget is monitored monthly by the faculty assistant. Concerns are relayed to faculty members.
 - Faculty do not print notes for student use. Course materials and notes are provided on Canvas for students to view and print or can be purchased in the bookstore for certain courses.
 - Chemistry courses provide in-house lecture notes and lab manuals.
 - Lab materials are ordered at one time for bulk discounts. Quotes are solicited from supply companies for the bulk orders which can lead to further increased savings.
 - New sections are added to the schedule if needed to increase revenue.
 - Discontinue sections of courses due to low attendance.
 - Open source resources are used to decrease student costs for a course.
 - Bio 103 and Bio 111 have worked with a publisher to create customized lab manual for the course. Reducing lab manual cost from \$75 - \$150 to around \$18.
3. Is there a need for additional resources?
 - BIO 105 is reliant on the availability of twenty-four computers for lab practical exams.
 - NMR spectrometer for the chemistry program

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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. CHE 105 is offered as a dual credit course in the Spring semester. Transfer program courses are offered during daytime hours. However, BIO 105 is offered at nighttime in the Fall semester and during the daytime during the summer schedule. BIO 105 is also offered as a dual-credit course.
2. Currently there is no formula that the college uses to compare success rates of each delivery method. Data found Table 1 A & B and Table 4 are compiled every five years for the program review process and distributed to each science area faculty member for viewing and/or discussion.
3. Classroom evaluations by the Dean of General Education & Transfer Programs and student evaluations.
4. The physical and life sciences area identify and support at-risk students by:
 - Counseling or the student needs coordinator faculty identify at-risk students enrolled in a course. Faculty act in accordance with the request and/or accommodations.
 - Students are able to view, at any time, their current course grade in Canvas or posted on paper.
 - Faculty members will talk with at-risk students and/or have notified the early alert system at SAUK.
 - Daily quizzes are given in selected chemistry and biology courses, so faculty and students can evaluate their current understanding of concepts

Commented [CE2]: CHE 105 is also offered as a Dual Credit Course.

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- Area faculty set up personal meetings with underperforming students (each semester)
- Since physical and life science courses have labs, increased conversions can occur with the instructor and an at-risk student.

5. Transfer program courses are integrated with the nursing program, professional health programs, math, and the engineering programs.

6. The physical and life sciences area reviews the IAI course recommendations when developing or modifying curriculum. The IAI has distinct guidelines for the content and requirements for each course. The area may look at program offerings at other institutions, ICCB requirements, or recommendations from the curriculum committee and student services.

7. Data found in Table 5 is compiled every five years for the program review process and distributed to each science area faculty member for viewing and/or discussion.

Table 5 A & B contains data for college retention rates and transfer program retention rates.

The college's 5-year average retention rate from Fall to Spring is 79.2%.

The college's 5-year average retention rate from Fall to Fall is 61.2%.

Transfer program 5-year average retention rate from Fall to Spring is 83.2%.

Transfer program 5-year average retention rate from Fall to Fall is 50.7%.

In comparison, the previous program review retention rate were:

Transfer program 5-year average retention rate from Fall to Spring is 82.7%.

Transfer program 5-year average retention rate from Fall to Fall is 70.4%.

Transfer program 5-year retention rates is slightly higher than the college rate from Fall to Spring. Transfer program 5-year retention rates is lower than the college rate from Fall to Fall.

Retention rates are examined during the program review process. No official transfer program courses retention rates are in place to address low retention and/or success rates.

Similar techniques are used as with at-risk students to improve retention rates:

- When a student is identified by counseling or the student needs coordinator faculty act in accordance with the request and/or accommodations.
- Students are able to view, at any time, their current course grade in Canvas or posted on paper.
- Faculty members will talk with at-risk students and/or have notified the early alert system at SAUK.
- Daily quizzes are given in certain chemistry and biology courses, so faculty and students can evaluate their current understanding of concepts
- Area faculty set up personal meetings with underperforming students (each semester)
- Since physical and life science courses have labs, increased conversions can occur with the instructor and an at-risk student.
- Resources are available with recommended physical and life sciences tutors in the Learning Commons.

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8. Barriers encountered while implementing this discipline are:

- scheduling issues; since courses typically have a lecture and lab section, scheduling course offerings so they do not overlap with math, biology, chemistry, and physics courses, health professions courses,
- due to low numbers of students in certain courses within transfer programs only one section can be offered yearly.
- Science area discussions have identified one of the largest barrier to student success is the low level of skills (math, English, study) that our students possess upon starting college. These barriers are trying to be addressed by the K-12 school system and the community college system.

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):

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Question 2.

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

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Question 3.

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

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Question 4.

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

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Question 5.

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

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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. There has been a decrease in overall college enrollment in each year over the past five years. Even though biology, chemistry, and physics transfer programs have seen increases in

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the number of declared majors, degrees awarded, transfer students, the reduced overall student population will influence the number of students available for the physical and life sciences transfer program courses.

2. The number of credit hours to complete each program: Biology – 68 credit hours; Chemistry – 66 credit hours; Physics - 65 credit hours. If ICCB requires fewer credit hours in the future, it may be possible to reduce the number of credit hours within each program but it will require a coordinated effort with faculty, administration, the college transfer coordinator and counseling to make the necessary changes in the physical and life sciences program credit hours while satisfying pre-professional requirements.

One consideration is in the biology transfer program. The current biology transfer program involves a three course sequence: BIO 105 (Principles of Biology, 5-credits); BIO 123 (Introduction to Botany, 5-credits); and BIO 131 (General Zoology, 5-credits). IAI biological major recommendation is BIO 910 (Introduction to Biological Sciences, 8-10 semester credits). This major's transfer requirement is often taught at other institutions as a two course sequence (4-5 credit hours each). Sauk students that complete the three course sequence transfer with a deeper understanding of biological concepts but reduction in transfer program credit hours, student costs, staffing issues, and scheduling issues may necessitate a change in the biology transfer program to a two course sequence in the future.

3. Grade distributions discrepancies occur between full-time faculty, part-time faculty and especially dual credit faculty (transfer program courses and general education courses). The grades are highly inflated in the "A" and "B" categories. When a part-time or dual-credit instructor begin teaching a course, a course outline is given to them. A full-time faculty will supply the instructor with a syllabus, course objectives, lab objectives and activities and often quiz and exam examples. Learning and grade distribution is left with the instructor at this point and monitoring is limited.

- One solution to make faculty aware of this discrepancy is to publish the grade distributions for each course (Table 4) at the end of each semester.
- One attempt to collaborate course material and expectations with local high school instructors by physical and life sciences faculty acting as College and Career Readiness Coaches offered through SAUK. The current process of collaboration is through SAUK's PASS (Partnership Advocating Student Success) program. The main emphasis is on other areas at this time, but biology continues to make and have made a total of five area high schools visits.
- An attempt to gather data (FY 2016 Operational Plan) comparing persistence rates of high school students entering into BIO 109 and CHE 105 directly from high school to students completing prerequisites on campus. Collection data showed persistence rates of high school students entering BIO 109 directly from high school was less than students completing at least one of the prerequisite courses on campus. Initial discussions were leading to requiring students to take one prerequisite course on

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<p>campus to improve their success in BIO 109. Discussions were suspended due to nursing department accreditation changes.</p> <p>4. Four of the 7 full-time physical and life sciences faculty are scheduled to retire prior to the next program review. The college will need to attract and hire qualified faculty to maintain and address future challenges to the current standard of excellence in the physical and life sciences area.</p>

Program Bookkeeping Tasks

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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
1.1 transfer completion list	<p>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.</p> <p>http://www.svcc.edu/students/equival.pdf</p> <p><i>*This task will be completed by IR Department.</i></p>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>
Significantly modify the program	<input type="checkbox"/>	<input type="checkbox"/>
Placed on Inactive Status	<input type="checkbox"/>	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>		
<p>Intended Action Steps What are the action steps resulting from this review. Please detail the timeline and/or dates for each step.</p>		

Signature/Date	Program Review Team Member	
	[]	Chair
	[]	Member
	[]	Member

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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.*

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:							

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ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	
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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?

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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?

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

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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.

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

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Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
<p>The following are the recommendations from the Program Review Committee and the Administrative Review Team:</p> <ul style="list-style-type: none"> - Create a PASS type meeting for Sciences. There is a need for greater communication between high school and college Science instructors. It may be beneficial to include Learning Commons tutoring staff in the discussions. - Explore a shift to a 2 course BIO sequence. This would be principles of BIO 1 and 2 and would replace 105, 123, and 131. Create a timeline for possible implementation. - Work with advising to investigate four-year university demand for PHY 202. - During the next counselor breakfast, discuss the difficulty of the Chemistry sequence. Students who want to complete CHE 202 within two years, but who have no high school chemistry experience, will need to complete an intro chemistry course at Sauk in the summer before their first fall. - Encourage continued professional development for instructors within their chosen fields. 	
Signature of the Program Review Committee Chair	

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