|  |
| --- |
| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College Mission**

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

**College Vision**

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

**Program Mission**

|  |
| --- |
| To offer quality training programs designed to positively impact company performance through improved employee skills. |

|  |
| --- |
| **VIABILITY COMPONENT**The viability component focuses on quantitative analysis and the need for the program. |

|  |
| --- |
| **SECTION A: ENROLLMENT & COMPLETION DATA**Resources: Annual reviewsEnrollment & completion dataOperational Plans |

Cross-disciplinary areas differ from other instructional programs in the types of programs and services that are offered, the basis for determining success, and what is generated by enrollment. In this section you are to identify and insert into **Table 1**, the primary programs offered and the pertinent viability components. Note: You will track and report on the same items in future annual reviews and program reviews.

1. Identify all of the primary programs of the cross-disciplinary area (i.e. ABE, ESL, customized training, public workshops, etc) and create a table for each program.
2. What constitutes a successful student completion (i.e. passing grades, post-test scores, etc)? In the table, replace *Successful Completions* with this term. Add rows if there are multiple ways to determine successful completion.
3. What does the program generate (i.e. credit hours, units of instruction, income, etc)? In the table, replace *Generation* with this term. Add rows if there are multiple items that are generated.
4. Insert annual data to complete each table.

|  |
| --- |
| **Table 1**  |
| Program: **Non-credit training** |
|  | **FY04** | **FY05** | **FY06** | **FY07** | **FY08** | **Total** |
| a | Enrollment | 744 | 1204 | 586 | 1296 | 1041 | 4871 |
| b | Companies Served\* | 18 | 15 | 13 | 10 | 11 | 67 |
| c | Income | 95,989 | 119,683 | 54,697 | 159,905 | 74,070 | 504,344 |
| d | Expenses | 49,598 | 64,120 | 24,093 | 73,120 | 39,140 | 250,071 |
| e | Net (income – expenses) | 46,391 | 55,562 | 30,603 | 86,785 | 34,929 | 254,273 |

\*unduplicated

|  |
| --- |
| **Table 2**  |
| Program: **Credit course training** |
|  | **FY04** | **FY05** | **FY06** | **FY07** | **FY08** | **Total** |
| a | Enrollment | 29 | 86 | 50 | 29 | 228 | 422 |
| b | Credit Hours | 87 | 173 | 120 | 87 | 212 | 679 |
| c | Income/Tuition | 8,482 | 7,323 | 9,004 | 6,960 | 12,212 | 43,981 |
| d | Expenses | 7,401 | 6,583 | 5,437 | 3,066 | 5,067 | 27,554 |
| e | Net (income – expenses) | 1,081 | 740 | 3,567 | 3,894 | 7145 | 16,427 |

|  |
| --- |
| **Table 3** |
| Program: BPS 040 **First Aid/cpr for correctional personnel** |
|  | **FY04** | **FY05** | **FY06** | **FY07** | **FY08** | **Total** |
| a | Enrollment | NA | 767 | 1023 | 1231 | 1080 | 4101 |
| b | Certification  | NA | 766 | 1023 | 1231 | 1080 | 4101 |
| c | Apportionment | NA | 36,386 | 47,093 | 53,687 | 48,238 | 185,404 |
| d | Tuition | NA | 0 | 0 | 0 | 0 | 0 |
| e | Expenses | NA | 11,772 | 27,084 | 37,249 | 38,754 | 114,859 |
| f | Net (income – expenses) | NA | 24,614 | 20,009 | 16,438 | 9487 | 70,545 |

1. Describe a) the five-year enrollment trends, and b) results of the efforts to increase enrollment that were implemented since the last program review, for each program.

|  |
| --- |
| 1. Non-credit training has shown up and down trends, depending on company needs and availability of company training funds. Electrical and HVAC non-credit training has been in demand over the past 2 years. Credit courses that are company sponsored have declined due to the lack of company training/education funds. This trend is expected to continue for the next 2 years.
2. More companies are encouraging employees to enroll in vocational/technical classes to upgrade their skills or acquire new skills. Local companies have been vocal about the lack of instructors and vocational/technical programs and labs for which they see a need. Initial discussion indicated that more individual lab areas are needed. Current lab space accommodates only two students at a time. Eight to ten stations were suggested by employers and instructors. This would create the need for an additional faculty member as well. This was relayed to the appropriate Dean and initiatives to create this toward the credit side has begun. Discussion with company reps and SVCC has taken place to address what the College can do to meet this need. Troubleshooting classes in all vocational areas have been specifically requested by local companies. This is directly related to the lab space issues. Approval of the Lean Manufacturing Certificate Program increased credit enrollment over the past year and addressed company needs for those who have gone to the Lean Manufacturing format. The certificate created the option for the industry to have an affordable format of training for cell leader development. This program generated 73.5 credit hours. It is expected that the Lean Manufacturing Certificate Program will not be able to sustain enrollment beyond the next 2 years due to the limited number of companies in the district. Individuals who take these courses on their own comprise only 1 out of 20 who register for this program.
 |

1. Describe a) the five-year successful completions trends, and b) results of the efforts to improve successful completions that were implemented since the last program review, for each program.

|  |
| --- |
| 1. Post-training feedback from companies has been very positive. Company personnel report that employees who complete the training take those newly acquired skills to the office or production floor. More post-training contact with the company has been utilized to determine if goals were met. Some companies reimburse their employees for tuition if a grade of C or better is achieved. All correction personnel are required by IDOC to pass the BPS 040 course annually.
2. Every effort is made to convey the importance of employees completing the contracted training. The training coordinator and trainer meet with a company representative to establish goals for the training and the steps necessary to accomplish these goals.
 |

1. Describe a) the five-year generation trends, and b) results of the efforts to increase generation that were implemented since the last program review.

|  |
| --- |
| 1. Companies served has also shown up and down trends. Company credit hours reflected an increase this past year due to the implementation of the Lean Manufacturing Certificate Program. This trend is not expected to continue due to the limited number of local companies who are prepared to invest in the Lean program. Apportionment for credit classes is figured into internal monthly financial reports. Unfortunately, at the end of each fiscal year, that apportionment is not credited to this department. This is especially damaging because the BPS 040 program is offered on a tuition waived basis, with only apportionment as income. In the past year, IDOC changed training days from every 5 days to every 3 days. This has put a strain on instructors, budget and office personnel. We are providing close to double the number of classes, but no increase in enrollment. This has also doubled the budget for equipment/supplies. With the possible closure of Pontiac CC very much in doubt, Thomson CC has seen new hires transferred to other correctional centers throughout the state. This still does not alleviate the expenses involved with this program since the 200 new hires at Thomson CC were certified through our program. Presently Thomson has only 1-3 students per class. There is a 90% probability that this program will be discontinued in either July 09 or October 09.
2. Every effort is made to keep in contact with local company reps regarding training opportunities. With the economic downturn, more companies are downsizing or outright closing. It is not expected that training programs will maintain past numbers for at least the next 2 years. Emphasis is now more on getting companies to encourage employees to register for credit classes or the alternative contract training, which is sometimes a more costly but time efficient method of getting employees the skills needed to perform at a higher level. There still remains the lack of instructors and vocational/technical programs that companies have been requesting. With only one electrical instructor and more companies electing to implement non-credit apprentice programs/training, it is difficult to accommodate this need. A lack of afternoon, evening and weekend vocational/technical instructors leaves a void in meeting the scheduling needs of local companies. Although non-credit, contract training can be more costly, companies are sometimes willing to elect that route since employees can get the skills needed in a shorter amount of time, thus eliminating employees being off the line for longer hours as they would be taking a 3 credit hour class. Safety and other mandated programs industry must adhere to will continue as has been done in the past, especially as new standards are applied by OSHA.

Another instructor has been hired for the BPS 040 program and a detailed agreement has been signed with IDOC, which should have given SVCC more control over this program; however, classes are still being held with as few as 1-4 students due to IDOC employees calling off, called out for other duty, or not showing up. There does not seem to be a viable solution. As of this date, the entire program is under review and is under serious consideration for cancellation. |

1. Describe what can be done to improve these trends during the next five years.

|  |
| --- |
| The number of viable companies in the district is expected to decrease over the next 5 years. Emphasis must be placed on listening to what the communities have been requesting – more vocational/technical programs with conveniently scheduled classes. We need to work closely with local companies to determine exactly what courses and schedules would best suit the needs of their employees, which may include more afternoon, evening and weekend scheduling. There needs to be a concentrated effort by the college to get companies to donate equipment, time and expertise to bring more programs to the college which will benefit both entities. With the decrease in available company funds for training, alternate means for cost effective programming must be explored through communication among district business and industry, College administration, College instructors and the Training Coordinator. The revival of the Workforce Council is one way to begin good interaction between the college and local industry to determine the balance of credit classes and non-credit, contract training. The Council meets quarterly. Contract training is procured by the Training Coordinator. Requests for additional credit courses are referred to the Dean of Instructional Services. |

1. Summarize activities to improve the trends discussed in this section in the operational plan and code as PA. Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  x Activities included in the operational plan No activities included in the operational plan |

|  |
| --- |
| **SECTION B: PROGRAM FINANCE** |

1. Describe a) the five-year income vs. expense trends, and b) results of the efforts to improve financial viability that were implemented since the last program review.

|  |
| --- |
| 1. Non-credit training income decreased in 08 due to the implementation of the Lean Manufacturing Certificate Program. One company spent a great deal of time and money on Lean Manufacturing non-credit training in 07. However, due to the implementation of this credit certificate program, credit hours and income were increased in 08 and more companies were able to take advantage of getting into Lean due to cost (.5-1 credit hour tuition vs. specialized trainer costs). Since local companies have had to decrease or eliminate training funds, the hourly charge for specialized training has also decreased. Although profit is always made, the amount is not as great. This has been necessary to continue to be able to offer non-credit training to local industry.

The BPS 040 program has taken a financial hit with IDOC implementing the 3 day schedule. With the tuition waiver condition, only apportionment can be shown as income. The new agreement also requires the college to provide a part-time administrative assistant for this program since it is very time consuming. The College has indicated it cannot abide by this part of the agreement.1. Some trainers have been willing to adjust their training costs to enable a company to afford the necessary training. The hourly charge for non-credit training is often reduced in order to provide for company needs. There has been more emphasis on being able to get non-credit training where it is needed. Sometimes this means less profit, but better customer service and more repeat business. It is important to let business and industry know that SVCC is here for them in good times and bad. It would be ideal if more Sauk instructors would be willing to do contract, non-credit training. This would help keep costs down for companies. During the past year, some public classes have been offered which are geared specifically to industry safety. These classes have been moderately successful and have brought in net income. Classes are canceled that do not have the minimum number of students registered.

Although the BPS 040 program brings in credit hour numbers and headcount, it has possibly become too expensive and cumbersome to continue. It has been advised that this program be eliminated and is being carefully evaluated to assess whether or not continuation is fiscally sound. |

1. Describe the results of the program’s efforts to go “green.”

|  |
| --- |
| Water bottles are recycled every day. Computer is shut down every evening. More business correspondence and marketing is done through e-mail and newsletters are now sent electronically. Paper is recycled daily, as is the standard throughout the institution. |

1. Describe how the program’s financial viability may be improved.

|  |
| --- |
| Vocational/Technical instructor availability would provide more training opportunities geared toward the present needs of local industry. Better equipped and up-to-date labs would include permanent, built-in motor control trainers, house wiring trainers updated and built-in, hydraulic/pneumatic equipment in designated room with updated and integrated equipment. This would showcase Sauk as a professional leader in meeting the needs of industry and district communities. Better marketing of the Business Training Center would also help with visibility of the services we can provide. With the exception of the vocational/technical personnel, the Business Training Center is often ignored and many Sauk employees do not know of the Center or think it is not part of the College. Good marketing should begin with the Coordinator engaging all College administration, faculty and staff to become knowledgeable about the Business Training Center and the vocational and technical opportunities available at Sauk. An Open House has been tried previously with almost no attendance from the rest of the College. A presentation was given to the SIMS group regarding the services of the BTC. A “Taste of Training” could be scheduled again to gage the interest level of local business and industry and College personnel. This event brings together all trainers and instructors who pitch their services and the benefits of training to local business and industry and is held here at SVCC. All College employees are part of the district communities and could spread the word about our services. The college as a whole would then better understand what the Business Training Center does, with more Sauk instructors willing to undertake contract training. There should be a faster response to stated needs, such as the request from several companies regarding a credited Vocational/Technical Troubleshooting course.The BPS 040 program is being evaluated as to the benefit vs. cost to the college. |

1. Summarize activities to improve the program’s financial viability in the operational plan and code as PB. Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  X Activities included in the operational plan No activities included in the operational plan |

|  |
| --- |
| **QUALITY COMPONENT**The quality component focuses on qualitative analysis and issues. |

|  |
| --- |
| **SECTION C: COURSE SCHEDULING** |

1. Describe how classes are sequenced and scheduled.

|  |
| --- |
| Non-credit contract training is scheduled at the convenience of the company. The Lean Manufacturing Certificate Program is scheduled during the early summer in the evenings, which is the schedule that is best suited to local industry.The BPS 040 program schedule is determined by each Correctional Center Training Officer. The six month schedule is then pulled together by the Business Training Center. Training takes place every 3 days, 7:00 am-2:00 pm to insure the 6.5 contact hours necessary for .5 credit hours.  |

1. Describe how long it takes a student to complete this program, ***OR*** indicate “There is no completion milestone.”

|  |
| --- |
| Non-credit contract training completion is determined by company goals.BPS 040 meets 7:00 am-2:00 pm to insure the 6.5 contact hours necessary for .5 credit hours. Each student is required to pass this course annually. |

1. Describe scheduling changes that may be needed during the next five years and the rationale for the changes.

|  |
| --- |
| Recently companies have been requesting more Friday and evening classes, both credit and non-credit. Saturday non-credit training has also become more frequently requested. This schedule cannot be accommodated due to lack of instructors for these time slots. This schedule also cannot be accommodated during our summer hours since the College is closed those days, or if/when the College goes to a four-day week. Saturday credit and non-credit classes should also be investigated as a way to schedule classes more convenient to those who are employed fulltime.  |

1. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan and code as PC. Indicate below if activities will be included in the operational plan, ***AND/OR*** if the issues have already been corrected.

|  |
| --- |
|  X Activities included in the operational plan No activities included in the operational plan Issues have already been corrected |
| **SECTION D: CURRICULUM: COURSE OUTLINES** |

1. Have 100% of course outlines been reviewed and updated at least once during the past five years?

|  |
| --- |
|  X Yes No |

1. Are 100% of course outlines and syllabi aligned?

|  |
| --- |
|  X Yes  No Not applicable |

1. Summarize activities to correct course outline issues in the operational plan and code as PD. Indicate below if activities will be included in the operational plan, ***AND/OR*** if the issues have already been corrected.

|  |
| --- |
|  Activities included in the operational plan X No activities included in the operational plan Issues have already been corrected |

|  |
| --- |
| **SECTION E: CURRICULUM: ASSESSMENT**Resources: Annual Reviews, Item 5 Assessment folder  |

1. Describe the assessment activities for each program.

|  |
| --- |
| Before contract training is secured, the Training Coordinator and the trainer meet with the company rep to determine what the goals are for the training. Both credit and non-credit contract training is assessed through participant evaluations completed at the end of each program. These evaluations are compiled into percentages and both the company rep and the trainer/instructor receive copies. There is also discussion with all three parties to determine if the intended goals were met and/or improvement that could be made.BPS 040 must use American Heart Association forms and sent to KSB Hospital. |

1. Describe a) the findings obtained from the assessment activities, and b) the results obtained from responding to the findings.

|  |
| --- |
| 1. Training assessment has been very positive, with an average of 4.3 out of a possible 5.
2. The most negative comments on evaluations are program length. This has presented challenges since the program duration is usually determined by the company and the amount they are willing to spend on training hours.
 |

1. Summarize activities related to assessment issues in the operational plan and code as PE. Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  Activities included in the operational plan X No activities included in the operational plan |

|  |
| --- |
| **SECTION F: CURRICULUM: CURRICULAR CHANGES**Resources: Annual Reviews, Item 5 Assessment Summary Reports Operational Plans  |

1. Describe the positive or negative impacts of the curricular changes made during the past five years.

|  |
| --- |
| The approval and implementation of the Lean Manufacturing Certificate Program has positively affected the number of companies who are able to send employees through this series at a reasonable cost.  |

1. Describe any possible changes in requirements or content that may be *imposed* on the program during the next five years, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Describe anticipated curricular changes that the department will propose during the next five years and the accompanying needs that will be required, or indicate “None.”

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Changes** | **Equipment and/or Supply Needs** | **Facility Needs** | **Personnel and/or Training Needs** |
|  |  |  |  |

1. Summarize activities that the department will perform to make curricular changes in the operational plan and code as PF. Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  Activities included in the operational plan X No activities included in the operational plan |

|  |
| --- |
| **SECTION G: EQUIPMENT AND SUPPLIES** |

1. Identify current deficiencies in equipment, software, and/or supplies that negatively impact the program, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Identify new and/or replacement equipment, software, and/or supplies which are anticipated during the next five years, with cost estimates, ***OR*** indicate “None.” Do not include items associated with the curriculum changes noted in Section F.

|  |
| --- |
| None |

1. Summarize activities to acquire the needed equipment, software, and supplies in the operational plan and code as PG, ***OR*** submit a completed *Equipment Request Form*. Indicate below if activities will be included in the operational plan, and if an *Equipment Request Form* is attached.

|  |
| --- |
|  Activities included in the operational plan X No activities included in the operational plan A completed *Equipment Request Form* accompanies this program review |
| **SECTION H: SUPPORT SERVICES** Definition: College services that are *specific to this program*, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, etc) |

1. Describe the program specific support services that are currently available to students, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Describe gaps in the program specific support services that currently available and identify possible solutions, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Describe any changes in the need for support services that are anticipated to occur during the next five years, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Summarize activities to expand or correct the gaps in support services in the operational plan and code as PH. Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  Activities included in the operational plan X No activities included in the operational plan |

|  |
| --- |
| **SECTION I: MARKETING**Definition: Systematic efforts aimed at attracting new students to the program. |

1. Describe how the program can be better promoted and marketed.

|  |
| --- |
| Marketing department needs to be more cognizant of the Business Training Center. Promotion is difficult with no budget. Marketing/PR needs to distribute information on the Business Training Center programs on a more timely basis. The printed schedule is not at all business friendly. The flip schedule worked very well and was well received by the communities. It was eliminated after one semester. Since that time, a separate flier with all vocational/technical credit and non-credit offerings, along with what services are available through the Business Training Center are mailed and e-mailed each semester through the BTC. This has generated more interest and enrollment since it is geared toward local business and industry. Suggest Workforce Council aid in the promotion and distribution of services provided by the BTC and vocational/technical area through company newsletters and/or employee information services. Use of the Perkins grant to fund some marketing has been explored and determined that this would not be guideline use of the grant. |

1. Summarize activities to better promote and market the program in the operational plan and code as PI. Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  X Activities included in the operational plan No activities included in the operational plan |

|  |
| --- |
| **SECTION J: STUDENT INPUT**Definition: Systematic efforts aimed at student opinions and suggestions for improving the program.Resources: Annual Review, Item 9  Operational Plans |

1. Describe what was gained from seeking student input since the last program review ***OR*** indicate “None was sought.”

|  |
| --- |
| Company input is constantly sought, and action is taken on this information when/if we have the resources to do so. Input from trainers is also a good resource since they often are the first to spot trends. Student (employee) input is obtained based on the training evaluations done at the end of every contract. This information is shared with the employer. Ultimately, the success of the training is determined by goals met and the ability of the student (employee) to directly relate that training to job performance. The Workforce Council revival has become a priority. |

1. Summarize activities to obtain student input in the operational plan and code as PJ. Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  Activities included in the operational plan X No activities included in the operational plan |

|  |
| --- |
| **SECTION K: NON-STUDENT INPUT**Definition: Systematic efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant.Resources: Annual Review, Item 10  Operational Plans |

1. Describe what was gained from seeking non-student input since the last program review ***OR*** indicate “None was sought.”

|  |
| --- |
| The lack of vocational/technical programs and instructors; lack of professional labs and equipment. Soft skills training will continue to be addressed as needed and requested by local business and industry. |

1. Summarize plans to obtain input from non-student sources in the operational plan and code as PK. Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  X Activities included in the operational plan No activities included in the operational plan |

|  |
| --- |
| **SECTION L: NEED AND GROWTH POTENTIAL** |

1. What is the projected level of need for the program, during the next five years?

|  |
| --- |
|  Growing need X Level need Declining need |

1. List the top five priorities to strengthen the program during the next five years.

|  |
| --- |
| 1. More vocational/technical programs and labs/equipment.2. Administrative support personnel.3. Workforce Council revival.4. Welding program expanded with upgraded equipment.5. Increased visibility through marketing/pr. |

**CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2008 - 2009**

|  |  |
| --- | --- |
| **Discipline Area** | PPD – Corporate Training |

**Improvements & Rationale for Action**

|  |
| --- |
| This division has been downsized since the last program review, yet has continued to be solvent. With the economic downturn, the next 2-5 years will be challenging. Contract training for local companies would increase with the addition and improvements in our vocational/technical programs. Companies are looking to upgrade skills of good employees. They are willing to invest in a good employee through technical training. |

**Principle Assessment Methods Used in Quality Assurance for this Program**

⁭ Standardized assessments

⁭ Certification and licensure examination results

⁭ Writing samples

⁭ Portfolio evaluation

⁭ Course embedded questions

X Student surveys

X Analysis of enrollment, demographic and cost data

⁭ Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Statewide Program Issues (if applicable)**

|  |
| --- |
| *NA* |

**BEST PRACTICES REPORT**

**Optional ICCB Program Review Report**

**Sauk Valley Community College Academic Year 2008 - 2009**

**Title of Best Practice**

|  |
| --- |
|  |

**Programmatic Area**

⁭ Academic Discipline

⁭ Career and Technical Education

X Cross-Disciplinary

⁭ Student & Academic Support Services

**Description of the innovation/best practice (150 word limit)**

|  |
| --- |
|  |

**What are the results/measurable outcomes?**

|  |
| --- |
|  |

**Contact Information**

|  |
| --- |
| Sauk Valley Community CollegeName & Title: Gerry Harrington, Coordinator Corporate TrainingPhone Number: ext 302E-mail Address: harring@svcc.edu |

|  |
| --- |
| **FINAL NOTES:*** Complete the Program review using this document as a template. Do not use alternate formats.
* The Program Review is **due December 1, 2008**.
* The Program Review should be submitted as an e-mail attachment to:
	+ The program’s administrative supervisor, and
	+ The chair of the Program Review Committee, Janet Lynch.
* The names of the Program Review Team are to be included in the electronic version.
* Print the Signatures and Approval page and obtain signatures from all team members and submit to the chair of the Program Review Committee, Janet Lynch.
 |
| **Checklist** | **Supporting Documents to be submitted with this Review** |
|  | Equipment Request Form (referenced in Section G) |
| X | ICCB Program Review Report  |
|  | ICCB Program Review Report: Best Practices *(optional)* |
| X | FY09 Operational Plan (addendum to original plan) |
|  |
|  | **Signatures and Approval** 1) Type names of the team conducting this program review and include with the electronic submission; 2) Print the page and obtain each team member’s signature; 3) Submit the signed page to the chair of the Program Review Committee, Janet Lynch.  |

|  |
| --- |
| **SIGNATURES and APPROVALS** |

|  |
| --- |
| **Names and Signatures of the Program Review Team** Add lines if neededSignatures indicate that team members concur with the findings of the program review. |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Gerry Harrington, Chair |  |
| Loren Niemeyer |  |
| Jeanne DePuy |  |
| Steve McPherson |  |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **Program Review Committee** |
| This Program Review is complete and acceptable. |  |
| This Program Review is complete but the conclusions ***are not*** fully substantiated. |  |
| This Program Review is incomplete and unacceptable. |  |
| Comments are attached (optional) |  |
| Program Review Committee Chair/Co-Chair |  |
| Date |  |
| Program Review Committee Co-Chair |  |
| Date |  |

|  |
| --- |
| **Administrative Approvals** Administrative signatures indicate an acceptance of the program review |
| Program Administrator |  |
| Academic Vice President |  |
| President |  |