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| **WHY DO A PROGRAM REVIEW?** |

As a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. Each institution is allowed the latitude to develop and administer a review process that is suited to the institution’s unique circumstances and needs.

The Illinois Community College Board (ICCB) requires all instructional programs and all student and academic support services to conduct a program review at least once every five years. The program review process should…

* Examine the need for the program, its quality, and its cost of operation.
* Involve employees of the unit as well as individuals not employed in the unit.
* Examine current information and data.
* Produce results that are considered in campus planning, quality improvements, and budget allocation decisions.

The College’s annual *Program Review Report* to the ICCB comes directly from the approved program reviews.

The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning.

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| **TIMELINE** | |
| April/May | Units informed that they are scheduled to conduct a program review in the fall |
| Beginning of the fall semester | Program review orientation sessions conducted |
| Fall semester | Units conduct their program reviews |
| **December 1** | **Program reviews are due** |
| Early Spring semester | Unit’s administrator and the Program Review Committee will consider program reviews, request revisions, and approve final reviews |
| April 1 | Equipment Requests, Personnel Change Requests, and Major Project Requests from *approved* program reviews, will be forwarded for consideration in the budget allocation process |
| End of spring semester | Instructional units submit next year’s operational plans, including all activities identified in the program review |
| Early July | Student and academic support services submit next year’s operational plans, including all activities identified in the program review |

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| **INSTRUCTIONS** |

* The program review is to be conducted by a team of 5 to 10 individuals consisting of the following:
  + Department/unit staff
  + Department/unit administrator
  + 1 or 2 employees not part of the department
  + 1 or 2 students
  + 1 or 2 community members/non-SVCC employees
* Use this document as a template. Do not use alternate formats.
* Complete all items on all pages
* The ICCB Best Practices Report may describe the entire unit or a specific practice. *This is the only optional component* of the program review
* Insert the names of the program review team on the Signatures and Approval page
* Complete any appropriate request forms:
  + Equipment Request
  + Personnel Change Request
  + Major Project Request
  + Request forms are available in *FAST* under *Documents and Forms*
  + Requests will be forwarded to the budget allocation process, *after all program review revisions have been submitted and the review has been approved by the Program Review Committee*. The requests will not be forwarded to the budgeting process until the Committee informs the unit that the review has been approved.
* The approval process:
  + Submission of the review alone does not constitute approval
  + The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed
    - Reviews must be *approved by April 1* for requests to be forwarded for budgetary consideration
  + The program administrator may request a meeting to discuss the review and/or request modifications, and approves the review after the Committee approves it
  + The President provides the final approval of every review

QUESTIONS: Contact the Program Review Committee Chair, Janet Lynch, with any questions regarding your program review.

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| **HOW to SUBMIT the PROGRAM REVIEW** |

* Program reviews are due on December 1
* The program review, appropriate request documents, and any other support documents should be submitted as an e-mail attachment to:
  + The program’s immediate administrative supervisor (dean or vice president), *and*
  + The chair of the Program Review Committee, Janet Lynch.
* A printed copy of the review *is not required*, and is discouraged.
* A printed copy of the Signatures and Approval page, with signatures from all team members, should be sent to the Program Review Committee Chair, Janet Lynch.

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| **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.

**Unit Mission**

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| The mission of the Student Needs Program is to ensure equal access for students with disabilities through consultation, collaboration, and the provision of reasonable accommodations. The program ensures equal access for students with disabilities in all curricular and non-curricular opportunities offered by Sauk Valley Community College. |

**Identify the major functions carried out by this Unit** (include as many are appropriate):

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| 1) Ensure that qualified students with disabilities receive reasonable and appropriate accommodations in order to have equal access to all institutional programs and services.  2) Serve as an advocate for issues regarding students with disabilities to ensure equal access.  3) Provide education to Sauk Valley Community College employees, students, and the surrounding community regarding Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, ADA, of 1990 as it applies to post-secondary services.  4) To encourage self-reliance that allows the student with disabilities to attain academic independence to the best of his/her ability.  5) To utilize and update technology to improve accessibility and success in all areas of higher education.  6) Assist/Educate High School students with disabilities on the transition from high school to Sauk Valley Community College.  7) Collaborate with the various departments throughout Sauk Valley Community College to promote successful completion of academic course work. |

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| **SECTION A: FINANCES** |

**Student Needs Office Budget –Program Review Summary**

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|  | **FY 06** | **FY 07** | **FY 08** | **FY 09** | **FY 10** |
| **Budget** | **83,475** | **60,991** | **99,102** | **98,200** | **119,677** |
| **Expenditures** | **105,966** | **80,781** | **85,583** | **74,544** | **130,413** |
| **Under/(over)** | **(22,491)** | **(19,790)** | **13,519** | **23,646** | **(10,736)** |

1. Describe what was done to improve the program’s financial viability during the past five years.

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| * The program increased expenditures for note takers, scribes, lab assistants, tutors and interpreters and decreased expenditures for office clerical assistance over the last five years. These changes were made to provide greater assistance to students in the classroom setting.   The program expenses have also varied from year to year depending on the specific needs of the students. This fluctuation will continue to make planning for program expenses difficult. |

1. Describe how the program’s financial viability may be improved during the next five years.

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| * Program expenses, such as interpreters, note takers, scribes, lab assistance, Braille and E-text materials vary each term depending upon the needs of the individual student. The Student Needs department would like to encourage independence among its constituents by reducing the reliance on note takers etc. and replacing them with technology. The future funding needs of the program may be greater due to this shift in ideology. However if students are made aware of the advances available to them, they will be better prepared after leaving Sauk Valley Community College. These fluctuations in student needs will not alter and will continue to make planning for program expenses difficult. The budget will be continually monitored and adjusted according to changing needs. |

1. Describe the program’s efforts to go “green” during the past five years.

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| * Note takers for most classes now send materials to the Student Needs Office via an E-mail attachment. The content is verified for section and legibility and then E-mailed to the correct student. This has reduced the amount of paper used by both the note taker and student and has been supported for ease of access. * The Student Needs handbook is now available on the Sauk Valley Community College web site and is available in print upon request only. |

1. Describe new efforts for the program to go “green” during the next five years.

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| * In the past the Student Needs Office would send out a letter each term, for each student that was registered with the Student Needs Office and had been extended accommodations for that term to every instructor of classes for which the student was registered. Beginning with the spring 2011 term, instructors are sent student accommodation notices via their E-mail account. * After reviewing the documents and forms used by the Student Needs Office, the Student Needs Coordinator was able to combine and reduce the number of paper documents and material required when registering with the Student Needs Office. This effort will reduce the overall number of copies and printed materials needed for the Student Needs Office. * Tests for students that are tested through the Student Needs Office will be sent via E-mail and uploaded into the Kurzweil assistive software program whenever possible. This will eliminate paper copies and allow for increased standardized testing practices. * Moving forward, surveys conducted by the Student Needs Office will be in electronic format reducing the rate of error and eliminating paper usage. |

1. Summarize activities to improve the Unit’s financial viability, or to “go green”, as described above, in the operational plan under Goal 3. Indicate below if activities will be included in the operational plan.

* During the next five years, the Student Needs Office will continue to analyze the financial needs of the office and plan the budget accordingly. The Student Needs Office will reduce printable materials and continue to utilize electronic forms of communication whenever feasible.

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| Activities will be included in the operational plan  X Activities will not be included in the operational plan. |

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| **SECTION B: STAFF** |

Student Needs Office Staff

1. What proportion of the Unit’s staff has participated in professional development activities during the past five years?

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| **Year** | **Number of Employees** | **Percent in Professional Development** |
| **FY10** | 5 (Coordinator, Assistant, degreed tutors)  Professional interpreters and unspecified # of auxiliary aides | 80% (Coordinator) |
| **FY09** | 5 (Coordinator, Assistant, 3 degreed tutors) professional interpreters and unspecified # of auxiliary aides | 80% (Coordinator) |
| **FY08** | 5 (Coordinator, Assistant, 3 degreed tutors)  Professional interpreters + unspecified # of auxiliary aides | No information available |
| **FY07** | 2 (Coordinator, Assistant) + unspecified # of tutors, professional interpreters and auxiliary aides | No information available |
| **FY06** | No information available | No information available |

1. Describe any *specialized* professional development that may be required during the next five years, why it may be required, and how many may be affected; ***OR*** indicate “None.”

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| * Prior to the fall 2010 semester (FY11), Student Needs tutors were required to attend the College-wide tutor training. The day-long event included segments on “Learning Styles” and “The Characteristics of Effective Tutors” as well as a presentation by the Student Needs Coordinator, “Tutoring Students with Disabilities.” Student Needs tutors will continue to be required to attend the annual College-wide training so that 1) they, as individuals, may enhance their knowledge of general tutoring strategies and responsibilities and 2) there is more consistency and improved coordination among other College units which offer tutoring, such as Student Support Services and AmeriCorps. * We also recognize, however, that the needs of students registered with the Student Needs Office differ from those of the general student population and vary according to impairment. Student Needs tutors must therefore be aware of those strategies and possess those skills necessary to help students with special needs learn and succeed. To that end, Student Needs tutors will be required to participate in online training workshop/module on topics which may include: “Innovative Programs to Meet Student Need,” “Adaptive Technology,” “Innovative Techniques for Offering Student Support,” and “Accelerated Programs to Meet the Challenge of Developmental Education.” * Office of Civil Rights. OCR, rulings and ADA amendment changes are continual and unpredictable. To address these changes, it is imperative that the Student Needs Coordinator and staff remain informed through professional development and networking. Annually the AHEAD conference should be attended by the coordinator. Daily email updates and communication with peers across the nation are also maintained. * The Student Needs Coordinator will attend professional development through audio conferences and attend assistive technology workshops and attend conferences to address specific issues of the unit. These workshops and conferences are necessary to address new technology, increase knowledge of specific disabilities, learn about new ADA laws and amendments and network with other student needs coordinators and professionals to increase awareness of programs and opportunities. These workshops and conferences include an on-line “Access–Text” audio training, a hands-on Kurzweil assistive technology workshop, and the Association on Higher Education and Disability, AHEAD conference as well multiple audio conferences. |

1. Describe any proposed staffing changes along with a rationale; indicate any announced retirements, and submit a completed *Personnel Change Request* form, ***OR*** indicate “None.”

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| * To better serve the needs of more students registered with the Student Needs Office, the department hopes that the budget will permit the hiring of additional degreed tutors for higher-level (non-developmental) math and college-level English courses. |

1. Summarize activities that the department will perform to address professional development needs, or to propose staffing changes as described above, in the operational plan in the (under Objective 1.6); Indicate below if activities will be included in the operational plan, and indicate if a completed *Personnel Change Request* is attached.

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| * The Student Needs Coordinator and appropriate staff members will participate in professional development through audio and live conferences, workshops, networking, participate in list-serve discussions and will continue to review and study essential materials such as “Disability Compliance” * The Student Needs Coordinator will continually review materials to remain educated on topics relevant to the current changes in law and ADA addendums, compliance and best practices of institutions of higher learning. * The Students Needs department plans to hire additional degreed tutors and will require all Student Needs tutors to attend college-wide training and participate in specialized online training.   X Activities will be included in the operational plan.  Activities will not be included in the operational plan.  A *Personnel Change Request Form* is attached. |

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| **SECTION C: FACILITIES** |

1. Identify facility deficiencies that negatively impact this Unit, ***OR*** indicate “None.”

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| |  |  | | --- | --- | | |  | | --- | |  |   A disability access walk through was conducted in 2008 and again in 2010. The following issues were noted and corrected.   * ***SNO – Student Needs Office*** * (2008) – SNO is very inaccessible to individuals who use a wheelchair due to its location. (2010) – SNO is now located behind the financial aid office and has a direct access to the main office. This office is very accessible to students including those wheelchair bound. * (2008) - No signage indicating the location of the SNO is present. (2010) – The Student Needs Office is now marked with visible signage. * (2008) – The back hallway leading to the SNO is cluttered making it difficult for individuals in wheelchairs to navigate to the SNO. (2010) – The Student Needs Office was moved to a more accessible location. * (2008) – The counseling conference room, where much of the testing for special needs is done, does not have a table or testing area that is wheelchair accessible, plus, it is difficult for an individual using a wheelchair to get back into that room. (2010) – Both the testing center and a testing room on the second floor are identified areas for Student Needs students to test. This eliminates the need to use the counseling office conference room for testing. * (2008) – In the counseling office waiting area there is no place for an individual using a wheelchair to sit without being in the way of others. (2010) – In the Counseling Office, two chairs were removed to make room for a student in a wheelchair in the counseling office. * (2008) – Material on the bulletin board is posted too high to read for someone in a wheelchair. (2010) – In the Counseling Office, materials have been duplicated and placed on a lower level table for access. * (2008) – The doors to the main offices (counseling, admissions, financial aid, etc.) are very heavy and too difficult to be opened by someone in a wheelchair. (2010) – During regular office hours the Counseling Office doors are propped open for easier access and signs are posted stating for assistance please knock on office doors. * (2008) – In the admissions office, the counter holding student forms is too high for students in a wheelchair to access the forms. (2010) – Forms are now located on a lower table area in the Counseling Office. * (2008) – Bookstore – Several displays were blocking the aisle making it nearly impossible for a student in a wheelchair to navigate the aisles. (2010) – The Student Needs Coordinator is working with the Bookstore Manager to address this. Because of the limited space and contractual agreements with outside contractors altering placement of clothing and materials is limited. To this end the book store staff offers enhanced personalized service for all students. If a student with physical mobility issues wishes to peruse clothing items, staff members will gladly move items to accommodate their needs. * (2008) – Financial Aid – The waiting area does not provide an area for a student in a wheelchair. (2010) – The Financial Assistance Office has been remodeled and there is adequate space now. * (2008) – Financial Aid – Main desk for receiving students is too high for a student in a wheelchair. (2010) – The Financial Assistance Office has been remodeled and the receiving desk is much lower. * 2008) – Information Center – Counter is too high for students in a wheelchair to be seen. (2010) – The Information Center staff person believes someone in a wheelchair can be sufficiently seen so that the student’s needs can be recognized and met. * (2010) – Rarely are bathroom doors propped open causing concern for those in wheelchairs as the doors are quite heavy. (2010) – Each floor had easy access to both the men and women’s bathrooms except the third floor. Both women’s bathrooms had doors that were closed. A request was sent to appropriate staff requesting that one restroom door be propped open or removed on the third floor. | |  |  1. Identify anticipated facility improvements and/or additional facilities that will be required during the next five years on-campus, ***OR*** indicate “None.”  |  | | --- | | * At this time there are no known building facility improvements that will be required during the next five years. The Student Needs Coordinator will stay apprised of changing ADA requirements and address changes as they develop.   **Equipment Requests for the next five years**  The purpose of this request is to ensure future growth and viability to the Student Needs Office through implementation of long term visionary needs. The recommendations are made based on cost effectiveness, present and future needs, and technologic capability with current programs. By increasing the technology process offered through the department we would bring the Sauk Valley Community College Student Needs Office in line with best practice standards currently utilized in higher education.  Essential to the success of these measures will be the continued professional development of both the Students Needs Coordinator and the Administrative Assistant. Moving forward, student independence through adaptive technology education and training will replace one-to-one student dependence on individual service.  ***Why invest in new technology for the Student Needs Office?***   * More time and cost efficient than human read material * Ensures standardized testing practices * Reduces the number of employee hours spent reading tests * Allows students access of an open book and note exam when these same options are offered to other students * Promotes and offers independence and self-reliance * Encourages students to accept responsibility of taking their own notes * Reduces hours of paid note takers * Follows best practices in use by other colleges and universities * Increases retention of students   ***Marketing:***   * Collaborate materials and student requests/needs with other departments * Promote the assistive technology services offered to area high schools and non-traditional student recruiting events   ***Financial return:***   * Through the reduction of note takers and the reinvestment into adaptive technology, it is conservatively estimated that the equipment requested would pay for itself in three (3) years’ time. * A portion of the original costs of updated materials may be shared through the Student Retention Office. The Student Retention Office grant monies available total $2550.00 for adaptive equipment and instructional aides.   ***Additional cost saving measures:***   * Through networking efforts, the Student Needs Coordinator secured the training materials from AHEAD E-Text Solutions Group Chair, Ron Stewart, at no charge to Sauk Valley College. * Mr. Stewart has agreed to meet with the Student Needs Coordinator at the July AHEAD conference, and provide additional support concerning the E-text process. * Rock Valley College Disability Support Coordinator, Lynn Shattuck, was contacted and negotiated live training for both the Coordinator and the administrative assistant and materials at no charge to Sauk Valley Community College. * Conversations were initiated with other community college Student Needs Coordinators in the area to begin negotiating a format loaning program.   ***Equipment Request Updates:***   * *Dragon Naturally Speaking v11 –* currently have 3 licenses for v8; an upgrade to v11 would be a maintenance process to maintain current applications. Version 11 is supported with the Windows 7 OS. - $99.99 * *JAWS v12 –* this is an upgrade from the current v9; Version 12 is supported with the Windows 7 OS and is the preferred software of many Braille users - $1095.00 * *Kurzweil 3000 v12 –* currently Sauk Valley has five (5) professional full color network licenses; upgrading to the new version will allow compatibility with the Windows 7 OS now utilized by the college - $1325.00 – NOTE: The Kurzweil software has been purchased with Student Retention grant monies.   ***New Acquisitions:***   * *Cannon DR 9050C –* This is the corner stone base to the E-text process. The 9050 is a high-speed, high quality, 600 DPI scanner that is capable of producing the quality documents required for E-text conversion. In addition to the E-text conversion process, the 9050 C would be used for confidential disability documentation scanning. This has an expected lifecycle of 10 – 15 years. Adding this scanner will eliminate poor quality scans, wait times and multiple future scanning purchases. - $7384.00 (includes onsite training, installation and networking) * *ABBYY Fine Reader v10 –* This is an Optical Character Recognition, OCR, software product that is used in creating E-text from scanned documents. It is compatible with the Windows 7 OS and is used in conjunction with the Cannon scanning system. ABBY is one of the most widely used OCR software programs used in student need offices and offers deep discounts on future upgrades. - $399.00 * *Easy Converter –* This is capable of converting scanned material to various formats and comes with a speech synthesizer to generate audio formats. It is compatible with the Windows 7 system. - $1400.00 * *Live Scribe Smart Pen –* The Smart Pen records everything that the student writes and hears during class. The 2GB pen holds approximately 200 hours of audio. It is Windows 7 compatible and includes two (2) ink cartridges and starter dot paper with each pen. The dot paper is free to print through the Livescribe web site. – Pen 2GB $129.95 each; 12 @ $1559.40; Replacement ink cartridges 5 pk - $5.95; paper printed free of charge * *MyScript Software –* Software used to convert notes into E-text format; compatible with Windows 7 OS; $29.95 * *Dedicated computer for E-text conversion* * The Student Needs Office will need to purchase four chairs with arms to be used in classrooms. Currently all chairs for student use are armless. The only chairs with arms that are available are on wheels and not secure. Students with balance and mobility issues would utilize these chairs. New wheel chair accessible tables may be needed in the future as several of the tables currently in use have been modified for wheelchair accessibility and stability could possibly be improved. * The Student Needs Office administrative assistant’s workstation is currently located in the main section of the academic advising office. Students registered with the Student Needs Office are obliged to reveal themselves as such in view of other students when making an appointment, checking out and/or picking up equipment or notes and to address various other needs. This situation does not allow for confidentiality of services. Student Needs students have expressed concerns and a reluctance to come to the Student Needs Office and address their individual needs due to the lack of a confidential setting. * It has been determined that the Student Needs Office area is going to be part of the restructure in Phase 2 of the renovation plan. With planning commencing more than five years from now, it would be advisable to look for another fully accessible area where the Student Needs students will be extended confidentiality of services. | |

1. Summarize activities to initiate on-campus facility improvements and/or additions as described above, in the operational plan (under Objective 5.1) ***AND/OR*** submit a completed *Major Project Request Form.* Indicate below if activities will be included in the operational plan, and if a *Major Project Request Form* is attached.

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| * The Student Needs Office will continue to review ADA requirements and accessibility concerns and request and implement any changes as appropriate. * The facility walk through of 2008 and 2010 has been addressed and corrections/ adjustments made. * Adaptive and assistive equipment needs request has been submitted and is currently under review. * ADA requirements and compliance will continue to be monitored and any future facility issues that may arise will be addressed. |

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| \_\_\_ X Activities will be included in the operational plan.  Activities will not be included in the operational plan.  A completed *Major Project Request Form* accompanies this program review. |

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| **SECTION D: SERVICES**  Additional resource: Operational plans |

1. Describe the efforts used by the Unit to evaluate the quality of services, the findings of those efforts, and how the Unit responded to the findings (include Unit surveys and graduate follow-up surveys); ***OR*** indicate “None.”

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| * The Student Needs Office provides advocacy and accommodations, referrals to outside agencies and collaboration of services within the Sauk Valley Community College community. The evaluation of service quality was collected through the Banner information system and online student and faculty surveys.   ***Banner Information System***  \* SVCC students do not include those registered with the SNO   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Fiscal** | **SVCC** | **Degree /** | **Percent** |  | **Percent** |  | **Percent** | | **Year** | **Students** | **Certificate** | **Awards** | **Returned** | **Retention** | **Developmental** | **Developmental** | | 2006 | 2628 | 388 | 14.76 | 1347 | 51.26 | 766 | 29.15 | | 2007 | 2587 | 527 | 20.37 | 1258 | 48.63 | 724 | 27.99 | | 2008 | 2513 | 484 | 19.26 | 1285 | 51.13 | 700 | 27.86 | | 2009 | 2532 | 553 | 21.84 | 1313 | 51.86 | 691 | 27.29 | | 2010 | 2898 | 601 | 20.74 | 1382 | 47.69 | 888 | 30.64 |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Fiscal** | **SNO** | **Degree /** | **Percent** |  | **Percent** |  | **Percent** | | **Year** | **Students** | **Certificate** | **Awards** | **Returned** | **Retention** | **Developmental** | **Developmental** | | 2006 | 128 | 17 | 13.28 | 67 | 52.34 | 76 | 59.38 | | 2007 | 158 | 17 | 10.76 | 71 | 44.94 | 88 | 55.7 | | 2008 | 116 | 20 | 17.24 | 61 | 52.59 | 68 | 58.62 | | 2009 | 136 | 27 | 19.85 | 67 | 49.26 | 78 | 57.35 | | 2010 | 130 | 15 | 11.54 | 67 | 51.54 | 79 | 60.77 |  * This information was extrapolated through the Sauk Valley Community College banner student information system for the purpose of determining the number of Student Needs students taking developmental courses compared to other Sauk Valley Community College students for budgetary and planning purposes. The higher percentage of Student Needs students enrolled in developmental classes supports the retention and employment of Student Needs professional tutors. * The additional purpose of this information is to aid the Student Needs Office in tracking student retention. In the future students who have utilized Student Needs Office services and leave Sauk Valley Community College without completing a degree or those who are not know transfers, will be contacted at the end of the term to allow for possible recovery of student enrollment. * The Student Needs Coordinator contacted all students registered in fall 2010 that had not graduated or known transfers that had not registered for the spring 2011 to determine the reason that they had not enrolled for classes. Of the six students registered with the Student Needs Office contacted, 3 students did not return due to medical reasons, 2 stated they had secured full- time employment and 1 student had moved.   Student Survey- use of services and satisfaction   * An on-line survey was offered to students registered with the Student Needs Office from the fall 2010 and spring 2011 term to measure ease of access, quality of services and ease of access to the Student Needs Office. The survey opened to 145 students with a total of 19 students responding. * 31.6% of students surveyed were referred to the Student Needs Office for services by their high school counselor and 26.3% were referred by their college instructor. * 73.7% of respondents utilized the accommodations extended by the Student Needs Office. * 47.4% of respondents reported accessing the Student Needs Office only if struggling while 26.3% reported seeking accommodations at the beginning of each term. * 89.5% of students that responded felt that the accommodations extended met their needs. * 47.4% of student needs students were very satisfied with services provided by the Student Needs Office and 31.6% were satisfied.   Faculty Survey   * An on-line survey was offered to all Full time and Adjunct faculty to determine awareness of disability needs and communication channels for a period of one week and yielded 49 respondents * 44.9% felt that they had *some knowledge* of disabilities in general, 2% of respondents felt they had *No knowledge* and 4.1% reported being *Extremely knowledgeable.* * 51% of respondents felt that they had *Some knowledge* of Federal statutes and /or regulations that pertain to student with disabilities. * 40.8% of faculty respondents felt that they had *Some knowledge* about accommodations for students with disabilities. * 79.6% reported having students with disabilities enrolled his/her classes within the past two years. * 91.5% responded that they felt the information received from the Student Needs Office was helpful. * 79.2% of faculty respondents would prefer to receive information from the Student Needs Office through Staff E-mail. |
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1. Describe the results of the Unit’s efforts to improve efficiencies, ***OR*** indicate “None.”

* The Student Needs Program previously offered 1:1 tutoring services to students with disabilities. While the need for specialized tutoring services for students with disabilities, particularly in the areas of English, Reading, and Math continued to grow, it was not financially possible to provide 1:1 tutoring to all students with disabilities who were making this request. Upon further research by the Student Needs Coordinator it was also discovered that if the college was offering 1:1 tutoring designated for “Students with Disabilities” and we were not offering it to all students registered with the Student Needs Program the college was committing a discriminatory practice. As a result the Student Needs Tutor Program was restructured into small group tutor sessions where any student in the Student Needs Program that was enrolled in designated courses could receive Special Needs Tutoring. The changes in the tutor program allowed for any student in the Student Needs Program to receive tutoring in designated courses while also creating a more time and cost effective program.
* All students, who have been extended note-taking accommodations, have been receiving their notes (other than that of math notes) through their Sauk Valley student email account. This has increased efficiency in delivery as some students and note takers are only here a limited time each week. This method of service delivery reduces paper waste and saves on copying costs and staff time in producing copies.
* The need for text alternative formats continues to grow. To address a portion of this issue the Student Needs Office has implemented use of the Access Text Network. The Student Needs Office can access the network library of textbooks to obtain word doc or pdf formatting of many textbooks for those students requiring those specific formatted options. The Student Needs Coordinator is researching options available to address the additional text format needs.

1. Describe changes to improve efficiencies or services that will be proposed during the next five years; ***OR*** indicate “None.”

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| * The Student Needs Office has implemented sending out student accommodation letters to instructors by email to improve communication efficiency. Many faculty members are part-time and don’t have the time to check their faculty mailboxes prior to when classes begin. This improves confidentially and assists in the department’s efforts to “go green”. * The Student Needs Office is in the process of hiring additional tutors for the upper math levels and college level English courses. Degree seeking students registered with the Student Needs Office have requested tutoring for these classes to assist them in successful competition of the course work. * The Student Needs Coordinator has expanded office hours to include evening hours. This measure was implemented to accommodate those students who have night classes and working families and students. * The Student Needs Office will initiate the process of administering tests utilizing assistive technology. By scanning and administering tests through various technology programs, the department can improve validity and standardized testing practices through the reduction of the variables allowed during the testing process. * The Student Needs Coordinator will implement the use of adaptive and assistive technology as appropriate to increase Student Needs students’ independence and self-reliance. |  |

1. Summarize changes that will be made to improve efficiencies as described above, in the operational plan under Objective 1.4, or 1.6, or 3.3. Indicate below if activities will be included in the operational plan.

* The Student Needs Office will continue to support self-advocacy and independence of student needs students and will conduct ongoing data collection to determine efficiency of services to the student needs students. The Student Needs Office will communicate through electronic means whenever possible to improve efficiency and confidentiality.

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| X Activities will be included in the operational plan.  Activities will not be included in the operational plan. |

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| **SECTION E: FUTURE DIRECTION** |

1. Describe possible changes that may be imposed on the college that could impact the Unit, such as changing laws, regulations, demographic or environmental changes; ***OR*** indicate “None.”

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| * Over the past five years the regional high school demographics reflect a steady decrease in enrollment at 4 out of 5 county school districts that directly support Sauk Valley Community College. With two of the largest area schools reflecting a significant drop in high school seniors. Dixon High School reports a 12 grade enrollment deficit of -19.1% and Sterling High School -12.4%. These statistics support the necessity of attendance by the Student Needs Coordinator at transition IEP meetings for potential students and increased participation in High School outreach/marketing events. * ADA amendments and current OCR rulings are consistently redefining the law and these changes are reflected in Sauk Valley Community College policies and procedures. The Student Needs Coordinator will continue to remain apprised and informed of ADA compliance and initiatives and will address these changes as appropriate. |

1. Describe the future vision of the Unit.

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| * The future vision of the Student Needs Office is to meet the needs of both traditional and non-traditional students through supportive services, advocacy, and collaboration of resources at Sauk Valley Community College and the community at large. The Student Needs Office has a significantly higher number of students in developmental classes, supporting our need for professional tutoring and educational supports. We will continue to promote self-reliance and advocacy and offer the tools needed for a successful academic career. Working within our budget, we will implement assistive and adaptive technology and training changes into the current program.      * The Student Needs Office will address the need for improved testing of Student Needs students. Classroom tests may now be scanned and uploaded into the Kurzweil program and administered electronically. This software program allows creating test materials with options, such as dictionary and copy lock-out, multiple-choice, and essay features. This allows instructors the capability to create tests which enable equal accessibility and delivery methods which permit consistency of test and assignment delivery. * Over the next five years the Student Needs Office will work to improve transition services and the recruitment of students to Sauk Valley Community College. Students entering college-level courses will find a very different support structure than they have experienced in their high school years. Proactively providing information to potential students about services, documentation requirements, and expectations will allow for a smoother transition process. * Another target area of improvement is in directing students toward services that would improve their ability to be self-reliant and academically successful. This will include ongoing collaboration with academic advising, student retention, and student support services. * To allow for improved efficiency in budget planning, determining future financial needs and student success rates, the Student Needs Coordinator will track the successful completion of course work of those students utilizing the new technology services offered. * During the course of the next five years, the Student Needs Office will continue to address the needs of our student population and serve them in their transition to the college level, by offering continued services and support throughout their academic career at Sauk Valley Community College and in their transition into the workforce or onto a baccalaureate campus of higher education. |
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1. List the top five priorities to strengthen the Unit during the next five years.

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| 1. Encourage traditional and non-traditional students to attend Sauk Valley Community College through:  * Attending final IEP meetings at area high schools whenever possible * Host high school transition meetings at Sauk Valley Community College * Increase awareness of services with area One-Stops  1. Improve technology and equipment offered to students  * Encourage independence and self-reliance * Promote successful completion of degree/certificates * Increase transfer to baccalaureate institution  1. Improve awareness (ADA, Disability knowledge) throughout the campus  * Meet with Adjunct faculty members in the fall / spring * Meet with full time faculty members during in-service or in separate presentation * Meet with department staff members * Universal instruction * Person first language * Questions and concerns  1. Successful completion of degree or certificates (Student)  * Realistic goals * Time management skills * Team support * Study skills and self-reliance  1. Inter department team building  * SSS-Trio * Retention * High School Relations * Tutors * Counseling/Advising * Developmental Education |

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| **SECTION F: KEY QUESTIONS** |

1. List two key questions that the Unit will research and answer for this program review.

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| 1 | How well does the Student Needs Office meet the needs of the students who qualify for services and are enrolled at Sauk Valley Community College? |
| 2 | Does the Student Needs Office keep the Sauk Valley Community College staff informed of ADA requirements and compliance? |

1. For each question, discuss why the question is important to answer, the data that was collected, conclusions drawn, and actions that will be taken in response to the conclusions. Limit discussion to one page or less per question.

**How well does the Student Needs Office meet the needs of the students who qualify for services that are enrolled at Sauk Valley Community College?**

* An on-line survey to measure the quality of services was sent to 145 students registered with the Student Needs Office during the fall of 2010 and the spring of 2011 with a return of 19 respondents. To gain an accurate viewpoint of the students registered with the Student Needs Office, additional methods of measurement will be explored. With the students’ preference for electronic communications, the use of Twitter and other communication media will be explored.
* The survey reflected that 89.5% of the respondents felt that the Student Needs Coordinator took the time to listen to concerns, and 94.7% felt that questions were answered in a clear and concise manner. 47.4% were *very satisfied* with the services provided through the Student Need Office, 31.6% were *satisfied*, 10.5% were *somewhat* *satisfied*, 5.3% were *unsatisfied*, and 10.5% were *very unsatisfied*.
* Of concern were the 47.4% of students who reported only using services when struggling in classes and the 36.8% of students who schedule accommodation appointments less than two weeks prior to the start of classes. This places a time constraint on securing alternative materials and interpreters and ensuring that accommodations E-mails are sent in a reasonable time frame to the instructors.
* To address these concerns, the Student Needs Office will send reminder E-mails eight weeks prior to start of class and again at four weeks prior to class to those students who had received services within the past two terms. Social media sites will be explored for use.

**Does the Student Needs Office keep the Sauk Valley Community College staff informed of ADA requirements and compliance?**

* Communication with faculty members is a key factor in managing issues and increasing awareness of accommodations and compliance with the ADA. The 2011 survey data collected reflects that the majority of Sauk Valley Community College instructors have *some knowledge, (*51%) of Federal statutes and that 44.9% report having *some knowledge* ofdisabilities in general. The survey reflected that overall the faculty found the information received from the Student Needs Office helpful (91.5%). The Student Needs Office will continue to communicate accommodation information with faculty members electronically but remains available to all faculty members via phone and in-person at their discretion.
* Because many of the Sauk Valley Community College faculty are adjunct instructors and are without office hours, the Student Needs Coordinator will attend the fall adjunct in-service to address any questions that they may have regarding the Student Needs Office. The Student Needs Coordinator may also include a presentation to full time faculty during their in-service as appropriate.

**STUDENT & ACADEMIC SUPPORT SERVICES REVIEW**

**SUMMARY REPORT**

***Required* ICCB Report**

**Sauk Valley Community College Academic Year 2010-2011**

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| **Service Area** (Unit) | Special Needs |

**Major Findings and Improvements/Modifications**

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| * Since the last Student Needs Office Program Review two building accessibility assessments were conducted. Issues of accessibility to restrooms, offices, and materials were noted and corrections made. * Efforts to reduce waste and “Go Green” were implemented to include E-mailed accommodation letters to instructors, E-mailed notes to students, on-line accessible Student Needs Handbook, and reduce paper communications with student needs students. * The Student Needs Office will continue to attend and promote Sauk Valley Community College at IEP meetings and through community events. * Student Needs Coordinator office will continue to seek to a fully accessible area that allows confidentiality of services to students. * Increased use of technology to promote independence and self-reliance. * The Student Needs Office will track degree completion |

**Statewide Program Issues (if applicable)**

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| *None.* |

**BEST PRACTICES REPORT**

***Optional* ICCB Report**

**Sauk Valley Community College Academic Year 2010 – 2011**

**Title of Best Practice**

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**Programmatic Area**

⁭ Academic Discipline

⁭ Career and Technical Education

⁭ Cross-Disciplinary

X Student & Academic Support Services

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

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

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**Contact Information**

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| --- |
| Sauk Valley Community College  Name & Title:  Phone Number:  E-mail Address: |

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| **SIGNATURES and APPROVALS** |

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| --- | --- |
| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review. | |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Karen L Alexander, Coordinator of Student Needs Chair |  |
| Jessie DeMay, Administrative Assistant |  |
| Marlene Hilliker, Coordinator of Academic Advising |  |
| Patricia Fulfs, Ph.D., Student Needs Program Tutor and Adjunct Faculty-Speech |  |
| Mary Taour, Student Support Services Transfer/ Program Advisor |  |
| Paula Meyer, Dean of Business Services |  |
| Marissa Pratt, Sauk Valley Community College Student |  |
| Louise Hrubecky, Senior Rehabilitation Counselor with the Department of Rehabilitation Services |  |

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| **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 |  | |

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