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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 and 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 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** *Tells who we are as an institution and what we do*

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** *Tells where we want to go as an institution*

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**

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| Psychology follows the college’s mission statement and The American Psychology Association’s mission statement which says its mission is to advance the creation, communication and application of psychological knowledge to benefit society and improve people’s lives. (source: APA website – apa.org) |

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| **VIABILITY COMPONENT**The viability component focuses on quantitative analysis and the need for the program(s) |

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| **SECTION A: ENROLLMENT & RETENTION DATA** for the disciplineAdditional resource: Operational plans |

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| --- | --- | --- |
| **DATA TABLE 1: Course Enrollment for *Discipline*** (Tutorials not included) | **Discipline:** | **Psychology** |
| Use to answer question #1 |   |   |   |   |   |   |
| **Row** |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Total Sections Offered | 64 | 65 | 63 | 68 | 68 | 328 |
| b | Total Enrollment at 10th day | 1483 | 1587 | 1486 | 1645 | 1790 | 7991 |
| c | Average enrollment for all sections offered | 23.2 | 24.4 | 23.6 | 24.2 | 26.3 | 24.4 |
| d | Course | PSY 100 | PSY 100 | PSY 100 | PSY 100 | PSY 100 |   |
| e | Sections | 30 | 29 | 28 | 31 | 32 | 150 |
| f | Enrollment at 10th day | 488 | 537 | 496 | 545 | 609 | 2675 |
| g | Average enrollment per section | 16.3 | 18.5 | 17.7 | 17.6 | 19.0 | 17.8 |
| h | Course | PSY 103 | PSY 103 | PSY 103 | PSY 103 | PSY 103 |   |
| i | Sections | 24 | 25 | 27 | 25 | 24 | 125 |
| j | Enrollment at 10th day | 653 | 705 | 709 | 736 | 790 | 3593 |
| k | Average enrollment per section | 27.2 | 28.2 | 26.3 | 29.4 | 32.9 | 28.7 |
| l | Course | PSY 200 | PSY 200 | PSY 200 | PSY 200 | PSY 200 |   |
| m | Sections | 5 | 5 | 4 | 6 | 5 | 25 |
| n | Enrollment at 10th day | 189 | 190 | 157 | 187 | 196 | 919 |
| o | Average enrollment per section | 37.8 | 38.0 | 39.3 | 31.2 | 39.2 | 36.8 |
| p | Course | PSY 211 | PSY 211 | PSY 211 | PSY 211 | PSY 211 |   |
| q | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| r | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| s | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| t | Course | PSY 214 | PSY 214 | PSY 214 | PSY 214 | PSY 214 |   |
| u | Sections | 2 | 3 | 2 | 2 | 2 | 11 |
| v | Enrollment at 10th day | 82 | 83 | 68 | 73 | 66 | 372 |
| w | Average enrollment per section | 41.0 | 27.7 | 34.0 | 36.5 | 33.0 | 33.8 |
| x | Course | PSY 215 | PSY 215 | PSY 215 | PSY 215 | PSY 215 |   |
| y | Sections | 0 | 0 | 0 | 1 | 2 | 3 |
| z | Enrollment at 10th day | 0 | 0 | 0 | 45 | 60 | 105 |
| aa | Average enrollment per section | 0.0 | 0.0 | 0.0 | 45.0 | 30.0 | 35.0 |
| ab | Course | PSY 217 | PSY 217 | PSY 217 | PSY 217 | PSY 217 |   |
| ac | Sections | 2 | 2 | 2 | 3 | 3 | 12 |
| ad | Enrollment at 10th day | 60 | 54 | 56 | 59 | 69 | 298 |
| ae | Average enrollment per section | 30.0 | 27.0 | 28.0 | 19.7 | 23.0 | 24.8 |
| af | Course | PSY 270 | PSY 270 | PSY 270 | PSY 270 | PSY 270 |   |
| ag | Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| ah | Enrollment at 10th day | 0 | 0 | 0 | 0 | 0 | 0 |
| ai | Average enrollment per section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| aj | Course | PSY 273 | PSY 273 | PSY 273 | PSY 273 | PSY 273 |   |
| ak | Sections | 1 | 1 | 0 | 0 | 0 | 2 |
| al | Enrollment at 10th day | 11 | 18 | 0 | 0 | 0 | 29 |
| am | Average enrollment per section | 11.0 | 18.0 | 0.0 | 0.0 | 0.0 | 14.5 |

1. Describe the five-year enrollment trends

|  |
| --- |
| The psychology department’s numbers are stable. The numbers for PSY 103 show class size for the last five years with on average total of 28.7 students per class. However, this included dual enrollment sections, distance learning sections, late starting sections, and Internet sections, which are either capped at lower numbers than the regular sections or part of a high school program. On further review, when dual enrollment, off campus, and high school sections are taken out of the table, the table reveals that the average class to be a range from 30 to 40 students. We have fixed the night course issue by offering only one night a week per semester instead of two sections with fewer students. We have also moved the on-campus class times back to prime time slots with a cap enrollment of 45 and that has brought our average class size numbers back up to its normal range.It also appears that when PSY 103 dual enrollment/ distant learning and TI course/classes are separated, that the Internet courses have a better enrollment than dual enrollment/ distance learning classes. The psychology department and the college may want to reevaluate offering dual enrollment/ distance courses and instead offer special Internet classes to area high school students. However, high school rules must be taken into consideration so that students can receive credit for both high school and college.PSY 214 child psychology is a required course for elementary Education majors. The psychology department had the IT department run the numbers of declared elementary education students in the past five years finding that this major has decreased in size in the past two years, which affected enrollment numbers in this course. PSY 211, 270, 273 have not been taught due to a low demand for these courses as this time. All three of these courses should stay because they are slightly different and it is hard to get a course back after deactivation.  |

|  |  |  |
| --- | --- | --- |
| **DATA TABLE 2: Enrollment & Retention for *Discipline*** (Tutorials not included) | **Discipline:** | **Psychology** |
| Use to answer question #2 |   |   |   |   |   |   |
| **Row** |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Number of credit hours at 10th day | 774 | 818 | 850.5 | 1223.5 | 1061.5 | 4727.5 |
| b | Number of reimbursable credit hours at semester end | 672 | 695 | 772.5 | 1116.5 | 946.5 | 4202.5 |
| c | Number of credit hours lost between 10th day & semester end | 102.0 | 123.0 | 78.0 | 107.0 | 115.0 | 525.0 |
| d | Retention rate (% of 10th day credits that are reimbursable) | 86.8% | 85.0% | 90.8% | 91.3% | 89.2% | 88.9% |

1. Describe the five-year retention trends

|  |
| --- |
| The numbers show that the psychology department has been consistent with retention in the high 80s to low 90s.  |

1. Describe the efforts to increase enrollment and to improve retention conducted since the last program review. Indicate how frequently each effort was conducted during the past five years.

|  |
| --- |
| The psychology department allows prospective students to sit in on classes. The department participates in Discover Sauk and new student recruitment nights. One of the adjunct faculty members uses his dual enrollment classes as a recruiting tool to encourage continuing at Sauk after high school. The department has review sessions, extra office hours prior to tests, study groups, and members of the department worked with students in the LAC. Many of the psychology courses have study guides and practice questions that are given out or made available on the class Blackboard for particular psychology courses and sections. The faculty also sends letters and emails stating how students are doing in class. They also send out midterm reports for SSS, special needs, and athletes.  |

1. Describe what will be done to improve the enrollment and retention trends during the next five years.

|  |
| --- |
| The department is looking into creating a Psychology Department website for future and current students. |

1. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  x Activities will be included in the operational plan. Activities will not be included in the operational plan. |

|  |  |  |
| --- | --- | --- |
| **DATA TABLE 3: Course Grades & Completion for *Discipline*** (Tutorials not included) | **Discipline:** | **Psychology** |
| Use to answer question #6 |   |   |   |   |   |   |
|   |   | **Fall Semesters** | **5 Year** |
| **Row** |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **Total** |
| a | Number of enrolled students at 10th day (duplicated) | 133 | 155 | 147 | 233 | 182 | 850 |
| b | Number of successful completions (Grades A, B, C, or P) | 101 | 115 | 107 | 169 | 137 | 629 |
| c | Proportion of successful completions (Grades A, B, C, or P) | 75.9% | 74.2% | 72.8% | 72.5% | 75.3% | 74.0% |
| d | % A | 37 | 49 | 39 | 78 | 57 |   |
| e | % B | 33 | 32 | 39 | 56 | 52 |   |
| f | % C | 31 | 34 | 24 | 34 | 27 |   |
| g | % D | 7 | 4 | 15 | 15 | 11 |   |
| h | % F | 9 | 3 | 5 | 16 | 8 |   |
| i | % I Q | 0 | 0 | 0 | 0 | 0 |   |
| j | % W | 16 | 32 | 19 | 31 | 24 |   |
| k | % P X Z | 0 | 1 | 6 | 3 | 3 |   |
|   |   | **Spring Semesters** | **5 Year** |
|   |   | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **Total** |
| l | Number of enrolled students at 10th day (duplicated) | 131 | 128 | 147 | 193 | 183 | 782 |
| m | Number of successful completions (Grades A, B, C, or P) | 85 | 85 | 106 | 147 | 146 | 569 |
| n | Proportion of successful completions (Grades A, B, C, or P) | 64.9% | 66.4% | 72.1% | 76.2% | 79.8% | 72.8% |
| o | % A | 32 | 42 | 41 | 56 | 59 |   |
| p | % B | 25 | 24 | 24 | 55 | 46 |   |
| q | % C | 28 | 19 | 39 | 34 | 39 |   |
| r | % D | 7 | 10 | 4 | 10 | 7 |   |
| s | % F | 4 | 10 | 8 | 15 | 11 |   |
| t | % I Q | 0 | 0 | 0 | 0 | 0 |   |
| u | % W | 35 | 22 | 29 | 21 | 19 |   |
| v | % P X Z | 0 | 1 | 2 | 2 | 2 |   |

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| **SECTION B: PROGRAM COMPLETIONS & TRANSFERS** Additional resource: Operational Plans  |

1. Describe the five-year successful *course* completion trends

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| When PSY 100, orientation to college course, is taken out of the data provided above containing the five year successful course completion trends, the new data reveals that the psychology department successful course completion rates 72.2% for fall and 72.4% in the spring semesters. The reason that psychology took PSY 100 out of the original completion trends chart was due to the fact that PSY 100 uses a contract where a student contracts out for a grade of A, B, or C. Although there have been students who have received D and F grades in PSY 100 for not attending the class or doing the work, it is extremely rare. The psychology department believes this trend may be tied to their successful retention efforts such as study guides, practice questions, and study sessions.  |

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| --- | --- | --- |
| **DATA TABLE 4: Enrollment & Completion Data for *Discipline* and *Program*** | **Discipline:** | **Psychology** |
| Use to answer question #7 |  |  |  |  |  |  |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| **Totals for all Programs in Discipline** |
| a | Declared majors | 45 | 51 | 49 | 70 | 62 | 277 |
| b | Number of program completions | 8 | 6 | 6 | 9 | 12 | 41 |
|  | **Program:** | **Psychology (AA 0655)** |  |  |  |  |
| c | Declared majors | 6 | 13 | 13 | 40 | 30 | 102 |
| d  | Number of program completions | 4 | 1 | 4 | 3 | 6 | 18 |
|  | **Program:** | **Psychology (AS 0855)** |  |  |  |  |
| e  | Declared majors | 39 | 38 | 36 | 30 | 32 | 175 |
| f | Number of program completions | 4 | 5 | 2 | 6 | 6 | 23 |

1. Describe the five-year successful *program* completion trends

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| --- |
| IAI wants psychology majors to have only a limited amount of psychology courses from a community college, therefore only a limited number of courses are taken at Sauk. |

1. Describe any *recurring* problems related to IAI approved courses transferring to universities and what needs to be done to obtain resolution, ***OR*** if there were not any *recurring* problems, indicate “None.”

|  |
| --- |
| none |

1. Describe what was done to improve the successful course and program completion rates since the last program review. Indicate how frequently each effort was conducted during the past five years.

|  |
| --- |
| The department has review sessions, extra office hours prior to tests, study groups, and members of the department worked with students in the LAC. Many of the psychology courses have study guides and practice questions that are given out or made available on the class Blackboard for particular psychology courses and sections. The faculty also sends letters and emails stating how students are doing in class. They also send out midterm reports for SSS, special needs, and athletes.  |

1. Describe what will be done to improve the successful course and program completion trends during the next five years.

|  |
| --- |
| The psychology department will continue to give study guides and practice questions from either study packets or from our Blackboard website for each class. PSY 103 is looking at creating either DVD or podcasts of various subjects within the course. |

1. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  Activities will be included in the operational plan. x Activities will not be included in the operational plan. |

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| **SECTION C: PROGRAM FINANCES**Additional resources: Operational Plans |

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| --- | --- | --- |
| **DATA TABLE 5: Program Revenue for *Discipline*** (Tutorials not included) | **Discipline:** | **Psychology** |
| Use to answer question #12 |   |   |   |   |   |   |
| **Row** |  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** | **5 Year Total** |
| a | Direct income (Tuition & fees at 10th day) | $280,169 | $325,183 | $316,379 | $354,239 | $390,596 | $1,666,566 |
| b | Apportionment (Estimated) | $64,763 | $75,611 | $69,915 | $50,839 | $54,910 | $316,038 |
| c | **Total income** (Row a + b) | $344,932 | $400,794 | $386,294 | $405,078 | $445,506 | $1,982,604 |
| d | Employee expense (Salaries & benefits)1 | $156,512 | $162,294 | $174,112 | $171,052 | $188,118 | $852,088 |
| e | Supply expense (Purchases charged to budget supply line & software purchases) | $2,561 | $2,868 | $3,343 | $2,013 | $3,544 | $14,329 |
| f | Equipment expense (Purchases charged to budget equipment line) | $0 | $0 | $0 | $0 | $0 | $0 |
| g | Other expense (Any expense that does not fit into the above categories) | $5,451 | $10,026 | $14,934 | $1,755 | $67 | $32,233 |
| h | **Total expense** (Row d + e + f + g) | $164,524 | $175,188 | $192,389 | $174,820 | $191,729 | $898,650 |
| i | **Net income** (Row c - Row h) | $180,408 | $225,606 | $193,905 | $230,258 | $253,777 | $1,083,954 |
| 1 Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate penalties to programs due to dependent insurance coverage) |

1. Describe the five-year income and expense trends.

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| --- |
| Due to insurance and cost of living there will be an increase in money going towards insurance and salary.  |

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

|  |
| --- |
| The psychology department is running at maximum capacity that our classroom allows. |

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

|  |
| --- |
| Some psychology classes are trying to use less paper by providing more items on line. This is in the operational plan. |

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

|  |
| --- |
| The psychology department has put more information online for student use. |

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

|  |
| --- |
| Psychology courses are making money for the college. In the last five years we provided over $1 million dollars after expenditures. This is 8% of SVCC’s operating fund. |

1. Summarize the activities identified above in the operational plan (under Goal 3). Indicate below if activities will be included in the operational plan.

|  |
| --- |
| \_\_\_X\_\_ Activities will be included in the operational plan. Using less paper and more online information.\_\_\_\_\_ Activities will not be included in the operational plan. |

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

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| **SECTION D: COURSE SCHEDULING** |

1. Provide the program schedule by listing each required course by course number and indicating each semester in which it is planned to be offered.

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| --- | --- | --- | --- | --- |
| **Course Number** | **Year 1: Fall Semester** | **Year 1: Spring Semester** | **Year 2: Fall Semester** | **Year 2: Spring Semester** |
| PSY 100 | X | X | X | X |
| PSY 103 | X | X | X | X |
| PSY 214 | X | X | X | X |
| PSY 215 |  | X |  | X |
| PSY 217 | X | X | X | X |
| PSY 200 | X | X | X | X |
| PSY211(IS PSY 273) |  |  |  |  |
| PSY270 (TOPICS COURSE) |  |  |  |  |
| PSY 273 |  | X |  | X |

1. How many semesters should it take a full-time student to complete this program?

|  |
| --- |
| According to the college catalog, if the student places into ENG 101, MAT 240 and out of reading, the student should be finished with an AS/AA in four semesters. However the college catalog’s time frame is only a suggestion. When it comes to community college students, the psychology department realizes the students may not be able to finish in two semesters due to personal, financial, or academic issues. The psychology department believes that time limits are not always the best for retention. The department wants students to do the program at their own speed.  |

1. During the past five years, have courses been offered and properly sequenced so a student could complete the program in the number of semesters specified above?

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

1. During the past five years, have scheduling conflicts been avoided by coordinating the days and times that courses are offered?

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

1. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses, outside of this area?

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

1. Describe scheduling changes that may be needed during the next five years and the rationale for the changes, ***OR*** indicate “None.”

|  |
| --- |
| The psychology department is well covered for all times of the day, during all semesters. Further coverage would be contingent on enlarging the department’s full time faculty size. |

1. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

|  |
| --- |
|  Activities will be included in the operational plan. Activities will not be included in the operational plan. Issues have already been corrected.NA we cover day and evening in all our required courses for other majors as well as our own major.  |

|  |
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| **SECTION E: 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 |

1. Summarize activities to correct any course outline issues in the operational plan (under Objective 1.1 or 1.3). Indicate below if activities will be included in the operational plan, ***AND/OR*** if issues have already been corrected.

|  |
| --- |
|  Activities will be included in the operational plan. Activities will not be included in the operational plan. Issues have already been correctedNA  |

|  |
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| **SECTION F: CURRICULUM: ASSESSMENT**Additional resources: Assessment Summary Reports Operational Plans |

1. List the program/discipline objectives that have NOT been assessed in this five-year period and indicate whether these will be assessed, eliminated, or replaced, ***OR*** indicate “All have been assessed.”

|  |
| --- |
| All have been assessed. |

1. Describe any curricular changes ensuing from assessment, which were made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate “None.”

|  |
| --- |
| None |

1. Summarize activities related to assessment issues in the operational plan (under Objective 1.1). Indicate below if activities will be included in the operational plan.

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

|  |
| --- |
| **SECTION G: CURRICULUM: CURRICULAR CHANGES**Additional resources: Assessment Summary Reports Operational Plans |

1. Describe any curricular changes made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate “None.”

|  |
| --- |
| This past five years the psychology department has added dual enrollment courses at the Whiteside Area Career Center, Sterling High School, Dixon High School, Oregon, etc. With some of these classes, the department had to move the times for a regular PSY 103 to accommodate the high school students’ class periods. The courses that were taught through distance learning had to have lower caps because of limited space in the distance learning room. This past spring 2010, due to a staffing problem in another department, one of the psychology instructors had to fill in and teach EDU classes. As a result, psychology 103 sections had to change time slots and have lower caps due to spacing issues with the new time spots. A few years ago, due to plant closings, the department added a late starting 8 week course to accommodate the students who needed to start in October and the cap size for these sections were smaller. |

1. Describe possible changes in transfer 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** |
| None  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Summarize activities that the department will perform to make curricular changes in the operational plan (under Objective 1.1; 1.2; or 1.3). Indicate below if activities will be included in the operational plan.

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

|  |
| --- |
| **SECTION H: FACULTY & STAFF** |

1. Have 100% of full-time faculty participated in professional development during the past 5 years?

|  |
| --- |
|  X Yes, skip to question 37 No, continue with question 36 |

1. Describe what can be done to assure that 100% of faculty participate in professional development during the next 5 years?

|  |
| --- |
| NA - The department is already at 100%. |

1. Will faculty need any *specialized* professional development in the next 5 years?

|  |
| --- |
|  Yes, continue with question 38 X No, skip to question 39 |

1. Summarize the *specialized* professional development what will be needed, who will participate and estimated expenses.

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| --- |
| NA |

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

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| --- |
| Full-time time psychology instructor(s) will need to be hired within the next five years. |

1. Summarize activities that the department will perform to assure that 100% of faculty participate in professional development during the next 5 years and staffing changes described above, in the operational plan in the operational plan (under Goal 1 or 2); 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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|  Activities will be included in the operational plan. X Activities will not be included in the operational plan. A completed *Personnel Change Request* accompanies this program review. |

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| **SECTION I: EQUIPMENT AND SUPPLIES** |

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

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| --- |
| Due to the large number of seats and limited space in the psychology room (2C6), the department is in need of a storage room. |

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 G.

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| --- |
| We asked for $2000 to help with the startup of PSY 215 for DVDs and extra cost of printing and paper for the class. |

1. Summarize activities to acquire the needed equipment, software, and supplies as described above in the operational plan (under Goal 1 or 2), ***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.

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| --- |
|  Activities will be included in the operational plan. X Activities will not be included in the operational plan. A completed *Equipment Request Form* accompanies this program review. |

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| **SECTION J: 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.”

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| --- |
| LAC, LRC, IT, student needs, and counseling |

1. Describe gaps in the *program specific* support services that are 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 as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

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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 K: MARKETING**Definition: Systematic efforts aimed at attracting students to the program. |

1. Not including the catalog and program brochure, describe how the program has been promoted and marketed during the past five years, and the frequency that each promotional or marketing activity has been done.

|  |
| --- |
| The department faculty, over the last five years has had prospective students sit in on classes for Discover Sauk! and other campus visits. The department set up a booth at “New Student Night”. The full time faculty has spoken to prospective students on the difference between high school and college. The faculty does speaking engagements outside of the college. The department has created a flyer on our own for PSY 215 that explains the new course and when it is being offered. Lastly, the department has given counseling an information sheet on the 4 week PSY 103 course so new students know what to expect from this condensed version. |

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

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| The department is going to create a psychology website and we would like to develop a psychology brochure. |

1. Summarize activities to better promote and market the program as described above in the operational plan (under Objective 1.2 or Goal 3). Indicate below if activities will be included in the operational plan.

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

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| **SECTION L: STUDENT INPUT**Definition: Formal and informal efforts aimed at obtaining student opinions and suggestions for improving the program. |

1. Describe the formal and informal efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate “Not applicable.”

|  |
| --- |
| Assessment and student evaluations.  |

1. Describe the formal and informal efforts to obtain student input that will be attempted during the next five years ***OR*** indicate “None are planned.”

|  |
| --- |
| None are planned  |

1. Summarize activities to obtain student input as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

|  |
| --- |
|  Activities will be included in the operational plan. X Activities will not be included in the operational plan. |
| **SECTION M: NON-STUDENT INPUT** Definition: Formal and informal 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 (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).Additional resources: Operational plans |

1. Describe the formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made ***OR*** indicate “Not applicable.

|  |
| --- |
| Keep attending conferences and workshops to stay current with the American Psychological Association expectations. This information is then communicated to the other psychology instructors.  |

1. Describe the formal and informal efforts to obtain non-student input that will be attempted during the next five years ***OR*** indicate “None are planned.”

|  |
| --- |
| None are planned |

1. Summarize plans to obtain input from non-student sources described above in the operational plan (under Goal 1, 2, or 4). Indicate below if activities will be included in the operational plan.

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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 N: NEED AND GROWTH POTENTIAL** |

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

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

1. List the top five priorities to strengthen the program during the next five years. (These should be related to items discussed above)

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| --- |
| 1. The replacement of any psychology instructor due to such reasons as retirement
2. The acquisition of a storage room
3. The continued use of assessment data to make changes
4. Maintain class offerings at consistent days and times
5. Start offering PSY273
 |

1. Summarize plans to address the top five priorities in the operational plan. Indicate below if activities will be included in the operational plan.

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

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required* ICCB Program Review Report**

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

|  |  |
| --- | --- |
| **Discipline Area** | Psychology (AA – 0655, AS – 0855) |

**Improvements & Rationale for Action**

|  |
| --- |
| Based on the information provided and the extra information requested, it appears that the psychology department is doing very well with its limited staffing and resources. The Psychology department continues to teach more students than any other department and they do it well. We do this by giving students solid knowledge that they will use later in this major or as a tool in other majors. Despite the low investment in financial capital, lab space, storage, and the limited number of qualified adjunct instructors, the department’s courses are taught in a variety of formats and times. The department added a new course which shows that the full time faculty believes in creating further growth for the department. Finally, the department is very proud of the work it has accomplished these past five years. |

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

X Standardized assessments

⁭ Certification and licensure examination results

X Writing samples

⁭ Portfolio evaluation

X Course embedded questions

C Student surveys

⁭ 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 2010 – 2011**

**Title of Best Practice**

|  |
| --- |
| Encouraging Students |

**Programmatic Area**

X Academic Discipline

⁭ Career and Technical Education

⁭ Cross-Disciplinary

⁭ Student & Academic Support Services

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

|  |
| --- |
| In an effort to encourage students and to motivate them to continue working hard, we send out letters and emails to students complimenting their efforts and informing them of how they are doing in class. We use a standard template where we can simply insert appropriate details, and will modify the standard wording as warranted.  |

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

|  |
| --- |
| There are no measurable outcomes. We simply stay in contact with students and try to encourage their efforts. |

**Contact Information**

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| --- |
| Mr. Ralph Pifer, Associate Professor of Psychology and Social Science, 815-835-6324, piferr@svcc.edu ORMs. Terry Lyn Funston, Associate Professor of Psychology, 815-835-6309, funstot@svcc.edu  |

|  |
| --- |
| **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** |
| Ralph Pifer co-chair |  |
| Terry Lyn Funston co-chair |  |
| Jim Wright |  |
| David Edelbach |  |
| Janet Matheney |  |
| Paul Edelman |  |
| Steven Brenner  |  |
| Sophia Aponte |  |
| Dr. Fred Nesbit |  |

|  |
| --- |
| **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 |
| Dean |  |
| Academic Vice President |  |
| President |  |