

SVCC Transfer Program Review Template

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

Program (degree): Psychology: AA 0655 & AS 0855

Related program courses: PSY 103, 200, 214, 215, 217

Below is the catalog information for psychology majors from the 2015-2016 catalog.

(655) Associate in Arts

Psychology is the scientific study of human and animal behavior and the biological and mental processes that underlie behavior. Freshmen and sophomores who plan to major in Psychology are encouraged to complete additional foundation courses in science and math beyond those required in the Illinois Transferable General Education Core Curriculum (IAI GECC) and to minimize the number of psychology courses taken.

Psychology - IAI Recommended Baccalaureate Curriculum

Suggested Program

First Semester - Sem/Hrs: 16-17

- **Electives 3 Semester hour(s)
- Personal Development 3 Semester hour(s)
- [ENG 101 - Composition I](#) 3 Semester hour(s)
- [FYE 101 - First Year Experience](#) 1 Semester hour(s)
- [MAT 240 - Elementary Statistics](#) 3 Semester hour(s)
- [PSY 103 - Introduction to Psychology](#) 3 Semester hour(s)

Second Semester - Sem/Hrs: 15

- *Mathematics: 3 semester hours
- Fine Arts: 3 semester hours
- [ENG 103 - Composition II](#) 3 Semester hour(s)
- [PSY 200 - Human Growth and Development](#) 3 Semester hour(s)
- or
- [PSY 214 - Child Psychology](#) 3 Semester hour(s)
- [SPE 131 - Introduction to Oral Communication](#) 3 Semester hour(s)

Third Semester - Sem/Hrs: 16-17

- ***Life Science: 4-5 semester hours
- Humanities: 3 semester hours

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- [PSY 215 - Social Psychology](#) 3 Semester hour(s)
- [PSY 217 - Abnormal Psychology](#) 3 Semester hour(s)
- [SOC 111 - Introduction to Sociology](#) 3 Semester hour(s)

Fourth Semester - Sem/Hrs: 16-18

- ***Physical Science 4-5 Semester hour(s)
- Humanities/Fine Arts 3 Semester hour(s)
- ****Electives 9-10 Semester hour(s)

Total Credits: 64-66

Footnotes

*Suggested MAT 220, MAT 221 or MAT 203.

**Three to four semesters of a college-level foreign language or three to four years of a high school level foreign language may be required for a Bachelor of Arts degree.

***Some universities require a two-semester science sequence in biology, chemistry, or physics.

****Additional science courses, such as anatomy and physiology are recommended.]

Transfer Program Objectives

Prompt: *What are the objectives of this program and the courses related to this degree?*

Response to prompt:

[Complete course recommendations for the AA are listed above. Psychology courses offered at SVCC include 103 – Introduction to Psychology, 200 – Human Growth and Development, 214 – Child Psychology, 215 – Social Psychology, and 217 – Abnormal Psychology.

The courses in the psychology transfer program are designed help students develop a broad knowledge base in social science theory and research, and skills for basic application of this knowledge. Courses and department activities prepare students for success at transfer institutions and introduce possible career paths. Beyond application in academic contexts, information learned in SVCC psychology courses has potential to be used by students to enhance intrapersonal and interpersonal development and wellbeing. It should be noted that a majority of students taking psychology courses at SVCC are not psychology majors, but rather students seeking to meet social science general education requirements for an associate's degree. Many course objectives and assessment processes are designed to ensure that students gain skills needed for success across the curriculum (e.g., understanding of research methods,

critical evaluation of theory and research findings, application of theory and research findings to human behavior).]

Transfer Program Need

Prompts: *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?*

Possible topics to discuss: Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), number of transfer students (total and by ethnic category).

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

Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

[The number of students enrolled in psychology classes over the past five years totaled 5544 (Table 1A). Total college enrollment fluctuated a great deal, but the percentage of students enrolled in psychology classes remained relatively consistent at 15-17% of the total student population (Table 1A).

Over the past five years, the number of declared AA psych majors was 133, with 24 degrees awarded, 32 transfers, and 109 GECC completions (Table 2). There were 97 AS students with 29 degrees awarded, 28 transfers, and 121 GECC completions. Data from Table 2 indicate that the majority of students who take psychology classes at SVCC are not psychology majors; they are students seeking to complete general education credits.

Examined by sex and ethnicity (Tables 5A & 5B), the percentage of students taking psychology classes closely mirrors percentages in the SVCC and Lee County populations (census.gov, 2014) in most categories. Numbers of psychology students who are Black are slightly higher than the in the Lee County population. Numbers of students who are female are slightly higher than the SVCC population and markedly higher than the Lee County population.

	Caucasian	Hispanic	Black	Asian	Male	Female
Lee County, 2014	87%	5.8%	5.3%	.9%	53%	47%
SVCC	81%	13%	13%	.5%	39%	61%
PSY AA & AS	83%	11%	3%	.5%	34%	66%

The array of courses currently offered in the psychology department is particularly well-suited for psychology majors and other transfer-bound students. All classes currently offered meet an IAI general education requirement in the social science area except Abnormal Psychology, which transfers as an elective only. The classes currently offered in the psychology department are designed to prompt all students – psychology majors and GECC students – to enhance critical thinking, perspective-taking, health, and quality of life in personal and professional

domains. The practice of minimizing the number of psychology courses taken at SVCC is recommended because institutions offering bachelor's degrees often have unique and specific requirements for psychology majors involving courses at level 300 and up, and a minimum number of psychology credits to be taken at the transfer institution. For instance, the abnormal psychology course at SVCC is numbered 217, whereas at NIU it is a 300 level course, thus SVCC's course does not meet criteria for completion of the NIU course. While full-time and part-time staff at SVCC have the interest and academic background to teach a wide array of psychology courses (e.g., research methods, neuroscience, health psychology, industrial/organization psychology), these courses are not likely to transfer as psychology courses. Additionally, as SVCC enrollment is in flux at this time, adding additional classes may trigger additional decline in GECC course enrollment and difficulty with staffing all classes at the SVCC campus.]

Transfer Program Cost Effectiveness

Prompts: Is the program cost effective? *What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? What resources are needed?

Available Data Sources: Table 3A, Table 3B

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

[The psychology department remained within budget over a 5 year period, with 3/5 years under budget and slight overages 2/5 years. Overall, \$15,989 was expended out of 19,000 budgeted (Table 3A). There was a strong net income of \$1,087,621 (Table 3B). Yearly income fluctuated somewhat from a maximum of \$249,089 to \$186,119, which can mostly be accounted for by changes in tuition income (Table 3B).

Courses in the psychology department typically do not require many resources. Classroom technology (projectors, computers), videos, and photocopies are the most frequently used resources. Photocopies are minimized by putting resources and assessments online as appropriate, however, at times these costs are passed on to students and/or the college as they print resources at home and in campus computer labs. Textbook prices for college students in general have becoming an increasingly burdensome expense. Psychology department faculty have addressed textbook prices by negotiating with publishing companies, offering digital and loose-leaf text choices, and using open educational resources. Further use of open educational resources might further reduced costs in the future.

The department budget is adequate for basics like copies and professional memberships. In moving toward more online offerings, incorporating high quality video content may cost anywhere from \$150 to \$3000 per hour-long video for 5-year licensing. While there are many open-source videos available, some purchased video content would be helpful in enhancing the experience of online students. Comparable videos used on campus typically run \$200-\$400 for a DVD with unlimited classroom use. The on campus video collection is continually

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updated to reflect rapid advancements in neuropsychology research. Additionally, booking computer labs for large psychology classes of up to 45 students is challenging. In an ideal scenario, regular access to a large computer lab for online research, testing, and digital coursework would facilitate the use and efficiency of many of the teaching and learning modalities currently used in department classes.]

Transfer Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*

Possible topics to discuss: Full-time to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines: retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews, etc.

Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Perhaps the greatest strength of the psychology program is that course design, scheduling, and instruction are driven by student needs and success rates. Psychology department courses are all IAI approved, and transfer successfully to our primary transfer institutions. Additionally, a consistent 2-year class schedule has been established in order to facilitate efficient completion of associate's degrees for psychology majors, as well as students in the education, early childhood, and nursing programs. As a result of data-driven class scheduling, a mixture of day classes, online classes, hybrid classes, and limited evening course offerings are maintained, providing access to students with a wide variety of scheduling needs.

Faculty members have engaged in a process of continuous improvement, particularly for our large introductory classes. Many students take PSY103 as one of their first college classes. Surveys of students, adaptive technology, collaboration with language arts faculty, and testing/retesting protocols are all strategic teaching approaches piloted in over the last year and

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are currently under review and there are some promising preliminary data that suggest specific strategies for improving student success rates in PSY 103.

Instruction in psychology classes is provided primarily by full-time faculty who collectively have significant experience in both academic and applied areas of psychology, including teaching, research, publication, conference presentation, and provision of therapy and psychological testing. Classes are mostly taught by full-time faculty members with a FT/PT section ratio of 10:4 for fall 2015 courses. Part-time faculty members are in frequent face-to-face and email contact with full-time faculty, which facilitates alignment of course content and rigor to course outlines. Faculty members are engaged in ongoing faculty development to enhance current knowledge of the psychology discipline and success of community college students. Specifically, full-time faculty members have participated in the Midwest Institute for Students and Teachers of Psychology, and the in-house Faculty Academy program on community college leadership, as well as other conferences and webinars.

Department faculty have facilitated a number of honor projects. Students have completed projects on a wide variety of topics including Motivation, The Fallibility of Memory, Investigation of Sleep and Dreams, Milgram's Obedience Experiment, Operant Conditioning, Dream Theories and Nightmares, Loneliness, Personality and Academic Achievement, Effects of Methamphetamine Addiction on Families, Perceptions of People with Schizophrenia, among others.

The program requires minimal equipment, though additional budget resources for updating videos related to rapidly evolving neuropsychology research and application would help enhance presentation of cutting-edge information.

One programmatic achievement is maintaining excellence in student persistence and success. Student persistence and success rates as measured by class completion and grades are very good overall, with an average persistence rate of 85.1% (Table 5B). Grades are skewed toward A-C, with a relatively small proportion of F and W grades (15%). Students who advance to 200 level classes have even higher rates of success as evidenced by persistence rates above 90% for all classes except PSY215, with a persistence rate of 84% (Tables 4A&B). Rates of student retention both within and between academic years

	Fall-Spring	Fall-Fall
AA	74%	65%
AS	88%	69%
College	78%	60%

Support of departmental students goes beyond the classroom. Informational meetings for psychology majors are held 1-2 times per year, providing information about preparing to transfer, selecting graduate school programs, and possible career paths related to social science and human services. A social science student club was initiated for several semesters, though it is currently inactive due to variations in student in attendance.

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Challenges:

Persistence rates for students who are Black or Asian are significantly lower than other groups of students at around 75% (Table 5B). On campus students have significantly lower persistence and rates of 'A' grades compared to dual credit students who attend class on high with a persistence rate of 96%, and a very low F/W rate of around 4% (Table 4A, see below). The same pattern is true of students who take classes from part-time instructors (88% persistence rate vs. 79% with full-time instructors). Discrepancies between grades and persistence rates of full-time and part-time/dual-credit faculty as well as students in different ethnic groups might be further explored by analyzing student-specific and instructor-specific data.

Row	AA 0655 & AS 0855 Teacher Category	All Categories	Full-time	Part-time	Dual Credit
d	Persistence (A-D + P grades) (%)	85.1%	79.4%	88.3%	96.1%
e	A grades (%)	30.8%	23.1%	35.4%	44.7%

Though frequent patterns of communication have been established with part-time faculty members who work at the main SVCC campus, there has been only infrequent email contact with off-site dual credit instructors.

As discussed in the "cost effectiveness" section of this report, many textbook prices have continually increased over the past several years. Despite many efforts to select reasonably priced texts and work out discounts with publishers, prices for traditionally-formatted hard cover and paperback texts continue to rise to a point that is unaffordable to many students (e.g., \$144 with no buy-back option for an introductory text).

Focused Questions from the Administrative Review Team (ART)

Question 1. **Should PSY 214 be offered as an online offering? Explain why or why not.**

Response to question 1 (please refer to any data sets or evidence to support your case): [It would be feasible to transfer PSY214 content into online format, however, note that classes with changing formats'', PSY215 for example have declined sharply in enrollment at a rate that outpaces SVCC enrollment decline. Offering PSY214 on campus one semester and online the next would be a good way to provide a variety of course formats and assess enrollment trends.]

Question 2. **What other psychology courses could be offered to supplement the program offerings? Would the enrollment for the course justify the creation of this new course?**

Response to question 2 (please refer to any data sets or evidence to support your case): [We have examined additional course options, for example, an Adjustment Psychology Course, however, that particular course duplicated a human services class offered at SVCC, and all

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courses we have explored are outside of IAI transfer guarantees. See the last paragraph of the “need” section of this report for more detailed discussion of the rationale for the current array of course offerings in the psychology department.

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program’s challenges and the proposed response below. These responses will be added to the Operational Planning matrix found below.

Response to Challenges:

[Prices for traditionally-formatted textbooks (i.e., hard cover and soft cover) have increased annually, to a point that those prices are difficult to justify, particularly for general education classes. Alternative text formats (i.e., loose-leaf, electronic) have been adopted for some classes, and discounts negotiated. Expanded use of open educational resources is currently an option under consideration. For introductory psychology, use of OER could provide course information through digital course content with no textbook for a fee of around \$30, OR a free digital text, OR a printed version of the text for \$38.

One repeated challenge encountered, particularly with online classes, is difficulty communicating to students prior to the beginning of the semester. A significant number of online course students live outside of the district, and therefore need additional communications about required course materials and how to log in to email prior to the start of an online course as compared to students visiting the bookstore and attending orientation sessions on campus. Instructors have made efforts to communicate with students by email, through guidance counselors at local high schools, and through orientations provided to by SVCC dual-credit coordinators. Despite these efforts, a number of students do not have required textbooks at the beginning of the online course, and do not log in on the first day of the course. Perhaps a systemic solution would be possible, such as sending out hard copies of letters listing required textbooks and start dates to all students registered in online courses, or requiring attendance at an orientation session for successful registration.

Communication has been limited among faculty members working at different sites, particularly dual credit faculty working at the high schools. Contact attempts by phone and email have not facilitated adequate communication about course content. Discussion among faculty members is particularly important at this point, as the discrepancies in grades and persistence between classes need to be investigated. Communication might be improved by setting up an annual meeting, facilitated by the Dean or Assistant Dean of Instruction.

Past analysis of pass/fail patterns in faculty meetings revealed that a majority of students who are not reading at a college level fail PSY103. Subsequently, a requirement for concurrent enrollment in developmental English/Language Arts classes was put in place to help support reading comprehension and maximize odds of student success. A logical starting point for investigating lower persistence and success rates for students who are Black and Asian would

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be to look for potential challenges in reading comprehension, as this is a known predictor of success. The Dean of Institutional Research has been contacted regarding student success discrepancies and will help analyze reading scores by ethnicity.

Psychology faculty members have been experimenting with innovative teaching techniques involving adaptive technology, increasing online course offerings, peer feedback and other group work, and “flipped” classroom models. Large class sizes with caps of 45 or more students have limited professor capacity to facilitate many of these learning modalities. Additionally, introductory classes tend to fill unevenly, making planning for activities challenging at times. Limiting classes to 30 students per section might help to facilitate flipped classroom structure, group work in the classroom, and individual attention and feedback to online and on-campus students. If students continue to prefer the 9:30 time slots above others, additional concurrent sections of PSY103 might be offered.]

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	[Yes]
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	[Yes]
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	[Yes]
1.1 transfer completion list	ICCB expects the college to maintain current articulation agreements for all <u>1.1 transfer courses</u> . IR* will use the following link to create a master table that shows the current articulation agreements for the program’s courses. http://www.svcc.edu/students/equival.pdf <i>*This task will be completed by IR Department.</i>	[IR will do.]

Author’s Final Recommendation

Recommendation	Check only one
Continued with minor improvements	[X]
Significantly modify the program	[]

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Discontinued/Eliminated	
Other, please specify:	

Signature/Date	Program Review Team Member	
	[Amy Jakobsen]	Chair
	[Nina Dulabaum]	Member
	[Michelle Barkley]	Member

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Program Review. Items from the program review will be entered here. *After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.*

* Use the origination code PR 2015.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
[PR]	[12/18/2015]	[Amy Jakobsen, Nina Dulabaum, Steve Nunez]	[Investigate discrepancies in persistence in grades between ethnic groups]	[Work with IR department to look for possible discrepancies in reading ability between ethnic groups.]	[5/30/2016]		
[PR]	[12/18/2015]	[Amy Jakobsen, Nina Dulabaum]	[Pilot OER in PSY103 over summer 2016]	[Assemble open educational resources to deliver all essential course content, examine total cost to students and institution, survey student satisfaction]	[9/30/2016]		
[PR]	[12/18/2015]	[Amy Jakobsen, Steve Nunez]	[Investigate discrepancies in student success between on campus, dual-credit, PT and FT instructors]	[Work with IR department to analyze student, course, and instructor-specific data in order to account for discrepancies.]	[5/30/2016]		
[PR]	[12/18/2015]	[Amy Jakobsen, Michelle Barkley]	[Increase communication and course alignment among all SVCC psychology instructors.]	[Coordinate a department meeting with all instructors, including those off campus, to recur 1-2 times per year with	[5/30/2016]		

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				a focus on reviewing student success data, course content, assessment, addressing instructor questions, and providing support and assistance among instructors.]			
Comments:							

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Psychology: AA 0655 & AS 0855
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Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

[The courses in the psychology transfer program are designed help students (both psychology majors and students completing general education requirements) develop a broad knowledge base in social science theory and research, and skills for basic application of this knowledge.]

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

[The array of courses currently offered in the psychology department is particularly well-suited for psychology majors and other transfer-bound students. All classes currently offered meet an IAI general education requirement in the social science area except Abnormal Psychology, which transfers as an elective only. While full-time and part-time staff members at SVCC have the interest and academic background to teach a wide array of psychology courses (e.g., research methods, neuroscience, health psychology, industrial/organization psychology), these courses are not likely to transfer as psychology courses. Additionally, as SVCC enrollment is in flux at this time, adding additional classes may trigger additional decline in GECC course enrollment and difficulty with staffing all classes at the SVCC campus.]

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

[Courses are currently offered at minimal cost, however, textbook costs for students might be minimized by use of open educational resources. There is a need for additional resources to update the department video collection. Open access to a large computer lab would facilitate class activities.]

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

[Assessment results suggest that students with reading difficulties need additional support in PSY 103. Adaptive assessment, required enrollment in developmental reading, and testing/retesting protocols are currently being piloted and reviewed to assess impact on students with reading difficulties. All courses offered in the psychology department have IAI approval and transfer successfully to a number of institutions. Students in psychology courses have high rates of success as evidenced by grades, persistence, and retention rates. Faculty in

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the psychology department pursue innovative teaching strategies and are highly invested in professional development.]

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

[All courses offered in the psychology department are IAI approved.]

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Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
The following are the recommendations from the Program Review Committee and the Administrative Review Team: [1. Recommendations will be discussed with Dr. Hellmich though no actionable items need to be approved by the President. 2. Work with Mr. Nunez to investigate classroom persistence concerns]	
Signature of the Program Review Committee Chair	

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