

PROGRAM REVIEW UPDATE 2016-2017

Program: Psychology

Division: CATSS

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/jU2yIz>)

The psychology program at Las Positas College enrolled 15% of the total college population in the Fall of 2015. This has remained stable from 2011-2015. Declared psychology majors make up just over 5% of the students at LPC. As is true for the college, the diversity of students in psychology
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courses has changed across the last 5 years with regards to age and race/ethnicity. About 1/3 of students in psychology courses are first-time college students and about 1/2 are continuing students from LPC.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

- Hired a new full-time instructor and 3 new part-time instructors to teach courses in our program.
- Wrote new SLOs for all courses in Psychology
- Revised program-level outcomes to match those of the American Psychological Association (APA)
- Added additional course sections and electives to meet students' needs
- Continued to bring guest speakers to campus
- Continued to maintain an active psychology club

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Students have been positively impacted by all of the items listed in Question B.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

- One important obstacle is the lack of adequate computer facilities for our PSYC 25 (Research Methods) course. The course makes use of the old computer lab rooms (804 and 805) which are dated and not designed well for their current use. In addition, the capacity of PSYC 25 is 35 students, and the class is currently being held in a computer lab with 30 computers, only 25 of which actually function. Given the course's emphasis on data collection and analysis, it is crucial for all 35 students to have access to their own computer.
- Another obstacle our program faces is lack of classroom space. When adding new sections of courses, it has become increasingly difficult to locate available classrooms. While we have created DE sections for most of our courses, many of our students prefer face-to-face courses.
- A future obstacle we may face involves the availability of important library resources. We have learned that some of the key library resources we use in many of our courses (e.g., PsycARTICLES, Films on Demand) are not funded and are in danger of not being funded after 2016-2017. These library resources support student success in psychology. A stable source of funding needs to be found for these library resources so that students and instructors can continue to have access to peer-reviewed psychological research articles (from PsycARTICLES) and videos (from Films on Demand) that enhance student learning. Being able to access scientific articles from PsycARTICLES is crucial both for instructors to be able to prepare for class and for students to be able to complete research assignments. Being able to show video clips in class and have students watch videos as homework assignments is

important in helping students connect with and relate to the course material.

E. What are your most important plans (either new or continuing) for next year?

- Updating the computer lab space for the PSYC 25 course is a critical need
- Adding new courses such as Multicultural/Cross-cultural Psychology, Sleep and Dreams, and Positive Psychology (the last two have previously been offered under our Selected Topics in Psychology course)
- Acquiring access to video databases to be used in classes such as PsycTHERAPY, psychotherapy.net, APA Video Introduction to Psychotherapy Systems, and APA Clinical Training Video Series
- Purchasing equipment such as brain models and other classroom materials
- Continuing to bring guest speakers to campus
- Continuing to maintain an active psychology club

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

We currently offer PSYC 1, PSYC 3, PSYC 4, and PSYC 12 in online formats. We will offer PSYC 6 online for the first time in the Spring 2017. We would like to offer PSYC 10 online in the near future. Students could complete most of the courses for the psychology AA-T online. The only course that would need to be completed in-person is the PSYC 25 (Research Methods) course.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Not applicable

H. Instructional programs: Did your program meet its program-set standard for successful course completion? _X_ yes _no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Not applicable

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIZ>

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: PSYC 12 Lifespan Psychology
Course SLO: Analyze the ways in which psychological principles and research apply to real-world problems and issues across the lifespan
Describe the quantitative or qualitative results: % of students that were scored as a 4, 3, or 2 on 0-4 point scale Spring 2016 – 47.62% Fall 2016 – 65.3%
Discuss any actions taken so far (and results, if known): An new lecture was created for the Fall 2016 to explain the concept resulting in higher success in the face-to-face course.
Discuss your action plan for the future: The new lecture will be adapted to the online sections of PSYC 12 which should boost comprehension of the concept.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Psychology AA-T
Program SLO: Demonstrate an understanding of and apply basic research methods in psychology including research design, hypothesis testing, and data interpretation.
Describe the quantitative or qualitative results: % of students that were scored as a 4, 3, or 2 on 0-4 point scale Spring 2014 – 77% Fall 2014 – 78% Spring 2015 – 91% Fall 2015 – 91%
Discuss any actions taken so far (and results, if known): We attribute the increase in proficiency of this PSLO to a modification in curriculum. We added a 3-hour lab to our Research Methods course that helps students to gain a better understanding of research methodology. .
Discuss your action plan for the future: No plans for the future.

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?



SLOs Listing **Curriculum Map** Outcomes Groups Assessments

Mapping source

CSLOs

Organization Psychology

Outcomes Groups - No Outcomes Group selected -

Programs Psychology - AA-T

Psychology - AA-T Courses Psychology - AA-T <input type="checkbox"/> Include inactive Courses	Apply theories, concepts and findings in psychology for self-understanding, self-improvement, and lifelong learning.	Demonstrate an understanding of and apply basic research methods in psychology including research design, hypothesis testing, and...	Demonstrate an understanding of the value of sociocultural diversity and individual differences.	Demonstrate critical thinking skills to assess real-world issues and to solve problems related to behavioral and mental processes.	Demonstrate effective written communication skills by discussing course content and using APA style.
ANTR1 - Biological/Physical Anthro					
Students will be able to deconstruct the biological concept of "race."			✓		
Students will be able to describe and identify fossil hominid species.					
Students will be able to explain how natural selection works.	✓				
ANTR3 - Social/Cultural Anthropology					
Students will be able to analyze cultural practices from a variety of anthropological and theoretical perspectives.			✓		
BIO10 - Intro to the Science of Biol					
Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment...					
Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.					
BIO30 - Intro to College Biology					
Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment...					

Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.					
Students will demonstrate writing proficiency on a written assignment					✓
BIO50 - Anatomy and Physiology					
Students will be able to list the organ systems, identify the structures of each organ system and explain their general functions.					
Students will research a relevant anatomical or physiological topic and communicate their findings to others, demonstrating content knowledge...					
Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.					
MATH1 - Calculus I					
Find the volume of a solid of revolution using washers or shells.					
Evaluate and interpret a definite integral.					
Integrate a function involving a u-substitution.					
Construct an optimization model and use it to find the desired quantity.					
Find the limit of a function as x approaches a value using numerical and graphical techniques.					
MATH40 - STATISTICS AND PROBABILITY					
Use a computer program to make a graph of categorical data.		✓			
Determine whether or not there is significant correlation for a bivariate data set, and if so, fit a linear regression equation and use it for...		✓			
Build a frequency distribution for, and make a histogram of, quantitative data.		✓			
Solve an application problem using the central limit theorem.		✓			
Perform the steps for a hypothesis test about a single population parameter and interpret the result.		✓			
PSYC1 - General Psychology					

By the end of the semester students in PSYC 1 should be able to demonstrate critical thinking skills and information competence as applied to...		✓		✓	✓
By the end of the semester students in PSYC 1 should be able to discuss the impact of diversity on psychological research, theory and...			✓		
By the end of the semester students in PSYC 1 should be able to demonstrate familiarity with the major concepts, theoretical perspectives,...		✓			
By the end of the semester students in PSYC 1 should be able to apply theories, concepts and findings in psychology for self-understanding,...	✓				
PSYC10 - Psychology of Human Sexuality					
By the end of the semester students in PSYC 10 should be able to understand and apply the different psychological theories to the study of...	✓		✓	✓	✓
By the end of the semester students in PSYC 10 should be able to integrate the interaction of the biological bases of human sexuality with the...	✓		✓		✓
By the end of the semester students in PSYC 10 should be able to trace the development of human sexuality from childhood to old age.	✓				✓
By the end of the semester students in PSYC 10 should be able to compare the variations in sexuality found across social classes, ethnic...	✓		✓	✓	✓
PSYC12 - Life-Span Psychology					
Analyze the ways in which psychological principles and research apply to real world problems and issues across the lifespan.	✓		✓	✓	✓
Demonstrate critical thinking skills and information competence as applied to topics in human development.		✓		✓	✓
Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in human development.		✓			
Discuss biological, psychological, and sociocultural influences on lifespan development and the sources of developmental change.	✓		✓		✓
PSYC13 - PSYCHOLOGY OF WOMEN					
Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in the field of the...		✓	✓		
Demonstrate critical thinking skills and information competence as applied to topics in the field of psychology of women.		✓		✓	✓
Analyze the ways in which the course material could be applied to real world problems and issues.				✓	
Apply theories, concepts and findings in the field of psychology of women for self-understanding, self-improvement, and lifelong learning.	✓				

Explain ways in which gender stereotypes, sexism, and various cultural influences affect gender-related human behavior.	✓		✓	✓	
PSYC15 - Abnormal Child Psychology					
Analyze how cultural contexts relate to the perception, diagnosis, and treatment of problems.	✓		✓	✓	✓
Compare and contrast the major psychological, biological, and sociocultural models of mental health and contemporary methods of treatment.	✓			✓	✓
Describe contemporary methods used in the evaluation, assessment, and diagnosis of children and adolescents.	✓		✓		✓
Explain the major mental health disorders, cognitive disorders, and learning disabilities of childhood and adolescence.	✓				✓
PSYC16 - Selected Topics in Psychology					
Apply theories, concepts and findings in psychology for self-understanding, self-improvement, and lifelong learning.	✓				✓
Demonstrate critical thinking skills and information competence as applied to psychological topics, including discussion of ethical principles...		✓		✓	✓
Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in...					✓
Discuss the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity,...			✓		✓
PSYC25 - RESEARCH METHODS					
Analyze the structure of scientific inquiry, including the history and philosophy of scientific investigation.		✓		✓	✓
Conduct scientific research in psychology that includes reviewing scientific literature, analyzing data using descriptive and inferential...		✓		✓	✓
Discuss the advantages and limitations of different research methods used in psychological research, and the importance of reliability and...		✓		✓	✓
Discuss the importance of ethical principles in psychological research involving human and nonhuman animals and the historical events that		✓		✓	✓
PSYC3 - Social Psychology					
Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in social psychology.		✓	✓		
Explain ways in which the influence of others, situational factors, and the surrounding culture affect human social behavior.	✓		✓	✓	

Analyze the ways in which social psychological principles and research apply to real world problems and issues.				✓	
Apply theories, concepts and findings in social psychology for self-understanding, self-improvement, and lifelong learning.	✓				
Demonstrate critical thinking skills and information competence as applied to topics in social psychology.		✓		✓	✓
PSYC4 - Brain, Mind, and Behavior					
Explain scientific approaches and methodologies used for the study of brain-behavior relationships.		✓		✓	✓
Explain the general anatomy and physiology of the nervous system and its relationship to behavior.					✓
Exemplify with concrete examples various brain-behavior relationships including ingestive behavior, sexual behavior, sleep, learning, memory,...	✓		✓		✓
Discuss how bio-psychological knowledge and principles can be used to address and better understand a wide range of behavioral and...	✓		✓	✓	✓
PSYC6 - Abnormal Psychology					
Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.			✓		✓
Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.	✓		✓	✓	✓
Summarize the major disorder classifications and give concrete examples using appropriate diagnostic terminology (i.e., DSM).	✓		✓		✓
Explain specific research methods and the ethical principles for the study and treatment of psychopathology.		✓		✓	✓
SOC1 - Principles of Sociology					
Upon completion of SOC 1, the students should be able to outline major sociological theories					
Upon completion of SOC 1, the students should be able to apply major sociological theories to world events	✓				
Upon completion of SOC 1, the students should be able to outline the symbiotic relationship between culture and social structure			✓		
Upon completion of SOC 1, the students should be able to explain how identities such as race, gender, sexuality, and class are socially...			✓		
Upon completion of SOC 1, the students should be able to produce a document that connects sociological research methods to sociological theory		✓			

