

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Psychology	BSBA	John Ruys

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

As one of the most popular and successful programs on campus, the Psychology Department reaches many students. Psychology is a broad program designed to provide students with a fundamental understanding of the science of psychology and an introduction to the
--

complexity of human behavior.

Psychology courses are required of all psychology majors to transfer to universities or to earn an Associates degree. Psychology courses fulfill general education requirements for students to earn an Associates degree and for transfer students using the CSU or IGETC pathways.

Students taking courses in psychology are demographically similar to those of the college as a whole. For the most part our students are full-time, freshman, and planning to transfer. Also psychology students tend to be female, younger than 22 years, and white. Students in the psychology –program are become more diverse. From 2007-2011, we saw a decrease in the proportion of our students that identify as White and an increase in the proportion of students identifying as another ethnic group.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The psychology program supports the mission of the college by offering courses that meet transfer and career-technical educational goals of students. In addition, we offer an AA degree and an AA-T degree in psychology. We serve a large number of students each semester and build critical thinking and an appreciation for differences between people.

The psychology program contributes to the mission of Las Positas College by

- 1) fulfilling general education requirements, both for graduation from the institution and for transfer,
- 3) preparing students for advanced study in psychology,
- 4) providing students with a better understanding of themselves, others, and an appreciation of the complexity of human behavior,
- 5) encouraging critical thinking skills, and
- 6) encouraging an understanding and appreciation for group and individual differences

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
PSYC 4	To meet C-ID requirements
PSYC 6	To meet C-ID requirements
PSYC 10	To meet C-ID requirements

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

n/a

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

Launch of AA-T degree in psychology

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
12	12	6

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Most courses are assessed yearly by full-time and adjunct faculty.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
2	2	6 for AA and 4 for AA-T

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

The faculty members in the psychology department have discussed defining and measuring program level outcomes in-person and through email. We have meeting agendas/notes from those meetings. We have also been working to develop DE versions of the core courses needed for the psychology degree. This has spurred discussions about assessment and student learning in DE and traditional classroom environments.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

The majority of our students show command of the material assessed using SLOs (receiving a 3 or 4 on our 0-4 pt scale) The proportion of students receiving a 3 or 4 ranges from 60-90% in all courses. No changes are planned at this time.

Our DE courses also show high numbers of students mastering the SLOs but not as high as shown in face-to-face courses (the proportion earning a 3 or 4 ranges from 50-70% in our DE PSYC 1 courses). We will not be making any changes at this time.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

The SLO data further supports that students are mastering the outcomes we have set for them but do not directly support resource requests.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

We plan to develop a consistent yearly cycle of assessment in all courses that includes adjunct and full-time faculty.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

The faculty members have discussed student data through email communication and at department meetings.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Students taking courses in psychology are demographically similar to those of the college as a whole. For the most part our students are full-time, freshman, and planning to transfer. Also psychology students tend to be female, younger than 22 years, and white. Students in the psychology program are becoming more diverse. From 2007-2011, we saw a decrease in the proportion of our students that identify as White and an increase in the proportion of students identifying as another ethnic group. Investing college resources in the psychology program is fruitful and helps students to succeed. The psychology program is one of the most productive programs on campus. We generate 284.31 FTES for the college. Our WSCH/FTEF is 772.5 and our fill rate is 112%. Our average course success rate was at 74% in Fall 2011 (up from 67% in Fall 2007) and our course completion rate was at 91% in the same semester. Course success rates in psychology DE courses are also high but a bit lower than in the corresponding face-to-face course (as is typical for most programs). Recent DE course success rates are around 65-75%. The number of students earning psychology AA degrees is rapidly increasing. We have granted 60 degrees in the last 12 years and 32 of those were granted in the last 2 years (2010-11/2011-12). We expect to continue to see rapid growth in the number of students earning degrees in psychology because of the new psychology AA-T degree. The increased demand by psychology majors will require additional sections of courses required for the degree. This course is required for the psychology AA and for students majoring in psychology to transfer to CSUEB and UCD. It is often taken immediately prior to transfer. Maintaining high success rates will help students transfer in a timely fashion. The course success rate in the Psychological Methodology (PSYC 2) course has climbed from 74% in Fall 2010 to 89% in Fall 2011 (success rates were lower in the Spring 2009 and 2010 semesters). We believe most of the

increase in success is due to moving the course to a computer lab rather than a traditional classroom. Continued access to a computer lab will be critical for maintaining student success.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

We will be requesting space in the computer lab and software to help students master introductory statistics and data analysis in the Research Methods course (PSYC 25). Data in the previous incarnation of the course (PSYC 2) suggests that access to the computer lab helped students to be successful in the course by gaining some familiarity with Excel and basic data analysis. The new PSYC 25 course will require more extensive knowledge of data analytic techniques. A better software program will be required.

2. Enrollment Management **(Instructional programs only)**

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

11.2

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

No change

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

We will begin offering the new PSYC 25 course, which is part of the AA-T in psychology. We will also need to offer the Lifespan Development course (PSYC 12) in DE format. The curriculum has already been approved by the Curriculum Committee.

E. Human Resources **(in AY 2011-12)**

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
11.20 FTEF	4.80 FTEF	43% from full-time faculty

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	0	n/a	n/a	n/a
	0	n/a	n/a	n/a
	n/a	n/a	n/a	n/a
regular hourly classified staff**	0	n/a	n/a	n/a
student assistants	0	n/a	n/a	n/a

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

n/a

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

n/a

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

The students taking the new PSYC 25 course will need a computer lab that provides software for analyzing psychological data. Existing software on campus will not meet the needs of the students. PSYC 25 is required for the new psychology AA-T.

G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

The new PSYC 25 course has a 3-hr weekly lab that will require a computer lab that can sit 35 students, software for collecting and analyzing psychological data, equipment for collecting observational & survey data, and related materials. We do not have data on the importance of the computer lab and equipment for the PSYC 25 course but we do have data from the previous incarnation of the PSYC 25 course. PSYC 2 was the previous research methodology course that we offered. The course did not have a lab component but students were expected to cover the same content. We saw increased course success rates in the three years after moving PSYC to into a computer lab (from 56% in Spring 2008 to 89% in Spring 2011).

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

n/a

2. Are there any new financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If **yes**, briefly describe. Provide any data which support these needs.

The psychology program would like to sponsor a speaker series in 2014-15. We will be looking for resources to help offset the cost of bringing the speakers to campus.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

n/a

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

We have received conditional approval to offer the AA-T degree in psychology. We have created a new Research Methodology course (PSYC 25) that has a weekly laboratory component. This course will be one of the core courses for the new psychology AA-T degree.

B. Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

We have not created a sleep course as suggested in our last program review. There have not been sufficient college resources to begin offering a new course. Therefore, we have delayed on submitting the curriculum.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

To modify course outlines to match to existing C-ID courses

To update the existing psychology AA-T degree

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Not having access to a computer lab or software for analyzing data would not allow us to offer the PSYC 25 course. This would prevent students from completing the AA-T degree or transferring as a psychology major to CSUEB and UCD.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Psychology	BSBA	John Ruys

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Add FTEF	None		Fill and success rates	Enrollment Manag	FTEF	CEMC
2	1	Computer lab	Able to analyze data		Course success and SLO	Facilities	Computer lab space	Facilities
3	2	Data analysis software	Able to analyze data		SLO	Technological	Software	Technology
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.