

Name of Program	Division	Author(s)
Psychology	BSBA	Robin Roy, John Ruys, Ernie Jones

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
 2. The planning should be for the academic year 2015-2016.
 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. Please use your program’s catalog rubric and this format when naming your document:

Rubric INS PPU 15_16
e.g., ESL INS PPU 15_16
 4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
 5. 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.
 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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
 8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.
-

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program’s SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

Since the Fall 2012 semester 75+% of students in PSYC 1 are at or above average on all 4 of our program outcomes (scientific method, critical thinking, written communication, and concepts in psychology). Most students are scoring above average on SLO measures. Sixty-six percent of students are either above average or mastering the SLOs we have set for all psychology courses. That shows that we are doing an excellent job of educating our students. We need to collect more assessment data from the adjunct faculty to insure that this level of quality education is occurring in all sections.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

When comparing the DE and face-to-face PSYC 1 courses, the results are similar. More than 55% of students in both types of courses are scoring above average or greater on the research methods SLO.

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

We have moved the order of topics covered in our Research Methods course. Previously the section on research ethics was covered at the end of the semester. During the Fall 2013 semester research ethics was covered at the beginning. This resulted in students performing more poorly than in previous semesters. The order of topics will be restored beginning in the Spring 2014 semester.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

The Research Methods course now includes a 1-unit lab because data from 2008-2012 showed low success on measures of quantitative reasoning and scientific methodology.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

[Click here to enter text.](#)

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Our program has reached consensus on program-level outcomes through discussions both in person and via email.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Our program uses similar but not identical assignments to assess SLOs.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Click here to enter text.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

Headcount and enrollment has been steadily increasing since Fall 2011, suggesting that we may need to add more course offerings to accommodate students' needs.

We have lost both a full-time faculty member and an adjunct faculty member. We will need to train new adjunct faculty and consider replacing the retired full-time faculty member.

Overall, our face-to-face students are more successful in than our DE students in PSYC 1 and PSYC 4.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or

exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwgqfe	Yes
2013-14	http://tinyurl.com/q6dah55	Yes

2. 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

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

Most of the curriculum has been updated in the last year.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

The psychology program has seen a decrease in the number of faculty teaching in the program. Cynthia Ross, full-time, has retired and Vicki Lucey, a long-term adjunct faculty member has secured a full-time job at Merced College. We will likely need to hire a full-time faculty member in the near future.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Not applicable

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

We have no data that would indicate an impact on student learning because we only recently lost those faculty members.

E. Other information pertinent to the program

Click here to enter text.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Since the last program review, psychology launched the new AA-T degree and expanded our DE offerings. We are continuing to grow rapidly. Psychology courses are often over our seat cap by 10-20% and the number of students graduating with a psychology A.A is growing. Three students graduated with a psychology degree in 2009-10 and 27 students graduated in 2013-14. We will soon need additional resources to meet the student demand for major courses.

Lastly, we have brought several guest speakers to campus, including Dr. Temple Grandin, Dr. Robert Sapolsky, Dr. Stephen Hinshaw, and Jeff Bell.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
 1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours
 - changing pedagogy/curriculum
 - changing assessments

We will be working with our adjunct faculty to refine our program outcomes. Our curriculum and units have been recently updated based on assessment data.

2. Have your assessment results shown a need for new SLOs? YES NO

If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
no	no

3. What percentage of courses will your program assess in the next academic year (2015-16)?

We estimate that we will assess 25-35% of our courses.

4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
5	60%

4. Curriculum

a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

No, we have no changes.

b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

We will submit curriculum for a Sleep and Dreams course. We are currently offering this course as PSYC 16 – Selected Topics. This course is very popular among students, and if made into its own course, would be transferable to both UC and CSU schools (PSYC 16 is currently only transferable to CSU schools).

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

We will need to begin offering more elective and major courses because of the number of new psychology majors. This will include offering more sections of many of our courses. Offering more courses will allow our students to reach their educational goals faster without having to wait until the next time a course is offered. We will continue to bring guest speakers to campus on a regular basis.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

We request an additional 1.75 FTEF
1 section of PSYC 1 to be added in Summer, Fall, and Spring (0.6 FTEF)
1 section PSYC 4 (0.2 FTEF) lost during cuts
1 section of PSYC 6 (0.2 FTEF) lost during cuts
1 section of PSYC 10 (0.2 FTEF) lost during cuts
1 section of PSYC 12 DE (0.2 FTEF)
1 section of PSYC 16 (0.2 FTEF) lost during cuts
1 section PSYC 25 (0.35 FTEF)

2. Rationale for request(s).

Based on the strong interest in the Psychology major and the newly added AA-T, we anticipate a need for major courses and electives. We need additional sections of PSYC 1, PSYC 4, PSYC 6, PSYC 10, PSYC 12, PSYC 16, and PSYC 25 to meet student demand. We are also experiencing strong demand for PSYC 1 and PSYC 12 from allied health students. These courses are prerequisites to enter many allied health programs.

B. Human Resources

1. Request: New or replacement faculty position(s).

1 replacement

2. Rationale for faculty position request(s).

We need to hire someone to replace Cynthia Ross. She taught our lifespan development and human sexuality courses. Currently those courses are being covered by multiple faculty within the department.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

Not applicable

4. Rationale for classified staff position request(s).

Not applicable

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

Not applicable

2. Rationale for financial request(s).

Not applicable

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

Purchase statistical analysis software for our Research Methods course.

2. Rationale for technology request(s).

The Research Methods courses need software to assist students in mastering data analysis. The computers currently have Excel which does not meet the program's needs and is not easily understood by students.

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

Additional computer lab space for our Research Methods course.

2. Rationale for facilities request(s).

We are experiencing a shortage of computer lab space on campus.

3. Request: Upgrading of existing equipment or purchase of new equipment.

Not applicable

4. Rationale for equipment request(s).

Not applicable

5. Request: New supplies

Not applicable

6. Rationale for supplies request(s).

Not applicable