

PROGRAM REVIEW UPDATE 2015-2016

Program: Psychology

Division: Business, Behavioral Sciences, and Athletics (BSBA)

Date: October 12, 2015

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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.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

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 "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

One full-time instructor retired and we were also able to add courses to our schedule, so we will be in need of a new full-time instructor.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

- We added some new course sections (e.g., PSYC 1, PSYC 6).
- We greatly increased our summer course offerings.
- In Fall 2015, we are offering PSYC 15, which had not been offered since Spring 2011.
- We brought guest speakers to campus, including Brian Copeland and Dr. Robert Sapolsky.

C. 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 course. 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.
- A third obstacle our program has faced is finding part-time instructors to teach our courses, especially in the fall when we offer greater number of courses. It will be important for us to hire a full-time faculty member in the near future to ensure that all of our courses can be staffed.
- 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 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.

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

- Submit a faculty position request to hire a full-time faculty for the 2016-2017 academic year
- Write and assess new SLOs for some of our courses
- Revise program-level outcomes to match those of the American Psychological Association (APA)
- Involve part-time instructors in assessing SLOs
- Add additional course sections and electives to meet students' needs
- Submit curriculum for a Sleep and Dreams course
- Update necessary course outlines
- Secure classroom space for our expanded course sections, including computer lab space for PSYC 25
- Purchase statistical analysis software for our Research Methods course
- Continue to bring guest speakers to campus
- Continue to maintain an active psychology club

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

Planning Priorities for 2015-16

- ***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.*

The following plans connect to the first planning priority:

- Write and assess new SLOs for some of our courses
- Revise program-level outcomes to match those of the American Psychological Association (APA)
- Involve part-time instructors in assessing SLOs

The following plans connect to the second planning priority:

- Submit a faculty position request to hire a full-time faculty for the 2016-2017 academic year
- Write and assess new SLOs for some of our courses
- Revise program-level outcomes to match those of the American Psychological Association (APA)
- Involve part-time instructors in assessing SLOs
- Add additional course sections and electives to meet students' needs
- Submit curriculum for a Sleep and Dreams course
- Update necessary course outlines

The following plans connect to the third planning priority:

- Involve part-time instructors in assessing SLOs

F. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/y9ZBmt>)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

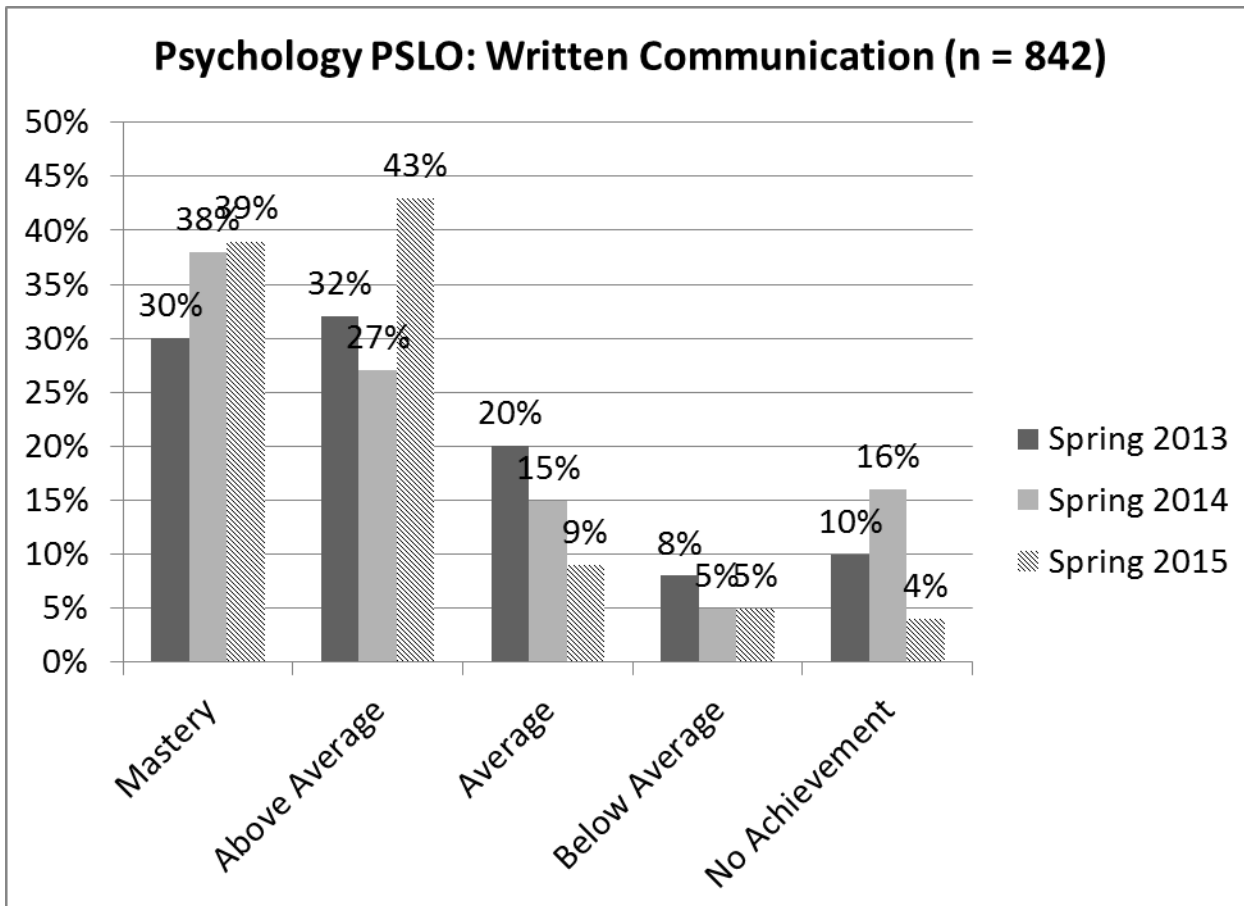
Students have benefitted from additional course sections that were added to the Spring 2015, and Summer 2015 schedules, and will benefit from our additional Fall 2015 sections and new offering (PSYC 15). Our overall course success rate has increased in Spring 2015. Students had the opportunity to learn more about psychology outside of the classroom by attending our guest speaker events and the psychology club.

Part Two: SLO/SAO Assessment Review

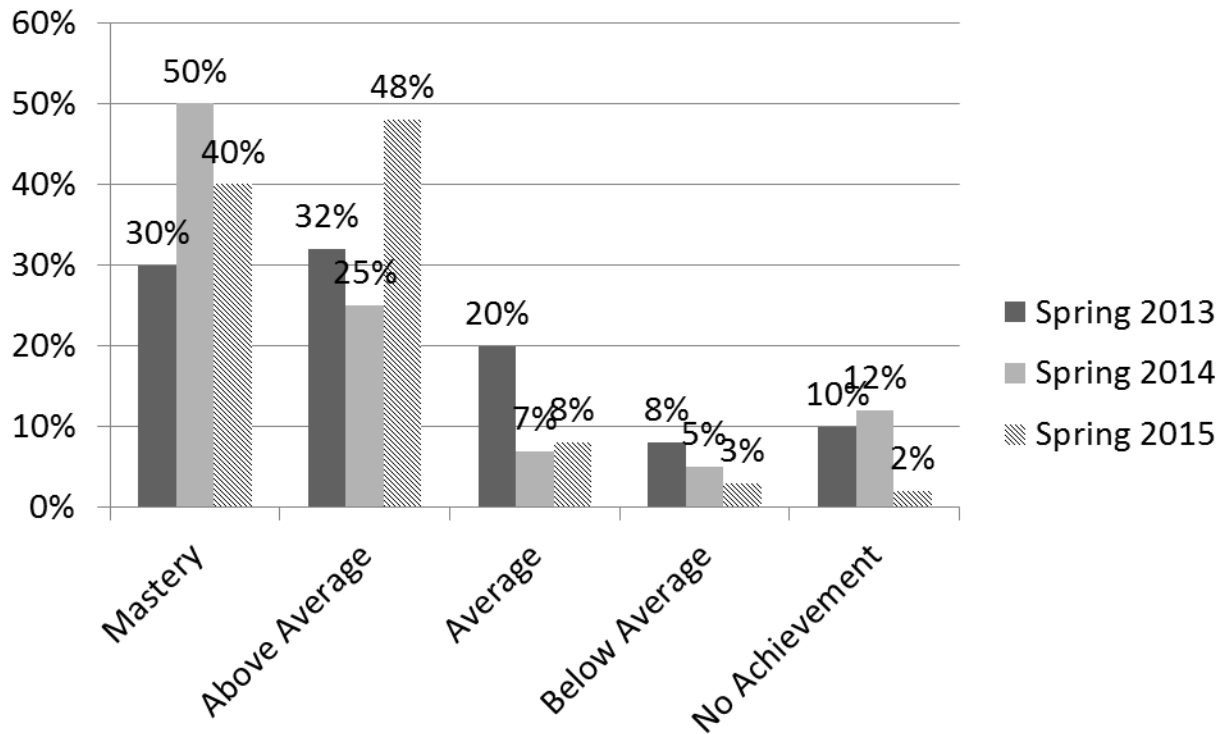
Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

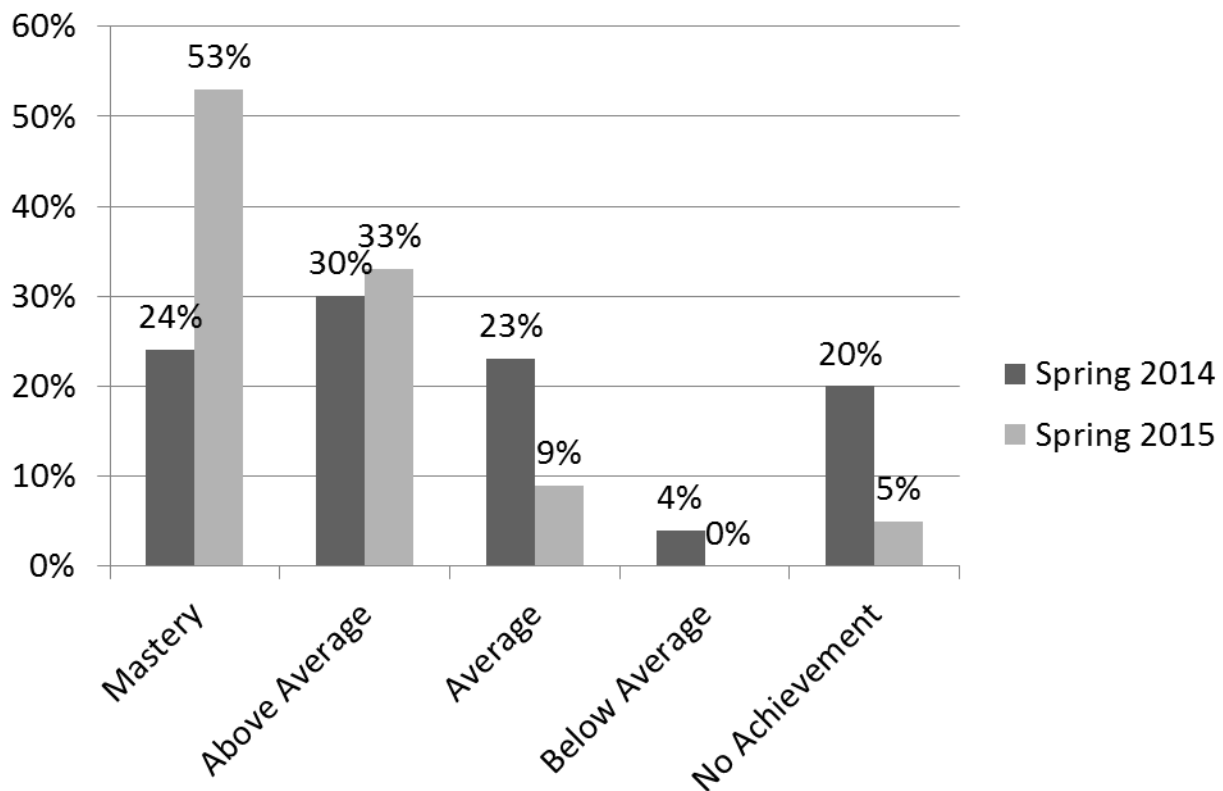
In the last few years faculty in the psychology program have implemented a new AA-T in psychology, adding a lab course (PSYC 25), and adopted a shared textbook in many sections of PSYC 1. The program-wide changes in psychology have had a positive influence on students. Looking at program outcomes (PSLOs), more students are at the Above Average or Mastery level for all 4 of the PSLOs.

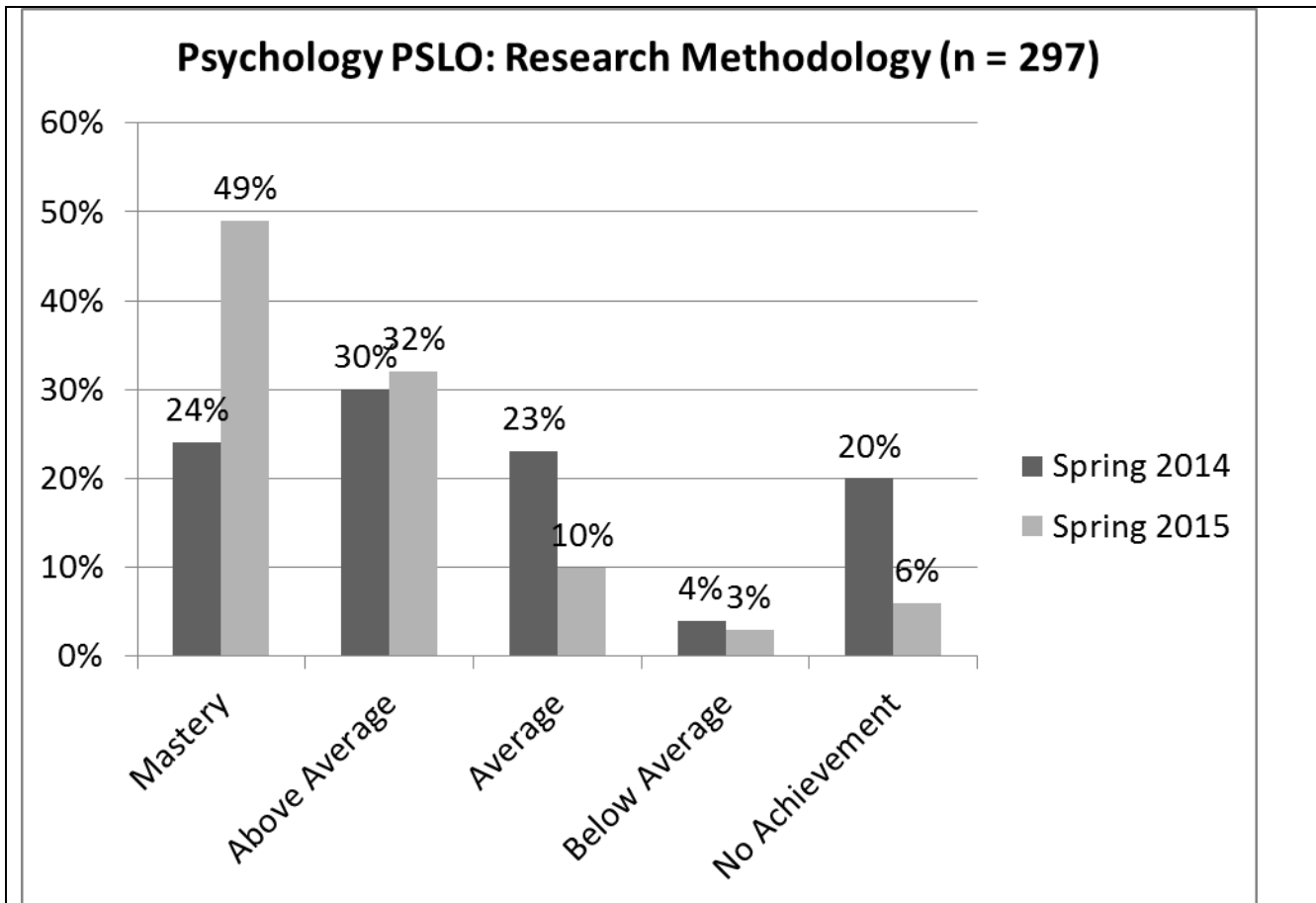


Psychology PSLO: Psychological Theories and Concepts (n = 659)



Psychology PSLO: Critical Thinking (n = 269)





B. Discuss assessment results that indicate a need for improvement.

Students in some sections of DE PSYC 1 research a mental illness and create a presentation based on the research. Students in the online course often fail to use library resources and rely on a general internet search to find sources. This has continued to happen even after library staff created a research guide for psychology.

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

The instructor is piloting a new assignment to teach students library research skills.

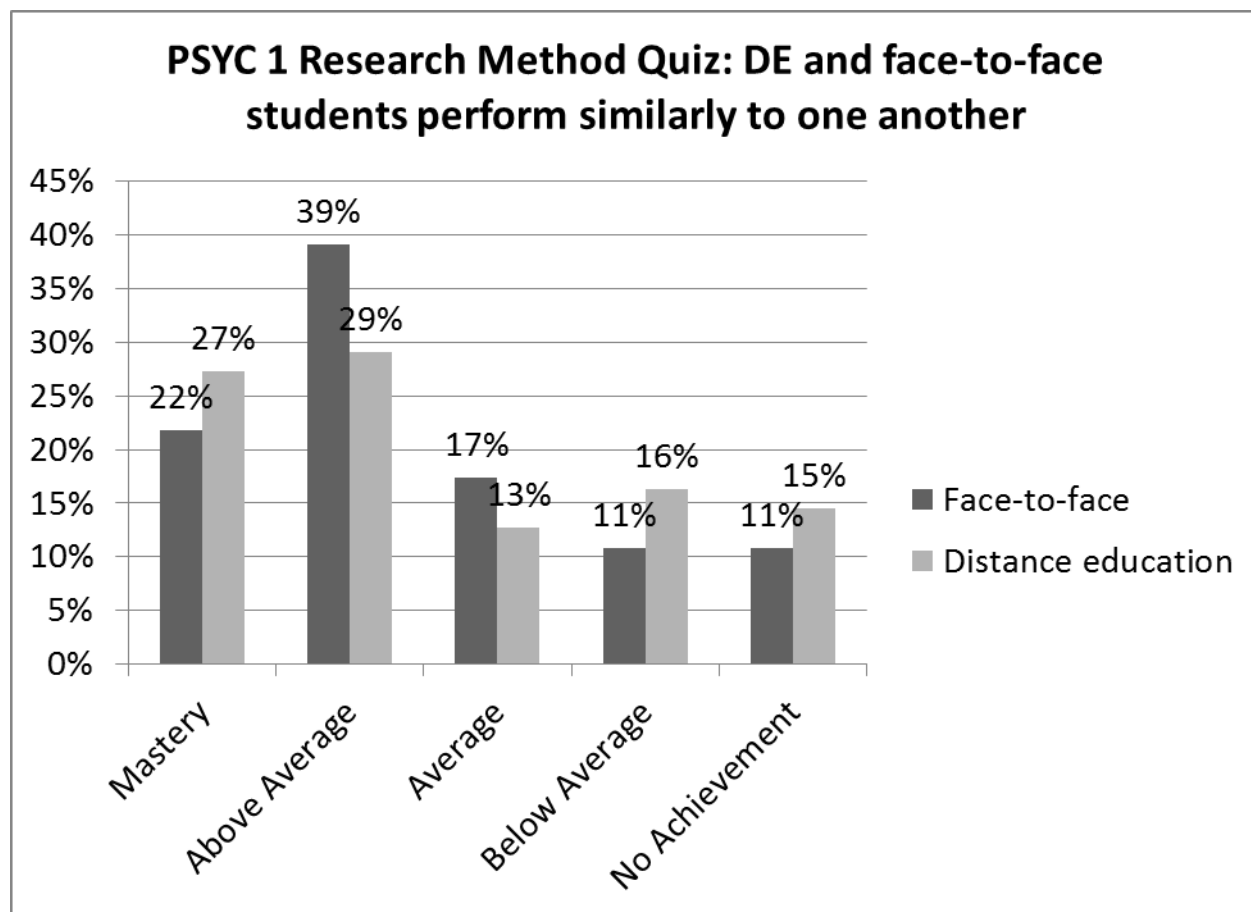
D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

PSYC 2 (3 lecture units) was replaced with PSYC 25 (3 lecture units and 1 lab unit) beginning in Fall 2014 based off of assessment data. Students were struggling to learn data analysis techniques. That change has increased course success and achievement of the Research Methodology PSLO (as shown in the graph in Section 2A).

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

To compare DE and face-to-face courses, we examined how students performed on a quiz about basic research methodology. Both DE and face-to-face students performed equally well.



F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

N/A

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

We have recently made a change to curriculum based off of assessment results. We have no plans to make any changes this year.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	7 courses
Estimated number of SAOs that will be written or revised:	n/a

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

No courses will be assessed this year.

- b. Instructional programs only: 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 who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	
Spring 2016	All of them