

PROGRAM REVIEW Fall 2017

Program: Psychology

Division: CATSS

Date: 10/18/17

Writer(s): Robin Roy

SLO/SAO Point-Person: John Ruys/Robin Roy

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program’s data since last year’s Program Review Update (Fall 2016).

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 (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Our student headcounts and total course enrollments are steadily increasing. We are seeing a slight increase in younger students and in part-time students, as well as an increase in FTES. Due to hiring a new full-time faculty member for Fall 2016, we have an increase in the percentage of FTEF taught by full-time faculty members. Our fill rate for our courses remains high (99% for Fall 2016 and 94% for Spring 2017). While our fill rates are still high, they have decreased slightly over time, most likely due to being able to add new course sections.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

<p>One significant change we are seeing is an increase in the number of students who wish to take our Research Methods course (PSYC 25). In Fall 2017, the course was full with a full wait list, and unfortunately several students had to be turned away. To address this issue, we will have 3 sections of PSYC 25 in Spring 2018 instead of the usual 2 sections.</p> <p>Related to this issue, we will need to continue to have access to computer lab space for PSYC 25. We are currently using the computer labs in rooms 804 and 805, and due to other courses using this lab space, it was difficult to schedule 3 sections of PSYC 25 for Spring 2018. As we continue to grow, it will be important to have computer lab space if it becomes necessary to add additional sections of PSYC 25 to accommodate students’ needs.</p>	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>Community Partnerships/Outreach</td></tr> <tr><td></td><td>Curriculum*</td></tr> <tr><td style="text-align: center;">X</td><td>Enrollment Management</td></tr> <tr><td></td><td>External Factors</td></tr> <tr><td style="text-align: center;">X</td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr> <tr><td></td><td>Financial/Budgetary</td></tr> <tr><td></td><td>Human Resources</td></tr> <tr><td></td><td>Learning Support</td></tr> <tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Professional Development</td></tr> <tr><td></td><td>Services to Students</td></tr> <tr><td></td><td>SLO/SAO Process</td></tr> <tr><td></td><td>Technology Use</td></tr> <tr><td colspan="2">*Curriculum will also be</td></tr> </table>		Community Partnerships/Outreach		Curriculum*	X	Enrollment Management		External Factors	X	Facilities,** Supplies and Equipment (Including Software)		Financial/Budgetary		Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1		Pedagogy		Professional Development		Services to Students		SLO/SAO Process		Technology Use	*Curriculum will also be	
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	addressed in Part 2 (Curriculum Review).
	**Facilities will also be addressed in Question H.

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<ul style="list-style-type: none"> • Four new courses have been developed: Introduction to Cross-Cultural Psychology, The Psychology of Sleep and Dreams, Introduction to Cognitive Science, and Introduction to Animal Behavior (all of these courses are either approved or pending approval in the curriculum process) • We acquired new software, Sona Systems, that will help our PSYC 25 students organize participant sign-ups for their research projects • We continue to bring guest speakers to campus • We continue to maintain an active psychology club 	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

Students have been positively impacted by the items listed in section C.	Mark an X next to each area that is addressed in your response.
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<ul style="list-style-type: none"> 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, not all of the computers in these rooms are functional. Given the course's emphasis on data collection and analysis, it is crucial for 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 such as PsycARTICLES and Films on Demand, resources we use in many of our courses. 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 	Mark an X next to each area that is addressed in your response.
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<p>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.</p>	<p>**Facilities will also be addressed in Question H.</p>
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<ul style="list-style-type: none"> • Update the computer lab space for our PSYC 25 course • Maintain access to our participant sign-up software for PSYC 25 • Find dedicated space for PSYC 25 students to run their research participants. Students are currently using the library study rooms for this purpose, which will become increasingly difficult as we add more sections of the course. • Offer some of our newly created courses (such as Introduction to Cross-Cultural Psychology, The Psychology of Sleep and Dreams) • Add new courses such as Positive Psychology • Purchase equipment such as brain models and other classroom materials. • Purchase equipment to teach psychophysiology (to be used in classes such as PSYC 1, PSYC 4, and PSYC 25) • Acquire 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 • Create an assessment for our diversity SLO for PSYC 1 • Continue to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program. Currently, the program includes a weekly peer support group (Chill & Chat), and a workshop series. • Identify dedicated space on campus for LPC's behavioral health program (more specifically, a room dedicated to the program that can be used for Chill & Chat, workshops, and for students to study/relax) • Continue to bring guest speakers to campus • Continue to maintain an active psychology club • Consider bringing the Heroic Imagination Project to campus. This program involves teaching students psychological principles so that they can become "everyday heroes." • Consider collaborating with local transfer institutions so that our students can gain research experience by 	<p>Mark an X next to each area that is addressed in your response.</p>	
	<p>Definitions of terms: https://goo.gl/23jrx</p>	
	X	Community Partnerships/Outreach
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becoming research assistants in their psychology labs	
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

N/A	Mark an X next to each area that is addressed in your response.
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

<p>Yes, our main facilities needs that are currently unmet are as follows:</p> <ul style="list-style-type: none"> • Adequate access to computer labs with at least 30 functioning computers for our PSYC 25 students • Dedicated space for our PSYC 25 students to run their research participants • Adequate classroom space to offer more daytime sections

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

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

Following are some of the main ways the Psychology program's plans and accomplishments support the mission of Las Positas College:

- We offer or plan to offer a variety of educational opportunities to our students. More specifically, our program offers many of the core psychology courses that will help students prepare for transfer. Additionally, we offer or will be offering a variety of other courses that help students explore their unique interests within the field. Finally, the psychology department and the psychology club sponsor many guest speakers, providing students with educational opportunities outside of the classroom environment.
- We offer an AA-T so that students can reach their goals of transferring and/or obtaining a degree.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <https://goo.gl/b59nCy>)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Introduction to Social Psychology (PSYC 3)
Text of the CSLO, SAO, or PSLO: Demonstrate critical thinking skills and information competence as applied to topics in social psychology.
Describe the quantitative or qualitative results: This SLO has been assessed by asking students to locate an empirical study from a peer-reviewed psychology journal using online databases (PsycARTICLES or Psychology and Behavioral Sciences Collection). Students are asked to write a paper that summarizes and evaluates the article. Over the years, students have been highly successful with this assignment, with the majority of students reaching mastery level. However, a significant proportion show no demonstrated achievement on this assignment because they choose not to complete it.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

As noted above, students have been highly successful on this CSLO. However, a significant proportion show no demonstrated achievement on this assignment because they choose not to complete it (25% in Fall 2016). This semester, I (Robin Roy) will be adding an additional assignment in which the entire class reads, summarizes, and evaluates the same empirical study. Hopefully, practicing reading and writing about an empirical study before having to do so on their own will allow students who might normally skip the assignment to see that it is doable.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

Not applicable—student achievement has remained relatively stable.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

General Psychology (PSYC 1)

Text of CSLO/PSLO/SAO:

Discuss the impact of diversity on psychological research, theory, and application, including (but not limited to): age, race, ethnicity, culture, gender, gender identity, socio-economic status, disability, and sexual orientation

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

Section Two: Curriculum Review (Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

All of our courses are current. Some of our courses have been updated recently and are still pending approval, but once approved, all of our courses will be current.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

We are currently working on updating the AA-T degree to deactivate PSYC 16 and add new courses such as PSYC 17 and PSYC 21.

C. DE Courses/Degrees/Certificates: 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 recently added a DE section of PSYC 6. We plan on adding a DE section of PSYC 10 in the future.

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?