

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The psychology program serves the community by providing opportunities for student success through in class, online, and hybrid, evening and weekend courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

The psychology department's strengths include robust course offerings that play a significant role in fulfilling the college's mission to provide opportunities for critical thinking, developing communication skills and understanding diverse cultures and societies. Further we offer our courses in a wide range of modalities including face-to-face, DE, hybrid, day, evening, weekend, and CWA. Consistent with the college's mission to serve students from diverse backgrounds the psychology program includes students from diverse age groups, ethnicities and nationalities. Over the last 5 years efficiency of the psychology program load and fill rates continues to exceed the college average.

Despite these strengths, there are some challenges. First, staffing of classes has been a challenge over the last 2 review cycles despite the full-time hire in 2013 as the program unexpectedly lost one of the two full time faculty due to re-assignment, then experienced the return of the faculty for one academic year (2016/2017) and then unexpected retirement at the end of Spring 2017 semester. Further, even though we had begun to expand our department, with the inconsistent staffing and eventual loss of one faculty member we had to cut down on the number and variety of courses offered each semester. This directly impacts students as at times it leads students to spread themselves thin by taking courses on more than one campus in order to take desired courses and quickly complete their degrees and transfer. Additionally, this also negatively impacted the ability to meet the goal set forth in the prior annual plan to increase the variety of courses offered each semester as well as the number of sections. Second, most of the teaching and all nonteaching activities are administered by one person. Heavy faculty workloads sometimes make it difficult to complete all tasks in a timely fashion and do everything we want to improve our program and support our students. Further, it makes it difficult to further serve other areas of the college as a whole. ?Given the need for a second full-time psychology faculty a replacement hire request for Fall 2018 has been made to the college. Despite these challenges we have continued to support students directly through our courses as well as outside the classroom through assistance in obtaining internships, encouraging them to participate in existing groups on campus and in providing direction and advising the psychology club on campus. Further, the psychology department has actively participated in social science events.

The Psychology Department is part of the Social Science Division which benefits from the support of a coordinator. Fortunately, the Social Sciences HUB is currently being regularly used by Social Science students and faculty. After approximately 6 years we now have proper signage for the SS HUB and expect an increase use of the room. We have continued need for a Social Science Coordinator. It is important to that the duties that are set forth for this position are in excess of the amount of release time that has been granted by the college thus the coordinator(s) has/have not be able to complete the job and core duties. To fully meet all of the core duties of this position the requested FTE .2 is needed. The Social Science Departments are requesting that the marketing department create a new college video to include all Social Science departments and the Humanities.

Suggested Follow Ups

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No Suggested Follow Ups to Display

2	Program Context
1	Mission

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

Mission:
The psychology program aligns with the college's mission by offering transfer level courses. It is the mission of the psychology program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/core transfer material in the field of psychology.

Vision:
The psychology program strives to provide opportunities for student success through in class, online, and hybrid courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

Suggested Follow Ups

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No Suggested Follow Ups to Display

2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

No impact to the program is expected.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Studies have shown that enrollment in online classes continue to increase, and in particular within the public and private school, whereas there has been a decrease in the for-profit sector. Further, studies tracking trends in distance education at the community college level reported that distance education enrollments Collegewide productivity report 2012/13-2016/17 while distance education enrollment has doubled in that same time frame. Comparing online enrollment in psychology courses for 2012/2013 to 2016/2017, the number of psychology distance education students more than doubled. In effort to meet student's needs, our program strives to add sections of high enrolled courses as well as increase online course offerings. For example, in Summer 2017 there were almost 30 students on online waitlist for PSYC 100 as well as numerous requests for late adds. Given this, an additional section of PSYC 100 was opened. Regarding increase in online/hybrid course variety, in addition to offering hybrid courses in the evening and weekend geared toward students within the College for Working Adults program, we also added hybrid courses to the daytime weekday schedule (PSYC 100, PSYC 200, PSYC 300 and PSYC 410) and will be offering a section of PSYC 410 (Abnormal Psychology) for the first time online in Fall 2017. Having these courses offered in multiple formats will help address the varied and busy schedules of our students who may have restrictive work schedules. Further, courses such as PSYC 100 and PSYC 200 (Developmental Psychology) are needed in many of the allied health fields. For example, these courses are required for licensure and preparation for upper division course work in nursing. In addition to projected job growth among the allied health fields there is projected job growth in careers in early childhood education, in which 2 of the 6 core courses are psychology courses and varied careers within psychology. Given this, it is important to offer these courses at variety of different times and in a variety of different modalities to meet the diverse needs of our students.

Suggested Follow Ups

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No Suggested Follow Ups to Display

3	Looking Back
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4	Curricular Changes
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List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

To accommodate students' increasingly busy schedules the psychology department introduced two new hybrid courses (see below) and two hybrid courses offered as weekday daytime courses. It was expected that during an introductory period (2-3 semesters) of these new modalities in our department there may be a flux in enrollment. Further, the projected course offerings proposed in the prior program plan and review was not met given the re-assignment and eventual retirement of one of the two FT Psychology faculty. Thus, although the program was able to offer a strong course offering and saw growth in overall enrollment (see table below), it was unable to reach the projected growth in course offerings it had proposed; nor able to offer as wide of a variety of courses each semester as proposed.

Psychology Productivity 2012/13 through 2016/17:

Psychology - Productivity 2012/13 - 2016/17

Despite this, two new course platforms were added to the course offering (presented in red below).

Offerings at Last review	Added since last review in red
PSYC 100	PSYC 100
PSYC 100 hybrid	PSYC 100 hybrid (day-time new)
PSYC 100 online	PSYC 100 online
PSYC 106	PSYC 106
PSYC 200	PSYC 200
PSYC 200 hybrid	PSYC 200 hybrid (day-time new)
PSYC 200 online	PSYC 200 online
PSYC 205	PSYC 205
PSYC 205 hybrid	PSYC 205 hybrid
PSYC 300	PSYC 300
PSYC 300 online	PSYC 300 hybrid
PSYC 340	
PSYC 410	
PSYC 410 hybrid	

PSYC 410 hybrid and PSYC 300 hybrid were added to accommodate students who desire a face-to-face course but may have limited flexibility in their schedule. Further, for the brief period in which there were 2 full-time psychology faculty on campus in the program the number of different courses offered each semester in the program increased from 5 to 7.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The 2015/2016 IPC_Psychology.docx Annual Program Plan/Review IPC feedback is linked in the document repository.

It was recommended that we "consider investing on another full time professor to support the success of the program."

Response: Thank you for the feedback. At the time the 2nd FT psychology faculty was temporarily re-assigned and returned to teaching duties the semester following the program review. However, given that the department is now officially down to one FT psychology faculty member we have submitted a replacement hire request to the college which has recently been approved and are now moving forward with the replacement hiring process.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

In previous program review period it was indicated that faculty would provide additional readings to assist students enrolled in PSYC 410 and PSYC 106 who have not taken PSYC 100. Additional material was provided to students and this change was evaluated. It is of note that although it offered some assistance further and more thorough assessment is needed. These changes will be further assessed during in the next 2 semesters that the courses are offered.

We have been approved for a FT tenure track psychology replace hire.

We have increased course modalities in adding new online and hybrid courses to help address students' increasingly busy schedules and varied learning styles.

Suggested Follow Ups

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No Suggested Follow Ups to Display

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Response Types: All Responses Types

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable?".

Response Detail

No Response Information to Display

Narrative

Not applicable

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

One additional FT faculty was hired starting Fall 2013, increasing the department size to 2 FT and 2-3 part-time faculty, per the justified needs of this department. Despite this, 1 FT faculty was re-assigned, with minimal notice to the department, which required the hiring of additional part-time faculty at the last minute to cover scheduled classes, increasing number of part-time faculty to 4-6 and a decrease in the number of courses offered by the program during the semester, which had increased from 5 to 7 courses offered in the semester after the new faculty hire. Although the re-assigned FT faculty member returned for a year they unexpectedly retired at the end of Spring 2017. Given demonstrated enrollment trends and ability to support 2 FT faculty in the department it is vital that the department return to a minimum of at least 2 FT faculty for the continued growth and stability of this department, as well as to ensure quality and innovative instruction. A replacement hire request for a Fall 2018 start date has been submitted and accepted by the college. It is of further note that 2 of the longer standing part-time faculty are not available to teach during the next academic year thus it may be necessary to hire additional part-time faculty.

Suggested Follow Ups

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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The following data was obtained from the following source:
Productivity 2012/13 through 2016/17 Psychology (PSYC)
Psychology - Productivity 2012/13 - 2016/17

Over the last 5 years the census headcount of the psychology program has continued to increase. Efficiency of the psychology program load and fill rate percentages consistently exceed those of the college-wide figures. While the colleges WSCH numbers have decreased over the last 5 years, those of the psychology program continue to climb. Further, FTEF/S have both increased, however FTEF is comprised primarily of part-time faculty given the inconsistent teaching assignment of the now-retired full-time faculty, which comprised half of the department's full-time faculty. Program efficiency can continue to increase in standard with the addition of more faculty (full-time and part-time).

In comparing day and evening course offering, day time courses generally have higher fill rates but the above figure shows that this is not consistent in more recent semesters and should be monitored to see if becomes a trend. Nevertheless both have frequently higher full rate than the college average.

In examining headcount and fill rates by semester, comparing Fall and Spring courses, it appears that in general Spring psychology courses have larger headcount and higher fill rates. The Social Science division as well as the psychology program would greatly benefit from increased assistance with marketing our programs. Great strides have been made in marketing other areas of the college, however in comparison to other divisions minimal emphasis has been given to the social sciences. We have scheduled and met with individuals who are in charge of marketing and this is a beginning, but continued and consistent marketing assistance is desired. Each program in our division currently has between 1-2 FT faculty in each program. Currently the psychology department has 1 FT faculty assigned to our department which does not leave time to commit to marketing newer courses and modalities or courses offered at various times. Assistance with marketing is something that could be particularly helpful to hybrid courses as there has been a significant increase in the number of hybrid courses offered in the psychology department and marketing could help with increasing course enrollment. An informal survey of students has shown an incomplete or inaccurate picture of the format of hybrid courses which may deter these students from registering for these courses. Given this, productivity numbers in psychology are expected to decline for a short period. Marketing could provide students and potential students with explanations of hybrid courses in a variety of locations as well describing the benefit of hybrid courses in order to reduce potentially lower productivity numbers.

Although a few ideas will be discussed in this section, there are many potential causal factors for the trends that can be further analyzed by the research department within the college. A trend that potentially influenced program performance was prerequisite requirements. The curriculum committee approved several courses with a prerequisite yet listed in the course catalog and schedule listing as courses without prerequisites. This impacted the programs retention and success rates of transfer students who make up the majority of enrollments in our courses.

Psychology courses continue to have high enrollments, however, these course are rigorous for transfer majors and for meeting career goals. Some students are not adequately prepared for the demands of a college transferable course which may negatively impact retention and success rates. Prerequisite course, psychology 100, has been added to several of the advanced courses to adequately prepare students for success. The department will continue to track this finding over the next several years and develop a plan of action as needed. It is of note that we continue to have this goal from the previous PR but given inconsistent staffing inadequate time has been available to fully assess this area.

Suggested Follow Ups

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Response Types: All Responses Types

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The following data was obtained from the following sources:

Psychology -Success and Retention 2012/13-2016/17
and Psychology- Student Characteristics 2012/13 -2016/17

GENDER

Almost twice as many females compared to males have been enrolled in psychology courses over the last 5 years. Last year during the 2016/17 academic year, there were 822 females enrolled compared to 356 males enrolled in psychology courses. There was no significant difference between success and retention rates by gender. Although it is common to have more females compared to males enrolled in psychology courses the college could increase marketing of psychology courses to stress the importance the discipline has in both everyday life as well as functioning within the workforce.

ETHNICITY

Over the past five academic years and across all identified ethnicities, retention rates have been high. Within the last 2 academic years across all identified ethnicities, retention rates have been high ranging from 75% to 100% with averages between 84.5 and 84.9%, which is similar to the college averages. Unfortunately, success rates across ethnicities are not as high or consistent. With the exception of success rates for Asian students, which has been between 73-78% for the last 5 years, success rates for all other groups have varied. Within the last 2 years success rates for both Asian and white students have been between 75-78% while other groups have varied in the in between the 30s and 60s. Of note, last year success rate for African American students in psychology courses was 50%. Although this is higher than the 43% reported in the last PR it is still significantly lower than desired. A review of the success rates for students in this group shows that success rates are the most variable ranging from 42% in 2012/2013 to 54% in 2015/2016. Hispanics make up the majority of the students and have similarly low success rates of approximately 56% over the last 2 years.

AGE

Comparing trends by age between the PSYC department and the college showed varied results. For 2016/2017 the PSYC department had lower success rates but similar retention rates as the college for those 18-22, which comprise the majority of the students in PSYC courses (59%, 84% respectively). Further inconsistency was noted in comparing the next two highest ages groups of 23-28 and 29-39 years-old. The PSYC department had success rates between 63 -72% and retention rates of 80 - 87% compared to the college's success rates between 70-73% and retention rates of 83-84%.

ENROLLMENT STATUS

The majority of the students in the PSYC department are continuing students with 846 enrolled as a continuing student and 351 in one of the other 6 categories during 2016/2017. Continuing students enrolled in PSYC classes succeeded at a rate of 66% percent and retained at rate of 84%.

DAY/EVENING

In 2016/2017 38% of students were enrolled in daytime courses and 62% of students were enrolled in evening courses. This is a significant reversal in the trend of daytime versus night course enrollment over the five-year period. Success and retention rates were not provided. Continued observation of this day and evening course enrollment is warranted to see if it becomes a trend and adjustment to course offerings as needed.

Suggested Follow Ups

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Response Types: All Responses Types

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Search Standards By User

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User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The following data was obtained from the following source:
Psychology -Success and Retention 2012/13-2016/17

For 2016/17, 46% (vs. 35% of the previous PR) of those enrolled in psychology courses were taking at least one Online PSYC course. There has been a consistent increase in the number of students registered for online courses. Both success and retention rates of students taking Online PSYC courses was lower than non-online PSYC courses. As with other college-wide online courses both the success and retention rates were below college goals. With the exception of 2016/2017 there was an increase in the success rates of students in PSYC Online courses over the 5-year period. Regarding retention rate, there has been a general increase in retention rate over the 5-year period from lowest retention rate of 71% in 2013/2014 to 80% in 2016/2017. Web Assisted (Hybrid) courses consistently had higher success rates than both Online and Not online courses were comparable retention rates to Not Online courses throughout the 5-year period. For example, although Web Assisted (hybrid) enrollment only accounted for 1% of those enrolled in psychology courses in 2016/2017 they had success rates of 78%, compared to Not Online 67% and Online 60%.

As mentioned above, consistent with college-wide online courses, both success and retention rates of students taking Online PSYC courses was lower than non-online PSYC courses, as well as Online courses falling below college goals. Over the past several years there has been a general increase in the success rates of students in PSYC Online courses. We hope to continue to see further success as the structure of several of our online courses have been revised or are in the process of revision to address a student body who may be less academically prepared or familiar with the self-discipline needed for Online courses while maintaining the integrity and rigor of the course. Given the growing number of students who wish to have some of the convenience of online courses we expanded our number of daytime hybrid courses offered in our department during 2017/2018 to help with the flexibility needed by DE students while having a face-to-face portion which further enriches the classroom environment and student connectedness. As mentioned in the previous section, Hybrid courses (previously called WebAssisted) demonstrate higher success rates than both Online and Not Online courses and similar retention rates as Not online courses. Given the small sample size this trend will continue to be assessed over the next several years.

Suggested Follow Ups

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Response Types: All Responses Types

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Please see the attached PSYC SLO report 2018.pdf Tracdat Report (click on link) for the assessment plans, results and action plans by course.
All course SLOs are being systematically assessed over the three year cycle. At the beginning of the semester the current FT psychology faculty sends the department a spread sheet containing the SLOs that will be addressed within each course for that semester. Currently, at the end of the term all results are sent to this faculty member who then enters the assessment results into TracDat.

Suggested Follow Ups

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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

For the most part, we have been pleased with the results of our SLO assessments. Nonetheless we continue to update assessments for newer courses to more adequately evaluate the outcomes. For SLO #1 for PSYC 410 and PSYC 106 many schools require PSYC 100 as a pre-requisite to these courses. As it is not a pre-requisite at Canada it was found that students who had not taken PSYC 100 struggled in their foundation of understanding of theoretical approaches. In previous program review period it was indicated that faculty would provide additional readings to assist students who have not taken PSYC 100. Additional material was provided to students and this change was evaluated. It is of note that although it offered some assistance further and more thorough assessment is needed. These changes will be further assessed during in the next 2 semesters that the courses are offered.

Suggested Follow Ups

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No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

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Response Detail

No Response Information to Display

Narrative

SS_ PLO Report_for 2018 Program Review.pdf

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the last 2 assessment periods (2016-2017) 90 papers and exams were assessed. 84% (76/90) of the papers/exams received at least a 1 "acceptable" score. The average score across PLOs was 1.45 which is similar to the previous program review assessment period. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated an improvement in random sampling, however continued difficulty was demonstrated in identifying social science theories that the writing assignments were targeting. Specifically, concern was noted that there was some difficulty in assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. Continued improvement in identifying papers/exams which will allow for adequate assessment of PLO, while using random a selection from those papers/exams during the next assessment period was discussed. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

The Psychology Department is part of the Social Science Division which benefits from the support of a coordinator. Fortunately, the Social Sciences HUB is currently being regularly used by Social Science students and faculty. After approximately 6 years we now have proper signage for the SS HUB and expect an increase use of the room. We have continued need for a Social Science Coordinator. And, note that the duties that are set forth for this position are in excess of the amount of release time that has been granted by the college thus the coordinator(s) has/have not be able to complete the job and core duties. To fully meet all of the core duties of this position the requested FTE .2 is needed. The Social Science Departments are requesting that the marketing department create a new college video to include all Social Science department and the Humanities.

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5	Looking Ahead
11	Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

Currently the classrooms available use basic technology which includes a laptop connection, projector, DVD/VCR, and screen. Our department would benefit from the use of classroom space which has at a minimum intermediate Smart Technology which features a smart podium with a control panel, PC and laptop connection, projector, and screen. And it is preferred if a classroom with advanced Smart Technology were available which features a smart podium with a touch panel control system, PC and laptop connection, document camera, USB microphone, DVD/VCR Player, projector, and screen. A Smart classroom would allow for not only an improved and up to date college classroom experience but also allow for interactive classroom lectures to be captured and posted for use within face to face web-assisted, hybrid, and fully online courses.

Further, given the climate of community colleges nationwide and continued goal for classroom safety it is requested that the classroom come equipped with a Help Phone and not rely on the availability of a cell phone by the instructor or students.

For additional examination of assessments, including multiple choice SLO assessment, Scantron item analysis forms are needed.

Faculty should continue to stay current as Psychologists through travel, taking courses and/or attending professional conferences. The field changes rapidly with new discoveries and interpretations. Faculty need to stay current in the field to teach it accurately.

Psychology is one of nine disciplines within the Social Science program at the college. Most of the disciplines only have one full-time faculty. It is important for the program to have a space for Social Science students to congregate and study. Currently we have a Social Science Hub and we should maintain that space. We have continued need for a Social Science Coordinator. Currently the Social Science coordination receives some release time, however it is of note that the duties that are set forth for this position are in excess of the amount of release time that has been granted by the college thus the coordinator(s) has/have not be able to complete the job and core duties. To fully meet all of the core duties of this position the requested FTE .2 is needed.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display