Ohlone College
Program Review Report

• Program Description and Scope:
1. Program Review Title: Psychology Program Review
3. Review Type: Instructional Disciplines
4. Program/Departments: Psychology (20000)
5. Authority Code: 47-Dean, Language and Communication
6. External Regulations: Yes  No X
7. Provide a brief narrative that describes the instructional program/discipline.

The psychology department at Ohlone College offers an academic program that includes general education courses, an up-and-coming AA degree in Psychology, and a variety of extra-circular activities and opportunities (such as the Psychology Club and the Psy Beta Honor Society).

8. Describe how the program specifically serves students, faculty and staff.

The department currently offers 10 courses to meet the needs and interests of a variety of students: transfer students, students in two-year terminal programs, and community residents seeking self-improvement and intellectual stimulation.

Eight of the courses are offered by the psychology department area are transferable to the California State University System and to the University of California. The remaining two (Psy-104: Murder in America and Psy-139: Psychology in the Work Place) are transferable to the California State University System. Psy-104: Murder in America is cross-referenced with AJ-119. In addition to Psy-104 and Psy-139 that were previously mentioned, the current offerings include:

PSY-101 General Psychology
PSY-102 Introduction to Experimental Psychology
PSY-105 Child Development
PSY-106 Adolescent Development
PSY-108 A Survey of Human Development
PSY-112 Social Psychology
PSY-115 Abnormal Psychology
PSY-120 Biological Psychology
9. Describe how the program addresses current needs and applies current technologies.

Current needs are addressed from a variety of different angles:

First, the department provides a variety of courses in the discipline. In addition, we utilize up-to-date texts and both classic and current materials to illustrate psychological principles.

Second, faculty incorporate the use of a variety of technologies to address the learning needs of our students. For example, all full-time faculty members incorporate the use of PowerPoint for lectures and digital media for illustrative purposes.

Third, full-time faculty use web-enhancement to enhance their courses. For example, Sheldon Helms maintains a psychology blog which directs students to recent findings in the field, offers comparisons to pseudoscience findings, and encourages students to think critically about psychology. The department also utilizes the Blackboard system for things like additional discussions, assignments, practice quizzes, and as a means to distribute handouts and other class materials. Web-based technological competency will be an important criterion when evaluating the qualifications of new faculty hires in the future.

Fourth, Sheldon Helms has been the advisor to the Psychology Club for several years now. The club provides regular monthly meetings for members, a guest speaker series for the entire campus, and a way to socialize with other students with similar interests in psychology. Most notably, in the Fall 2008 semester, the Psychology Club became affiliated with the prestigious Psi Beta Honor Society in Psychology.

Fifth, the psychology department has begun offering online courses in the last few years. Right now, the online offerings include two of our most popular courses: General Psychology and A Survey of Human Development. A Survey of Human Development has been in particular demand as it is prerequisite course for students trying to enter into a variety of nursing programs. The online course offerings have been spearheaded by Sarah Cooper.

10. Discuss the impact of the program on the college and/or other programs.

The psychology program impacts the college and other programs in two different ways. First, since psychology is of such interest to students and our classes are transferable (and often meet the general education requirements), we provided high enrollment rates and contribute greatly to student contact hours. We manage this with a tiny teaching materials budget and only two full-time faculty members and a small number of part-time faculty members. Second, we cross-reference two courses with other disciplines, which help to expand the offerings in Administration of Justice (Psy-104) and Business Administration (Psy-139).
11. Discuss the impact of the program on the community and the impact of the community on the program.

The psychology program impacts the community by making a variety of interesting courses available for community residents to take. By taking our courses, those in the community are given the opportunity to further develop their academic, professional, and personal skills. By learning more about human behavior and applying their learning to their own experiences and the experiences of those around them, students gain a deeper understanding of themselves and of others. On the flip side, the diversity of our community has inspired the program to further incorporate a multicultural approach to the study of psychology.

The department has become increasingly concerned with the diverse range of study, learning, and other basic skills (such as reading and writing). As such, faculty have begun to think more carefully about how we can help students develop basic skills both prior to enrolling in our course and in the contexts of the courses themselves.

- **College Mission**
  1. *Mission Statement*
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

  2. *Vision Statement*
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

  3. *Core Values, Goals & Objectives:*
     - **College Core Values**
       - We provide life-long learning opportunities for students, college personnel and the community.
       - We maintain high standards in our constant pursuit of excellence.
       - We practice innovation and actively encourage risk-taking and entrepreneurship.

     - **College Goals/Objectives**
       1. *Through innovative programs and services, improve student learning and achievement.*
          1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.

       4. *Briefly describe how the program supports the college mission, vision selected college values.*
As a department, we believe in and strive to meet both the mission of the college and the college’s vision. As stated in the College’s mission statement, we strive:

“…to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed.”

We meet this mission in a variety of ways:

First, all of the courses offered in the psychology department are transferable to the California State University system. All but two of our courses are transferable to the UC system. The core GE course needed to transfer (General Psychology, Psy-101) has been made available online to make it easier for students to fulfill this requirement while juggling work, family, and school.

Second, the psychology department also utilizes a wide mix of both formal and informal assessments to assure that student learning outcomes are being achieved. Students are assessed through a variety of means, which may include essay exams, objective exams, quizzes, oral presentations, papers, and written homework assignments. Faculty informally assess student understanding and mastery of SLOs through in-class student discussion, group work, and brief assessment tools such as free writes.

Third, faculty in the psychology department are continually experimenting with new pedagogical ideas and innovative technology to improve student learning. We are involved or have been involved in online instruction, learning communities, extra-curricular activities (like the psychology club), and curriculum development.

Finally, studying the science of psychology promotes diversity and inclusiveness by giving students a scientifically-based way to think about and understand their own experiences and behaviors, the experiences and behaviors of others, and the aspects of human nature that we all share.

Core Value #1: "We provide life-long learning opportunities for students, college personnel and the community."

The psychology program impacts students and the community by making a variety of interesting courses available. In our courses, individuals are given the opportunity to further develop their academic, professional, and personal skills. By learning more about human behavior and practicing applying their learning to their own experiences and the experiences of those around them, they will gain a deeper understanding of themselves and of others.

Core Value #4: "We maintain high standards in our constant pursuit of excellence."
We hold our student to the highest standards. We do not change performance expectations or evaluations for our students for any reason. Instead of making courses “easier” so that more students can pass or complete them, we encourage students to take the proper course preparations in order to succeed in our courses.

In addition, by 2013, we intend to complete a well-thought out and executed assessment of student learning outcomes for the psychology program. This will further help us in our pursuit of excellence.

Core Value #7: "We practice innovation and actively encourage risk-taking and entrepreneurship."

Faculty members are innovative and willing to take risks in order to try things that may (or potentially may not) enhance student learning. For instance, Sheldon Helms offers a regularly updated psychology blog and runs the psychology club. In addition, Sarah Cooper has developed the department’s first two fully online course offerings in General Psychology (Psy-101) and A Survey of Human Development (Psy-108). She has tried a variety of different softwares in order to develop exceptional materials for her online offerings (such as WebCT, Blackboard, LecShare Pro, Dragon, Flip Camera software, and Camtasia).

In 2011, the department applied and received a mini-grant in order to purchase two iPads and the software to convert them to mobile electronic whiteboards in psychology classes where there are no electronic whiteboards. This serves as anther example of our being willing to take risks and try new things.

5. Briefly describe how the program supports selected college goals.

GOAL 1: “Through innovative programs and services, improve student learning and achievement.”

Currently, there are two main areas where we have innovative programs and services.

First, Sarah Cooper has developed and continues to improve our first two online course offerings: General Psychology (Psy-101) and A Survey of Human Development (Psy-108). By offering these two courses online, the department has been able to reach students who would not normally be able to attend traditional courses. As such, this helps to increase student achievement and enrollment. The on-line Psy-108 has also helped students meet prerequisites for nursing programs.

Second, Sheldon Helms is the faculty advisor for the psychology club, which is a very active club on campus. In addition to our psychology students, the club reaches out to all Ohlone students to encourage interest and involvement in psychology. The club is affiliated with the Psi Beta Honor Society in Psychology, which is an additional way that students can increase their
achievement in psychology.

6. Briefly describe how the program supports selected college objectives.

College Objective: “By 2013, complete an assessment of student learning outcomes for all courses and programs.”

We have begun this process and are working towards the initial assessments. We will use our experiences to improve our assessment and teaching strategies in the future.

- Program SLOs & Assessment
  1. Program SLO -

     Students will demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and/or historical trends in psychology.

     a. Indicate program assessment strategies used.
        i. Other

        This SLO aligns with the course SLOs in all of our psychology courses, except Psych 104 (which is a primary course in the AJ department). Exams in all courses are designed to assess student knowledge of the major concepts, theoretical perspectives, empirical findings, and/or historical trends in psychology.

     b. Describe the criteria and standards used to appraise student work.

        As mentioned above, exams are designed to assess student knowledge of the major concepts, theoretical perspectives, empirical findings, and/or historical trends in psychology. Exam questions, when subjective, are graded by the extent to which students have accurately identified, discussed, and/or applied the relevant concept, perspective, finding, and/or historical trend in the field. This exam-based assessment allows faculty to determine at the end of the semester which students have mastered this SLO in our courses. We discuss our course SLO assessments at our annual meetings and use this data to assess the program, as this SLO aligns with several of our Psychology course SLOs. Please refer Course SLOs and Assessment section for specific analysis of courses.

     c. Enter assessment results and analyze student success in achieving this program SLO.

        Students cannot pass psychology course exams without mastering this SLO. As such, we use the successful completion rates of exams or particular exam questions for each course as our quantitative data. See the Course SLOs and Assessment section for specific analysis of courses.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Program SLOs were re-written and updated in 2009 by the members of the psychology department. The revised program SLOs have unified the goals of each instructor with the goals of our program. This will help to strengthen our program and better evaluate student success. We made a minor revision to the SLOs in 2012 to include APA style in one of the program SLOs.

e. Future Action (Improvements)
   Maintain current student learning plan

2. Program SLO -

Students will recognize the basic principles of the scientific method, will explain the different research methods used in psychology, will be able to locate primary source scholarly documents, and/or will effectively use APA style.

a. Indicate program assessment strategies used.
   i. Other

   This SLO aligns with the course SLOs in all of our psychology courses, except Psych 104 (which is a primary course in the AJ department). Exams and/or papers in all courses are designed to assess student knowledge of the basic principles of the scientific method, the different research methods used in psychology, how locate primary source scholarly documents, and/or how to use APA style.

b. Describe the criteria and standards used to appraise student work.

As mentioned above, exams and/or papers in all courses are designed to assess student knowledge of the basic principles of the scientific method, the different research methods used in psychology, how locate primary source scholarly documents, and/or how to use APA style. Exam questions, when subjective, are graded by the extent to which students have accurately identified, discussed, and/or applied the basic principles of the scientific method and the different research methods used in psychology and to what extent they have been able to locate primary source scholarly document or how to used APA style. An exam-based assessment allows faculty to determine at the end of the semester which students have mastered this SLO in our courses. We discuss our course SLO assessments at our annual meetings and use this data to assess the program, as this SLO aligns with several of our Psychology course SLOs. Please refer Course SLOs and Assessment section for specific analysis of courses.

c. Enter assessment results and analyze student success in achieving this program SLO.

Students cannot pass psychology course exams and/or papers without mastering this SLO. As such, we use the successful completion rates of exams, particular exam questions, or papers or particular aspects of papers
(such as using APA style correctly or collecting the right types of supporting articles) for each course as our quantitative data. See the Course SLOs and Assessment section for specific analysis of courses.

Since this program SLO aligns with the course SLO, Sarah Cooper introduced a questionnaire in Psy-120 to directly assess it. The results assess both the aligned program and course SLO. Students were administered the assessment questions in Psy-120 in the Spring 2011 semester. Of the students who completed the assessment, 75% if them passed with a 70% or above. Students in the Spring 2012 semester were also administered the same questions. Of the students who completed the assessment, 77% passed with a 70% or above. Since there was not substantial improvement, in spring 2013 Sarah Cooper will be assigning students an additional research activity where they locate scholarly sources and compare them to popular sources. The hope is that by giving students a hands on activity related to this SLO, a higher percentage will show mastery of it at the end of the semester. See attached SLO 2 Assessment Questions.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Program SLOs were re-written and updated in 2009 by the members of the psychology department. The revised program SLOs have unified the goals of each instructor with the goals of our program. This will help to strengthen our program and better evaluate student success. We made a minor revision to the SLOs in 2012 to include APA style in one of the program SLOs.

\[\text{Program SLO -}\]

Students will apply psychological principles to better understand, recognize, and appreciate personal, social, and/or multicultural diversity issues.

a. Indicate program assessment strategies used.

i. Other

This SLO aligns with the course SLOs in all of our psychology courses, except Psych 102. Exam and/or in-class activities and discussions in all courses are designed to assess student ability to apply psychological principles to better understand, recognize, and appreciate personal, social, and/or multicultural diversity issues.

b. Describe the criteria and standards used to appraise student work.

As mentioned above, exams and/or in-class activities and discussions in all courses are designed to assess student ability to apply psychological principles to better understand, recognize, and appreciate personal, social, and/or multicultural diversity issues. Exam questions and in-class assessments, when subjective, are graded by the extent to which students
have accurately identified, discussed, and/or applied psychological principles to better understand, recognize, and appreciate personal, social, and/or multicultural diversity issues. This assessment allows faculty to determine at the end of the semester which students have mastered this SLO in our courses. We discuss our course SLO assessments at our annual meetings and use this data to assess the program, as this SLO aligns with several of our Psychology course SLOs. Please refer Course SLOs and Assessment section for specific analysis of courses.

c. Enter assessment results and analyze student success in achieving this program SLO.

Assessments have not yet been collected, but will be as we work towards full assessment status.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Program SLOs were re-written and updated in 2009 by the members of the psychology department. The revised program SLOs have unified the goals of each instructor with the goals of our program. This will help to strengthen our program and better evaluate student success. We made a minor revision to the SLOs in 2012 to include APA style in one of the program SLOs.

e. Future Action (Improvements)

Maintain current student learning plan

**SLO Matrix**

*Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
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<tbody>
<tr>
<td>PSY 101</td>
<td>P</td>
<td>P</td>
<td>P</td>
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<tr>
<td>PSY 102</td>
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<td>PSY 120</td>
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<td>PSY 139</td>
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**SLO Matrix Comments**

We believe that all three selection options should be allowed in the matrix for each SLO.

**Course SLO & Assessment**

**PSY 105 Child Development**

2. Distinguish between the research methods used to study change over time.
3. Understand how variables like socioeconomic status, culture, poverty, and ethnicity
affect a child's development.

### Indicate planned course assessment strategies

### Describe the criteria and/or performance standards used to appraise student work.

The professor that teaches this course will be collecting student work that assesses course SLOs over Spring 2013. The course will be assessed at that time and then the data and analysis will be entered in the next program review in Fall 2013.

### Enter assessment results and analyze student success in achieving course SLOs.

The professor that teaches this course will be collecting student work that assesses course SLOs over Spring 2013. The course will be assessed at that time and then the data and analysis will be entered in the next program review in Fall 2013.

### Describe revisions in curriculum or teaching strategies implemented to promote student success.

The professor that teaches this course will be collecting student work that assesses course SLOs over Spring 2013. The course will be assessed at that time and then the data and analysis will be entered in the next program review in Fall 2013.

### Future Action (Improvements)

**Implementation Plan**

**Timeline:**

The professor that teaches this course will be collecting student work that assesses course SLOs over Spring 2013. The course will be assessed at that time and then the data and analysis will be entered in the next program review in Fall 2013.

**Key/Responsible Personnel:**

Michele McDowell or other instructor that is teaching the course in this semester

**PSY 115 Abnormal Psychology**

1. Identify the components within the definition of abnormal behavior.
2. Name the major categories of psychological disorders.
3. Identify specific mental disorders based on the standard diagnostic criteria put forth in the Diagnostic and Statistical Manual of Mental Disorders.
4. Explain the historical changes in the scientific approach to understanding abnormal behavior.

### Indicate planned course assessment strategies

**Skills Assessment**

**Indirect Assessment:** Survey, Focus Group Discussion, Interview

### Describe the criteria and/or performance standards used to appraise student work.

The professor that teaches this course will be collecting student work that assesses course SLOs over Spring 2013. The course will be assessed at that time and then the data and analysis will be entered in the next program review in Fall 2013.

### Enter assessment results and analyze student success in achieving course SLOs.
The professor that teaches this course will be collecting student work that assesses course SLOs over Spring 2013. The course will be assessed at that time and then the data and analysis will be entered in the next program review in Fall 2013.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

The professor that teaches this course will be collecting student work that assesses course SLOs over Spring 2013. The course will be assessed at that time and then the data and analysis will be entered in the next program review in Fall 2013.

**Future Action (Improvements)**

Implementation Plan
Timeline:
*The professor that teaches this course will be collecting student work that assesses course SLOs over Spring 2013. The course will be assessed at that time and then the data and analysis will be entered in the next program review in Fall 2013.*

Key/Responsible Personnel:
Sheldon Helms

**PSY 101 General Psychology**

1. Recognize the defining characteristics of the major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural).
2. Distinguish between the correlational method and the experimental method.
3. Apply psychological principles to their own lives and the experiences of others, including diverse groups.

**Indicate planned course assessment strategies**

Performance Assessment
Department Testing
Indirect Assessment: Survey, Focus Group Discussion, Interview

**Describe the criteria and/or performance standards used to appraise student work.**

In spring 2012 Sarah Cooper created a pre and post survey on scientific methods to pilot with students in Psy 101. This survey asked students to put their name on it for tracking, if they had taken any psychology courses before, and then a series of questions related to psychology methods. Among the questions asked were "What is the scientific method?" and a question asking students to distinguish between the correlational method and the experimental method. These two questions allow for the assessment of course SLO 2 and program SLO 2. See attached "Psychology Methods Pre and Post Test Survey."

**Enter assessment results and analyze student success in achieving course SLOs.**
In spring 2012, on the pre-survey 15% of students could answer what the scientific method was and 8% of students could distinguish between the correlational method and the experimental method. On the post survey, 91% of students could answer what the scientific method was and 76% could distinguish between the correlational method and the experimental method.

These results indicate that more time may need to be spent on teaching correlational method and experimental methods.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

As noted above, the results indicate that more time may need to be spent on teaching correlational method and experimental methods. This survey is being used again in the Fall 2012 and the data from that survey will help assess if this is a general trend across semesters and if the department should consider expanding the instructional time spent on correlational and experimental methods.

**Future Action (Improvements)**

Maintenance current student learning plan

**PSY 120 Biological Psychology**

1. Label the parts of a neuron, explain the role(s) of each part, and describe the process of neural communication within and between neurons.
2. Locate and evaluate relevant primary source documents (scholarly journals) in the biological psychology area.
3. Identify and analyze the symptoms and impacts (physical, neurological, psychological, social) of several psycho-biological disorders.

**Indicate planned course assessment strategies**

Indirect Assessment: Survey, Focus Group Discussion, Interview

**Describe the criteria and/or performance standards used to appraise student work.**

Please see the analysis of the assessment of SLO 2 in this course in the Program SLOs and Assessment section -- SLO 2.

**Enter assessment results and analyze student success in achieving course SLOs.**

Please see the analysis of the assessment of SLO 2 in this course in the Program SLOs and Assessment section -- SLO 2.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Please see the analysis of the assessment of SLO 2 in this course in the Program SLOs and Assessment section -- SLO 2.

**Future Action (Improvements)**

Maintain current student learning plan
PSY 108 Human Development
1. Students will distinguish between the major theories of development (psychoanalytic, cognitive, and behavioral).
2. Distinguishing between the longitudinal and cross-sectional methods of study.
3. Apply developmental principles to real-world developmental issues, such as poverty or education.

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<td>Sarah Cooper</td>
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- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:

Previous learning outcomes have been evaluated in terms of the growth of the department, student retention rates, and the number of students passing our
courses. We feel that solely using these methods to evaluate student learning is not fully adequate. However, we do feel that these methods can reveal useful information about the department and some of the challenges that we and our students face.

Starting in the 2011-2012 academic year the department began meeting during flex week to discuss our program SLOs and student performance. We have decided that meeting annually in this way to share student data from our individual courses is the best way to evaluate if the department as a whole and accomplish our program SLOs. This meeting will also give us the opportunity to discuss other concerns related to student learning, such as increased incidents of plagiarism and continued lack of basic reading, writing, and study skills.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Over the past three academic years (2008-09 to 2010-11) the Psychology Department has continued to grow and in 2010-2011 we produced 8,888 WSCH, or 3.3%. This means that our department of only 2 full-time faculty ranks as the 8th highest producer of WSCH for the district. Our WSCH/FTEF ratio ranks second out of the 44 departments on campus.

In 2008-09 the FTES for psychology courses had a 32% gain over 2006-06. There has been a slight drop over the 2009-2010 and 2010-2011 school year. (See attached "FTES Chart" for psychology). The drops reflect the cuts to the college due to the budget crisis.

The department course offerings and FTES have grown each year, excluding the years the college was forced to cut classes due to the budget crisis. Prior to the budget cuts the department was increasing its course offerings. Both the increase in FTES and sections of psychology courses offered show that student demand has increased.
The retention rate and the success rate in the course (defined as students passing the course with A, B, C, or credit) also help to assess in a limited way the student success in the department as a whole. Since individually, faculty in the department utilize exams and other graded assignments in part to measure student mastery of our department SLOs, the department believes that completion rates reflect student mastery of our SLOs.

The peak year for student retention and success in psychology courses was 2009-2010. Psychology courses have remained relatively constant since 2005-2006 years. Each year, the percentage rates have only shifted within a few percentage point range.

Additionally, comparisons between on-line verses non-online course retention and success rates reveal that there is little variance between these two instructional formats. Examining course Psychology 101 for Fall 2008, there was a 4.4% variance in retention rates favoring the in person instructional format to the on-line format. The student success rate, however, reveals that on-line students succeeded at a 3.1% higher rate than in person students. We conclude that the variation in student success rate favoring on-line courses is accounted for the fact that they have a slightly lower retention rate. The on-line course requires students to drop due to lack of participation/ attendance where in person courses do not in the psychology department. Therefore lower performing students tend to be removed at a higher rate from on-line courses than in person courses. (See attached Comparison Psy 101)

While the department and number of course offerings have grown the overall quality of our education has remained relatively constant. We are serving more students through expanded section offerings, and our retention and student success rate have remained relatively stable, with a few minor fluctuations.

We attribute the minor fluctuations in students passing psychology courses and
student retention to lack of student preparedness. On a basic level, many of our students do not come to Ohlone with basic note-taking, study, reading, and writing skills. Psychology courses require analytical reading, writing, and thinking skills, and many of our students do not come to college with these skills.

The college does not permit us to require English 151, English 162, or English 101A as prerequisites for our courses. The result is that we have students that are not prepared to write (or read) at the college level, and are therefore not prepared to succeed on the exams or papers required in psychology courses.

Additionally, we believe that the low cost per unit influences our retention rate. Especially when we factor in the types of students we serve and the numerous additional responsibilities they hold in terms of family and employment. When students do not have a large financial investment in their course, they feel more comfortable "just" dropping if it does not work out to their advantage.

3. **Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.**

The program currently does not demand an extraneous budget. If we did, we would likely use the funds to purchase materials such books (such as the new edition of the DSM, the APA Referencing Guide, and other relevant works). We would also be interested in using funds to purchase audiovisual materials that are close-captioned.

The main area of potential budget expenditures will come from the eventual rehire of the psychology department's 3rd line.

4. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.**

Currently, the psychology department utilizes the projectors, computers, and DVD/VCR units in the classrooms. It is worth noting that a number of the rooms that psychology faculty use do not have projectors, computers, and DVD/VCR units as permanent classroom equipment. Having to order these items for each class can make teaching challenging. For example, the loaner equipment...
is extremely old and beat up and often has problems (such as the plugs disconnecting randomly so the entire unit must be restarted, the projector not functioning properly, the sound not being adjustable as it should be, etc.)

The department also utilizes the college's subscription to JSTOR and other electronic databases in their courses.

Lastly, the department has continued to do more with less since the retirement of Tom McMahon. The department continues to serve a large number of students at the college with only two full-time faculty. We have back filled with adjuncts, but are deeply concerned about the quality of instruction and long-term health of our program without having full-time faculty to advise and support students, as well as support department program and activities like the Psychology Club and our AA degree.

5. Describe any additional notable program achievements (optional).
6. Additional Program Table Data
7. Future Action
   Current levels of student achievement indicators maintained.

• Program Analysis
   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs
   1. Describe program achievements and successes.

   Starting in the 2011-2012 academic year the department began meeting during flex week to discuss our department SLOs and student performance. We have decided that meeting annually to share observational student data and student work (i.e. student research papers) from our individual courses is the best way to evaluate if the department as a whole is accomplishing our departmental SLOs. We continue to do this twice per year during the College Learning Week.

   The department is pleased with our outcomes. We feel that we are successfully achieving our SLOs despite issue beyond our control, like lack
of basic reading and writing skills. Refer to earlier sections of the program review where each SLO is evaluated for more detail.

Additionally, psychology completed a new AA degree in Spring 2011. We have requested the data from Mike Bowman regarding the graduation rates psychology AA degrees for the 2011-2012 academic year, and found no completions yet (which makes sense since the AA was only established in 2011). We will be annually tracking our degree graduation rate, and when we have available data will evaluate to determine if the department needs to create and implement recruitment plan. Currently recruitment is handled through the psychology club.

2. According to the evidence, what are the areas needing improvement?

We feel that our choice to evaluate our program SLOs together through an annual meeting where we sharing the outcomes in our individual courses is the best evaluation strategy at this time. We plan to continue this approach at this time. We feel that the department is doing an excellent job as a whole at meeting our SLOs. Overall, we have continued to be happy with our SLOs, and as a result of our annual meetings we have expanded one of our SLOs to include APA style in our program SLOs. We decided as a department that this was an area of weakness among our students, and so included it in our SLOs as a way to increase our commitment and assessment of this area.

As noted above, a psychology AA degree was completed in Spring 2011 and the department will be tracking and evaluating the degree completion rate regarding this new program in our next program review as data is made available.

Lastly, with the retirement of one of our three full-time faculty in Spring 2011, the department hopes that when the budgetary woes abate that we will be permitted to fill this now vacant full-time faculty position.

Program Improvement Objectives:

1. Objective:

Design an assessment for and assess one SLO in the Biological Psychology course by May 2011 to help assess student learning. This plan is currently in place. See the Program SLO and Assessment SLO 2 Section.
a. Action Plan
Year 1:

Design an assessment for and assess one SLO in the Biological Psychology course by May 2011 to help assess student learning. This plan is currently in place. See the Program SLO and Assessment SLO 2 Section.

b. Assessment Plan: List Assessment Strategies
Year 1:

After conducting the assessment, we will assess whether or not the assessment was well-designed and valid. This plan is currently in place. See the Program SLO and Assessment SLO 2 Section.

c. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   Our assessment is being conducted in order to improve student learning and achievement by providing information about it.

2. PIO Assessment
   a. Enter assessment results with analysis.

   The purpose of this PIO was to gain experience with designing and executing an assessment of an SLO to aid in the assessment of student learning and to give the department information on student learning. A questionnaire was introduced in May 2011 and has been in use each spring since. See the Program SLOs and Assessment SLO 2 section for assessment analysis.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   This PIO meets college goal 1, which states "Through innovative programs and services, improve student learning and achievement." It will contribute to student learning and success by allowing faculty to assess student learning. When this is accomplished, new ways of increasing learning can be addressed. See the Program SLOs and Assessment SLO 2 section for assessment analysis.

   c. Future Action
   Current level of focus maintained. Describe.
1. **Objective:**
   Obtaining a psychology degree will be made easier for students when classes offerings are expanded.

   a. *Action Plan*
      
      **Year 1:**
      We will be re-assessing the AA degree. Changes may need to be made. For example, we will align the SLOs in the AA degree with those of the program. We also would like to see the choice of elective psych courses expanded to include some of our other offerings. Now we only have 108, 105, and 115 in there. Also, it is possible that we will add in a biology course as an alternative to the 120 class to make the degree more accessible by giving more time options for this requirement (as 120 is only offered once per semester).

   b. *Staffing*
      
      **Year 1:**
      Sarah Cooper in conjunction Jese MacEwen.

   c. *Which college goal(s) does this program improvement objective work to achieve?* Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
      1. Through innovative programs and services, improve student learning and achievement.
      
      **Rationale:**
      If we improve the AA, we will improve learning and achievement by allowing more students to earn the degree.

2. **PIO Assessment**
   a. *Future Action*

   • **Outside Review Results**
      1. List each team members name and title.
      
4. Mikelyn Stacey—Dean of Social Sciences

2. Discuss key feedback provided by team and how it was incorporated into the report.
   None.

● Attached Files
  1. Psychology Research Methods Pre.docx
  2. PSY Success Rate.xls
  3. Describe how the program specifically serves students, faculty, and staff.doc
  4. FTES Chart.doc
  5. Comparison PSY-101.doc
  6. SLO 2 Assessment Questions.docx