Ohlone College
Program Review Report

- **Program Description and Scope:**
  - *Program Review Title:* Psychology Program Review
  - *Academic year:* 2015/2016
  - *Review Type:* Instructional Disciplines
  - *Program/Departments:* Psychology (20000)
  - *Authority Code:* 45-Dean, Arts and Social Sciences
  - *External Regulations:* Yes_ No _X_
  - *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 AA degree in Psychology, and a variety of extracirricular activities and opportunities (such as the Psychology Club and the Psy Beta Honor Society).

- **College Mission:**
  - *Mission Statement:*
    Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
  - *Program Relation to College Mission:*
    - University Transfer
    - Personal Enrichment
  - *State Your Program Mission/Purpose:*

    The mission of the psychology program is to serve the community by offering instruction for university transfer 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.

  - *Briefly Describe Program Accomplishments:*

    We have two full-time instructors and a handful of part-time instructors that teach a variety of transferable psychology classes to students. We offer courses both in-person and online. We have an AA transfer degree program in Psychology and a campus psychology club (which also offers membership in the Psy Beta Honor Society to those who qualify).

- **Achievement and Resource Data Analysis:**

1. *Research Questions:*

   1. African Americans and Hispanics have been succeeding at rates below the college-set minimum standards. Are there strategies that you could employ to target higher success rates among these two groups?
   2. In the past three years the department success rate has risen over 7%. Are there any purposed strategies you have employed that would explain this rise?
   3. PSY-108 saw the success rate fall below the college-set minimum standard after two years of being above the benchmark. Can we identify a reason for this one-time drop?

- **Resource Assessment Summary:**

  1. *Academic Year:* 2013-14
  2. *Activity Center Fund 10 Budget Allocation:* $402159.00
  3. *FTES:* Fall: <u>95</u> Spring: <u>110</u> Summer: <u>0</u>
  4. *WSCH/FTEF:* Fall: <u>772</u> Spring: <u>764</u> Summer: <u>0</u>
  5. *Course Sections Offered:* Fall: <u>15</u> Spring: <u>20</u> Summer: <u>0</u>
  6. *Sections Taught FT Faculty:* Fall: <u>6</u> Spring: <u>5</u> Summer: <u>0</u>
  7. *Sections Taught PT Faculty:* Fall: <u>12</u> Spring: <u>16</u> Summer: <u>0</u>

- **Human Resources:**

  1. *# of FT Faculty:* 2
  2. *# of PT Faculty:* 5
  3. *# of Classified Staff:*
  4. *# of Administrators:*
  5. *% Faculty release/reassigned time:*
  6. *Technology:*
     - Specialized Software
     - Simulation
     - Laptops
  7. *Physical Resources:*
     - General Classrooms

- **Program Analysis PSLOs - Student Learning:**
  (Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

  1. *PSLO Matrix:*

Course	PSLO-1	PSLO-2	PSLO-3
PSY 101	P	P	P
PSY 102	I	M	
PSY 104			I
PSY 105	P	I	P

PSY 106	P	I	P
PSY 108	P	I	P
PSY 112	P	P	P
PSY 115	P	P	P
PSY 120XX	P	P	I
PSY 139	P	P	P

2. *Please Indicate the PSLO(s) which you are reporting on:*
   - 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.
   - Students will apply psychological principles to better understand, recognize, and appreciate personal, social, and/or multicultural diversity issues.
   - Students will demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and/or historical trends in psychology.

3. *Analyze and summarize your assessment findings â?? What in the data jumped out?*

We see knowledge about science to be one of the most important topics that a student in our program should have thorough knowledge of. That is why we are focusing on this PSLO first and foremost. With our most recent course assessments (of PSLO #2), we noted that overall our students are grasping these topics & meeting our SLOs in our courses.

Our Psy-101 course had the best performance. This is not surprising as this course is the one that introduces science & stresses what it is, how research is conducted, etc. It is likely that just the large amount of time spent in class and the amount of reading committed to it (an entire chapter) contributed.

The Psy-108 course had the lowest performance, so that one stood out to us. We have decided to talk to part-timers who teach the course (in addition to the full-timer who teaches it) about what we could do as a group to improve the science portion of this course.

Another possible explanation is that Psy-108 has no prerequisite. At the university level, in order to take any psychology course beyond Psy-101, a student must complete Psy-101 as a prerequisite for all further course work. In this way, all students are there given a strong background in science (and other basic concepts) before taking any further course work. At our school, Psy-101 is one of the primary courses where science is introduced and extremely

emphasized (besides Experimental Psychology, which focuses on it for practically the entire course). Psy-108 is less geared towards general science knowledge (as evidenced by a small fraction of chapter 1 being dedicated to the topic) and more geared toward a specific type of research specific to the study of development.

4. *Give examples of assessments used for your PSLO analysis:*

We assessed four courses. Psy-101 (Genral Psych), Psy-105 (Child Development), Psy-108 (Human Development) & Psy-115 (Abnormal Psych). Each course has a course SLO that aligns with PSLO #2 and this SLO for each course has a specific assessment.

For example, Psy-101 has the following course SLO: "Distinguish between the correlational method and the experimental method." To assess it, students were asked the following question: "Distinguish between the correlational method and the experimental method.   Please be sure you include a definition of each method, a description of the advantages and disadvantages of each, and that you point out how they are different from one another."

Another example would be of Psy-115 which has the following course SLO: "Explain the case study method of research, including its strengths and weaknesses." To assess this, students were asked the following question: Please explain the case study method of research, its value in studying abnormal behavior, and its strengths and weaknesses.

5. *Describe input from Program Advisory Committee (if applicable):*

N/A

6. *Comments:*

Here are a few comments that did not fit in the categories above.

At the time of the last major course revision, we set about redesigning/aligning all of our course and program SLOs. We wanted to be able to assess our program SLOs by assessing our course SLOs. We are interested to see as program review cycles go by if doing this allows us to see overarching trends

more clearly.

We have decided that it would be of interest to develop a general psychological science video series that all students could watch in our department when they take any of our courses. This is something we will discuss more and that may be the object of a sabbatical proposal in the future.

- **Program Improvement Objectives**

  1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

     Maintain and/or improve student learning and success rates by discussing and/or trying out alternative pedagogies.

     Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

     Program PIO will address the following:

     - Student Learning & Achievement
     - Success Rates

     How will you assess the effectiveness of your PIO:

     We will look at success rates and, when relevent, more specific assessments for things we try out.

     PIO Action Plan:
     How will you accomplish this?

     One of our full-time faculty members will be applying for a sabbatical to work on an alternative project. We will also test out some alternative pedagogies like the flipped classroom as time allows to see how they go and if they might be worth pursuing.

     What is your timeline?

     It will depend on when sabatical is granted and the particular interests of faculty.

Who is going to do this?

Faculty members.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Sarah Cooper was approved for a year-long sabbatical for the 2015/2016 academic year. Her project is centered around developing videography skills that will be used to create multimedia lessons for online and in person classes. Videos will be used to try out a flipped classroom when she returns to campus.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- No fiscal resources requested. Sabbatical awarded.

PIO Resources:

- Resource: No Resources Identified

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

   Improve student success and equity by offering imbedded tutors.

   Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

   Program PIO will address the following:

- Student Learning & Achievement
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

Currently, we do not know the specifics of the tutoring program are not yet clear to us. Likely, we will look at success.

PIO Action Plan:
How will you accomplish this?

Students will have an imbedded tutor available.

What is your timeline?

We are not sure of the specifics of the tutoring program, but likely this will begin in Fall 2015.

Who is going to do this?

The instructors will encourage students to attend tutoring for our classes when it becomes available.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Sarah Cooper was approved for a year-long sabbatical for the 2015/2016 academic year. Her project is centered around developing videography skills that will be used to create multimedia lessons for online and in person classes. Videos will be used to try out a flipped classroom when she returns to campus.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- Request for embedded tutoring - potential funding through Equity Plan.

PIO Resources:

- Resource: Tutors - Students
  Description: Embedded for Psychology classes
  Est. Cost: $2,000.00

Attached Files:

- SLO Data.docx