

Program Review Comprehensive Report



able to successfully add PSY-50 to our course rotation. This has allowed our program to grow, although the growth in student demand has lead to need for a third full-time psychologist. Kara has also directly spear-headed increases communication with our associate faculty members and facilitated the process of ensuring assessment in all learning outcomes for all courses and programs.

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Many of the required courses for our program must be taught by someone with specialized knowledge in a particular subfield of psychology. We have historically had a hard time finding coverage for those classes, including PSY-50, PSY-2, PSY-8, PSY-33, PSY-35. This problem will get worse once we begin to offer PSY-48 Behavioral Statistics, which will attract students from other SBS majors in addition to psychology majors. PSY-48 is particularly designed to increase success rates for students majoring in social science programs. We are currently unable to offer this class because we cannot find

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Complete authentic assessments in all online classes, ideally linked to an identical assessment in hybrid or face-to-face classes, as appropriate. (Active)

Create opportunities to discuss assessment results across associate and FT faculty in the PSY discipline and the SBS department. Likewise, collaborate across discipline and department to brainstorm possible course improvements based on SLO and ProLO assessment data. (Active)

Hire a new FT psychology faculty member. Meaningful assessment within a program as large as psychology will take time and energy. During the last program review cycle, we have added two new courses to our program, PSY-48 and PSY-50. This task can only be effectively coordinated with the addition of a third full-time faculty member. (Active)

Program Goal: Revise PSY ADT Program Learning Outcomes

During the most recent PSY program ProLO assessment, we undertook a curriculum mapping project to link our course SLOs to the ProLOs. A few concerns emerged as a result of this process.

1. The current ProLOs are not an accurate representation of the skills & knowledge our graduates develop. Similarly, they do not communicate the skills our students would bring to a transfer institution.
2. As written, some ProLOs are not assessable. This makes it impossible to complete authentic program assessment.
3. Some of our existing SLOs don't cleanly fit into these ProLOs, because we don't have any mention of research or communication skills.
4. We don't have any explicit connections between our ProLOs and the SLOs in our courses. This complicates the process of program assessment and may leave students confused about how the course learning outcomes link to our ProLOs.

As a result, we want to revise the ProLOs so that they can be assessed, accurately reflect the skills developed by our graduates, and are meaningfully linked to all of our current SLOs.

In Progress
2018 - 2021
04/29/2018

This program goal is directly linked to Goal 5 (Strengthen Student Learning) Objective #3 (Increase the percentage of programs that conduct program level outcomes assessment that closes the loop). Our current ProLOs are not assessable. By improving them, we directly increase the percentage of loop closing assessments for program level outcomes.

Goal 5 Objective 3:

Activities

Create a new set of ProLOs inspired by the American Psychological Association Learning Goals for the Undergraduate Major. Propose the revision to discipline colleagues at our next district wide meeting. (Active)
Laura Adams

Launch a major modification to the Psychology AA-t degree so that the ProLOs can be revised to reflect the new goals workshopped by the discipline.

Proposed ProLOs:

1. Understand and describe key concepts, principles, and applications in the field of psychology and its content domains.
2. Apply information literacy and use scientific reasoning to understand psychological phenomena; Interpret, design, and conduct basic psychological research.
3. Use APA style to communicate the results of research in written reports and oral presentations. (Active)

Program Goal: Increase Course Offerings and Access

Psychology is the second largest and second fastest growing program at Norco College. The psychology discipline has worked very hard across the district to create a rigorous program that prepares students for transfer. Our capstone courses, PSY-48: Behavioral

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Science Statistics and PSY-50: Research Methods in Psychology are intense and challenging courses capped at 35 and 24, respectively. Over the last three years we have not been able to offer enough sections of PSY-50 to meet student demand. Indeed, significant numbers of students have not been able to graduate and transfer in a timely fashion because of our inability to offer more sections of PSY-50. More recently, PSY-48 was created to best prepare students for the statistical skills needed in PSY-50. Both Moreno Valley and Riverside City College are currently offering this course to their students. Norco has been unable to allocate space, equipment, and staffing necessary to offer this course. We project a need for at least two sections of PSY-48 and PSY-50 every fall and spring semester.

Beyond service to our majors, many of our courses fulfill general education requirements for social science courses, natural science courses (PSY-2), and quantitative skills courses (PSY-48). Our courses have very high fill rates and our faculty frequently over enroll in an effort to meet student demand. Unfortunately, we are simply at capacity despite adding sections nearly every semester. In particular, we have full wait lists for every online section we offer. We need to consider increasing the number of PSY-1 and PSY-9 sections, particularly in the online format. At least two online sections of PSY-1 and PSY-9 should be offered every semester (Fall, Winter, Spring, Summer). The addition of online sections is particularly important because online courses serve traditionally underrepresented student populations, including active duty military members, students who are primary caregivers for family members, students who have disabilities that prevent them from attending classes in person, and a wide variety of nontraditional students.

Increasing our course offerings, particularly for PSY-48, PSY-50, PSY-1, PSY-9 and online formats will increase transfer, persistence, completion, success, and retention rates.

In Progress
2018 - 2021

This program goal is directly linked to EMP Goal #1 (Increase Student

Achievement and Success) and the following Goal #1 Objectives:

jectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 1 Objective 1: Improve transfer preparedness

(completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 8: , Goal 1 Objective 10:

Activities

Hire a new FT Psychologist. We cannot offer additional sections, courses, and delivery formats to meet the growth within our program unless we hire an additional FT psychologist. We cannot currently staff our "specialty" courses with our current staffing levels. We already need to increase offerings of those courses so we can successfully move students through our program. (Active)

Offer at least two sections of PSY-48: Behavioral Science Statistics during every Fall and Spring semester. Our ability to offer this class depends on hiring a third FT psychologist. We also need to find classroom space to offer the course, preferably equipped with computers. (Active)

Offer a minimum of two online sections of both PSY-1 and PSY-9 during every semester and intersession. (Active)

Offer at least two sections of PSY-50: Research Methods in Psychology every Fall and Spring semester. Meeting this goal depends on our ability to hire a third FT psychologist and to secure lecture and lab space. (Active)

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Our ability to maintain and grow our program, along with our ability to achieve every other listed program goal depends on the addition of a third FT psychologist to the Norco College faculty.

Although a second full-time psychologist was recently hired, we remain understaffed, particularly relative to our large and growing ADT program. It is not possible for current full-time staff to provide course coverage for the large number of psychology-specific course preps (PSY 35, PSY 33, PSY 8, PSY-48, & PSY 50) offered by this discipline while also contributing to courses offerings more typically found as general education transfer options (PSY 1, PSY 2 & PSY 9). Additionally, PSY-48 Behavioral Statistics, once introduced, will attract students from all majors in SBS, not just psychology. A third full-time faculty member who is able to teach PSY48/PSY50 would allow course preps to be divided up, resulting in more equitable and reasonable workloads. These are the courses which are typically taken by students who are planning to pursue the ADT in psychology and must be covered by someone with experience and expertise in the special topics. These characteristics are typically not found in the PT faculty pool, which primarily consists of non-research degrees such as the MFT (Masters in Marriage and Family Therapy).

Another factor that has significantly contributed to our need for another FT faculty member is the incredible growth of the Psychology ADT program. In the 2014-2015 academic year, only 2 students graduated with this degree. In the 2015-2016 academic year that number increased to 29. Our best projection for this academic year is tremendous growth, based on the need to increase our offerings of PSY-50, often at the last minute, to meet student demand. Because PSY-48 is a prerequisite for PSY-50, increased demand is expected over time for this course, as well. The majority of our classes have waiting lists and we have typically overenrolled our classes by as many 10-15 students, when space is available. During the 2015-2016 academic year, 50% of our total course offerings were taught by PT faculty. In the Fall 2017 semester, that number will rise to nearly 60%. In the 2015-2016 academic year, there were 46 sections of psychology taught, which is a ratio of 11.5 classes per 1 full-time instructor per semester. If another instructor were added, the ratio would still be 7.67 per 1 full-time instructor per semester.

In addition, a new Full Time psychology faculty member is necessary for the Psychology Program to meet the program goals set forth in this document, and to contribute to the Mission, Vision, EMP, and Strategic Goals of Norco College. Finally, this new hire would help to assure compliance with SB 1440 and Transfer Model Curriculum requirements.

During the last Program Review cycle, we requested this position and were ranked eighth, which was unfortunately not high enough to be funded. In the interim, our colleagues at Moreno Valley have added two full-time psychology positions to their staff, despite having a smaller total program than we do. We are very happy that our colleagues have been able to successfully lobby for those much needed positions. However, this does put our students in a position of inequity. Norco College PSY students must frequently travel to either RCC or Moreno Valley to access much needed courses for the major. Students at those campuses enjoy classes that are primarily taught by FT faculty and are more able to move through the curriculum in a more timely fashion. Students at Norco College deserve the same.

In Progress

2014 - 2017, 2018 - 2021

Our ability to offer courses needed for our program and to staff the needed number of general education courses offered in PSY depends on this new hire. As a result, this program goal contributes to EMP Goal 1 ("Increase Student Achievement & Success") Objectives:

1. Improve transfer preparedness.
2. Improve transfer rate.
5. Increase completion rate of degrees and certificates.
6. Increase success and retention rates
7. Increase percentage of students who complete 15 units, 30 units, 60 units.

FT faculty members have the luxury of holding office hours and actively participating in advisement, committee work, and student organizations. This position will therefore also contribute to EMP Goal 5 Objective 1 (Increase student engagement (faculty & student interaction)).

Finally, adding a third member to the psychology FT faculty will allow the current FT faculty members to decrease their total number of course preps, avoid unwanted overloads, more equitably distribute assessment and program review responsibilities, and allow all faculty members to continue to participate in campus leadership and professional development opportunities. This

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supports EMP Goal # 7 (Strengthen Our Commitment to Our Employees), Objectives 1 & 7.

Goal 1 Objective 1: Improve transfer preparedness

(completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 5 Objective 1: , Goal 7 Objective 1: , Goal 7 Objective 5: