Comprehensive Program Review Report (Narrative)
College of the Sequoias
Program Review - Psychology

Prepared by: Linda Del Rio

What are the strengths of your area?:
The 2014 Program Review Data Metric indicates huge success rates in FTES for all years since 2010/2011. The latest figures are for 2012/2013 and indicated the following:

- PSY001 FTES 151.2 Success Rate 69%
- PSY005 FTES 10.5 Success Rate 80%
- PSY010 FTES 37.0 Success Rate 81%
- PSY029 FTES 5.0 Success Rate 84%
- PSY034 FTES 21.3 Success Rate 79%
- PSY133 FTES 9.4 Success Rate 77%

Additionally, please note:
1. A strong faculty focus on teaching rather than conducting research.
2. Faculty are very accessible to students.
3. Faculty support the goal of transfer to four-year institution with psychology a a major.
4. Student Learning Outcome success rates continue to improve!

What improvements are needed?:
1. Regular, predictable times for faculty to meet about psychology-specific issues, i.e., textbook issues, Student Learning Outcomes, department goals, etc.
2. An accessible site, perhaps in Blackboard (other than TracDat), to store minutes from meetings in which discussions occur and decisions are made. This site could also archive core SLO assessments, materials for "best practice," etc.
3. The department would benefit from more faculty attending conferences addressing the "teaching of psychology." For example: a goal could be set indicating that every faculty member should attend a conference every four years.
4. Review fund accessibility for faculty development and find ways to increase such funding. Consider requesting that conference funding come from the Division Budget, provided the Division Budget is increased by twenty (20) percent.

Describe any external opportunities or challenges:
External Challenge: The "No Child Left Behind" initiative caused students to suffer from rote memory skill development and minimal critical thinking instruction.
External Opportunity: "Common Core" will help our students prepare for college-level objectives

External Opportunity: Meeting with AP psychology instructors from high schools might help us develop a transition activity for the first day of class for incoming students.

Overall Outcome Achievement: PSY 001 (General Psychology): In prior years, i.e., Fall 2011, Spring 2012 minimal improvement in mastery levels were apparent in SLOs, and some semesters, for some instructors, revealed an actual decline. In Fall 2013 and Spring 2014, overall outcomes have seen modest to considerable gains in achievement.

PSY034 (Abnormal Psychology): Overall outcomes have seen a statistically more robust gain in outcome scores. This may be attributable to the English Prerequisite in PSY001 (students have a stronger learning foundation in PSY001 before going into PSY034).

PSY10 (Human Sexuality): From Fall 2013 to Spring 2014, the outcomes showed improvement in 8 of 20 SLO areas, and the remaining 12 areas were at about the
same level as the previous semester. This change can be attributed to a requirement in Spring 2014 that students purchase a second textbook titled "The Guide To Getting It On"; before Spring 2014 the purchase was only recommended. The areas of improvement were:

--"I appreciate and respect the complexity of my own and others' sexuality"
--"I know how to argue about personal issues while maintaining respect for others"
--"I respect other individuals' differences in gender identity"
--"I think it's important to protect others, as well as myself, from sexually transmitted diseases"
--"I feel able and knowledgeable about ways to increase my own sexual satisfaction"
--"I feel able and knowledgeable about ways to increase my partners' sexual satisfaction"
--"I understand how biological, psychological and cultural factors interact to produce effects on individual sexuality"
--"I am able to assert myself with others about my own sexual limits and boundaries"

PSY133 (Personal and Social Growth): Assessments of Conflict Resolution Skills reflect improvement in scores and, importantly, what students actually report in classroom conversations, that the skills are useful and applicable in students' actual lives.

Changes based on outcome achievement:

PSY10 (Sexuality): Requiring a second textbook, "The Guide To Getting It On," (rather than recommending it) led to improvements in 8 of 20 SLO areas.

PSY001 (General Psychology): As a result of early outcomes (Fall 2013 and prior) faculty members began integrating each SLO in each chapter (a more intense focus and comprehensive review). Additionally, by designing the final exam as "comprehensive," students were more motivated to review SLOs regularly for "end-of-semester" mastery. Perhaps how the SLO assessments are administered influences the degree of motivation that students apply to questions, the answers, and preparation for assessment.

Outcome cycle evaluation: Faculty are conducting SLO assessments every semester/school year, with improvements in outcomes being noted over time. Some changes have been made with the intention of increasing outcomes overall and the department appears to be on track with the cycles. Review of consistency in the methods of assessment administration, and timing in the semester will be beneficial for the department as a whole.

Action: Funds for Psychology Club

Request $5,000 for the start of a Psychology Club on campus. Funds will be used to take students on field trips, food and snacks for meetings, materials for the club. Funds will also be used for attendance to conferences and professional presentations in the field.


Start Date: 08/09/2014
Completion Date: 01/08/2015
Status: New Action

Identify related course/program outcomes: District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

Person(s) Responsible (Name and Position):
Linda Del Rio

Rationale (With supporting data):
Students will benefit from field trips to universities with Psychology Programs in order to support transfer interest and success.

Priority: Medium
Safety Issue: No
External Mandate: No

Add Resource Request for Action

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<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
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<tbody>
<tr>
<td>Funding</td>
<td>Students in psychology courses will benefit from field trips, meetings, conferences, and further education and exposure to ensure success.</td>
<td></td>
<td>Yes</td>
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<tr>
<td>Resource Type:</td>
<td>Non-instructional equipment</td>
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Action: Funds for Additional Brain Models

Request $3500 to purchase additional Brain Models to be stored and used at the Hanford and Tulare campuses. The department currently only has enough brain models for the Visalia Campus.

Start Date: 08/01/2014
Completion Date: 01/08/2015
Status: New Action

Identify related course/program outcomes: District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

Person(s) Responsible (Name and Position): Linda Del Rio

Rationale (With supporting data): Brain Models are used in PSY001 to facilitate student processing and learning the biology and structure of the brain. Currently there are only enough brain models for use at the Visalia Campus; instructors must haul bins from Visalia Campus to and from Tulare and Hanford Campuses.

Priority: High
Safety Issue: Yes
External Mandate: No

Mandate Explanation: Instructors must carry large bins from the Visalia Campus to either Hanford or Tulare, which involves using stairs, lifting and carrying bulk items on and off campus.

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Resource Type: Instructional equipment