LMC Comprehensive Program Review
Instructional Units

2017-2018

Program/Discipline: PSYCHOLOGY

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs) The AA-T in Psychology has not changed over the last five years.

The current curriculum contains all the required courses for the Associate in arts in Psychology for transfer and these requirements were set forth by the state. Psychology 12 (Marriage and Family) was placed in the Sociology department (Sociology 12 Marriage and Family) because the state did not have an equivalent course in psychology.

1.2 What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

Since the requirements for the associates in Arts in Psychology for Transfer are set by the state, we are not anticipating changes to the degree.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	Psychology-011 General Psychology Math-34 Introduction to Statistics General Education General Education or Elective	Biology-010 Introduction to Biology Psychology-017 Introduction to Research Methods in Psychology General Education General Education or Elective	Psychology-010 Individual and Social Processes GE Psychology-014 The Psychology of Human Sexuality (recommended) General Education or Elective	Sociology-015 Introduction to Sociology General Education General Education

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

N/A

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?
N/A

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	**Spring 2019**	**Fall 2019**	**Spring 2020**
Psych-010 Individual and Social Processes	**5 Sections**	**6 Sections**	**5 Sections**	**6 Sections**
Psych-011 General Psychology	**10 Sections**	**9 Sections**	**10 Sections**	**9 Sections**
Psych-017 Introduction to Research Methods In Psychology	**1 Sections**	**1 Sections**	**1 Sections**	**1 Sections**
Psych-014 The Psychology of Human Sexuality	**4 Sections**	**4 Sections**	**4 Sections**	**4 Sections**
Rationale for any Major Changes				
N/A				

4. Existing Curriculum Analysis

4.1.   Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

All course outlines of record have been updated for the Psychology program.

Course	Faculty Responsible for COOR Update
COURSE 001	
COURSE 002	
COURSE 003	

4.2.   Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	The requirements for the AAT-Psychology has remained the same because the psychology department is compliant with what the state outlined as degree requirements. The Behavioral Science Department (Anthropology, Psychology, and Sociology) has maintained a definitive program structure to avoid a cafeteria or self-service model. Course outlines are modified to reflect recent and relevant content.
How have these changes enhanced your program?	The state made a major change in adding a prerequisite to Math-034 (Introduction to Statistics) for Psychology 17 (Introduction to Research Methods in Psychology). This change provides a solid statistics foundation for students. Therefore, students are able to develop more comprehensive research projects that utilize statistics to analyze and describe their data.

5. New Curriculum Analysis

5.1.If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

N/A

What additional courses will need to be created to support the new degree or certificate?	**N/A**
What significant changes to existing course content would need to be made to support the new degree or certificate?	N/A

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

N/A

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.
N/A

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?
  a. Delete the course
  b. Market/promote the course to gain enrollments
  c. Other

N/A

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.
The X next to the number is the rating.

Meaningful: 3

1	2	3X
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course of assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable: 3

1	2	3X
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable: 3

1	2	3X
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?
The PSLO's were tied to the SLO's. This process was easily implemented and provided valuable data to improve student learning.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Course level proficiencies are excellent. Four out of five PSLO's show there is a 97.5%-85% proficiency level and one PSLO scored at 73% proficiency. These percentages indicate that students are doing well in these psychology classes. While 73% is lower than the other PSLO results, the majority of students still meet or were above proficiency. A positive impact on student learning are the number of students who successfully complete the course as well as the AAT in Psychology. Refer to Program Level Assessment (7.2) below.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment.

The data indicates that students are doing well in Psychology courses (refer to 7.1.5). Student success in foundation courses are a good indication of success in the AAT- Psychology.

Program Level Assessment Reports were submitted using the provided link.

7.2.2. What was the biggest challenge in conducting program level assessment?
There were no major challenges in conducting program level assessment.

7.2.3. What resource needs, if any, were identified in your program level assessment?

The major resources needed in psychology program are updated audio/video resources.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	2014FA-2017SP Psychology Average 79.41%	2014FA-2017SP Psychology Average 85.7%	2014FA-2017SP Psychology Average 86.0%
Success Rate (program/discipline)	2014FA-2017SP Psychology Average 56.75%	2014FA-2017SP Psychology Average 68.4%	2014FA-2017SP Psychology Average 70.25%

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

African American students are 6.5% behind the completion rate for all students in the Psychology Program.
Low income students are .95% behind the completion rate for all students in the Psychology Program.
African American students are 13.5% behind the success rate for all students in the Psychology Program.
Low income students are 1.85% behind the success rate for all students in the Psychology Program.

The data indicates that African-American student's success is lower than the low income student's success rate. This brings to my awareness that some new strategies may have to be developed to focus on African American student success and completion.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

In order to attend to students' needs and for them to become successful in their learning experiences and the completion of their academic goal, three components are necessary; plan for success, initiate success, and sustain success at the college. The segments of these components are in place; assessment and placement, orientation educational plans student success courses, career development courses, fast-track developmental education, learning communities, early alert and intervention, and tutoring. In addition, the following is only a small list of the college's support services: Care/CalWORKs, Center for Academic Support, Child Care Services, DSP&S, Employment Center, LGBT Resources Center Q*Spot, Financial Aid, Career Services, Assessment Center, Student Retention and Support Services, Transfer and Sup[port Serviced. There are many support practices/strategies within these services that Los Medanos College has in place to help students successfully complete their courses. The 3SP plan (BSI/SEP/SSP) is integrated planning. It includes a collective vision; planning, resources, and reporting. With research and data collection we will be able to determine the success of students. Self-efficacy, the importance that a student believes they have the ability to be successful, is important as well. Students however, need to know how to navigate the complex organization of student services.

Strategy: An effective and cohesive plan will be developed and implemented to disseminate student support service information to assist students in meeting their academic goal.

9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	1. To evaluate the results of our enrollment trends study to make a determination regarding new course sections. 2. To evaluate the transfer rate based on the state required AAT majors in Psychology. 3. To evaluate growth in the department (Psychology) and how that will impact staffing needs for both full-time and adjunct faculty.
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	N/A

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Incorporate information about student support services to increase equitable student learning and success.	Strategic direction #1	Goals: #4 and #5
Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.	Strategic direction #1	Goals: #4 and #5
Goal 3: Provide information that will assist students in completing their AAT in Psychology.	Strategic direction #1	Goals: #2 and #5
Goal 4:		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

Operating Resource Request

Strategic Objective - Reference #	
Behavioral Science	#1 and #3
Department/Unit Name	Resource Type
Psychology	☐ Equipment ☐ IT Hardware/Software ☑ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other

General Description			Est. Expense
1. Neuropsychology of Everyday Life	Great Courses	$49.95	
2. Stress and your Body and Understanding the Brain	Great Courses	$129.90	
3. Secrets of Sleep from Dreams to Disorders	Great Courses	$106.90	
4. Neurosculpting	Great Courses	$46.87	
5. Biology and Human Behavior, Origins of Individuality	Great Courses	$49.95	

Justification:

These DVD resources provide a mix of current research and application which augment issues in the field of psychology.   These added resources will help students in their success and completion rate as well as provide additional resources to enhance the classroom experience and student learning outcomes.

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	
	☐ Conference/Meeting ☑ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense

Justification: