

## 1. Executive Summary

### 0. Executive Summary

The psychology program serves the community by providing opportunities for student success through in class, online, and hybrid, evening and weekend courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

The psychology department's strengths include robust course offerings that play a significant role in fulfilling the college's mission to provide opportunities for critical thinking, developing communication skills and understanding diverse cultures and societies. Further we offer our courses in a wide range of modalities including face-to-face, DE, hybrid, day, evening, weekend, and CWA. Consist with the college's mission to serve students from diverse backgrounds the psychology program includes students from diverse age groups, ethnicities and nationalities. Over the last 5 years efficiency of the psychology program load continues to exceed the college average and fill rates have exceeded the college average by more than 10% in 2014/2015

Despite these strengths, there are some challenges. First, despite a recent new full-time hire in 2013, staffing of classes has been a challenge as the program unexpectedly lost one of the two full time faculty due to re-assignment. Further, even though we had begun to expand our department, with the loss of one faculty member we had to cut down on the number and variety of courses offered each semester. This directly impacts students as at times it leads students to spread themselves thin by taking courses on more than one campus in order to take desired courses and quickly complete their degrees and transfer. Additionally, this also negatively impacted the ability to meet the goal set forth in the prior annual plan to increase the variety of courses offered each semester as well as the number of sections. Second, most of the teaching and virtually all nonteaching activities are administered by one person. Heavy faculty workloads sometimes make it difficult to complete all tasks in a timely fashion and do everything we want to improve our program and support our students. Further, it makes it difficult to further serve other areas of the college as a whole. Despite these challenges we have continued to support students directly through our course as well as outside the classroom through assistance in obtaining internships, encouraging them to participate in existing groups on campus and in providing direction in establishing and advising a new psychology club on campus.

## 2. Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

**Mission:**

The psychology program aligns with the college's mission by offering transfer level courses. It is the mission of the psychology program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/*core transfer material* in the field of psychology.

### **Vision:**

The psychology program strives to provide opportunities for student success through in class, online, and hybrid courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

2. **Articulation:** Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

No impact to the program is expected.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

Studies have shown that enrollment in online classes continue to increase, and in particular within the public and private school, whereas there has been a decrease in the for-profit sector. Further, studies tracking trends in distance education at the community college level reported that distance education enrollments within the last few years account for nearly all recent student growth at two-year institutions. Over the last 5 years overall enrollment at Cañada college has decreased (<http://canadacollege.edu/programreview/datapackets1415files/Productivity%2014-15%20College-wide.pdf>) while distance education enrolment has doubled in that same time frame. Comparing online enrollment in psychology courses for Spring 2014 and Spring 2015 semesters, the number of psychology distance education students almost doubled. In effort to meet student's needs, our program strives to add sections of high enrolled courses as well as increase online course offerings. For example, in Fall of 2015 there were almost 30 students on online waitlist for PSYC 100 as well as numerous requests for late adds. Given this, an additional section of PSYC 100 was opened. Regarding increase in online/hybrid course variety, we began offering PSYC 205 (Research Methods) in a hybrid format within the College for Working Adults program and will be offering a section of PSYC 300 (Social Psychology) for the first time online in Summer 2016.

### **3. Looking Back**

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

The projected course offerings proposed in the prior program plan and review was not met given the number of FT faculty unexpectedly being cut in half. Thus although the program was able to offer a strong course offering and saw growth in overall enrollment (see table below), it was unable to reach the projected growth in course offerings it had proposed; nor able to offer as wide of a variety of courses each semester as proposed.

**Psychology Productivity 2010/11 through 2014/15:**

<http://canadacollege.edu/programreview/datapackets1415files/Productivity%2014-15%20PSYC.pdf>

Despite this, one new course and two new course platforms were added to the course offering (presented in red below).

<b>Offerings at Last review</b>	<b>Added since last review in red</b>
PSYC 100	PSYC 100
PSYC 100 hybrid	PSYC 100 hybrid
PSYC 100 online	PSYC 100 online
PSYC 106	PSYC 106
PSYC 200	PSYC 200
PSYC 200 hybrid	PSYC 200 hybrid
PSYC 200 online	PYSC 200 online
PSYC 205	PSYC 205
PSYC 300	<b>PSYC 205 hybrid</b>
PSYC 340	PSYC 300
	<b>PSYC 300 online</b>
	PSYC 340
	<b>PSYC 410</b>

PSYC 205 hybrid was added to accommodate evening students and College for Working Adults students. PSYC 410 was a newly added course since the last review. And the addition of PSYC 300 in an online format was added given the growing enrollment in the course which was offered for the first time in Fall 2014 (see table below). Further, for the brief period in which there were 2 full-time psychology faculty on campus in the program the number of different courses offered each semester in the program increased from 5 to 7.

**Psychology Productivity by course (PSYC 300)**

	Term	Census Headcount	End of term headcount	Max enroll	Fill rate
PSYC 300*	Spring 2014	30	23	45	67%
PSYC 300*	Fall 2014	20	17	41	49%
PSYC 300+	Fall 2015	40	36	40	100%
PSYC 300+	Spring 2016	39	current	40	98%

\* Taken from <http://canadacollege.edu/programreview/datapackets1415files/Productivity%2014-15%20PSYC.pdf>

+ taken from WebSmart

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

The 2013-2014 Annual Program Plan/Review feedback form is linked in the document repository.

Response to Previous Annual Program Plan & Review:

IVb Professional Development Needs:

The department’s only full-time faculty member has remained up to date in review of professional journal articles that were relevant to courses taught each semester and in preparation of upcoming courses. Further, this faculty engaged in many webinars hosted by various publishers, American Psychological Association, and American Psychological Sciences. Due to the heavy load of the one full-time faculty member, webinars, psychological publications, and psychology listservs have provided needed input for the continued renewal and updates for currency in the field of psychology as well as teaching strategies.

Given the hiring of additional new fulltime faculty at the time of the last review it was proposed that there would be more opportunities to attend upcoming psychology conferences and seminars and that program faculty would request staff development funds to attend these events in order to remain up to date in the field. For example, the diagnostic system for psychological disorders has been updated in recent years and it would be beneficial for faculty to participate in workshops and seminars regarding these changes as this directly impacts the material taught in PSYC 100, PSYC 200 and PSYC 410.

Additional professional development was received to increase knowledge regarding online teaching techniques and course management to increase student engagement, enhance course management and continually strive to improve the overall quality of the distance education environment of the courses taught in the program.

#### IVc. Classroom and Instructional Equipment needs

I am unclear how this area was found to be incomplete by reviewers. Upon my review of the previous APP it appears that on page 20 of the document detailed information regarding desired equipment including items description, suggested vendor, total cost was provided for the specific requests as well justification.

Below information is copied from the previous APP (also a link is provided to the prior review; see page 20).

- List the requests (item description, suggested vendor, number of items, and total cost).

Response: The classroom is designed as a smart classroom. However, as instructional needs demand more digital equipment and technology, this classroom needs an overhaul to become technologically efficient. Some of these need can be address if the classroom is equipped with a Instructor AV podium console and a document camera.

Instructor AV podium console:

Vender: AvinED Technical Furnishings, Inc.

Number/Cost: AMF26 Instructors AV Podium—Model#AMF26/ Cost--\$880

Document camera:

Vender: Camcor, Inc.

Number/Cost: Aver F50 Portable Document Camera—Model #VISIONF50/Cost--\$571.99

- List special facilities and equipment that you currently use and require.

Response: Smart Classroom, Overhead Projector, Laptop, DVD player, Audio Receiver, and software programs used for online instructions.

#### IVd. Office of Planning, Research & Student Success data needs

Not sure what is needed for these criteria. What justification for what is consistent with Department/Division/College need? More specificity is need to accuracy address this area as it concerns program plans and students' success. Student success and retention rates are address in this plan under sections #6 Program Level Data starting on page 14 of the prior program review.

#### IVe. Faculty needs

As an additional faculty member had been hired at the time of the previous review (fall 2013), It appears that there were no additional needs at that point. It was later noted in the response to previous Annual Program Plan & Review (completed in Spring 2013) that as the psychology program grows more faculty (adjunct and possibly another full-timer) will be needed to accommodate enrollment growth and distance learning courses. This is especially true given the current reduction in the full-time faculty assigned to the program since the last Annual Program Plan & Review.

#### Other/General Comments:

The information from Tracdat was inserted. Were links preferred?

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

It was indicated that PSYC 410 Abnormal Psychology SLOs would be assessed as it was a new course at the time of the previous APP and had not yet been analyzed. Please see section 9B for the results of this assessment. It was also indicated that Sports Psychology SLOs would also be assessed however this course has not yet been approved nor added to the psychology curriculum.

Given the unexpected decrease in full-time psychology faculty the PLOs were assessed within the context of the social sciences PLOs which consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology. Mostly these are one full-time person departments. In order to assess the 3 PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program. The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines. Please see section 10B for the results of this assessment.

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable".

We indicated in our previous program review (2014) that courses would greatly benefit from a lecture style podium and a document camera. These items were not received. Keeping technologically updated is paramount to the psychology program. This is evidenced in the fact that we are among the top discipline offering distance education courses in the humanities division. However, as we strive to instruct our students with the latest instructional technology needs in the classroom, we struggle with less than adequate technology. Below is the "Classroom & Instructional Equipment" requests from the [prior program review](#) (also see link to prior review and refer to page 20)

- List the requests (item description, suggested vendor, number of items, and total cost).

**Response: The classroom is designed as a smart classroom. However, as instructional needs demand more digital equipment and technology, this classroom needs an overhaul to become technologically efficient. Some of these need can be address if the classroom is equipped with a Instructor AV podium console and a document camera.**

**Instructor AV podium console:**

**Vender: AvinED Technical Furnishings, Inc.**

**Number/Cost: AMF26 Instructors AV Podium—Model#AMF26/ Cost--\$880**

**Document camera:**

**Vender: Camcor, Inc.**

**Number/Cost: Aver F50 Portable Document Camera—Model #VISIONF50/Cost--\$571.99**

- List special facilities and equipment that you currently use and require.

**Response: Smart Classroom, Overhead Projector, Laptop, DVD player, Audio Receiver, and software programs used for online instructions.**

Currently the classrooms available use basic technology which includes a laptop connection, projector, DVD/VCR, and screen. All faculty must bring a laptop to class in order to use the projector. Further, when there are student presentations students must either bring their own laptop, if they have one, or use the faculty laptop which does not allow the faculty use of their laptop during these presentations. Our department would benefit from the use of classroom space which has at a minimum intermediate Smart Technology which features a smart podium with a control panel, PC and laptop connection, projector, and screen. And it is preferred if a classroom with advanced Smart Technology were available which features a smart podium with a touch panel control system, PC and laptop connection, document camera, USB microphone, DVD/VCR Player, projector, and screen. A Smart classroom would allow for not only an improved and up to date college classroom experience but also allow for interactive classroom lectures to be captured and posted for use within face to face web-assisted, hybrid, and fully online courses.

(B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

One additional FT faculty was hired starting Fall 2013, increasing the department size to 2 FT and 2-3 part-time faculty, per the justified needs of this department. Despite this, 1 FT faculty was re-assigned, with minimal notice to the department, which required the hiring of additional part-time faculty at the last minute to cover scheduled classes, increasing number of part-time faculty to 4-6 and a decrease in the number of courses offered by the program during the semester, which had increased from 5 to 7 courses offered in the semester after the new faculty hire. Given demonstrated enrollment trends and ability to support 2 FT faculty in the department it is vital that the department return to a minimum of at least 2 FT faculty for the continued growth and stability of this department, as well as to ensure quality and innovative instruction.

**4. Current State of the Program**

- 7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

The following data was obtained from the following source:

Productivity 2010/11 through 2014/15 Psychology (PSYC)

<http://canadacollege.edu/programreview/datapackets1415files/Productivity%2014-15%20PSYC.pdf>

Productivity by Year									
	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
2010/11	877	673	4.00	88.65	2,659	665	22	961	91.3%
2011/12	809	615	4.00	81.39	2,442	610	22	945	85.6%
2012/13	907	723	4.67	90.02	2,701	579	25	1,080	84.0%
2013/14	952	796	5.40	95.00	2,850	528	29	1,245	76.5%
2014/15	1,071	862	5.60	106.83	3,205	572	30	1,207	88.8%

Census Headcount: Number of duplicated headcount at final census. End of Term Headcount: Number of duplicated headcount at the end of the term.  
 FTEF: Total number of full time equivalent faculty assigned. FTES: Total number of full time equivalent students enrolled at final census.  
 WSCH: Weekly student contact hours generated by census enrollments. Load: The ratio of WSCH to FTEF, used to measure productivity.  
 Sections: Total number of sections offered per semester. Max Enroll: The enrollment capacity or maximum enrollment as defined in curriculum.  
 Fill Rate: Census Headcount divided by Max Enrollment.

Over the last 5 years efficiency of the psychology program load continues to exceed the college average and fill rates have exceeded the college average by more than 10% in 2014/2015. While the colleges WSCH numbers have decreased over the last 5 years, those of the psychology program continue to climb. Further, FTEF/S have both increased, however FTEF is comprised primarily of part-time faculty given the re-assignment of half of the programs full-time faculty. Program efficiency can continue to increase in standard with the addition of more faculty (full-time and part-time).



### Day vs Evening Courses

		Census Headcount	End of Term Headcount	FTEF	FTE\$	WSCH	Load	Sections	Max Enroll	Fill Rates
Fall 2010	D	219	171	1.00	21.90	657	657	6	248	88.5%
	E	114	84	0.50	12.13	364	607	3	135	84.4%
Fall 2011	D	223	169	1.00	22.30	669	669	6	248	90.1%
	E	106	77	0.50	11.17	335	558	3	135	78.5%
Fall 2012	D	217	186	1.00	21.70	651	651	6	248	87.7%
	E	125	103	0.87	12.31	369	426	4	180	69.4%
Fall 2013	D	255	227	1.20	25.50	765	638	7	293	87.2%
	E	135	108	1.00	13.11	393	393	5	210	64.3%
Fall 2014	D	289	243	1.50	28.44	853	533	9	349	82.9%
	E	182	136	1.00	17.83	535	535	5	221	82.4%
Spring 2011	D	209	165	1.00	20.90	627	627	5	225	92.9%
	E	174	140	0.80	17.58	528	659	5	203	85.9%
Spring 2012	D	201	165	1.00	20.10	603	603	6	248	81.2%
	E	158	119	0.80	15.88	471	588	4	180	87.8%
Spring 2013	D	262	198	1.20	25.82	775	646	7	293	89.8%
	E	182	146	1.00	17.85	536	536	5	225	80.9%
Spring 2014	D	292	258	1.40	29.20	876	626	8	338	86.5%
	E	146	109	1.20	14.57	437	364	6	270	54.1%
Spring 2015	D	282	245	1.40	28.20	846	604	8	299	94.5%
	E	189	139	1.00	19.22	577	577	5	204	92.9%
Summer 2010	D	43	39	0.20	4.33	130	650	1	45	95.6%
	E	118	74	0.40	11.80	354	665	2	106	111.3%
Summer 2011	D	46	41	0.20	4.64	139	695	1	45	102.2%
	E	75	44	0.40	7.50	225	563	2	90	83.3%
Summer 2012	D	46	43	0.20	4.64	145	725	1	45	102.2%
	E	75	47	0.40	7.50	225	563	2	90	83.3%
Summer 2013	D	43	41	0.20	4.52	136	678	1	45	95.6%
	E	81	53	0.40	8.10	243	608	2	90	90.0%
Summer 2014	D	46	44	0.20	4.64	145	725	1	45	102.2%

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

The Social Science division as well as the psychology program would greatly benefit from increased assistance with marketing our programs. Great strides have been made in marketing other areas of the college, however in comparison to other divisions minimal emphasis has been given to the social sciences. We have scheduled and met with individuals who are in charge of marketing and this is a beginning, but continued and consistent marketing assistance is desired. Each program in our division currently has between 1-2 FT faculty in each program. Currently the psychology department has 1 FT faculty assigned to our department which does not leave time to commit to marketing newer courses or courses offered at various times.

Assistance with marketing is something that could be particularly helpful to evening courses, which have comparatively lower enrollment, as well as hybrid courses which many times are offered in the evening or weekends within this department. Although hybrid courses continue to be successful, increased enrollment may be achieved with better marketing, and in particular explanations provided in a variety of locations regarding the benefit of hybrid courses.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

The following data was obtained from the following sources:

Success and Retention 2010/11 through 2014/15 PSYC

<http://canadacollege.edu/programreview/datapackets1415files/E%20Psychology%20PSYC.pdf>

Student Characteristics 2010/11 through 2014/15 PSYC

<http://canadacollege.edu/programreview/datapackets1415files/C%20Psychology%20A0PSYC.pdf>

### Course Success and Retention by Gender

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2010/2011	Female	528	308	58%	423	80%
	Male	295	150	51%	240	81%
	Unreported	10	5	50%	7	70%
	<b>Totals &amp; Averages</b>	<b>833</b>	<b>463</b>	<b>58%</b>	<b>670</b>	<b>80%</b>
2011/2012	Female	498	302	61%	406	82%
	Male	255	132	52%	199	78%
	Unreported	7	4	57%	5	71%
	<b>Totals &amp; Averages</b>	<b>760</b>	<b>438</b>	<b>58%</b>	<b>610</b>	<b>80%</b>
2012/2013	Female	593	367	62%	489	82%
	Male	298	143	48%	225	76%
	Unreported	10	5	50%	6	60%
	<b>Totals &amp; Averages</b>	<b>901</b>	<b>515</b>	<b>57%</b>	<b>720</b>	<b>80%</b>
2013/2014	Female	619	374	60%	521	84%
	Male	312	184	59%	258	83%
	Unreported	18	12	67%	15	83%
	<b>Totals &amp; Averages</b>	<b>949</b>	<b>570</b>	<b>60%</b>	<b>794</b>	<b>84%</b>
2014/2015	Female	742	470	63%	596	80%
	Male	295	184	62%	238	81%
	Unreported	33	22	67%	29	88%
	<b>Totals &amp; Averages</b>	<b>1,070</b>	<b>676</b>	<b>63%</b>	<b>863</b>	<b>81%</b>

### GENDER

Almost twice as many females compared to males have been enrolled in psychology courses over the last 5 years. Last year during the 2014/15 academic year, there were 742 females enrolled compared to 295 males enrolled in psychology courses. There was no significant difference between success and retention rates by gender.

### Student Ethnicity

	2010/11		2011/12		2012/13		2013/14		2014/15		Change 2013/14-2014/15		5 Year Row. Total & Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	34	4%	36	5%	43	6%	32	4%	45	4%	41%	32%	190	5%
Asian	57	7%	42	6%	51	6%	48	5%	83	8%	80%	83%	279	6%
Filipino	19	2%	18	2%	26	3%	32	3%	49	5%	53%	70%	144	3%
Hispanic	249	30%	215	29%	263	34%	262	32%	284	31%	8%	9%	1,273	31%
White	307	40%	276	39%	268	32%	265	31%	264	28%	-0%	4%	1,380	34%
Other	2	0%	5	0%	1	0%	4	1%	2	0%	-50%	-73%	14	0%
Unknown	125	16%	129	19%	158	20%	189	24%	201	23%	6%	8%	802	21%
Column Total	793	100%	721	100%	810	100%	830	100%	928	100%	12%	13%	4,082	100%

### Course Success and Retention by Ethnicity

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2010/2011	African Am.	39	16	41%	27	88%
	Asian	59	31	63%	47	80%
	Filipino	19	13	88%	17	88%
	Hispanic	262	120	48%	201	77%
	Native Am.	2			1	60%
	Unknown	130	82	83%	112	88%
	White	326	203	82%	268	82%
	<b>Totals &amp; Averages</b>	<b>837</b>	<b>465</b>	<b>68%</b>	<b>673</b>	<b>80%</b>
2011/2012	African Am.	40	21	63%	27	88%
	Asian	43	28	86%	34	78%
	Filipino	15	7	47%	12	80%
	Hispanic	228	103	46%	178	78%
	Native Am.	5	2	40%	5	100%
	Unknown	134	75	68%	100	76%
	White	304	205	87%	259	86%
	<b>Totals &amp; Averages</b>	<b>769</b>	<b>441</b>	<b>67%</b>	<b>615</b>	<b>80%</b>
2012/2013	African Am.	49	21	43%	40	82%
	Asian	54	37	89%	45	83%
	Filipino	26	17	86%	20	77%
	Hispanic	306	156	61%	231	76%
	Native Am.	1	1	100%	1	100%
	Unknown	176	107	81%	149	86%
	White	292	179	81%	237	81%
	<b>Totals &amp; Averages</b>	<b>904</b>	<b>518</b>	<b>67%</b>	<b>723</b>	<b>80%</b>
2013/2014	African Am.	38	21	66%	30	78%
	Asian	51	35	88%	44	88%
	Filipino	33	20	81%	27	82%
	Hispanic	305	156	61%	249	82%
	Native Am.	5	3	80%	5	100%
	Unknown	219	125	67%	179	82%
	White	301	210	70%	261	87%
	<b>Totals &amp; Averages</b>	<b>952</b>	<b>570</b>	<b>80%</b>	<b>795</b>	<b>84%</b>
2014/2015	African Am.	51	22	43%	37	73%
	Asian	90	62	88%	74	82%
	Filipino	55	33	80%	44	80%
	Hispanic	326	182	68%	246	76%
	Native Am.	2	1	60%	2	100%
Unknown	242	161	87%	205	86%	
White	305	215	70%	265	84%	
	<b>Totals &amp; Averages</b>	<b>1,071</b>	<b>676</b>	<b>83%</b>	<b>863</b>	<b>81%</b>

#### ETHNICITY

Over the past five academic years and across all identified ethnicities, retention rates have been high. Within the last 2 academic years across all identified ethnicities, retention rates have been high ranging from 73% to 100% with averages between 81 and 84%, which is similar to the college averages. Unfortunately, success rates across ethnicities are not as high or consistent. With the exception of success rates for Asian students, which has been between 67-69% for the last 5 years, success rates for all other groups have varied. Within the last 2 years since the last APP was reported success rates for white students has consistently been 70% while other groups have varied in the in 60s. Of note, last year success rate for African American students in psychology courses was 43%. A review of the success rates for students in this group shows that success rates are the most variable ranging from 41% in 2010/2011 to 66% in 2013/2014. Hispanics make up the majority of the students and have success rates ranging from 61% to 68% over the last 2 years.

### Course Success and Retention by Age

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2010/2011	Under 18	47	29	82%	42	89%
	Age 18-22	470	251	63%	379	81%
	Age 23-28	175	104	68%	142	81%
	Age 29-39	92	52	67%	71	77%
	Age 40-49	33	18	66%	25	78%
	Age 50-59	18	10	68%	12	67%
	Age 60+	2	1	60%	2	100%
	<b>Totals &amp; Averages</b>	<b>837</b>	<b>465</b>	<b>68%</b>	<b>673</b>	<b>80%</b>
2011/2012	Under 18	58	44	78%	51	88%
	Age 18-22	467	254	64%	374	80%
	Age 23-28	133	67	60%	100	76%
	Age 29-39	66	41	82%	50	78%
	Age 40-49	28	23	82%	25	89%
	Age 50-59	11	7	84%	9	82%
	Age 60+	6	5	83%	6	100%
	<b>Totals &amp; Averages</b>	<b>769</b>	<b>441</b>	<b>67%</b>	<b>615</b>	<b>80%</b>
2012/2013	Under 18	42	33	79%	39	93%
	Age 18-22	512	284	66%	418	82%
	Age 23-28	183	102	68%	141	77%
	Age 29-39	104	62	80%	78	76%
	Age 40-49	43	23	63%	32	74%
	Age 50-59	17	12	71%	13	78%
	Age 60+	3	2	87%	2	67%
	<b>Totals &amp; Averages</b>	<b>904</b>	<b>518</b>	<b>67%</b>	<b>723</b>	<b>80%</b>
2013/2014	Under 18	34	17	60%	24	71%
	Age 18-22	544	319	68%	470	88%
	Age 23-28	189	104	66%	147	78%
	Age 29-39	101	72	71%	83	82%
	Age 40-49	60	43	72%	51	86%
	Age 50-59	17	10	68%	13	78%
	Age 60+	7	5	71%	7	100%
	<b>Totals &amp; Averages</b>	<b>952</b>	<b>570</b>	<b>80%</b>	<b>795</b>	<b>84%</b>
2014/2015	Under 18	52	36	88%	45	87%
	Age 18-22	562	358	84%	473	84%
	Age 23-28	220	133	80%	163	74%
	Age 29-39	155	93	80%	117	76%
	Age 40-49	54	42	78%	46	86%
Age 50-59	21	12	67%	16	78%	
Age 60+	7	2	28%	3	43%	
<b>Totals &amp; Averages</b>	<b>1,071</b>	<b>676</b>	<b>83%</b>	<b>863</b>	<b>81%</b>	

#### AGE

For 2014/2015 the PSYC department had similar trends in success and retention rates as the college for those 18-22, which comprise the majority of the students in PSYC courses (64%, 84% respectively). However, the PSYC department has lower success and retention rates than the college for the next two highest ages groups of 23-28 and 29-39 year old with success rates of 60% for both groups, compared to the colleges 68-71%, and 74-76% retention, compared to the college's 82-84%.

### Course Success and Retention by Enrollment Status

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2010/2011	Continuing Student	585	314	54%	482	79%
	Currently K-12	48	30	65%	42	91%
	First-Time Student	49	28	53%	41	84%
	First-Time Transfer Student	63	42	67%	51	81%
	Returning Student	61	33	54%	48	79%
	Returning Transfer Student	32	20	63%	28	88%
2011/2012	Continuing Student	531	288	54%	411	77%
	Currently K-12	55	48	84%	52	95%
	First-Time Student	44	22	50%	37	84%
	First-Time Transfer Student	56	35	63%	48	86%
	Returning Student	45	31	69%	39	87%
	Returning Transfer Student	38	19	50%	28	74%
2012/2013	Continuing Student	631	361	57%	501	79%
	Currently K-12	48	37	77%	47	98%
	First-Time Student	54	28	52%	44	81%
	First-Time Transfer Student	66	41	62%	56	85%
	Returning Student	51	24	47%	37	73%
	Returning Transfer Student	54	27	50%	38	70%
2013/2014	Continuing Student	670	412	61%	557	83%
	Currently K-12	29	20	69%	25	86%
	First-Time Student	61	31	51%	49	80%
	First-Time Transfer Student	70	45	64%	61	87%
	Returning Student	73	35	48%	60	82%
	Returning Transfer Student	49	27	55%	43	88%
2014/2015	Continuing Student	708	451	64%	564	80%
	Currently K-12	59	43	73%	53	90%
	First-Time Student	62	37	60%	54	87%
	First-Time Transfer Student	91	65	71%	79	87%
	Returning Student	74	40	54%	55	74%
	Returning Transfer Student	77	40	52%	58	75%

#### ENROLLMENT STATUS

The majority of the students in the PSYC department are continuing students with 708 enrolled as a continuing student and 363 in one of the other 5 categories. Continuing students enrolled in PSYC classes succeeded at a rate of 64% percent and retained at rate of 80%.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

The following data was obtained from the following source:

Success and Retention 2010/11 through 2014/15 PSYC

<http://canadacollege.edu/programreview/datapackets1415files/E%20Psychology%20PSYC.pdf>

### Course Success and Retention by DE vs Non DE

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2010/2011	Not Online	601	343	57%	406	83%
	Online	236	122	52%	177	75%
2011/2012	Not Online	592	355	60%	485	82%
	Online	177	86	49%	130	73%
2012/2013	Not Online	682	408	60%	554	81%
	Online	202	97	48%	151	75%
	Web Assisted	20	13	65%	18	90%
2013/2014	Not Online	656	405	62%	578	88%
	Online	232	117	50%	164	71%
	Web Assisted	64	48	75%	53	83%
2014/2015	Not Online	691	462	67%	582	84%
	Online	380	214	56%	281	74%
<b>Total</b>		<b>4,533</b>	<b>2,670</b>	<b>59%</b>	<b>3,669</b>	<b>81%</b>

For 2014/15, 35% of those enrolled in psychology courses were taking at least one DE PSYC course. Both success and retention rates of students taking DE PSYC courses was lower than non-DE PSYC courses. As with other college-wide online courses both the success and retention rates were below college goals. Over the past several years there has been an increase in the success rates of students in PSYC DE courses.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Although a few ideas will be discussed in this section, there are many potential causal factors for the trends that can be further analyzed by the research department within the college. A trend that potentially influenced program performance was prerequisite requirements. The curriculum committee approved several courses with a prerequisite yet listed in the course catalog and schedule listing as courses without prerequisites. This impacted the programs retention and success rates of transfer students who make up the majority of enrollments in our courses.

Psychology courses continue to have high enrollments, however, these course are rigorous for transfer majors and for meeting career goals. Some students are not adequately prepared for the demands of a college transferable course which may negatively impact retention and success rates . Prerequisite course, psychology 100, has been added to several of the advanced courses to adequately prepare students for success. The department will continue to track this finding over the next several years and develop a plan of action as needed.

As mentioned in a previous section, consistent with college-wide online courses, both success and retention rates of students taking DE PSYC courses was lower than non-DE PSYC courses, as well as DE courses falling below college goals. Over the past several years there has been an increase in the success rates of students in PSYC DE courses. We hope to continue to see further success as the structure of several of our online courses have been revised or are in the process of revision to address a student body who may be less academically prepared or familiar with the self-discipline needed for DE courses while maintaining

the integrity and rigor of the course. Given the growing number of students who wish to have the convenience of online courses we will begin to explore to possibility of expanding the number of daytime hybrid courses offered in our department to help with the flexibility needed by DE students while having a face-to-face portion which further enriches the classroom environment and student connectedness.

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

Please see the attached [TracDat Report](#) (click on link) for the assessment plans, results and action plans by course.

All course SLOs are being systematically assessed at least once every 4 years. At the beginning of the semester the current FT psychology faculty sends the department a spread sheet containing the SLOs that will be addressed within each course for that semester. Currently, at the end of the term all results are sent to this faculty member who then enters the assessment results into TracDat.

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

For the most part, we have been pleased with the results of our SLO assessments. Nonetheless we continue to update assessments for newer courses to more adequately evaluate the outcomes. For SLO #1 for PSYC 410 and PSYC 106 many schools require PSYC 100 as a pre-requisite to these courses. As it is not a pre-requisite at Canada it was found that students who had not taken PSYC 100 struggled in their foundation of understanding of theoretical approaches, thus the next time the course is offered faculty will provide additional readings to assist students who have not taken PSYC 100. This change has not yet been evaluated given the change in course offerings due to reduced full-time faculty in the department. These changes will be assessed Spring 2016 and Fall 2016.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

Please see the attached [TracDat Report](#) (click on link) for the assessment plans, results and action plans.

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

This past semester, 27 papers and exams were assessed. 85% (23/27) of the papers/exams received at least a 1 "acceptable" score. The average was 1.44, an increase from the previous assessment. The criterion was met. This was the second year the rubric was used to assess student competency. During the first year, one major area of concern that was discussed during the scoring of the samples: there was some difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt). During the second year, there was some confusion with sampling methods. A few faculty members did not use random sampling to select their examples. This probably altered the results. It was decided all examples need to be randomly selected next semester. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

## 5. Looking Ahead

### 11. Program Improvement Initiatives:

Currently the classrooms available use basic technology which includes a laptop connection, projector, DVD/VCR, and screen. Our department would benefit from the use of classroom space which has at a minimum intermediate Smart Technology which features a smart podium with a control panel, PC and laptop connection, projector, and screen. And it is preferred if a classroom with advanced Smart Technology were available which features a smart podium with a touch panel control system, PC and laptop connection, document camera, USB microphone, DVD/VCR Player, projector, and screen. A Smart classroom would allow for not only an improved and up to date college classroom experience but also allow for interactive classroom lectures to be captured and posted for use within face to face web-assisted, hybrid, and fully online courses.

Further, given the climate of community colleges nationwide and continued goal for classroom safety it is requested that the classroom come equipped with a Help Phone and not rely on the availability of a cell phone by the instructor or students.

For additional examination of assessments, including multiple choice SLO assessment, Scantron item analysis forms are needed.