Discipline/Program/Area Name

Psychology (PR)
[President's Office, Program Reviews, Academic Affairs (PR), Social & Behavioral Sciences Division (PR)]

Psychology

Academic Year

Psychology (PR)
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2012-2013

Name of person leading this review.

Psychology (PR)
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Dr. Irit Gat & Dr. Fredy Aviles

Names of all participants in this review.

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Dr. Irit Gat & Dr. Fredy Aviles

Please review the five year headcount and FTES enrollment data provided on Program Review website. Comment on trends and how they affect your program.

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The 5-year headcount since 2007 to 2012 indicates a steady enrollment in Psychology courses- averaging around 3,000 students per semester. There was a slight decline since 2010 but this is probably due to a reduction in courses offered because of budget cuts.

The FTES has also remained steady averaging around 320, with a slight increase in 2012 to 360.

The PT/FT enrollment has also remained steady with a slight decline in 2012, again most likely due to budget and class cuts at AVC.

All three of these trends indicate that Psychology courses continue to remain very popular and in demand at AVC. Unfortunately the slight reduction is most likely due to fewer class offering in Psychology and we hope that in the future as the budget crisis alleviates, these classes will be restored to meet student demand and the continued popularity of this particular area in Social Science.

Using the student achievement data provided on the Program Review website, please comment on any similarities or differences in success, retention, and persistence between race, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.

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1. With regard to student SUCCESS:

*Ethnicity: A slight decrease was indicated in the Hispanic/Latino population in the last two years (2010 - 2012), Asian, White and Pacific Islanders have the highest rate of success, Mexican or South Americans are in the middle with African Americans showing the lowest rate of success.

*Females have a slightly higher rate of success as compared to males

*With regard to success and location: the Lancaster campus has a higher rate of success

*With regard to modality traditional has a higher rate of success versus on-line

2. With regard to RETENTION:

*With regard to ethnicity the same trends are seen as with success (see above) - the lowest retention rate is again in our African American population

*Females have a slightly higher retention rate in comparison with males, although this is only a slight difference

* With regard to retention and location: There is a significantly higher rate at the Lancaster campus in comparison to Palmdale

* With regard to retention and modality: There is a significantly higher rate in the traditional versus on-line option.

3. With regard to Persistence:

There is a clear trend between Fall and Spring: There seems to be increased persistence in Fall versus the Spring semesters from 2008 to 2012.

In the current year we hope to address the following achievement gaps:

It is CLEAR that there needs to be a particular focus in retaining and helping African Americans succeed in the field of Psychology. We will focus on sending students to the Learning Center for additional tutoring and advising our adjunct faculty to try to keep an eye on this population. Also asking for funds for additional classroom teaching aids such as DVDs which have African-American role models in them will be an additional area of focus.

It seems the differences in gender may be due to a difference in interest as Psychology is mostly a female- dominated profession. Thus at this time we do not feel this needs to be addressed and the differences are only slight.

The data also appears to indicate that students do better with on-going classroom contact since both retention and success are much higher with traditional modality versus on-line. We will be asking for additional funds to hire additional full-time faculty as we only have 2 currently from 4 that we have had in the past and increasing class room offerings in Psychology versus on-line options.

With regard to the difference in campus retention and success, this is an issue for the college as a whole in that we believe that providing additional support services at this site like the Learning Center and Library resources may increase our ability to be as effective at our satellite campus.

With regard to Persistence it may be that this rate is higher in Fall as students have had a longer break and may be more motivated than Spring semester. However, we plan to discuss this and also review if our SLO data also reveal similar trends.   It may be that additional attention is needed with regard to motivating our students in the Spring by having instructors address this issue early in the semester and paying particular attention to class atmosphere overall and also instructor's own rate of motivation with regard to Fall and Spring.

Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.

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We have no examples of the use of additional resources that have resulted in improvements to student achievement due to the current financial situation.

As requested in #6 above, we believe that several things are needed in order to make significant changes with regard to retaining students and success in Psychology courses at AVC:

1. Additional funds to hire more full-time Psychology professors who are well-qualified and can serve as role-models to our students, with particular focus on ethnicity and gender issues.

2. Additional funds with regard to Learning Center resources so Psychology professors can send students for additional support in order to increase success.

3. Additional funds for classroom technology and teaching aids such as DVD's etc that can help students see role - models they can relate to and identify with in the field of Psychology. And also improvement in technology in some classrooms. In particular LS2 147 needs updated equipment ASAP !

4. More resources at the Palmdale campus such as a Learning Center with tutors and other resources and library sources.

5. A particular focus on increasing our campus (traditional) classes versus on-line since it appears students perform best with consistent face-to-face classroom contact.

Thank you for the consideration in our requests. We hope to make our Psychology program a continued success with increased rates of success and retention. We also look forward to AVC support through funding and resources for our Psychology Transfer Degree which is currently under review with AP&P.

Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

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Several meetings have been held to discuss SLO results for PSY courses. The department does not grant any certificates or degrees and hence has no program learning outcomes. It has no operational outcomes either.

A meeting was held on 6/09/2012 to discuss SLO results for all PSY courses. Only 3 faculty members attended.
PSY 101: It was determined that for PSY 101, findings for SLO 2 (research methods), SLO 3 (theoretical perspectives), and SLO 4 (multiculturalism) have been inconsistent. For these SLOs, some semesters the achievement targets are met and during others it is not met. It was determined that the course could benefit from certain resources. The possibility of incorporating guest lectures, videos, and professional PPT materials was entertained. It was determined that a recurring amount of $6000 per year would be needed to fund these resources.
PSY 232: Assessment results for SLO 2 (theoretical perspectives), SLO 3 (multiculturalism) has been inconsistent. A recurring request of $1000 to fund videos and guest lectures was requested.
PSY 212: A request of $300 was made to fund videos and PPT materials was made.

A meeting was held on 6/10/2011 to discuss SLO results for PSY courses. Only 3 faculty members attended.
PSY 101: It was determined that results for our multiculturalism SLO have been inconsistent. Some semesters the achievement target is met and other semesters it is not. It was proposed that faculty professional development presentations should be given to educate faculty on issues concerning multiculturalism. The presentation could be given by a currently employed adjunct faculty that is an expert on these issues. It was also proposed that adjunct faculty should be paid to attend two meetings every semester to discuss SLO measures, findings, and action plans. A recurring amount of $5000 per year was requested to fund these activities.

No budget items or resources have been granted due to the current unfavorable budget situation.

Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvement of SLO, PLO and/or OO findings this past year.

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PSY faculty have had several discussion concerning the improvement of student learning outcomes results. Several of these involve budget requests that have yet to be considered and hence have gone unfunded due to the current budget problems. We have met to discuss and implemented changes that do not involve budget requests. For example, In 2010, we had a meeting to discuss the findings for our PSY courses. Especially noted at this meeting was the finding that our PSY 101 SLO concerning research methods was not being met consistently. We discussed ways to improve our assessment at that time and decided to delete some questions, add others, and reword some of them. We felt we had a better instrument and proceed with our assessment efforts the following semesters. Our results have improved in that our pass percentages have improved, though our achievement targets are still not consistently met. This indicates the need to improve our teaching strategies and incorporate more hands-on activities that we have yet to design and implement.

A meeting in June 2012 included the discussion of PSY 201 SLOs. For PSY 201, the assessment questions for SLO 2 which concerns history and application of terminology, have since been revised. SLO results for that course have been a bit inconsistent and improvement is still possible. We need to implement our new assessments for SLO 2 over a longer period of time to determine if the new assessment has improved findings. Results thus far look promising.

Review the program goals and objectives related to improving outcome results and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.

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For our 2011 update we had the following goals and objectives:
Goals:
   1) Create a new Research Methods for the Social Sciences course.

   2) Develop the transfer degree in Psychology.

   3) Refine, assess, and develop SLO action plans for all courses.

Objectives: 1) Use Curricunet to submit research methods course.

2) Attend AP&P meeting/s to get course approved.

3) Work with Dr. Gat to develop transfer degree.

4) Meet with psychology faculty to discuss SLOs, assessments, and action

plans.

2012 Review:
   Goal 1: has been met, we have a new Research Methods for the Social Sciences course that will be taught for the first time in Spring 2013.
   Goal 2: is still progress but is nearing the final stages. Our new Psychology Transfer degree has been designed and is currently in the approval process. It will be reviewed by our Academic Policies and Procedures committee this semester and will hopefully be in place by Spring 2013.
   Goal 3: is ongoing and is currently being met. Improvement in the quality of assessments and action plans can still be made as well as in the consistency of our findings.

   All objectives have been met as they were necessary to meet our 2011 goals.
   Objectives 1 & 2: Curricunet was used successfully and AP&P meetings attended to get the new research methods course approved.
   Objective 3: Full-time faculty worked together to design and submit the new transfer degree in psychology for approval.
   Objective 4: ALL PSY courses have SLO assessments, findings and action plans. Faculty are meeting to discuss SLOs, assessments, and action plans though participation is low. The quality of the assessments, findings, and action plans can also be improved on as well.

2012 Goals & Objectives:
   Goal 1: Complete approval of psychology transfer degree.
   Goal 2: Develop students program learning outcomes for the psychology transfer degree and begin assessment.
   Goal 3: Refine SLO assessments for all PSY courses, continue to assess all psy courses, and improve upon the quality of action plans.

   Objective 1: continue collaboration to get new PSY transfer degree through the approval process in AP&P.
   Objective 2: collaborate with PSY faculty to develop PLOs for PSY transfer degree.
   Objective 3: get PLOs for PSY transfer degree approved by SLO committee.
   Objective 4: start assessment of PSY transfer degree PLOs and document results in WEAVE.
   Objective 5: continue to hold meetings to discuss SLO & PLO measures, findings, action plans, and budget requests to improve the quality of our instruction.

List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.

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We have held several meetings to discuss resources needed to meet our goals and objectives.

Our 2011 listing of significant resources were;

1) Two new psychology full-time faculty (approximately $150,000/year).

2) SPSS license for 35 computers (approximately $3500/year).

3) Funds to pay adjunct faculty to attend department meetings ($5000/year).

Review: none of these resources have been funded thus far and the outlook for our budget situation remains bleak.

Our 2012 significant resource needs are;

1) Two new psychology full-time faculty (approximately $150,000/year).
Rationale: We need to hire one faculty member with a background in physiological psychology who can teach PSY 201 (intro to physiological psychology). Someone with such a background can improve the quality of assessments, findings and actions plans for this course since he/she will have expertise in this area. The full-time faculty who taught the course every semester can no longer do so since one is the new faculty co-chair of the SLO committee and thus has a reduced course load. Furthermore, this faculty member will also be teaching the new research methods course on a consistent basis. At this time we do have Dr Gat who is qualified also to teach the class, however we suspect that when the Psychology Transfer Degree is approved that this class will be more in demand and thus more sections will be needed.

We can also use a faculty member with a developmental background to help teach developmental psychology and child psychology. Though SLO results in these courses have been successfully met, because we have no expert in the area, the quality of the assessments may not be current.

2) SPSS license for 30 computers (approximately $3500/year). This will help meet the SLOs for the research methods course and the PLOs for the PSY Transfer Degree. Though assessment of these has not begun, we anticipate the need for real hands on experience with research methodology and data will be vital to this course. This software is crucial for the implementation of research projects that allow students to design, enter, and analyze their own data.

3) Funds to pay adjunct faculty to attend regularly held department meetings and faculty professional development ($5000/year). We believe that it is not fair to ask adjunct faculty to be fully involved in the SLO and program review process without adequate compensation. They have knowledge and skills that if shared can improve the quality of our SLO assessment, the consistency of our findings, and the quality of the changes we implement (i.e., action plans). Some

are also willing to share their expertise in faculty professional development presentations if adequately compensated.