

# NORCO COLLEGE COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

## **Unit: Psychology**

*Please give the full title of the discipline or program.*

**Contact Person: Laura Adams**

**Due in draft: March 15, 2015**

**Final drafts due: April 29, 2015**

Please send an electronic copy to the Vice President; Academic Affairs

Norco: [Diane.Dieckmeyer@norcollege.edu](mailto:Diane.Dieckmeyer@norcollege.edu)

If you are CTE: [Kevin.Fleming@norcollege.edu](mailto:Kevin.Fleming@norcollege.edu)



*Form Last Revised: December 2014*

**Norco College**

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

# Comprehensive Instructional Program Review Update

## Instructions

**\*Please retain this information for your discipline's/department's use (or forward to your chair).**

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensive submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

**For Program Review data, please go to the following link:**

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.ramirez@norcocollege.edu](mailto:nicole.ramirez@norcocollege.edu) with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

**Norco: VP Business Services 951-372-7157**

## **Mission**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

## **Vision**

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

# **Educational Master Plan and Strategic Plan Goals and Strategies 2013-2018**

## **Goal 1: Increase Student Achievement and Success**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
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.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

## **Goal 2: Improve the Quality of Student Life**

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

## **Goal 3: Increase Student Access**

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

## **Goal 4: Create Effective Community Partnerships**

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

## **Goal 5: Strengthen Student Learning**

### Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

## **Goal 6: Demonstrate Effective Planning Processes**

### Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **Goal 7: Strengthen Our Commitment To Our Employees**

### Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# I. Norco College Comprehensive Instructional Program Review Update

Unit: Psychology  
 Contact Person: Laura Adams  
 Date: March 2015

## Trends and Relevant Data

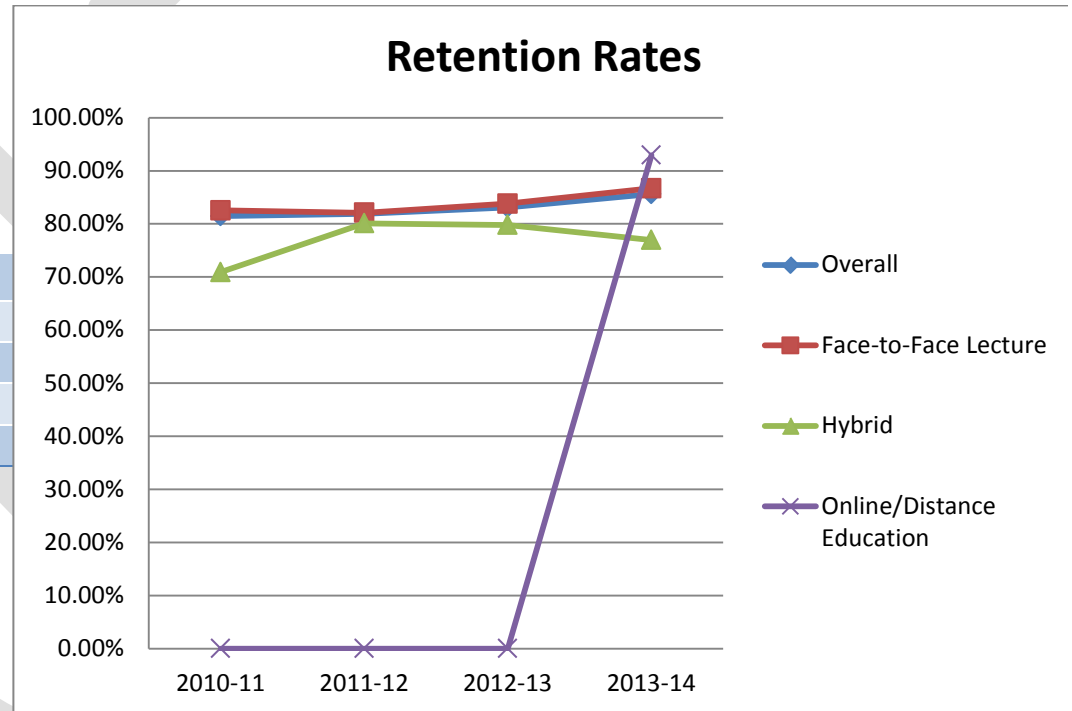
1. **Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?**

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No.	No.
Have any new certificates programs been created by your unit? For example, did your unit develop an <a href="#">ADT</a> or if not, are you in the process?	Yes. The ADT for Psychology was developed and approved in 2014. This allows the Psychology Discipline to meet SB 1440 and Transfer Model Curriculum requirements.	No.
Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses or a new <a href="#">ADT</a> may require resources such as supplemental courses for another unit's <a href="#">ADT</a> .	Yes. PSY-1 is now serving as an elective course for ADTs in Anthropology, Communication Studies, and Sociology.	No.

2. List your retention and success rates as well as your efficiency for the previous four years. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

**RETENTION**

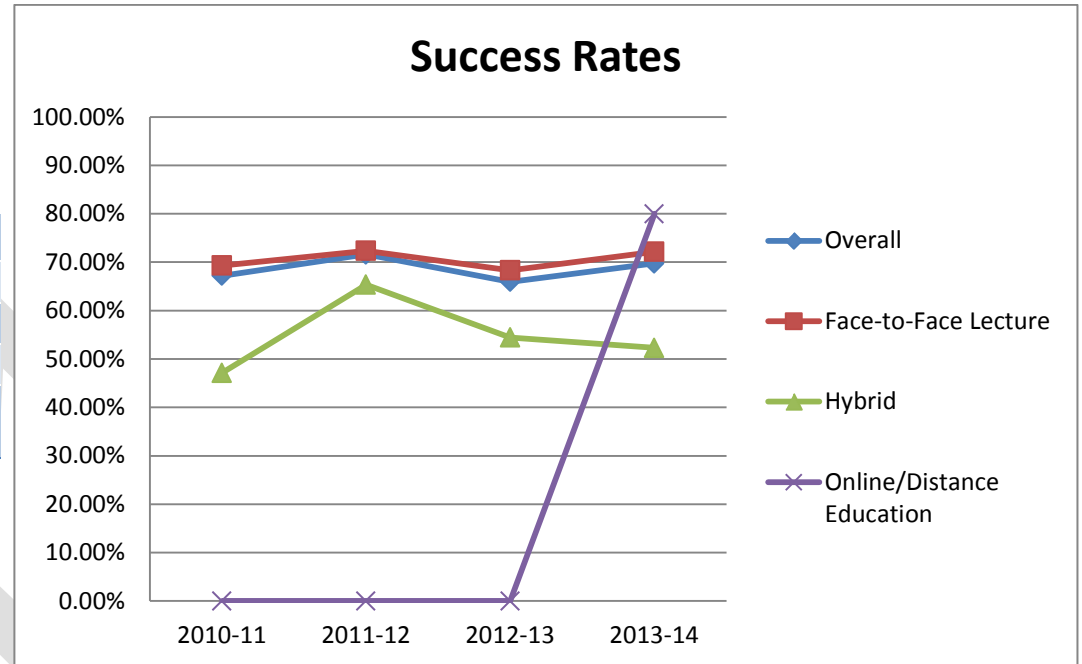
Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	81.46%	81.89%	83.07%	85.61%
Face-to-Face Lecture	82.56%	82.10%	83.80%	86.70%
Hybrid	70.90%	80.09%	79.79%	76.97%
Online/Distance Education	0.00%	0.00%	0.00%	92.94%



Overall retention rates have improved across the prior four years, from a low of 81.46% in the 2010-2011 academic year to a high of 85.61% during the 2013-2014 academic year. These rates mirror the overall improvement in retention rates at Norco College during the previous four years. As a discipline, retention rates in psychology are just slightly lower (less than one percent) than the retention rates for Norco College. Retention rates are highest in online and face-to-face lecture courses, and somewhat lower in hybrid courses. The online section of PSY-1 in 2013-2014 is an outlier in this overall pattern. Retention rates in online classes tend to be lower than classes offered in other formats. The fact that it is higher is somewhat concerning. Future online sections should be monitored and assessed so that this finding can be clarified.

## SUCCESS RATES

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	67.21%	71.61%	65.95%	69.74%
Face-to-Face Lecture	69.30%	72.34%	68.33%	72.15%
Hybrid	47.13%	65.37%	54.45%	52.30%
Online/Distance Education	0.00%	0.00%	0.00%	80.00%

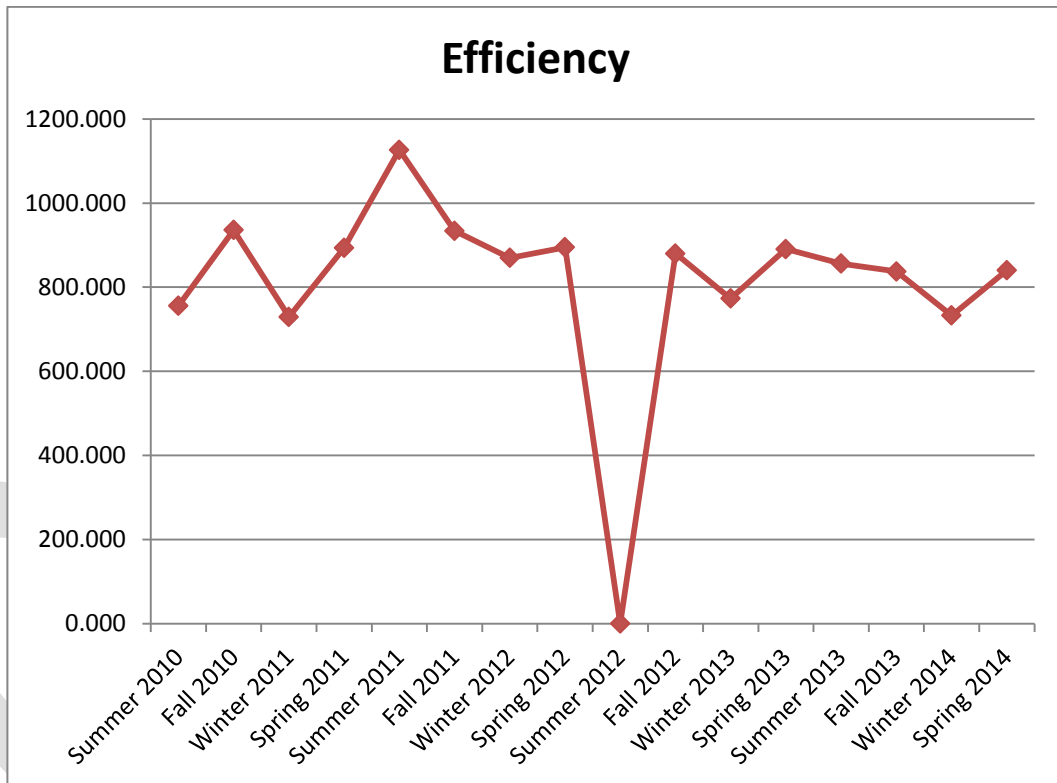


Success rates in psychology courses are higher than success rates for Norco College as a whole. Reflecting the pattern seen for retention, success rates have primarily increased over the previous four years. Across the four-year period, face-to-face lecture and online courses demonstrate much higher success rates (70.53% and 80%, respectively) than hybrid courses (54.81%). Again, the online section of PSY-1 in 2013-2014 is an outlier in this pattern. Success rates in online classes tend to be lower than classes offered in other formats. The fact that it is higher is somewhat concerning. Future online sections should be monitored and assessed so that this finding can be clarified.



## EFFICIENCY

Term	Efficiency
Summer 2010	756.118
Fall 2010	935.846
Winter 2011	729.300
Spring 2011	893.233
Summer 2011	1126.400
Fall 2011	933.987
Winter 2012	869.822
Spring 2012	894.912
Summer 2012	0.000
Fall 2012	880.108
Winter 2013	773.000
Spring 2013	890.553
Summer 2013	856.100
Fall 2013	837.442
Winter 2014	732.933
Spring 2014	840.034
<b>Total</b>	<b>882.093</b>



Psychology has maintained very high efficiency scores overall, consistently scoring higher efficiency ratings than the institution as a whole and only scoring lower than three other disciplines (Anthropology, Health Science, and Sociology). Although these high efficiency rates are admirable, they may represent a need for additional sections in many courses, particularly PSY-1: General Psychology and PSY-9: Developmental Psychology.

**3. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.**

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
<p><b>PLEASE NOTE: The Psychology Program at Norco College was last due to complete a CPR in 2011. At that time, due to the recent transition from a multiple campus to a multiple-college program review process, it was decided to merge the Norco College, Moreno Valley College, and Riverside City College CPR documents. This agreement unfortunately did not work out due to communication difficulties across the colleges, which was compounded because the sole full-time faculty member in Psychology at Norco College became Dean of Instruction. Without a steward at the Norco Campus, no CPR was submitted (although an APR was submitted for 2011). To find goals for this section of the current CPR, goals listed on the RCC CPR for 2011 were combined with the goal listed on the Norco APR for 2011.</b></p>				
<p>Replace lost full-time faculty.</p>	<p>1. Hire a full-time psychologist.</p>	<p>1. It was hoped that this goal would be completed during the academic year following the loss of the Norco College full-time psychologist. Due to budget cuts, it took significantly longer than that. However, a full-time psychologist was hired and began work in the Fall 2014 semester.</p>	<p>Hiring a full-time psychologist was a necessary component of continuing to maintain a Psychology Program at Norco College. Psychology offers general education transfer courses, is a key component of the Social &amp; Behavioral Sciences Area of Emphasis Degree, and is the foundation of the new Psychology ADT degree. This growing program needs to be shepherded by at least one full-time faculty member.</p> <p>The Norco College mission includes a commitment to providing "... foundational skills and pathways to transfer, career and technical education, certificates and degrees." Psychology is integral to meeting that commitment and also addresses the EMP in the following ways:</p> <p><i>Goal 1: Increase Student Achievement</i></p>	<p>Yes. The full-time faculty member teaches distance education courses, including PSY-1 online, PSY-1 hybrid, and PSY-2 hybrid.</p>

			<p><i>and Success</i></p> <p>6. Increase success and retention rates 7. Increase percentage of students who complete 15 units, 30 units, 60 units.</p> <p><i>Goal 2: Improve the Quality of Student Life</i></p> <p>1. Increase student engagement (faculty &amp; student interaction).</p>	
<p>Create courses and develop infrastructure needed to meet SB 1440 or Transfer Model Curriculum requirements.</p>	<p>1. Create PSY-50 Research Methods. 2. Evaluate the infrastructure needs for PSY-50.</p>	<p><b>1. Create PSY-50:</b> Discipline faculty across the district created the PSY-50 Research Methods course, which brought the program into compliance with SB 1440 and the TMC. The course was approved and added to the catalog on 1.22.2013 and offered for the first time at RCC in Spring 2014. Unfortunately, though this course was intended to have an extensive preparation lab component, it was not designated in this way on the course outline of record. The discipline collaborated to submit and propose a major course modification to correct this issue, which has been approved at both the Norco College and Moreno Valley colleges. In the meantime, PSY-50 was offered under the original COR by a PT faculty member during the Spring 2015 semester. As the new COR works its way through the curriculum process, we hope to have that change in place for the Fall 2015 semester, when all</p>	<p>The Norco College mission includes a commitment to providing "... foundational skills and pathways to transfer, career and technical education, certificates and degrees." Psychology is integral to meeting that commitment and also addresses the EMP in the following ways:</p> <p><i>Goal 1: Increase Student Achievement and Success</i></p> <p>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.</p>	<p>No</p>

		<p>three colleges plan to offer PSY-50 and hope to continue to offer the course as needed to support our ADT.</p> <p><b>2. Assess Infrastructure Needs:</b> After evaluation, it has been determined that PSY-50 can be offered in a classroom that is equipped with computers for student use and internet access. PSY-50 was originally designed with the intention to teach the course using SPSS. However, because of the expense of purchasing this software for a computer lab, and the fact that students would not be able to access the software from home to complete assignments, this option is not being pursued at this time. Statistical software that is either low-cost or open-source will be used for data analysis. This will make the course more accessible to our students while still allowing them to create empirical research reports.</p>		
<p>Continue to be active in assessing SLOs &amp; PLOs in all courses.</p>	<p>1. Continue to assess PSY SLOs as needed to meet district, college, and department standards, at a minimum.</p> <p>2. Develop strategies to assess online and distance education</p>	<p><b>1. Course SLO Assessment:</b> In the absence of a full-time faculty member to take ownership for assessment, the process has been somewhat uneven. Several PT faculty members admirably stepped up to complete assessments for their courses, and the department chair worked to maintain basic assessment requirements. Despite these efforts,</p>	<p><b>Goal 6: Strengthen Student Learning</b></p> <p>2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.</p> <p>3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.</p>	<p>Yes.</p>

	<p>courses.</p> <p>3. Participate in any relevant PLO assessments (general education, area of emphasis, ADT).</p>	<p>only three psychology courses have data recorded in TracDat for past assessments (PSY-2, PSY-8, PSY-35, and PSY-50). More reports are included in past Instructional Program Reviews, but this area clearly needs improvement.</p> <p><b>2. Distance Education assessment:</b> No assessment reports for online or hybrid courses are recorded in TracDat.</p> <p><b>3. PLO Assessment:</b> Psychology participated in the 2013 SBS Area of Emphasis PLO Assessment for the following outcome: <i>“Demonstrate an ability to apply the theories and principles of human development, human interaction, cultural diversity, and global awareness to their everyday lives.”</i></p> <p>2014 GELO Assessment for outcome #4: <i>“Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.”</i></p>		
Investigate the prospect of	1. Explore the need for a Behavioral Statistics	<b>1. Statistics:</b> Entry level statistics is required by the Psychology ADT and as	The Norco College mission includes a commitment to providing “...	No

<p>creating a Human Sexuality and Behavioral Statistics courses.</p>	<p>course.</p> <p>2. Explore the need for Human Sexuality course.</p>	<p>a pre-requisite for PSY-50: Research Methods. This entry level course is currently being fulfilled by MATH 12, and the discipline greatly appreciates the work done by our colleagues in mathematics. However, some issues with this arrangement have emerged. The first section of PSY-50, offered during the Spring 2014 semester at RCC, was successful. But the faculty member offering the class reported the following: “First, students who intend to enroll in PSY-50 often have difficulty finding available Math 12 sections. Second, and perhaps more importantly, Math 12 instruction appears not to be optimal for the needs of Psychology students. As documented in student data gathered from Psychology 50 in the Spring 2014 term, students who successfully completed Math 12 had significant weaknesses in key statistical concepts as applied to behavior science in general, and to psychology in particular. In addition, outsourcing statistics instruction takes prospective psychology students away from the Psychology Discipline, and reduces opportunities to interact with and mentor students who are most serious about a psychology degree at RCC. Accordingly, the Discipline will continue to investigate the possibility of an “in house” statistics course. It is believed that a</p>	<p>foundational skills and pathways to transfer, career and technical education, certificates and degrees.” Psychology is integral to meeting that commitment and also addresses the EMP in the following ways:</p> <p><b><i>Goal 1: Increase Student Achievement and Success</i></b></p> <ol style="list-style-type: none"> <li>1. Improve transfer preparedness.</li> <li>2. Improve transfer rate.</li> <li>5. Increase completion rate of degrees and certificates.</li> <li>6. Increase success and retention rates</li> <li>7. Increase percentage of students who complete 15 units, 30 units, 60 units.</li> </ol> <p><b><i>Goal 2: Improve the Quality of Student Life</i></b></p> <ol style="list-style-type: none"> <li>1. Increase student engagement (faculty &amp; student interaction).</li> </ol>	
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		<p>behaviorally based statistics course, taught by psychology faculty, can improve retention and success rates in courses like PSY 50, and enhance prospects of success for students pursuing the Psychology ADT. (Note: in Fall of 2013 the Behavioral Sciences Department voted unanimously that a Behavioral Sciences statistics course should be created.)” The Psychology Discipline has not taken any action in regards to this situation, but do want to continue to monitor it very closely to make sure that success and retention within the PSY-50 course and the Psychology ADT are not affected.</p> <p><b>2. Human Sexuality:</b> Human Sexuality is a typical component of undergraduate course offerings, would be a valuable addition to our curriculum, and is a requirement for anyone seeking licensure as a mental health professional in the state of California. However, it is unclear that Norco College would be able to offer this course. The program is already spread very thin in offering the courses required for our ADT and as needed for general education purposes.</p>		
<p>Careful coordination with and supervision of PT faculty.</p>	<p>1. Attract and retain high quality PT faculty to contribute to course offerings in</p>	<p>1. Staffing needs are coordinated by the SBS department chair, Alexis Gray. Evaluations of PT faculty are ongoing through the IOI process. It</p>	<p><b>Goal 6: Strengthen Student Learning</b>  2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic</p>	<p>No</p>

	<p>Psychology.</p> <p>2. Train and actively involve PT faculty in assessment procedures.</p> <p>3. Ensure consistent course quality and offerings.</p>	<p>is hoped that ongoing relationships can be formed with PT faculty.</p> <p><b>2. PT Assessment:</b> The assessment goals of this program cannot be met without the participation of PT faculty. The Psychology Program has several PT faculty members who have consistently participated in SLO and PLO assessment. These collaborative partnerships should be nurtured. PT faculty should be encourage to attend assessment training and other professional development opportunities.</p> <p><b>3. Quality &amp; Consistency:</b> Assessment of course SLOs has been inconsistent. As a result, it is difficult to monitor the quality and rigor of course offerings across the program. By improving assessment procedures and including PT faculty in the assessment process, it will be easier to take a look at the performance of individual courses.</p>	<p>methods.</p> <p>3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.</p> <p><b><i>Goal 7: Strengthen Our Commitment to Our Employees</i></b></p> <p>1. Provide professional development activities for all employees.</p> <p>2. Increase the percentage of employees who consider the college environment to be inclusive.</p>	
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4. In the table below, please list your long term goals for your unit. How do your goals support the college mission and the goals of the Educational Master Plan/Strategic Plan? \*Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
1. Maintain efficiency & increase retention.	<ul style="list-style-type: none"> <li>Hire a new full-time faculty member.</li> <li>Monitor class sizes and course offerings.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring a new FT faculty member will depend on college and district level staffing decisions. It is hoped that this can be accomplished within the next four years.</li> <li>Class sizes and course offerings will continue to be monitored every semester. Work will begin during the next academic year (2015-2016) and will continue throughout this cycle.</li> </ul>	<p><b>Goal 1: Increase Student Achievement and Success</b></p> <ol style="list-style-type: none"> <li>1. Improve transfer preparedness.</li> <li>2. Improve transfer rate.</li> <li>4. Improve persistence rates.</li> <li>5. Increase completion rate of degrees and certificates.</li> <li>6. Increase success and retention rates</li> <li>7. Increase percentage of students who complete 15 units, 30 units, 60 units.</li> </ol> <p><b>Goal 2: Improve the Quality of Student Life</b></p> <ol style="list-style-type: none"> <li>1. Increase student engagement (faculty &amp; student interaction).</li> </ol>	Yes. Distance education courses will likely contribute to the ability of the discipline to increase efficiency and retention.
2. Establish and implement an assessment cycle.	<ul style="list-style-type: none"> <li>Work with Sarah Burnett and Greg Aycock to identify the assessment that needs to occur within the psychology courses, Psychology Program, and other learning outcomes contributed to by psychology courses.</li> <li>Create a flexible assessment</li> </ul>	<ul style="list-style-type: none"> <li>The first two activities, identifying necessary assessment and creating an assessment cycle, should be completed and ready to implement within the next academic year (by June 2016).</li> <li>Hiring a new FT faculty member</li> </ul>	<p><b>Goal 6: Strengthen Student Learning</b></p> <ol style="list-style-type: none"> <li>2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.</li> <li>3. Increase the percentage of</li> </ol>	Yes. Any section of any course offered through distance education will participate in

	<p>cycle that will ensure consistent and effective assessment of learning outcomes by full-time and part-time faculty.</p> <ul style="list-style-type: none"> <li>• Hire a new full-time faculty member. Meaningful assessment within a program as large as psychology will take time and energy. This task would be better coordinated if shared with another full-time faculty member.</li> </ul>	<p>will depend on college and district level staffing decisions. It is hoped that this can be accomplished within the next four years.</p>	<p>programs that conduct program level outcomes assessment that closes the loop.</p>	<p>assessment procedures.</p>
<p>3. Increase communication and collaboration within the Psychology Program at Norco College</p>	<ul style="list-style-type: none"> <li>• Create opportunities for regular dialogue across instructors within the discipline.</li> <li>• Continue to support and train adjunct faculty in the collection of SLO and PLO data.</li> <li>• Solicit dialogue and feedback from PT faculty about assessment procedures, pedagogy, and discipline related matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this area will begin during the next academic year (2015-2016), and will be ongoing throughout the next CPR cycle. It is anticipated to take about 3-4 years to build relationships and create routine dialogue between the psychologists at Norco College.</li> </ul>	<p><b>Goal 6: Strengthen Student Learning</b></p> <p>2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.</p> <p>3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.</p> <p><b>Goal 7: Strengthen Our Commitment to Our Employees</b></p> <p>1. Provide professional development activities for all employees.</p> <p>2. Increase the percentage of employees who consider the college environment to be inclusive.</p>	<p>No.</p>
<p>4. Increase course offerings and access for Psychology</p>	<ul style="list-style-type: none"> <li>• Work with discipline colleagues to develop additional psychology courses, such as Behavioral Science Statistics, Human Sexuality, and Cognitive</li> </ul>	<ul style="list-style-type: none"> <li>• 2018-2019: Development of additional courses will depend in part on the efforts of colleagues across the district. Efforts are currently focused on</li> </ul>	<p>The Norco College mission includes a commitment to providing "... foundational skills and pathways to transfer, career</p>	<p>Yes. New courses may be offered in hybrid or fully</p>

<p>students.</p>	<p>Psychology, as appropriate.</p> <ul style="list-style-type: none"> <li>• Continue to develop multiple delivery formats of existing courses to increase accessibility for students, as needed.</li> <li>• Hire a new full-time faculty member. Adding new courses to the existing rotation will require additional faculty support. These are specialized courses that may be difficult to staff consistently with part-time faculty.</li> </ul>	<p>implementing PSY-50 at our respective campuses. Once this is complete, attention can be turned to additional curriculum development.</p> <ul style="list-style-type: none"> <li>• 2018-2019: Development of distance education formats for additional courses must be pursued carefully. While these formats do increase access for students, they must be monitored to assure adequate rigor and quality. Need for these types of courses, and performance in existing distance ed courses, will be followed closely over the course of the next CPR cycle to determine the need for growth in this area.</li> <li>• Hiring a new FT faculty member will depend on college and district level staffing decisions. It is hoped that this can be accomplished within the next four years.</li> </ul>	<p>and technical education, certificates and degrees.” Psychology is integral to meeting that commitment and also addresses the EMP in the following ways:</p> <p><b>Goal 1: Increase Student Achievement and Success</b></p> <ol style="list-style-type: none"> <li>1. Improve transfer preparedness.</li> <li>2. Improve transfer rate.</li> <li>5. Increase completion rate of degrees and certificates.</li> <li>6. Increase success and retention rates</li> <li>7. Increase percentage of students who complete 15 units, 30 units, 60 units.</li> </ol> <p><b>Goal 2: Improve the Quality of Student Life</b></p> <ol style="list-style-type: none"> <li>1. Increase student engagement (faculty &amp; student interaction).</li> </ol>	<p>online formats. Existing courses may explore new distance education delivery formats (hybrid, online) as needed to increase student access and serve the community.</p>
<p>5. Increase student engagement by creating opportunities for Norco College students to gain experience in and exposure to psychological science.</p>	<ul style="list-style-type: none"> <li>• Work with interested students to create Psychology Club. This will increase the ability of psychology students to collaborate, network, and create a schedule of outings and events that are related to psychological science. A Psychology Club will also increase the visibility of the Psychology Program on campus. This should attract more students to the program. Finally, a club would allow PT and FT faculty members to work with</li> </ul>	<ul style="list-style-type: none"> <li>• 2018-2019: The first four activities in this list are all contingent on the fifth one, hiring a new FT faculty member in Psychology. They will be pursued as is possible in the interim, but significant progress is unlikely during the next few years. These goals are long-range and may occupy several CPR cycles.</li> <li>• Hiring a new FT faculty member will depend on college and district level staffing decisions. It</li> </ul>	<p>The Norco College mission includes a commitment to providing “... foundational skills and pathways to transfer, career and technical education, certificates and degrees.” Psychology is integral to meeting that commitment and also addresses the EMP in the following ways:</p> <p><b>Goal 1: Increase Student Achievement and Success</b></p>	<p>No.</p>

	<p>students on issues related to career options and transfer opportunities – information that is of high value to student success.</p> <ul style="list-style-type: none"> <li>• Establish a chapter of Psi Beta (the national honor society for psychology students at the community college level). A Psi Beta chapter will allow Norco College students to compete for scholarships and grants. This honor society is nationally recognized – membership will increase the competitiveness of student transfer applications.</li> <li>• Create an annual mini-conference or poster session to showcase the work of PSY-50 students. PSY-50 is a core component of the Psychology ADT and serves as a capstone course for the degree. Students will complete research projects during the semester and will benefit from the opportunity to present their work publicly. This event can also serve as recruitment tool for the ADT, by increasing the visibility of the skills developed by students.</li> <li>• Encourage PSY-50 students to attend and present at regional and national conferences for both undergraduate research and for professional organizations.</li> <li>• Hire an additional full-time faculty member. Every other activity listed in relation to this goal is time intensive. With only</li> </ul>	<p>is hoped that this can be accomplished within the next four years.</p>	<ol style="list-style-type: none"> <li>1. Improve transfer preparedness.</li> <li>2. Improve transfer rate.</li> <li>5. Increase completion rate of degrees and certificates.</li> <li>6. Increase success and retention rates</li> <li>7. Increase percentage of students who complete 15 units, 30 units, 60 units.</li> </ol> <p><b><i>Goal 2: Improve the Quality of Student Life</i></b></p> <ol style="list-style-type: none"> <li>1. Increase student engagement (faculty &amp; student interaction).</li> </ol>	
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	<p>one full-time faculty member responsible for administering the Psychology Program (including assessment, committee work, program review, etc.), it will be unrealistic to offer these opportunities, which will be of great benefit to our students.</p>			
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2015

## Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the [Norco College Catalog](#) and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR.

<b>Course Number</b>	<b>Date Last Updated</b>	<b>Last Editor (name)</b>	<b>If not current, where is the COR in the review process</b>	<b>Was the last update a major or minor modification?</b>
<b>PSY 1: General Psychology</b>	<b>1/21/2014</b>	<b>Adviye Tolunay</b>	<b>N/A</b>	<b>Major</b>
<b>PSY 2: Biological Psychology</b>	<b>12/11/2012</b>	<b>Ronald Ruiz</b>	<b>N/A</b>	<b>Major</b>
<b>PSY 8: Social Psychology</b>	<b>1/25/2011</b>	<b>Ronald Ruiz</b>	<b>Review of PSY-8 was discussed at the Spring 2015 RCCD Psych. Discipline meeting and is planned to begin this semester.</b>	<b>New Course</b>
<b>PSY 9: Developmental Psychology</b>	<b>4/16/2013</b>	<b>Peter Matsos</b>	<b>N/A</b>	<b>Major</b>
<b>PSY 33: Theories of Personality</b>	<b>12/11/2012</b>	<b>Travis Gibbs</b>	<b>N/A</b>	<b>Major</b>

<b>PSY 35: Abnormal Psychology</b>	<b>12/11/2012</b>	<b>Marc Wolpoff</b>	<b>N/A</b>	<b>Major</b>
<b>PSY 50: Research Methods in Psychology</b>	<b>11/25/2014</b>	<b>Marc Wolpoff</b>	<b>Approved by Norco &amp; Moreno Valley Curriculum Committees. Continuing through the district curriculum process at this time.</b>	<b>Major</b>

# Norco College Comprehensive Instructional Program Review Update

Unit: Psychology  
 Contact Person: Laura Adams  
 Date: March 2015

## Current Human Resource Status

5. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Psychology	1	8	1-3 distance ed courses are offered per semester.

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
Shared IDS	1		



## Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

*Unit Name: Psychology*

### 6. Staff Needs

#### NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>

List Staff Positions Needed Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replace ment	Annual TCP*	Distance Education	Short Term Goal (S) Long Term Goal (L)
<p><b>1. Clinical, Personality, Social, or Developmental Psychologist</b>  <u>Reason:</u> Norco College has been in need of a second psychologist for many years. The full-time faculty member hired last year is a generalist, who can teach a wide variety of courses within the discipline. However, it is not feasible for her to continue to provide course coverage for the large number of psychology-specific course preps (PSY 35, PSY 33, PSY 8, PSY 50) offered by this discipline while also contributing to courses offerings more typically found as general education transfer options (PSY 1, PSY 2 &amp; PSY 9). Another full-time faculty member with any specialization listed above would allow course preps to be divided up, resulting in more equitable and reasonable workloads. In addition, students would benefit from another full-time faculty member with specialization in one of these areas. These are the courses which are typically taken by students who are planning to pursue the ADT in psychology. 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.</p>	N	123, 881	In part	S & L

<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

<b>2.</b> <u>Reason:</u>				
<b>3.</b> <u>Reason:</u>				
<b>4.</b> <u>Reason:</u>				
<b>5.</b> <u>Reason:</u>				

\* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

**7. Equipment (including technology) Not Covered by Current Budget<sup>2</sup>**

List Equipment or Equipment Repair Needed. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				Distance Education
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	
<p><b>1. New Full-Time Faculty Equipment (computer, desk, bookcase, phone)</b> Reason: All newly hired full-time faculty need equipment to fulfill work responsibilities.</p>	I	4,000 for all new FT faculty equipment	1 set	4,000	<p><i>Goal 1: Increase Student Achievement and Success</i></p> <ol style="list-style-type: none"> <li>1. Improve transfer preparedness.</li> <li>2. Improve transfer rate.</li> <li>4. Improve persistence rates.</li> <li>5. Increase completion rate of degrees and certificates.</li> <li>6. Increase success and retention rates</li> <li>7. Increase percentage of students who complete 15 units, 30 units, 60 units.</li> </ol> <p><i>Goal 2: Improve the Quality of Student Life</i></p> <ol style="list-style-type: none"> <li>1. Increase student engagement (faculty &amp; student interaction).</li> </ol>	Yes
<p><b>2.</b> Reason:</p>						
<p><b>3.</b> Reason:</p>						

<sup>2</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

4. Reason:						
5. Reason:						
6. Reason:						

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

\*\* These requests are sent to the [Business and Facilities Planning Council](#).

*Unit Name: Psychology*

**8. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>3</sup>**

<p><b>List Professional Development Needs.</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.</p>	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

\*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

\*\* These requests are sent to the [Professional Development Committee](#) for review.

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<sup>3</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**9. Student Support Services, Library, and Learning Resource Center** (see definition below\*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs</b></p> <p>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center"><b>EMP GOALS</b></p>	<p align="center"><b>Distance Education</b></p>
<p><b>1. Tutor for PSY-1</b>  <u>Reason:</u>                      Nearly every section of PSY-1 is enrolled to capacity or beyond. PSY-1 a general survey course and fulfills requirements for CSUGE &amp; IGETC patterns. It is also an elective course for several new ADT programs. The challenge of this course is often underestimated by students. Tutorial support is needed to increase Student Success.</p>	<p><i><b>Goal 1: Increase Student Achievement and Success</b></i></p> <p>1. Improve transfer preparedness.                      2. Improve transfer rate.                      4. Improve persistence rates.                      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.</p>	<p align="center"><b>No</b></p>
<p><b>2. Tutor for PSY-9</b>  <u>Reason:</u>                      Nearly every section of PSY-9 is enrolled to capacity or beyond. PSY-9 a general survey course and fulfills requirements for CSUGE &amp; IGETC patterns. It is also an elective course for several new ADT programs and a pre-requisite for RCCD nursing programs. The challenge of this course is often underestimated by students. Tutorial support is needed to increase Student Success.</p>		<p align="center"><b>No</b></p>
<p><b>3. Tutor for PSY-2</b>  <u>Reason:</u>                      All sections of PSY-2 are enrolled to capacity and beyond. This course is one of the most challenging in the psychology curriculum, because of its heavy emphasis on both behavioral science and natural science. This course is required for Psychology ADT students, and may serve as a stumbling block to many. In addition, PSY-2 fulfills a non-lab natural science credit for all students, and is a popular choice for this general transfer requirement. Demand for PSY-2 is expected to grow and tutorial support is needed to increase Student Success.</p>		<p align="center"><b>No</b></p>

<sup>4</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

<b>4.</b> <u>Reason:</u>		
<b>5.</b> <u>Reason:</u>		
<b>6.</b> <u>Reason:</u>		

\*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

\*\* These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

*Unit Name: Psychology*

**10. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget<sup>5</sup>**

**\*\* For immediate hazards, contact your supervisor \*\***

<p align="center"><b>List Other Needs that do not fit elsewhere.</b></p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

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<sup>5</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.



# Norco College – Program Review Committee

Spring 2015

## Rubric for Comprehensive Instructional Program Review - Part I only

Discipline: Psychology

Contact Person: Laura Adams

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth
4. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline

<b>5. Long term goals aligned to mission and EMP</b>	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
<b>6. Course Outline of Record section is completed</b>	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
<b>7. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)</b>	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
<b>Column scores</b>				

Additional comments:

## II. Comprehensive Program Review Assessment Update

**Purpose** –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends or indicators from the assessments you have conducted over the past four years. Consider it a type of meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to look forward to determine a plan of action for assessment for the next four years. Your Annual Program Reviews and the Norco Assessment Rotation Plan are all stored on the Norco website in the Program Review section. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu.

Please take some time to review your Annual Program Review assessment updates and answer the following questions.

### Section 1: Discipline Evaluation of Assessment Process

- a. Please identify the modes of assessments (embedded tests, assignments with rubrics, class projects etc.) you have conducted as a unit since your last comprehensive program review. Please indicate if the assessments were designed by individual faculty or if there was a collaborative group that planned and executed the assessments.

In the past four years, the Psychology Program has relied on embedded test questions as the primary mode of assessment. In the absence of a full-time faculty member, past assessments were coordinated by the department chair and by associate faculty. Assessments were regularly and conducted, but needed a full-time psychologist to shepherd the process. As a result, the main narrative of assessment in this program is simply an absence of meaningful process. Correcting this issue is a major goal of this current CPR, as indicated above.

- b. Please provide an overview of the types of changes or modifications (updated test questions, revised PowerPoints, redesigned assignments, new assignments) that were made in a course or a program in response to your assessments.

Very little evidence of this type currently exists. Email exchanges with coordinated faculty were conducted. However, it does not appear that changes were made across the program or across all sections of any particular course. More dialogue and intentional planning are needed.

- c. Please identify any elements or approaches that seem to garner greater success, or have led to permanent modifications in any courses. Please speak to changes that did not seem to make any impact and provide a reasoned argument as to why you think this occurred. Please consider any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline.

The Psychology Program has not yet collected any full-cycle assessments. In the absence of loop-closing activities, there are no data that can speak to this question.

- d. Please identify any teaching approaches (pedagogy) that as a discipline you perceive to have had a positive impact on your student's ability to engage in the learning process. This might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers). This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective.

Again, because of the lack of regular communication about assessment, this information does not currently exist. In future, these issues will be communicated with all faculty within the program.

- e. On reflection, can you identify any specific resources, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain.

PT-faculty have continued need for training and support in the area of assessment, so that these data can be collected. The assessment process is impossible without cooperation and buy-in from our associate faculty. Their input is vital to the process. Given the importance of assessment to the mission and success of the college, these activities should be reinforced and reimbursed. In terms of particular needs among the students, more data are needed. Based on my reading of the previous reports, it is clear that students need additional support in the form of access to tutors and supplemental instruction. The Psychology Program will continue to collect and monitor data so that these needs can be addressed.

## **Section 2: Overview of Completed Assessment**

Using your Annual Program Reviews from the past four years please fill in the following data *for each of the courses and programs your discipline offers* at Norco College. Please list courses first and then programs. *Examples are provided on the first three lines in italics.* Your Annual Program Reviews and the Norco Assessment Rotation Plan are all stored on the Norco website in the Program Review section.

Course Number and Name and/or Program	Total number of initial assessments conducted	Total Number of Improvements/changes made to courses as a result of assessment	Total number of loop-closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
PSY-1 General Psychology	3	0	0	3
PSY-2 Biological Psychology	0	0	0	0
PSY-8 Social Psychology	1	0	0	1
PSY-9 Developmental Psychology	2	0	0	2
PSY-33 Theories of Personality	2	0	0	2
PSY-35 Abnormal Psychology	1	0	0	1
PSY-50 Research Methods	0	0	0	0

### Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Include plans **for all course and program level assessment** (certificate programs or ADTs.) The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for program level assessment. If you have an existing rotation plan please attach it to this document and indicate such in the table. Feel free to insert the dates aligned to each year.

Plan for the next 4 years	Courses and Programs to be assessed
Plan for Year 1: 2015-2016	<p><b>Course SLO Assessment:</b></p> <ul style="list-style-type: none"> <li>• PSY 1 (5 SLOs)</li> <li>• PSY 50 (5 SLOs)</li> <li>• PSY 33 (5 SLOs)</li> </ul> <p><b>PLO Assessment:</b></p> <ul style="list-style-type: none"> <li>• PSY ADT (3 PLOs)</li> </ul>

	<ul style="list-style-type: none"> <li>• GELO #3 Communication (1 PLO)</li> </ul>
Plan for Year 2: 2016-2017	<p><b>Course SLO Assessment:</b></p> <ul style="list-style-type: none"> <li>• PSY 9 (5 SLOs)</li> <li>• PSY 2 (5 SLOs)</li> <li>• PSY 35 (3 SLOs)</li> </ul> <p><b>PLO Assessment:</b></p> <ul style="list-style-type: none"> <li>• GELO #1 (1 PLO)</li> </ul>
Plan for Year 3: 2017-2018	<p><b>Course SLO Assessment:</b></p> <ul style="list-style-type: none"> <li>• PSY 1 (5 SLOs)</li> <li>• PSY 50 (5 SLOs)</li> <li>• PSY 8 (5 SLOs)</li> </ul> <p><b>PLO Assessment:</b></p> <ul style="list-style-type: none"> <li>• GELO #4 (1 PLO)</li> <li>• SBS AOE (1 PLO)</li> </ul>
Plan for Year 4: 2018-2019	<p><b>Course SLO Assessment:</b></p> <ul style="list-style-type: none"> <li>• PSY 9 (5 SLOs)</li> <li>• PSY 2 (5 SLOs)</li> <li>• PSY 33 (5 SLOs)</li> </ul> <p><b>PLO Assessment:</b></p> <ul style="list-style-type: none"> <li>• PSY ADT (3 PLOs)</li> <li>• GELO #2 (1 PLO)</li> </ul>

## Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: Psychology

Average score \_\_\_\_\_

	0	1	2	3
<p><b>Section 1</b></p> <ul style="list-style-type: none"> <li>• Modes of assessment</li> <li>• Modifications to courses</li> <li>• Success indicators</li> <li>• Teaching approaches</li> <li>• Resources</li> </ul>	<p>No attempt made to provide responses to any of the questions (1-4)</p> <p style="text-align: center;">0</p>	<p>Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">1</p>	<p>Clear and consistent responses to each question, indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">2</p>	<p>Clear and robust responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">3</p>
<p><b>Section 2</b></p> <ul style="list-style-type: none"> <li>• # of initial, improvements, loop-closing activities for course and program</li> </ul>	<p>Chart is blank</p> <p style="text-align: center;">0</p>	<p>Does not include all courses or programs</p> <p style="text-align: center;">1</p>	/	<p>All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate “nothing”)</p> <p style="text-align: center;">3</p>
<p><b>Section 3</b></p> <p><b>Plan for assessment in the coming 4 years</b></p> <ul style="list-style-type: none"> <li>• Courses</li> <li>• Programs</li> </ul>	<p>Chart is blank</p> <p style="text-align: center;">0</p>	<p>Does not include all courses or programs</p> <p style="text-align: center;">1</p>	/	<p>All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate “nothing”)</p> <p style="text-align: center;">3</p>