Program Review Comprehensive Report

NORCO COLLEGE

Program Review - Instructional: Psychology

Supplemental Reports and Attachments

2014 - 2017

Comments or Notes: ncb entered

Attachments:

2014-17_PSY_SLO_DISCIPLINE.pdf

2014-17_PSYCHOLOGY_PLO_INSTRUCTIONAL.pdf

2014-17_INSTRUCTION_PSYCHOLOGY_ResourceRequests.xlsx

2014_17_PSYCHOLOGY_CurriculumRPT.pdf

2014_17_PSYCHOLOGY_SuccessEfficiencyRetentionRPT.pdf

Program Trends and Updates

2014 - 2017

Program Update Section

Has your unit shifted departments in the PAST 4 years?: No

Do you anticipate your unit will shift departments in the NEXT 4 years?: No

New certificates programs created by your unit in the PAST 4 years?: No

New certificate programs anticipated by your unit in the NEXT 4 years?: No

Substantial modifications made to certificates/degrees in the PAST 4 years.: Yes. Within the last four years, two new required courses were created for the AA-t: PSY-48: Behavioral Science Statistics and PSY-50: Research Methods in Psychology.

Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.: Yes. We will be reviewing and revising our Program Learning Outcomes (ProLOs) for the Psychology
AA-t. These modifications will allow us to create fully assessable, meaningful ProLOs that are fully aligned to our SLOs and ISLOs/GELOs. We will also align these ProLOs with with the Student Learning Goals of the American Psychological Association. The APA learning goals are recognized by institutions of higher education throughout the nation. This alignment will allow students to better understand what they achieved as a result of completing the program and will help transfer institutions understand the skills, knowledge, and abilities our graduates have mastered.

Activities in other units that impacted your unit in the PAST 4 years.: As the number of associate degrees for transfer has increased, so has the demand for psychology courses. Many of these new programs (ADJ, COMM, SOC) list psychology courses as components of the degree requirements. This has increased demand for psychology courses, in particular for PSY-1.

Activities in other units that impacted your unit in the NEXT 4 years.: The new course PSY-48: Behavioral Science Statistics will fulfill a requirement for students seeking the Psychology AA-t. However, several other programs currently including MAT-12 will likely modify their curriculum to also accept PSY/SOC-48, including Anthropology, Business Administration, Communication Studies, Political Science, and Sociology. We do not currently have appropriate staffing to offer PSY-48, but the course will have significant demand not only from the Psychology program, but also from other degrees within the behavioral sciences. We will likely need to offer a minimum of two sections of PSY-48 every fall and spring semester.

Previous Program Review Resource Requests

Resource Requests Received: 2nd Assistant Professor of Psychology

How did the resources received impact student learning?: Kara Zamiska was hired in fulfillment of this resource request. Adding her as our second FT psychology faculty member is linked to improvements in success & retention over the time period of this program review cycle. We have been able to offer a greater percentage of our courses through full-time faculty and have been

able to successfully add PSY-50 to our course rotation. This has allowed our program to grow, although the growth in student demand has lead to need for a third full-time psychologist. Kara has also directly spear-headed increases communication with our associate faculty members and facilitated the process of ensuring assessment in all learning outcomes for all courses and programs.

If you requested resources but did not receive them, how did that impact student learning?: 3rd Assistant Professor Psychology. The addition of a 2nd FT psychologist greatly improved our ability to serve students. However, the growth in our program has created a need for a third FT psychologist. We are unable to staff all of our "major" courses with FT psychologists and as a result have been unable to offer enough sections of PSY-50 to meet student demand. A significant number of students were unable to find a seat in PSY-50 during the Spring 2018 semester. As a result many were unable to complete their AA-t degrees in psychology and were unable to transfer. We are also currently unable to offer the newly developed PSY-48: Behavioral Science Statistics because we do not have enough staff. This course is specifically designed to increase student success rates in PSY-50, which will in turn increase the number of students who are able to complete the Psychology AA-t.

Program Data Highlights Section

COR Review: All courses have been updated in the last four years, except PSY-9 and PSY-33. Major course modifications are currently underway for PSY-9 and PSY-33 and should be launched and in review before the end of the Spring 2018 semester. Over the next program review cycle, as CORs come up for update and revision we will add course objectives to ensure compliance with Title V.

Assessment Report Highlights: All courses, all programs, all SLOs, all ProLOs are currently up to date on assessment. We will be working over the next cycle of program review to create an assessment cycle that maps onto the new 6-year institutional assessment cycle.

Our most recent ProLO assessment revealed that some of our ProLOs are not assessable. We will be working to revise these over the next three years.

Program Goal: Success & Retention Rates

Maintain success & retention rates in web-enhanced classes while also improving those rates in online classes. Achieve parity in success and retention for distance education classes.

Goal Status: In Progress

Goal Year(s): 2014 - 2017

How do your goals support the Educational Master Plan?: The Norco College mission includes a commitment to providing "… foundational skills and pathways to transfer, career and technical education, certificates and degrees.". By maintaining the success & retention rates seen in web-enhanced classes and improving success & retention in distance education classes, the PSY discipline will continue to support the major of EMP Goal 1 and its objectives. We offer many courses that directly relate to transfer, particularly PSY-1, PSY-9, PSY-2, and PSY-48. If success & retention are high in these courses, we can directly contribute to transfer preparedness, transfer rate, persistence rates, overall success & retention rates, and completion rates. In achieving this goal we will emphasize maintaining high academic rigor. We not only want students to succeed in our courses, but we also want to help them develop skills that will help them succeed in other courses at Norco College and ultimately at their transfer institution. T

This goal is also particularly linked to EMP Goal 1 Objective 10: "Decrease the success gap of students in online courses as compared to face-to-face instruction." We are actively researching and testing ways to achieve parity for students in our distance education courses. In service of this component of our goal, we also want to increase engagement in our distance education courses, which is directly linked to EMP Goal 2 Objective 1: "Increase student engagement (faculty & student interaction)." One possible reason distance education courses lag behind web-enhanced courses is the reduction in direct interaction with the instructor.

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 9: , Goal 2 Objective 1:

Activities

2018 - 2019 - Hire a new FT psychologist. Over the last program review cycle, we saw a noticeable upward trend for both success & retention in PSY courses. This trend was in sync with the addition of two FT Psychology faculty members. To maintain this upward trend, we need to ensure that all of our required classes for the major are taught by FT psychologists with expertise in that subject matter.

Program Review - Instructional: Psychology

Many of the required courses for our program must be taught by someone with specialized knowledge in a particular subfield of psychology. We have historically had a hard time finding coverage for those classes, including PSY-50, PSY-2, PSY-8, PSY-33, PSY-35. This problem will get worse once we begin to offer PSY-48 Behavioral Statistics, which will attract students from other SBS majors in addition to psychology majors. PSY-48 is particularly designed to increase success rates for students majoring in social science programs. We are currently unable to offer this class because we cannot find associate faculty members with the appropriate training to offer the class and we do not currently have enough full-time faculty members to cover the "upper level" PSY covers we offer, even before the addition of PSY-48.
(Active)

2017 - 2018 - Training in distance education pedagogy and technology (Active)
Target: The PSY discipline has been actively involved in training and development for distance education courses. For example, we were one of only three disciplines on campus that participated in the initial Canvas pilot project. In order to achieve parity in success & retention rates for our distance education courses, we need to seek additional training opportunities related to distance education. Possible opportunities include attending the Online Teaching Conference, Canvas Con, and training webinars/courses offered by @ONE. In particular, trainings should focus on increasing student engagement and humanizing distance education.
Lead: Laura Adams

Program Goal: Improve the Assessment Process for PSY

Prior to the 2014-2015 academic year, Norco College had gone for several years without a full time psychologist. Admirable efforts were made by both associate faculty and the department chair to complete assessments of SLOs, but without leadership within the discipline, the assessment process was badly out of date. Over the course of the current program review cycle (2014-2017), two full-time psychologists were hired. We've spent this three year period of time playing catch-up on assessment. We are very pleased to say that all courses, all SLOs, all ProLos have now been assessed at least once. We are currently in compliance with the campus movement to ensure assessments in advance of the 2020 ACCJC Accreditation visit.

In the meantime, Norco College has dramatically shifted cycles and procedures for both assessment and program review. In addition, the Completion Initiative and the Guided Pathways project has cemented the importance of SLOs and assessment on ensuring student completion. We firmly believe that these changes are a significant improvement and are excited to see how it will impact assessment and program review for our discipline. In response, there are a number of actions we need to take to revise our assessment cycle and to bring our assessment procedures to the next level.

Goal Status: In Progress
Goal Year(s): 2014 - 2017, 2018 - 2021
How do your goals support the Educational Master Plan?: This goal is designed to target EMP goal #5: "Strengthen Student Learning." More specifically, by improving our assessment procedures, we will contribute to the following Goal 5 objectives:
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.

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 5 Objective 2: , Goal 5 Objective 3: , Goal 5 Objective 4:

Activities

2018 - 2019 - Develop an assessment cycle for all PSY SLOs, ProLOs, and GELOs. This cycle should map onto the 6-year cycle for assessment and the 3-year cycle for program review, Such that all courses can go through initial and loop-closing assessments during that window of time. We must also be mindful that our discipline heavily contributes to GELOs and the SBS Area of Emphasis degree. Our map needs to include participation in assessment of those higher order learning outcomes.   (Active)
Lead: Laura Adams

Program Review - Instructional: Psychology

2019 - 2020 - Complete authentic assessments in all online classes, ideally linked to an identical assessment in hybrid or face-to-face classes, as appropriate. (Active)

2019 - 2020 - Create opportunities to discuss assessment results across associate and FT faculty in the PSY discipline and the SBS department. Likewise, collaborate across discipline and department to brainstorm possible course improvements based on SLO and ProLO assessment data. (Active)

2018 - 2019 - HIre a new FT psychology faculty member. Meaningful assessment within a program as large as psychology will take time and energy. During the last program review cycle, we have added two new courses to our program, PSY-48 and PSY-50. This task can only be effectively coordinated with the addition of a third full-time faculty member. (Active)

Program Goal: Revise PSY ADT Program Learning Outcomes

During the most recent PSY program ProLO assessment, we undertook a curriculum mapping project to link our course SLOs to the ProLOs. A few concerns emerged as a result of this process.

1. The current ProLos are not an accurate representation of the skills & knowledge our graduates develop. Similarly, they do not communicate the skills our students would bring to a transfer institution.
2. As written, some ProLOs are not assessable. This makes it impossible to complete authentic program assessment.
3. Some of our existing SLOs don't cleanly fit into these ProLOs, because we don't have any mention of research or communication skills.
4. We don't have any explicit connections between our ProLos and the SLOs in our courses. This complicates the process of program assessment and may leave students confused about how the course learning outcomes link to our ProLos.

As a result, we want to revise the ProLOs so that they can be assessed, accurately reflect the skills developed by our graduates, and are meaningfully linked to all of our current SLOs.

Goal Status: In Progress
Goal Year(s): 2018 - 2021
Start Date: 04/29/2018
How do your goals support the Educational Master Plan?: This program goal is directly linked to Goal 5 (Strengthen Student Learning) Objective #3 (Increase the percentage of programs that conduct program level outcomes assessment that closes the loop). Our current ProLOs are not assessable. By improving them, we directly increase the percentage of loop closing assessments for program level outcomes.
This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 5 Objective 3:

Activities

2017 - 2018 - Create a new set of ProLOs inspired by the American Psychological Association Learning Goals for the Undergraduate Major. Propose the revision to discipline colleagues at our next district wide meeting. (Active)
Lead: Laura Adams

2018 - 2019 - Launch a major modification to the Psychology AA-t degree so that the ProLOs can be revised to reflect the new goals workshopped by the discipline.

Proposed ProLOs:
1. Understand and describe key concepts, principles, and applications in the field of psychology and its content domains.
2. Apply information literacy and use scientific reasoning to understand psychological phenomena; Interpret, design, and conduct basic psychological research.
3. Use APA style to communicate the results of research in written reports and oral presentations.   (Active)

Program Goal: Increase Course Offerings and Access

Psychology is the second largest and second fastest growing program at Norco College. The psychology discipline has worked very hard across the district to create a rigorous program that prepares students for transfer. Our capstone courses, PSY-48: Behavioral

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Science Statistics and PSY-50: Research Methods in Psychology are intense and challenging courses capped at 35 and 24, respectively. Over the last three years we have not been able to offer enough sections of PSY-50 to meet student demand. Indeed, significant numbers of students have not been able to graduate and transfer in a timely fashion because of our inability to offer more sections of PSY-50. More recently, PSY-48 was created to best prepare students for the statistical skills needed in PSY-50. Both Moreno Valley and Riverside City College are currently offering this course to their students. Norco has been unable to allocate space, equipment, and staffing necessary to offer this course. We project a need for at least two sections of PSY-48 and PSY-50 every fall and spring semester.

Beyond service to our majors, many of our courses fulfill general education requirements for social science courses, natural science courses (PSY-2), and quantitative skills courses (PSY-48). Our courses have very high fill rates and our faculty frequently over enroll in an effort to meet student demand. Unfortunately, we are simply at capacity despite adding sections nearly every semester. In particular, we have full wait lists for every online section we offer. We need to consider increasing the number of PSY-1 and PSY-9 sections, particularly in the online format. At least two online sections of PSY-1 and PSY-9 should be offered every semester (Fall, Winter, Spring, Summer). The addition of online sections is particularly important because online courses serve traditionally underrepresented student populations, including active duty military members, students who are primary caregivers for family members, students who have disabilities that prevent them from attending classes in person, and a wide variety of nontraditional students.

Increasing our course offerings, particularly for PSY-48, PSY-50, PSY-1, PSY-9 and online formats will increase transfer, persistence, completion, success, and retention rates.

Goal Status: In Progress
Goal Year(s): 2018 - 2021
How do your goals support the Educational Master Plan?: This program goal is directly linked to EMP Goal #1 (Increase Student Achievement and Success) and the following Goal #1 Objectives:
jectives:
1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
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.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.
This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 8: , Goal 1 Objective 10:

Activities

2018 - 2019 - Hire a new FT Psychologist. We cannot offer additional sections, courses, and delivery formats to meet the growth within our program unless we hire an additional FT psychologist. We cannot currently staff our "specialty" courses with our current staffing levels. We already need to increase offerings of those courses so we can successfully move students through our program. (Active)

2018 - 2019 - Offer at least two sections of PSY-48: Behavioral Science Statistics during every Fall and Spring semester. Our ability to offer this class depends on hiring a third FT psychologist. We also need to find classroom space to offer the course, preferably equipped with computers. (Active)

2018 - 2019 - Offer a minimum of two online sections of both PSY-1 and PSY-9 during every semester and intersession. (Active)

2018 - 2019 - Offer at least two sections of PSY-50: Research Methods in Psychology every Fall and Spring semester. Meeting this goal depends on our ability to hire a third FT psychologist and to secure lecture and lab space. (Active)

Program Review - Instructional: Psychology

Program Goal: Increase Student Engagement

Increase student engagement by creating opportunities for Norco College students to gain experience in and exposure to psychological science. In particular, we want to start a chapter of Psi Beta (the National Honor Society for Psychology at 2-year colleges), support the creation of a Psychology Club, begin a mini-conference for PSY-50: Research Methods students, and encourage participation at regional and national research conferences.

Goal Status: In Progress

Goal Year(s): 2018 - 2021

How do your goals support the Educational Master Plan?: This program goal supports EMP Goal 1("Increase Student Achievement and Success") for the following Objectives:
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.
By increasing student engagement and supporting student organizations, we believe we can help students improve transfer, completion, success, and retention rates.

More directly, this program goal is in support of Goal 2 j("Improve the Quality of Student Life")
1. Increase student engagement (faculty & student interaction).

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 2 Objective 1:

Activities

2019 - 2020 - 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. (Active)

2020 - 2021 - 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 students on issues related to career options and transfer opportunities – information that is of high value to student success. (Active)

2019 - 2020 - 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. (Active)

2020 - 2021 - Encourage PSY-50 students to attend and present at regional and national conferences for both undergraduate research and for professional organizations. (Active)

2017 - 2018 - Participate in the Faculty Advisement Model by serving as Faculty Advisors within the School of Social & Behavioral Sciences (Active)

2018 - 2019 - Hire a third full-time faculty member. Every other activity listed in relation to this goal is time intensive. With only two full-time faculty members 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. (Active)

Program Goal: Hire a Third FT Psychologist.

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Our ability to maintain and grow our program, along with our ability to achieve every other listed program goal depends on the addition of a third FT psychologist to the Norco College faculty.

Although a second full-time psychologist was recently hired, we remain understaffed, particularly relative to our large and growing ADT program. It is not possible for current full-time staff to provide course coverage for the large number of psychology-specific course preps (PSY 35, PSY 33, PSY 8, PSY-48, & PSY 50) offered by this discipline while also contributing to courses offerings more typically found as general education transfer options (PSY 1, PSY 2 & PSY 9). Additionally, PSY-48 Behavioral Statistics, once introduced, will attract students from all majors in SBS, not just psychology. A third full-time faculty member who is able to teach PSY48/PSY50 would allow course preps to be divided up, resulting in more equitable and reasonable workloads. These are the courses which are typically taken by students who are planning to pursue the ADT in psychology and must be covered by someone with experience and expertise in the special topics. These characteristics are typically not found in the PT faculty pool, which primarily consists of non-research degrees such as the MFT (Masters in Marriage and Family Therapy).

Another factor that has significantly contributed to our need for another FT faculty member is the incredible growth of the Psychology ADT program. In the 2014-2015 academic year, only 2 students graduated with this degree. In the 2015-2016 academic year that number increased to 29. Our best projection for this academic year is tremendous growth, based on the need to increase our offerings of PSY-50, often at the last minute, to meet student demand. Because PSY-48 is a prerequisite for PSY-50, increased demand is expected over time for this course, as well. The majority of our classes have waiting lists and we have typically overenrolled our classes by as many 10-15 students, when space is available. During the 2015-2016 academic year, 50% of our total course offerings were taught by PT faculty. In the Fall 2017 semester, that number will rise to nearly 60%. In the 2015-2016 academic year, there were 46 sections of psychology taught, which is a ratio of 11.5 classes per 1 full-time instructor per semester. If another instructor were added, the ratio would still be 7.67 per 1 full-time instructor per semester.

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.

During the last Program Review cycle, we requested this position and were ranked eighth, which was unfortunately not high enough to be funded. In the interim, our colleagues at Moreno Valley have added two full-time psychology positions to their staff, despite having a smaller total program than we do. We are very happy that our colleagues have been able to successfully lobby for those much needed positions. However, this does put our students in a position of inequity. Norco College PSY students must frequently travel to either RCC or Moreno Valley to access much needed courses for the major. Students at those campuses enjoy classes that are primarily taught by FT faculty and are more able to move through the curriculum in a more timely fashion. Students at Norco College deserve the same.

Goal Status: In Progress
Goal Year(s): 2014 - 2017, 2018 - 2021
How do your goals support the Educational Master Plan?: Our ability to offer courses needed for our program and to staff the needed number of general education courses offered in PSY depends on this new hire. As a result, this program goal contributes to EMP Goal 1 ("Increase Student Achievement & Success") Objectives:
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.

FT faculty members have the luxury of holding office hours and actively participating in advisement, committee work, and student organizations. This position will therefore also contribute to EMP Goal 5 Objective 1 (Increase student engagement (faculty & student interaction).).

Finally, adding a third member to the psychology FT faculty will allow the current FT faculty members to decrease their total number of course preps, avoid unwanted overloads, more equitably distribute assessment and program review responsibilities, and allow all faculty members to continue to participate in campus leadership and professional development opportunities. This

supports EMP Goal # 7 (Strengthen Our Commitment to Our Employees), Objectives 1 & 7.
This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 5 Objective 1: , Goal 7 Objective 1: , Goal 7 Objective 5: