

Program Review Metrics

Program Review - Instructional: Psychology

Retention - Retention Metric

Program Review - Instructional: Psychology

<i>Observations & Analysis: Discuss any Changes or Significant Trends in the Data</i>		<i>Planned Actions</i>
Reporting Year: 2014 - 2017 Observed Trend: Noticeable Trend Up for Some Group(s) Observations & Analysis: Discuss any Changes or Significant Trends in the Data: Across all modalities, PSY has seen an upward trend for retention. The differences are smallest in the traditional lecture format (85.8%-89.2%), but significantly larger for both online (80.5%-85.9%) and hybrid (76.1%-87.4%) classes. During the target time period, psychology shifted from having no full-time faculty to two full-time faculty members. With consistent leadership for the discipline and consistency across classes for students, we believe this change had a direct impact on retention. In PSY in particular, we have focused on incorporating adaptive learning technologies into our classes, particularly in distance education courses. Those technologies were introduced during the 2015-2016 academic year, along with a new textbook for online and hybrid sections of PSY-1: General Psychology. You can see that hybrid retention rates improved significantly with that change. Although we can't solely attribute the improvements to the new technology, the timing is suggestive. We want to continue to explore these technologies as we work to achieve parity in retention across course delivery formats. Entered By: Laura Adams Date of Observations & Analysis: 04/28/2018 Related Documents: Retention Data for PSY	Planned Actions: Continue to focus on adaptive learning solutions in online and hybrid courses. Maintain high retention rates in psychology courses. (04/28/2018)	

Success - Student Success Metric

Program Review - Instructional: Psychology

Observations & Analysis: Discuss any Changes or Significant Trends in the Data	Planned Actions
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Success - Student Success Metric

Reporting Year: 2014 - 2017

Observed Trend: Noticeable Trend Up AND Down for Some Group(s)

Observations & Analysis: Discuss any Changes or Significant Trends in the Data: The pattern in success rates for PSY hybrid classes deserves a separate discussion. As you can see, the rates shifted from 58.4% in 2014-2015, to 69.3% in 2015-2016, to 46.6% in 2016-2017. This pattern is perplexing.

During the 2015-2016 academic year, we offered two sections of hybrid PSY-1 in the fall semester. In the spring semester, to accommodate a need for parental leave, two sections of PSY-9, one section of PSY-35, and one section of PSY-1 were offered as hybrids. Significantly, all of those hybrid sections were taught in the 8-week format, rather than over a traditional 16 week schedule. Success rates jumped from 58.4% to 69.3%. There are only two factors that could account for the change. PSY-9 and PSY-35 are not typically offered as hybrids. Perhaps these courses work particularly well in the hybrid format, leading to the boost in success rates. Alternatively, perhaps hybrid courses are more successfully offered in an 8-week semester vs a 16-week semester.

In support of this idea, success rates plummeted from the 2015-2016 academic year to the 2016-2017 academic year, with a drop of over 20%. No particular changes in pedagogy, textbook, assignments, or course format was made during the 2016-2017 academic year. The only significant change was that the total number of hybrid sections offered dropped (from 6 to 2), PSY-9 and PSY-35 were not offered as hybrids, and all hybrids were offered in a 16-week format.

If the shorter semester did increase success rates, moving back to the typical 16-week semester can partly account for the drop. In addition, if PSY-9 and PSY-35 enjoyed greater success rates, those courses were not offered as hybrids in the 2016-2017 academic year, which would account for some of the drop. However, the success rate drop is deeply concerning. We will closely monitor this trend to see if the pattern continues or shifts.

We should also explore the idea that hybrids may function better over a shorter semester. Anecdotally, many students reported enjoying the 8-week format during the Spring 2016 semester. If this would increase success rates for distance education courses, it could be a way to help us in our goal of achieving parity for distance ed students.

Entered By: Laura Adams

Date of Observations & Analysis: 04/28/2018

Related Documents:

Planned Actions: Continue to monitor the trend carefully. Consider pilot testing hybrid courses in 8-week semesters. (04/28/2018)

Success - Student Success Metric

Reporting Year: 2014 - 2017

Observed Trend: Noticeable Trend Up AND Down for Some Group(s)

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Entered By: Laura Adams

Date of Observations & Analysis: 04/28/2018

[PSY Success Rates in Hybrid Courses](#)

Success - Student Success Metric

Reporting Year: 2014 - 2017

Observed Trend: Noticeable Trend Up for Some Group(s)

Observations & Analysis: **Discuss any Changes or Significant Trends in the Data:** The overall trend in success rates for lecture (web-enhanced) PSY courses is an upward trend (68.9% 14-15 to 73.7% 16-17). Our retention rates in the lecture format overall are quite similar to what is seen for the college as a whole, though PSY has seen more improvement than the college has over the observed time period. We attribute this trend to the increase in full-time psychologists from 0-2.

Online courses also improved over the observed time period, from 65.9% to 66.9%, though this improvement is not as impressive and likely reflects minor random variations. It is important to note that retention in online courses did increase considerably over the same time period, so it is encouraging to see that success rates stayed solid.

We want to spend more time and attention on working to achieve parity in success rates for students in online classes. We will continue to monitor this situation. One particular change we have made is record lectures for students in online classes This change was suggested by colleagues who were able to increase success in online classes by adding lecture recordings. Beginning in the 2017-2018 academic year, all students in online PSY-1 classes have access to recorded versions of the same lectures seen by students in web-enhanced sections. We will be interested to see the effect on success rates going forward.

Entered By: Laura Adams

Date of Observations & Analysis: 04/28/2018

Related Documents:

[Overall success rates for PSY](#)

Planned Actions: Monitor upward trends in lecture courses. Work to achieve parity among course delivery formats by boosting success in online classes. (04/28/2018)

Efficiency - Efficiency Metric

Program Review - Instructional: Psychology

<i>Observations & Analysis: Discuss any Changes or Significant Trends in the Data</i>		<i>Planned Actions</i>
Reporting Year: 2014 - 2017 Observed Trend: Normal/Minor Variation Observations & Analysis: Discuss any Changes or Significant Trends in the Data: PSY continues to maintain very high efficiency scores. Our overall efficiency is 801.28, making us one of the most efficient disciplines on campus. In contrast, the overall college efficiency rate is 572.98. The general demographic trend in our society has lead to declining enrollments as the economy has recovered from the economic crash. The overall pattern of efficiency in all disciplines has declined (605.35 in Fall '14 to 551.58 in Fall '16, representing a 53.77 point decrease). While psychology has also seen a decline, the rate of decline has been slower (802.5 in Fall '14 to 789.03 in Fall '16, representing a 13.47 point decrease). While high efficiency rates are desirable, it is important to keep in mind that they can also represent staffing issues. Over the observed time period, PSY has seen high enrollments and increasing demand for our classes. We've met some of that demand by increasing class caps, over-enrolling many sections, and offering large lecture sections of some courses. These measures are band-aids. We need more sections of our transfer service courses, PSY-1 and PSY-9, particularly in the online delivery format. We also have continual demand for PSY-50 and could likely support second sections of some of our more popular courses within the major, such as PSY-35. We do not currently have staff available to support the needed growth in our program. Entered By: Laura Adams Date of Observations & Analysis: 04/28/2018 Related Documents: Efficiency Rates for PSY		Planned Actions: Maintain high efficiency while also ensuring appropriate class sizes, offerings, and staffing. (04/28/2018)

Graduates and Certificates - Graduates and Certificates Metric

Program Review - Instructional: Psychology

<i>Observations & Analysis: Discuss any Changes or Significant Trends in the Data</i>		<i>Planned Actions</i>
Reporting Year: 2014 - 2017 Observed Trend: Noticeable Trend Up for Some Group(s) Observations & Analysis: Discuss any Changes or Significant Trends in the Data: Psychology is continues to be one of the fastest-growing ADTs at Norco College and is currently the second largest ADT with 46 graduates in the 16-17 academic year. It is remarkable that we've been able to sustain this level of growth, even with the addition of one more full-time psychologist in the 16-17 academic year. To maintain this growth, we need to increase both the number of classes offered and the number of full-time psychologists at Norco. Entered By: Laura Adams Date of Observations & Analysis: 04/28/2018 Related Documents: Awards of AA-t & AS-t Degrees at Norco College		Planned Actions: Monitor growth and ensure that we have adequate resources (space, course sections, staff) to maintain this trend. (04/28/2018)
Reporting Year: 2014 - 2017 Observed Trend: Noticeable Trend Up for Some Group(s) Observations & Analysis: Discuss any Changes or Significant Trends in the Data: Overall, PSY is the second largest program of study compared to all other ADTs, as measured by the total number of students in both the CSUGE and IGETC patterns. Once again, only Business Administration captures a higher number of students. The table also clearly shows the increase in students from Fall 2016 to Fall 2017. As a result, if current trends continue we should expect that the PSY AA-t will continue to be one of the largest majors on campus, will continue to grow at a faster rate than other programs on campus, and will experience increased demand for courses within the major. We are currently struggling to offer all of the required courses needed to move students through the program in a timely manner and have not yet been able to offer PSY-48. Based on these projections, these struggles will continue to increase. Entered By: Laura Adams Date of Observations & Analysis: 04/28/2018 Related Documents: Programs of Study for ADTs in SBS. plus Business Administration		Planned Actions: Monitor the number of students declaring PSY as a program of study. Increase the number of class sections and staff members to accommodate this growth. (04/28/2018)