NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit: Psychology

(If applicable) Program or Certificate Psychology ADT

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Laura Adams

Due: April 20, 2016

Please send an electronic copy in a word document to:
programreview@norcocollege.edu

Form Last Revised: March 2016

Norco College

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

Annual Instructional Program Review Update
Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20th in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.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 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**

2016

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.

Strategic Plan: Goals and Objectives 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.

2016

I. Norco College Annual Instructional Program Review Update

Unit: **PSYCHOLOGY**
Contact Person: **LAURA ADAMS**
Date: **04/12/2016**

Trends and Relevant Data

1. **How does your unit support the mission of the College?**

   The psychology program and its associated ADT support the mission of the college directly by providing educational opportunities and pathways to transfer for Norco College students. Psychology offers many courses that serve as general survey courses, fulfilling either social science or non-lab natural science requirements for the IGETC and CSUGE curricular patterns. The psychology program also provides an associate's degree for transfer (ADT) within psychology, which creates additional transfer pathways for many students. This ADT is currently the fastest growing at Norco College. Finally, psychology courses are required or included as electives for many other degrees and programs offered at the college.

2. **Have there been any changes in the status of your unit? (if not, please indicate with an "N/A")**

   a. Has your unit shifted departments? **N/A**

   b. Have any new certificates or complete programs been created by your unit? **N/A**

   c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. **N/A**

3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.

What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

OVERALL 2014-2015	PSY Success	Norco Success	PSY Retention	Norco Retention
Total	67.7%	69.6%	84.6%	86.0%
American Indian or Alaska Native	71.4%	63.5%	100.0%	83.3%
Asian	78.4%	77.1%	88.6%	88.4%
Black or African American	55.6%	62.0%	82.7%	83.8%
Hispanic/Latino	64.2%	67.3%	82.8%	85.2%
Native Hawaiian or Other Pacific Islander	85.7%	68.8%	100.0%	87.2%
Two or More Races	72.9%	67.9%	84.3%	85.4%
White	75.9%	74.4%	88.7%	87.7%
Non-Respondent	61.9%	76.8%	71.4%	85.9%
19 or less	66.5%	68.5%	85.5%	88.1%
20 to 24	67.9%	68.8%	84.7%	84.9%
25 to 29	68.4%	70.2%	84.7%	84.4%
30 to 34	70.6%	74.7%	78.8%	85.5%
35 to 39	79.5%	75.8%	86.4%	86.4%
40 to 49	66.0%	75.6%	74.5%	85.8%
50+	70.6%	72.0%	76.5%	82.4%
Female	69.2%	70.8%	84.7%	86.1%
Male	64.9%	68.2%	84.2%	85.8%
Non-Respondent	72.7%	80.6%	90.9%	90.5%

OVERALL PATTERNS

Success and retention rates for Psychology classes closely mirror the general patterns and trends seen at the college level, with few discrepancies, noted below.

GENDER: Success and retention across the college as a whole do not differ widely for male and female students. However, there is a slightly larger gap in the success rates for female (69.2%) versus male students (64.9%) in psychology classes. This gap is not seen for retention rates.

AGE: For the most part, Psychology is closely aligned with the success and retention rates reported by the college for these age divisions. Some older age groups (25+) appear to do slightly better or worse than other age ranges. However, it is unclear how meaningful these differences are because these groups have much smaller membership than the 25-24 and 19 or less categories.

ETHNICITY: Mirroring the general trend at Norco, Psychology demonstrates less success with students who identify as Black or African American. However, Psychology shows success rates that are lower than those seen at the college as a whole (55% vs. 62%). At this point in time, it is unclear why this pattern has emerged. More reflection is necessary to understand the trend. It is hoped that the new disaggregated data will spark conversation and analysis across the college that will lead to a deeper understanding of this issue.

Face-to-face 2014-2015	PSY Success	Norco Success	PSY Retention	Norco Retention
Total	68.9%	70.6%	85.8%	86.6%
American Indian or Alaska Native	60.0%	60.7%	100.0%	83.6%
Asian	79.5%	77.8%	89.5%	88.9%
Black or African American	57.5%	64.9%	82.3%	85.1%
Hispanic/Latino	65.5%	68.3%	84.1%	85.9%
Native Hawaiian or Other Pacific Islander	83.3%	71.1%	100.0%	88.4%
Two or More Races	76.3%	69.6%	88.1%	86.4%
White	75.8%	75.0%	89.7%	88.2%
Non-Respondent	76.5%	77.8%	76.5%	85.1%
19 or less	68.0%	69.1%	86.4%	88.4%
20 to 24	69.4%	69.9%	86.1%	85.5%
25 to 29	68.2%	72.4%	86.4%	85.5%
30 to 34	71.0%	77.2%	79.7%	86.4%
35 to 39	82.9%	78.3%	91.4%	87.7%
40 to 49	65.1%	77.2%	74.4%	86.5%
50+	66.7%	71.8%	75.0%	82.2%
Female	70.4%	72.0%	86.1%	86.9%
Male	66.2%	68.9%	85.2%	86.3%
Non-Respondent	77.8%	80.4%	88.9%	89.2%

FACE-TO-FACE PATTERNS

The vast majority of Psychology classes are offered in the face-to-face format, through web-enhanced delivery. As a result, the face-to-face format is driving the trends and patterns seen at the overall level and there are very few points of discrepancy between this chart and the one discussed on the previous page. The main exception is in regards to gender. The success gap for males versus females is not as prevalent in the face-to-face delivery format.

HYBRID 2014-2015	PSY Success	Norco Success	PSY Retention	Norco Retention
Total	58.4%	63.7%	76.1%	83.7%
American Indian or Alaska Native	100.0%	88.9%	100.0%	100.0%
Asian	58.3%	75.3%	75.0%	89.2%
Black or African American	37.5%	52.1%	81.3%	80.4%
Hispanic/Latino	53.7%	60.9%	73.8%	83.6%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	100.0%
Two or More Races	66.7%	57.3%	66.7%	76.0%
White	79.2%	69.8%	83.3%	83.1%
Non-Respondent	0.0%	66.7%	50.0%	94.4%
19 or less	56.7%	60.8%	79.4%	85.1%
20 to 24	55.1%	61.7%	72.9%	81.8%
25 to 29	78.6%	68.4%	78.6%	85.3%
30 to 34	72.7%	63.2%	81.8%	81.9%
35 to 39	60.0%	77.4%	60.0%	90.5%
40 to 49	0.0%	76.1%	0.0%	86.2%
50+	75.0%	75.6%	75.0%	78.0%
Female	59.9%	66.9%	75.8%	85.1%
Male	55.0%	59.3%	76.3%	81.7%
Non-Respondent	100%	85.7%	100.0%	100.0%

HYBRID PATTERNS

The Psychology program offers 2-3 hybrid courses per traditional semester (Fall, Spring). Hybrid sections are typically offered for PSY-1 or PSY-9, classes which are typically taken in fulfillment of social science general education requirements. In line with the college as a whole, these hybrid classes show lower success and retention rates than face-to-face offerings. In addition, the same general pattern of decreased success with students who identify as Black or African American is seen. In the 2015-2016 academic year, hybrid course offerings in PSY-1 were enhanced to include online adaptive quizzing and more interactive components in the online portions of the class. It is hoped that these features have had beneficial effects on success and retention, patterns that will be explored in next year's annual program review document.

ONLINE 2014-2015	PSY Success	Norco Success	PSY Retention	Norco Retention
Total	65.9%	64.8%	80.5%	81.8%
American Indian or Alaska Native	0.0%	68.0%	0.0%	76.0%
Asian	100.0%	71.3%	100.0%	83.4%
Black or African American	75.0%	52.1%	100.0%	79.3%
Hispanic/Latino	64.1%	61.7%	76.9%	78.7%
Native Hawaiian or Other Pacific Islander	100.0%	57.9%	100.0%	78.9%
Two or More Races	0.0%	59.2%	50.0%	81.2%
White	71.9%	72.6%	84.4%	86.8%

ONLINE PATTERNS

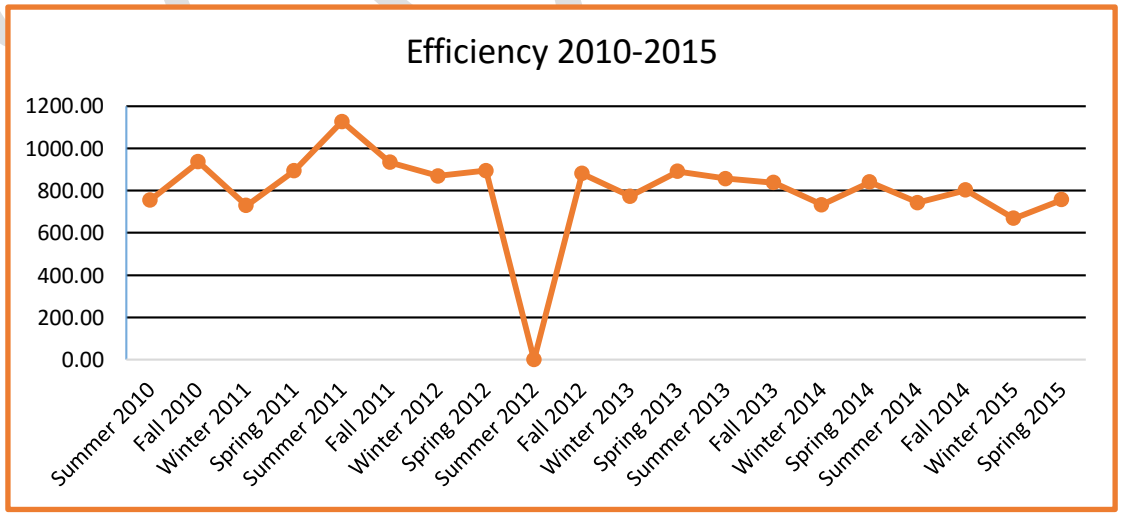
The psychology program typically offers only one online section of PSY-1: General Psychology per semester. As a result, the disaggregated numbers reported in this table are very small and any differences seen are unlucky to be statistically meaningful. Once again, the general patterns and trends closely reflect those seen at the college level.

Non-Respondent	0.0%	73.2%	50.0%	87.8%
19 or less	60.0%	65.4%	80.0%	85.4%
20 to 24	70.6%	61.2%	88.2%	80.5%
25 to 29	55.6%	61.0%	66.7%	78.8%
30 to 34	60.0%	70.1%	60.0%	83.6%
35 to 39	75.0%	69.0%	75.0%	82.1%
40 to 49	75.0%	70.9%	75.0%	84.0%
50+	100.0%	71.9%	100.0%	83.5%
Female	68.3%	64.4%	81.0%	81.4%
Male	61.1%	65.3%	77.8%	82.3%
Non-Respondent	0.0%	80.0%	100.0%	100.0%

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
Summer 2014	742.500
Fall 2014	802.800
Winter 2015	668.650
Spring 2015	756.420
Total	**857.274**

Psychology has maintained very high efficiency scores overall, consistently scoring higher efficiency ratings than the institution as a whole. Although these high efficiency rates are admirable, they may represent a need for additional sections in some courses, a situation that should be closely monitored going forward.



4. **List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?**

The last program review that was completed was the 2015 Comprehensive Program Review. At that time, the main resource request was for a new full-time psychology instructor, along with the necessary equipment for a new hire. At this point in time, the hiring process is under way for that position. If the search is successful, the full impact of the new hire won't be known for a year or two, but it is anticipated that the additional full-time position will improve course offerings, provide a more consistent experience for students, and allow the psychology program to grow. I look forward to reporting on those changes in future program review documents.

5. **What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Strategic Plan/Educational Master Plan?**

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
1. Maintain efficiency & increase retention. This goal is directly related to the 2015 CPR for Psychology.	• Hire a new full-time faculty member. This position was approved and a search is currently underway. • Monitor class sizes and course offerings.	***Goal 1: Increase Student Achievement and Success*** 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. ***Goal 2: Improve the Quality of Student Life***	Not limited to Distance Ed.

		1. Increase student engagement (faculty & student interaction).	
2. Establish and implement an assessment cycle. This goal is directly related to the 2015 CPR for Psychology.	• An assessment cycle was created during the last CPR, but adhering to it has proven challenging with current staffing levels. With the new hire in place in the coming academic years, it is hoped that we can continue to fine-tune our assessment rotation until it best fits the needs of the program. • Hire a new full-time faculty member. This position was approved and a search is currently underway.	***Goal 6: Strengthen Student Learning*** 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.	Not limited to Distance Ed.
3. Increase communication and collaboration within the Psychology Program at Norco College. This goal is directly related to the 2015 CPR for Psychology.	• Create opportunities for regular dialogue across instructors within the discipline. • Continue to support and train adjunct faculty in the collection of SLO and PLO data. • Solicit dialogue and feedback from PT faculty about assessment procedures, pedagogy, and discipline related matters.	***Goal 6: Strengthen Student Learning*** 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. ***Goal 7: Strengthen Our Commitment to Our Employees*** 1. Provide professional development activities for all employees. 2. Increase the percentage of employees who consider the college environment to be	Not limited to Distance Ed.

2016

		inclusive.	
4. Increase course offerings and access for Psychology students. This goal is directly related to the 2015 CPR for Psychology.	• Continue to work with discipline colleagues to develop additional psychology courses, such as Behavioral Science Statistics, Human Sexuality, and Cognitive Psychology, as appropriate. A new proposal for PSY-48 Behavioral Science Statistics is currently in the curriculum process. In addition, a PSY-1 Honors course is in progress and development has begun on a PSY-2 Honors course. • Continue to develop multiple delivery formats of existing courses to increase accessibility for students, as needed. • Hire a new full-time faculty member. This position was approved and a search is currently underway.	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: ***Goal 1: Increase Student Achievement and Success*** 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. ***Goal 2: Improve the Quality of Student Life*** 1. Increase student engagement (faculty & student interaction).	Not limited to Distance Ed.

**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."*

Norco College Annual Instructional Program Review Update

Unit: **PSYCHOLOGY**
Contact Person: **LAURA ADAMS**
Date: **04/12/2016**

Current Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. 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)
Psychology	**1**	**8**

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

7. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)[1]

List Staff Positions Needed for Academic Year_____ **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. Please state if the request impacts Distance Education.	**Indicate (N) = New or (R) = Replacement**	**Number of years requested**	**Annual TCP***
1. None Requested Justification:			
2. Justification:			
3. Justification:			
4. Justification:			
5. Justification:			
6. Justification:			

* 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.

[1] 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.

8. Equipment (including technology) Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year_____ **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. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes		Annual TCO*			
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	EMP GOALS
1. None Requested Justification:						
2. Justification:						
3. Justification:						
4. Justification:						
5. Justification:						

*** 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.**

[2] 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. Professional or Organizational Development Needs Not Covered by Current Budget*[3]

List Professional Development Needs for Academic Year_____. 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. Please state if the request impacts Distance Education.	**Annual TCO***			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. None Requested Justification:				
2. Justification:				
3. Justification:				
4. Justification:				

*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.

[3] 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.

10. 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[4]

List Student Support Services Needs for Academic Year 2016-2017 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. Please state if the request impacts Distance Education.	**EMP GOALS**
1. Full-time personal counselor / therapist for Health Services Justification: As a community college, Norco College serves an at-risk population. Many of our students are dealing with significant life stressors, including poverty, homelessness, acculturation, learning disabilities, psychological disorders, trauma, combat experiences, relationship issues and many other situations. These burdens are, of course, experienced on top of the typical stress experienced by college students. In order to serve these students and help them learn, Norco College needs an active Psychological Services Center on campus. Many campuses that are smaller than Norco employ multiple personal counselors. Students referred to Health Services for counseling often report having a hard time getting an appointment. Hiring a full-time personal counselor/therapist to spear head this effort would be a good first step.	**Goal 1: Increase student achievement and success.** 6. Increase success and retention rates 10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students. **Goal 2: Improve the quality of student life.** 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.

[4] 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.

2. Justification:	
3. Justification:	
4. Justification:	
5. Justification:	
6. Justification:	

*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***

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]

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

List Other Needs that do not fit elsewhere. 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.	**Annual TCO***			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. None Requested Justification:				

[5] 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.

2. Justification:				
3. Justification:				
4. Justification:				
5. Justification:				
6. Justification:				

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

2014

Rubric for Annual Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon.	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. Previous recourse requests stated and impact discussed.	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual 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
6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.	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	Strong connection made between resource requests and EMP/SPG
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update
USE ASSESSMENT DATA FROM fall 2014-spr 15

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in ***fall 2014 - spring 2015***. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO **Initial Assessments** Indicate which specific SLOs were assessed in the identified course	Semester assessed	Entered into TracDat fields Yes or No	SLOs with **Changes Made** to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified **Changes** Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in **Loop-Closing** assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
PSY-8	**SLO 1** **SLO 2** **SLO 4** **SLO 5**	**Spr15** **Spr15** **Spr15** **Spr15**	**Yes** **Yes** **Yes** **Yes**	**None**	**None**	**SLO 1, SLO 2, SLO 4, SLO 5** **All four SLO results meet discipline set benchmark of 70% success rate. While these results appear reliable and**	**None**

						reasonable, this was the first time this particular assessment was used for PSY-8. Future assessments will hopefully confirm that this is the case.	
PSY-35	**SLO 1** **SLO 2** **SLO3**	**Spr15** **Spr15** **Spr15**	**Yes** **Yes** **Yes**	**None**	**None**	**SLO 1, SLO 2, SLO 3** **All three SLO results meet discipline set benchmark of 70% success rate. While these results appear reliable and reasonable, this was the first time this particular assessment was used for PSY-35. Future assessments will hopefully confirm that this is the case.**	**None**
PSY-50	**SLO 1** **SLO 2** **SLO 3** **SLO 4** **SLO 5**	**Spr15** **Spr15** **Spr15** **Spr15** **Spr15**	**Yes** **Yes** **Yes** **Yes** **Yes**	**SLO 1 – Students averaged a 2.7 on this assessment, falling just short of the discipline set standard of 70% (2.8 points). Because this is the first time the course was offered and assessed at Norco, the reliability of the assessment and historical trends for student performance are unknown.**	**SLO 1 - Rather than proposing specific changes at this point in time, the discipline members plan to track the performance of students on future assessments to identify trends and patterns that will put these results in context. After the next assessment, in the 2016-2017**	**SLO 2, SLO 3, SLO 4, SLO 5** **These four SLO results meet discipline set benchmark of 70% success rate. While these results appear reliable and reasonable, this was the first time this course was offered at Norco College. Future assessments will be necessary to track the performance of this**	**None**

					academic year, these results will be revisited.	**course as it evolves and continues to be offered to our students.**	

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

   To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:
   Initial assessment for GE PLO Information Competency and Technology Literacy
   Closing Loop for GE PLO Self Development and Global Awareness
   A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
   A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	**0**	**0**	**0**

   b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
1 AOE-SBS	**0**	**1 GE-Self Development & Global Awareness**	**0**

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	**Changes Made** **Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken**	**Impact of changes on student learning, engagement, and/or teaching**

None	Choose an item.	
	Choose an item.	
	Choose an item.	
	Choose an item.	

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
PSY-50 SLO 1	**Change the language of this SLO from "explain" to "demonstrate."**	**SLO 1 uses the word "explain" which may be asking for open ended or essay type questions. Use of the word "demonstrate" for this SLO would allow for more accurate quantitative measurement. Other SLOs for this course cover the requirement that students be able to communicate ideas in verbal and written format.**

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

The results of the PSY-8 and PSY-25 assessments were shared at an SBS Department meeting and at a meeting of NAC in the Fall 2015 semester. More broadly, the results of the assessments were shared and communicated with discipline members through TracDat. However, these efforts are not sufficient. One of the goals for the next academic year, and for the four-year cycle of comprehensive program review, is to enhance communication throughout the psychology discipline at Norco College. In addition, another goal is to work on our assessment rotation. At this point in time, considerable assessment is being performed within the psychology discipline but it is neither coordinated nor comprehensive and communication between full-time and part-time faculty is lacking. This is likely a result of the program not having a full-time faculty member for several years. It is hoped that this situation will begin to improve now that one full-time faculty member has been added and a search for a second is currently underway.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources State the resources identified to support student learning and/or faculty development	**Assessment** Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	**Reasoning** Briefly explain what you learned in the assessment that indicates the resource might be beneficial
None.		

7. What additional support, training, etc. do you need in the coming year regarding assessment?

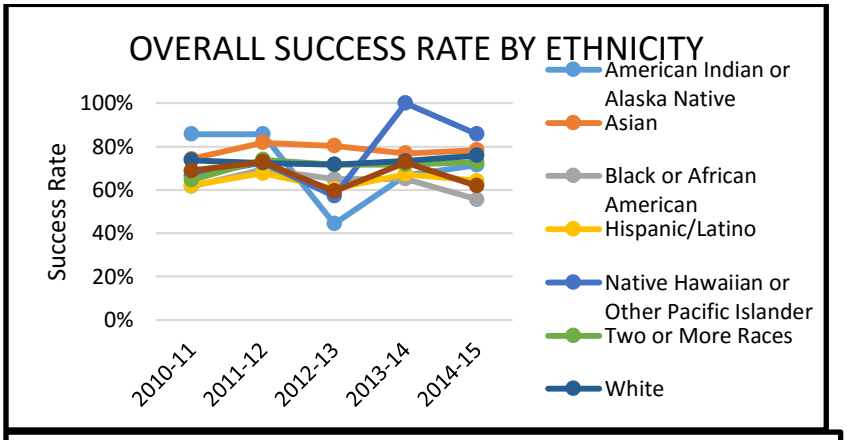
The main challenge facing the psychology program is building a comprehensive and coordinated culture of assessment. It will take time to build this communication and collaboration. It would be helpful to have guidance or training designed to enhance collaboration between full-time and part-time faculty.

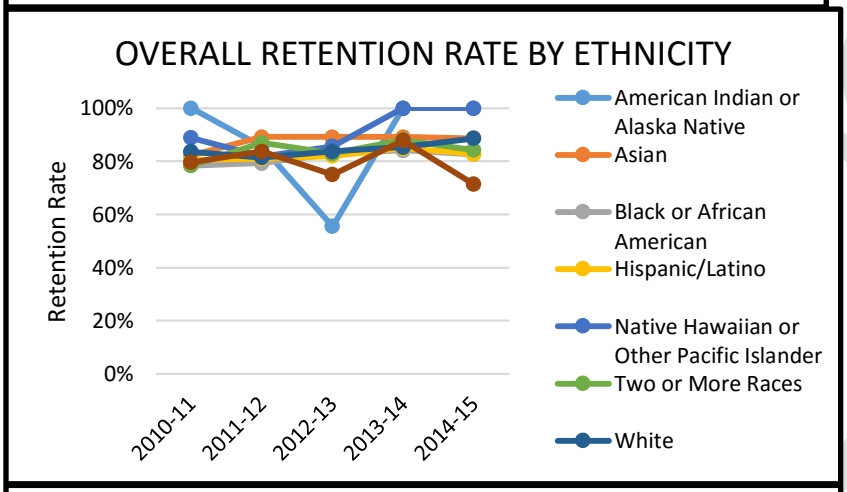
Scoring Rubric for Annual Program Review of Assessment (Part II only)

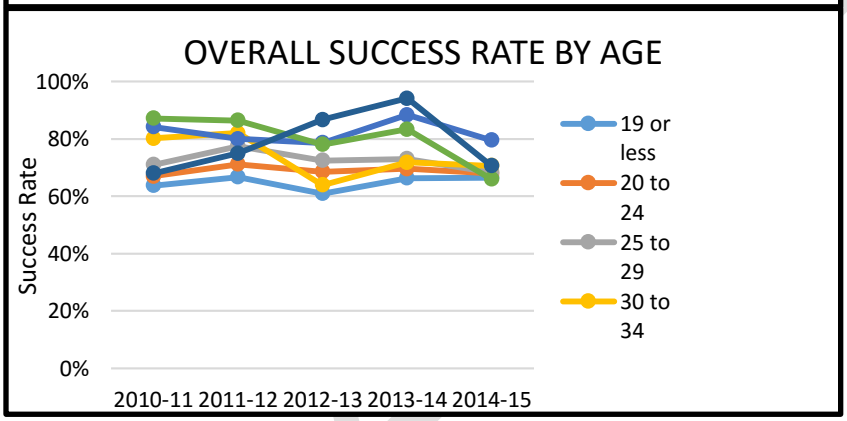
Assessment Unit Name: _____ Average score _____

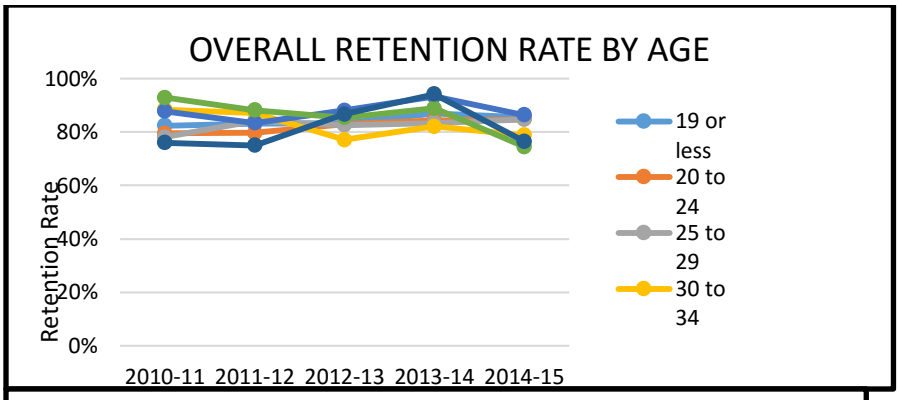
	0	1	2	3	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as "loop-closed", but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of "loop closed" for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for "loop closed" for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and **no** clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, **or** simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, **or** clear and supported clarification why no improvement is needed 3	
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 3	
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '14-spr '15 1			
Total for Each Column					

Appendix 1: Success & Retention Tables





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60%
40%
20%
0%
Retention Rate
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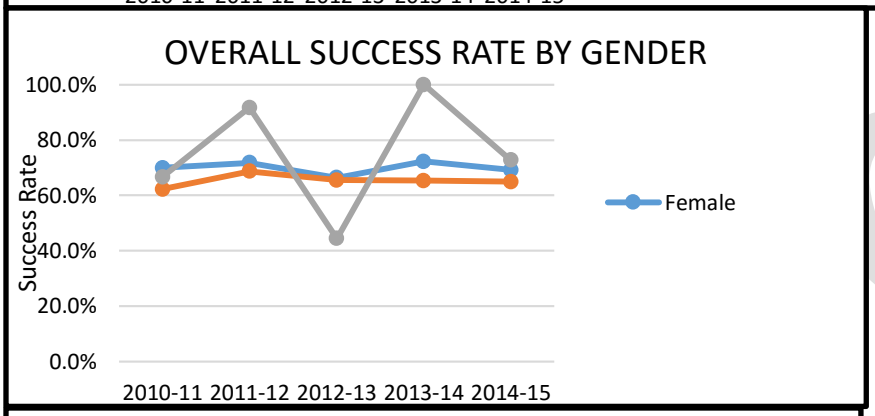
19 or less
20 to 24
25 to 29
30 to 34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Success Rate
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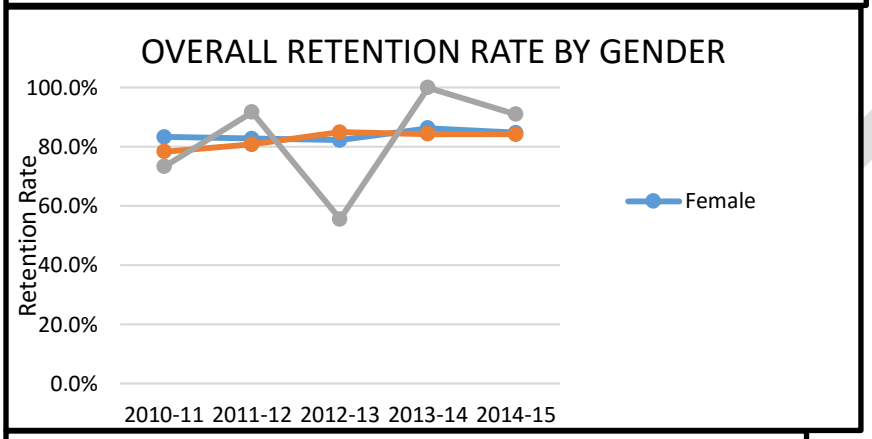
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Retention Rate
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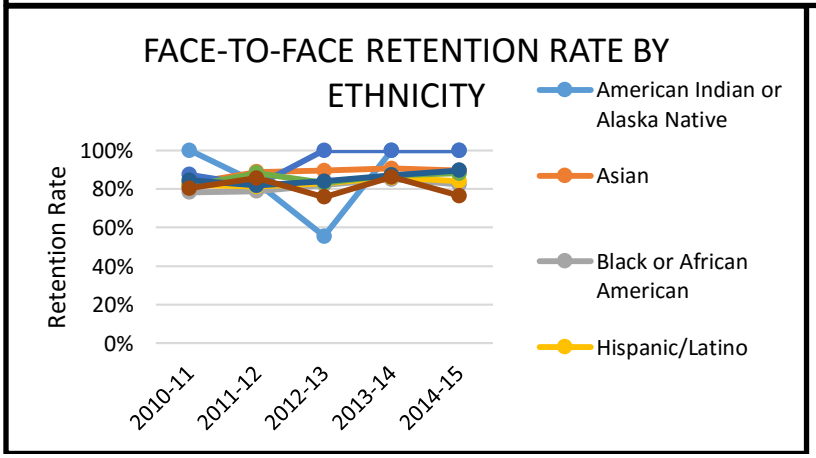
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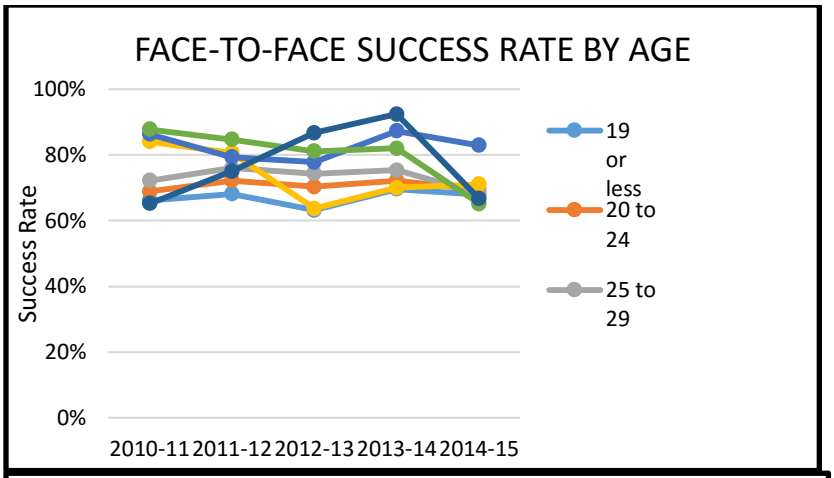
Asian
Black or African American
Hispanic/Latino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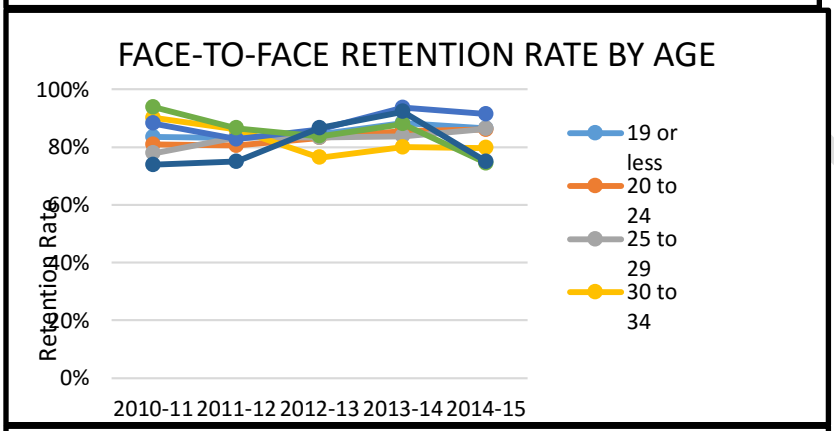
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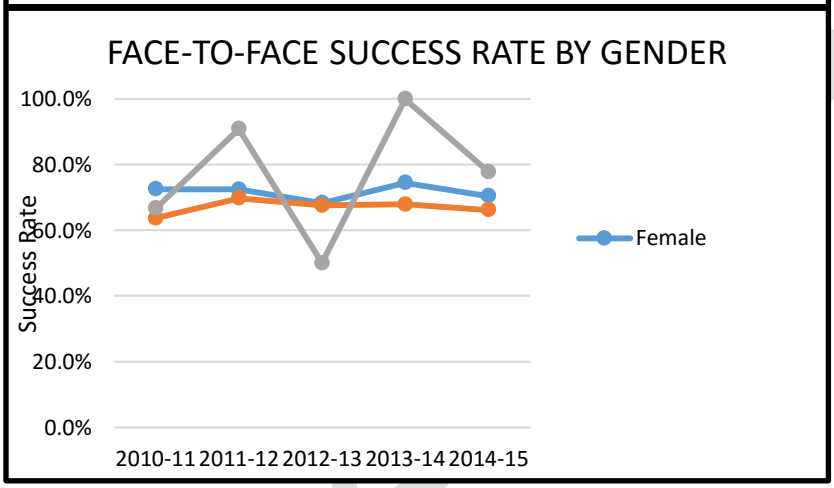
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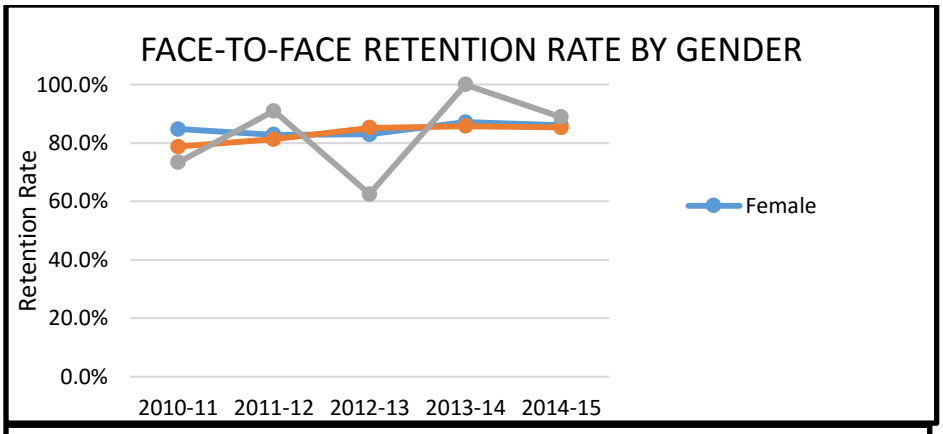
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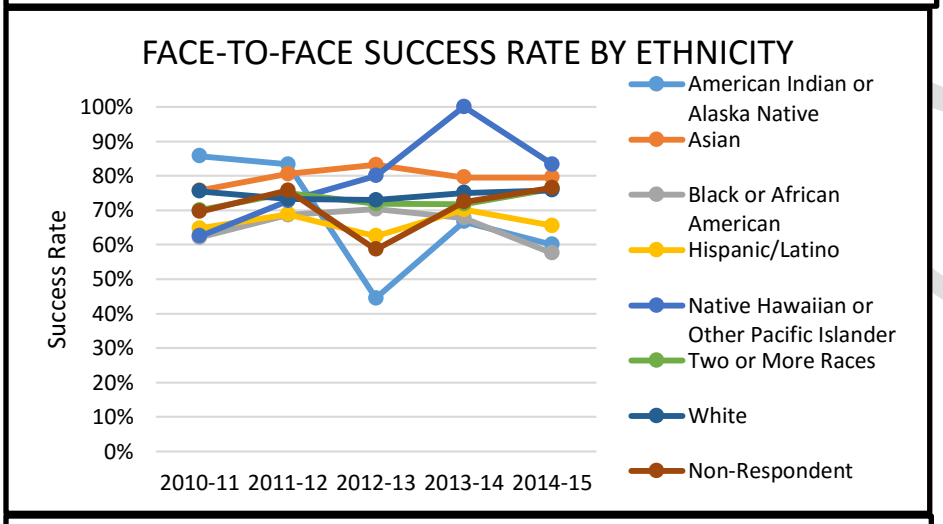
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Hispanic/Latino
Native Hawaiian or Other Pacific Islander
Two or More Races
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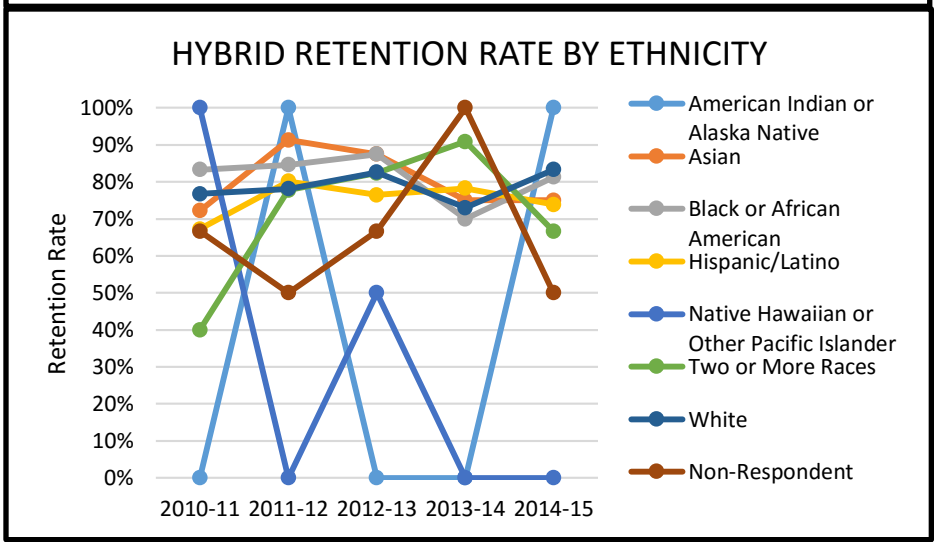
Non-Respondent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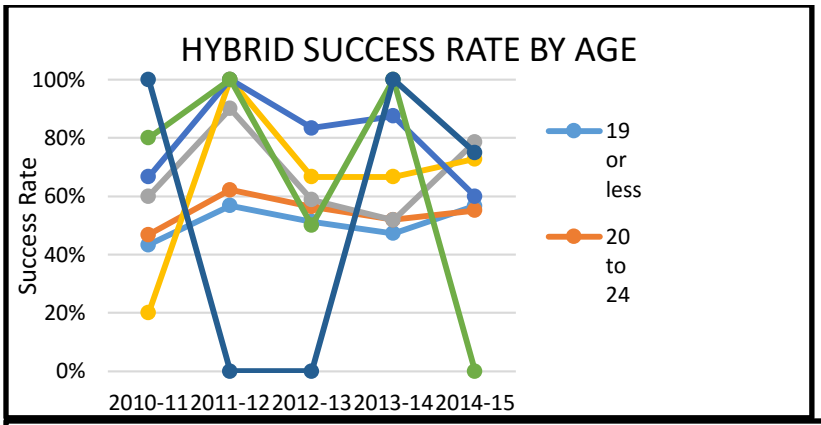
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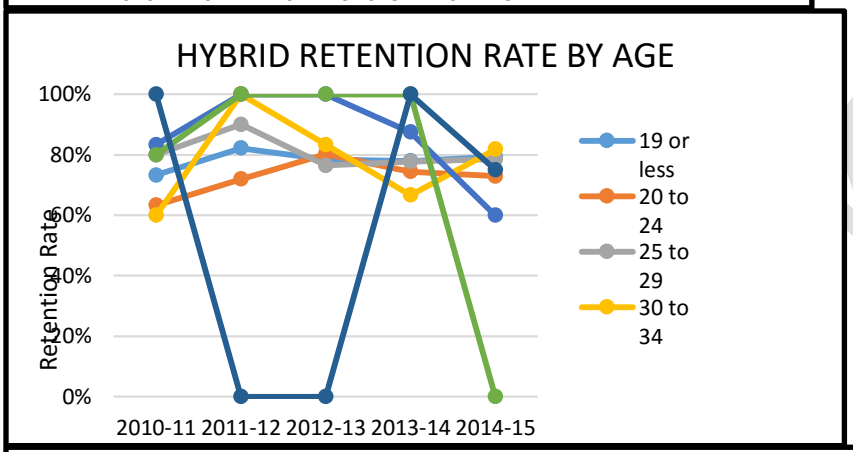
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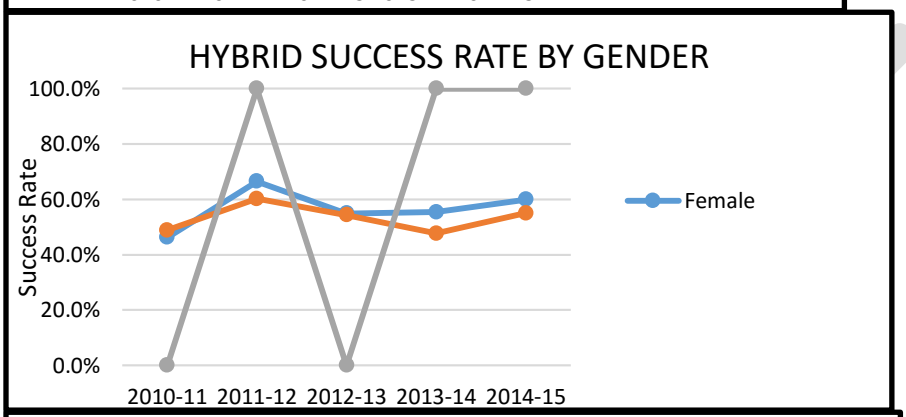
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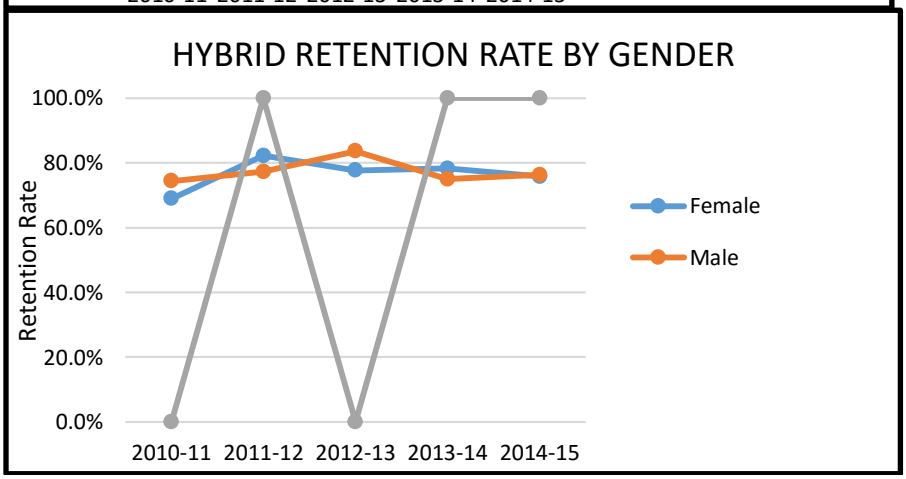
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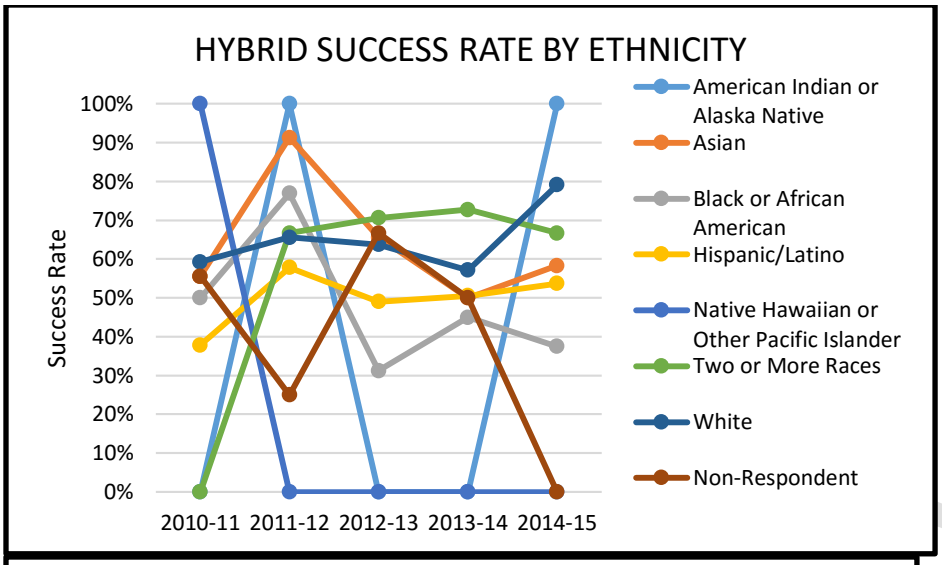
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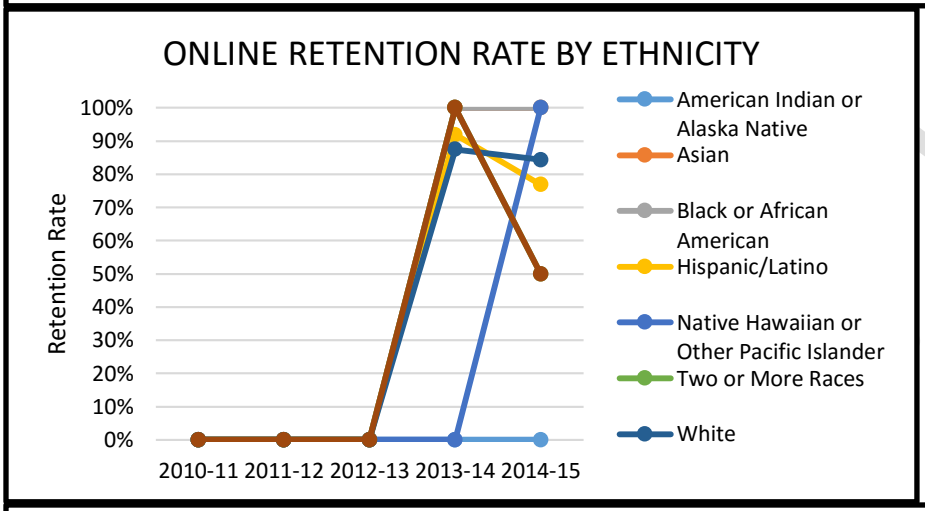
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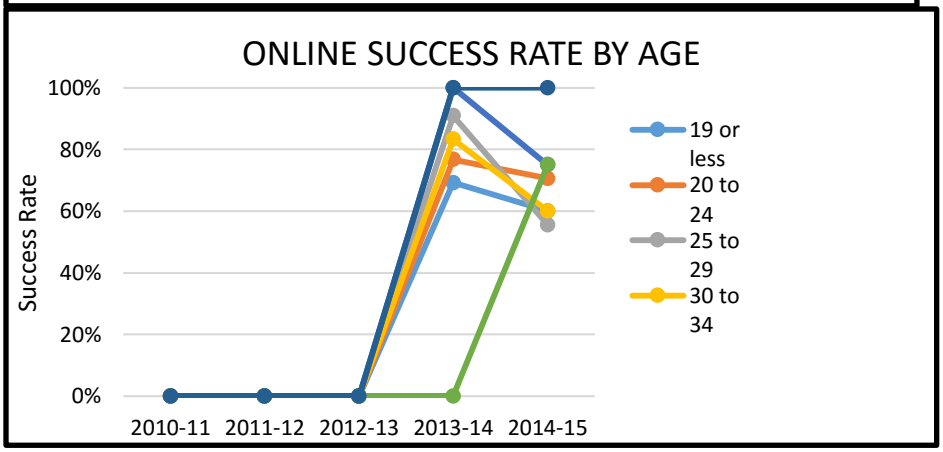
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Success Rate
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2010-11 2011-12 2012-13 2013-14 2014-15
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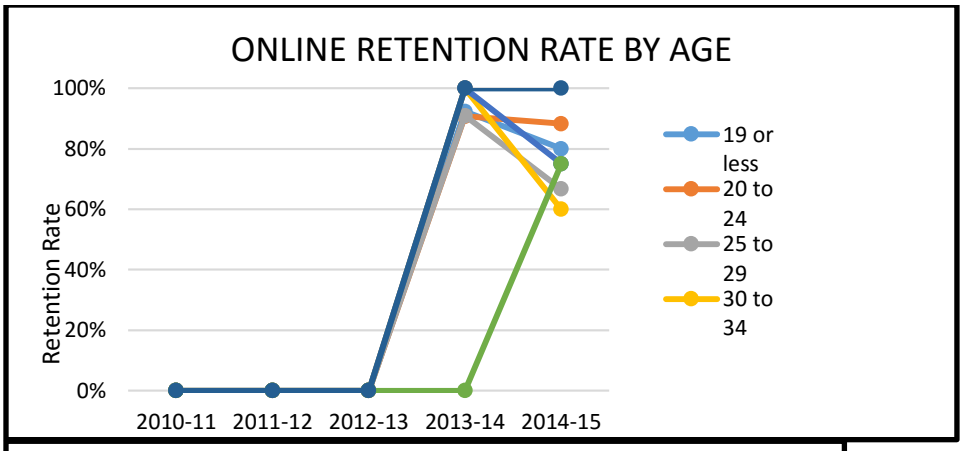
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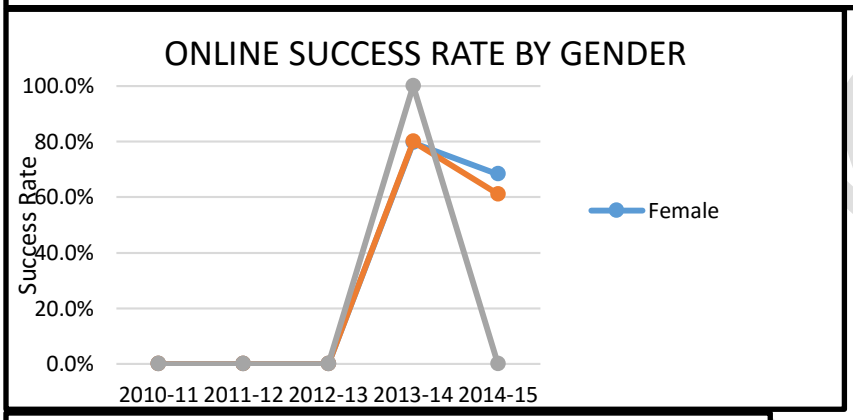
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Success Rate
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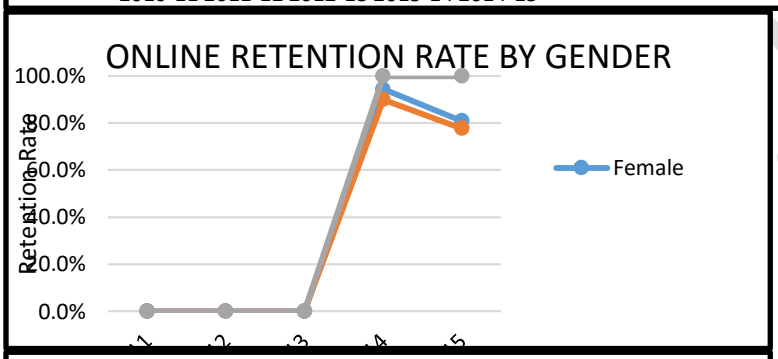
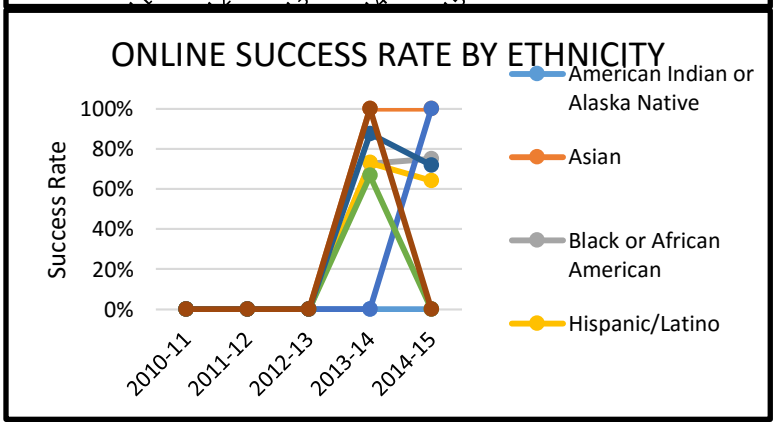
2012-13
2013-14
2014-15
Female


ONLINE RETENTION RATE BY GENDER
100.0%
0.0%
Retention Rate
Female


ONLINE SUCCESS RATE BY ETHNICITY
100%
80%
60%
40%
20%
0%
Success Rate
2010-11
2011-12
2012-13
2013-14
2014-15
American Indian or Alaska Native
Asian
Black or African American
Hispanic/Latino

Assessment: Course Four Column

Discipline - PSY

PSY-35:Abnormal Psychology

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Identify the symptomotology of the recognized disorders as stated in the Diagnostic and Statistical Manual of Mental Disorders. **SLO Status:** Active **Approval Date:** 10/07/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** 24 MC questions linked to this SLO, embedded in the final exam. **Benchmark:** Initial assessment: 70%.	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes On average, students answered 73.39% of these questions correctly. (09/12/2015) **Related Documents:** PSY-35 Spring 2015 Assessment Report.pdf	
SLO 2 - Compare and contrast major contemporary theoretical perspectives on the causes of mental illness. **SLO Status:** Active **Approval Date:** 10/07/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** 8 MC questions linked to SLO2 embedded in final exam. **Benchmark:** Initial assessment: 70%.	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes On average, students answered 70.83% of these questions correctly. (09/12/2015) **Related Documents:** PSY-35 Spring 2015 Assessment Report.pdf	
SLO 3 - Analyze the interaction between biological, psychological, and social aspects of psychological disturbances. **SLO Status:** Active **Approval Date:** 10/07/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** 8 MC questions linked to SLO3 were embedded in final exam. **Benchmark:** Initial assessment: 70%.	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes On average, students answered 75% of these questions correctly. (09/12/2015) **Related Documents:** PSY-35 Spring 2015 Assessment Report.pdf	

PSY-50:Research Methods in Psychology

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Explain the terminology, concepts, and ethics fundamental to research design and methodology. **SLO Status:** Active **Approval Date:** 09/03/2014	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** 24 questions which map to SLO 1 will be incorporated into the first midterm test. Of these, 8 will be terminology questions, 8 will be concept questions and 8 will be ethics questions. Please see questions attached. For each student present on the day of the test, the instructor will record a grade for SLO 1 on a 4 point scale. The number of questions a student is able to answer correctly indicates the numerical score on a 4 point scale: 4 (22-24 correct) indicates strong achievement 3 (19-21 correct) indicates moderate achievement 2 (16-18 correct) indicates slight achievement 1 (15 or less correct) indicates no or minimal achievement Note: SLO 1 uses the word “explain” which may be asking for open ended or essay type questions. Use of the word “demonstrate” for this SLO would allow for more accurate quantitative measurement. Other SLOs for this course cover the requirement that students be able to communicate ideas in verbal and written format.	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** No 23 assessed, mean score 2.7. The discipline set standard for Psychology is 70%, which translates to an average score of 2.8 on this four point scale. Students almost met this standard, but fell slightly short. (11/08/2015)	
SLO 2 - Critically evaluate research articles as well as information	**Written Assignment -** For SLO 2, students will be assessed for their	**Semester Assessed:** 2014-15 (Spring 2015)	

SLOs	Assessment Methods	Results	Changes Made
presented in the popular media. **SLO Status:** Active **Approval Date:** 09/03/2014	ability to critically evaluate research articles as well as information presented in the popular media in lab # 01 Virtual Library Field Trip. (See lab attached) Students will work in groups. For each student present on the day of the lab, the instructor will record a grade for SLO 1 on a 4 point scale. The grade on the lab indicates the numerical score on a 4 point scale: 4 earned a grade of 14-15, indicates strong achievement 3 earned a grade of 12-13, indicates moderate achievement 2 earned a grade of 10-11, indicates slight achievement 1 earned a grade of 9 or less, indicates no or minimal achievement **Notes:** This is based on a lab assignment.	**Benchmark Met:** Yes 24 students assessed, mean score 3.8. The discipline set standard for Psychology is 70%, which translates to an average score of 2.8 on this four point scale. The results of this assessment meet the benchmark. (11/08/2015)	
SLO 3 - Design and conduct research projects including analyzing and interpreting the results of data utilizing statistics. **SLO Status:** Active **Approval Date:** 09/03/2014	**Written Assignment -** For SLO 3, students will be assessed for how well they design and conduct research in lab #05 Developing Your Research Design and lab # 08 Conducting Experiments. They will be analyzing and interpreting the results of data using statistics in Lab # 09 Coding, Entering and Analyzing Your Data. (See labs attached) For each student present on the days of both labs, the instructor will record a grade for SLO 3 on a 4 point scale. The combined grade on the 3 labs indicates the numerical score on a 4 point scale: 4 earned a grade of 40-45, indicates strong achievement	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes 22 students assessed, mean score 4.0. The discipline set standard for Psychology is 70%, which translates to an average score of 2.8 on this four point scale. The results of this assessment meet the benchmark. This result may be the benefit of students working in groups. (11/08/2015)	

SLOs	Assessment Methods	Results	Changes Made
	3 earned a grade of 35-39 indicates moderate achievement 2 earned a grade of 30-34, indicates slight achievement 1 earned a grade of 29 or less, indicates no or minimal achievement **Notes:** This is based on group lab work which may need to be adjusted due to attenuation effects.		
SLO 4 - Compose written reports of research in appropriate APA style. **SLO Status:** Active **Approval Date:** 09/03/2014	**Project -** For SLO 4, students will work in groups to compose a written report of research in appropriate APA style worth 100 points. See attached grading rubric for this assignment. For each student, the instructor will record a grade for SLO 4 on a 4 point scale. The grade on the paper indicates the numerical score on a 4 point scale: 4 earned a grade of 90-100, indicates strong achievement 3 earned a grade of 80-89, indicates moderate achievement 2 earned a grade of 70-79, indicates slight achievement 1 earned a grade of 69 or less, indicates no or minimal achievement	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes 22 students assessed, mean score 3.8. The discipline set standard for Psychology is 70%. On this four point scale, that translates to an average score of 2.8. Students exceeded this benchmark for this assessment. (11/08/2015)	
SLO 5 - Present research designs and results to others in class presentations and/or in posters displays. **SLO Status:** Active **Approval Date:** 09/03/2014	**Presentation -** For SLO 5, students will be presenting the research to the class with a presentation and poster display worth 50 points. See attached grading rubric for this assignment. For each student, the instructor will record a grade for SLO 5 on a 4 point scale. The grade on	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes 22 students assessed, mean score 4.0. The discipline set standard for Psychology is 70%. On this four point scale, that translates to an average score of 2.8. Students exceeded this benchmark for this assessment. (11/08/2015)	

SLOs	Assessment Methods	Results	Changes Made
	the poster/presentation indicates the numerical score on a 4 point scale: 4 earned a grade of 45-50, indicates strong achievement 3 earned a grade of 40-44, indicates moderate achievement 2 earned a grade of 35-39, indicates slight achievement 1 earned a grade of 34 or less, indicates no or minimal achievement		

PSY-8:Introduction to Social Psychology

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate knowledge of current social psychological theories **SLO Status:** Active **Approval Date:** 10/07/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** Ten questions tied to this SLO were embedded in the final exam for this course. **Benchmark:** For this initial assessment, the benchmark was set at 70%.	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes Out of 10 MC questions directly related to this SLO, students answered 7 correctly, on average. (09/11/2015) **Related Documents:** PSY-8 Spring 2015 Assessment Report.pdf	
SLO 2 - Demonstrate the ability to integrate key theoretical concerns in contemporary social psychology, including attribution, cognitive dissonance, and social influence **SLO Status:** Active **Approval Date:** 10/07/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** Ten MC questions linked to this SLO. **Benchmark:** Initial assessment - 70%	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes Out of 10 MC questions directly related to this SLO, students answered 7 correctly, on average. (09/11/2015) **Related Documents:** PSY-8 Spring 2015 Assessment Report.pdf	
SLO 4 - Demonstrate knowledge of methods used in social psychological research **SLO Status:** Active **Approval Date:** 10/07/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** 10 MC questions tied to SLO 4. **Benchmark:** Initial assessment - 70%.	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes Out of 10 MC questions directly related to this SLO, students answered 7 correctly, on average. (09/11/2015) **Related Documents:** PSY-8 Spring 2015 Assessment Report.pdf	
SLO 5 - Discuss the application of social psychological theories and research to current social problems such as inter-group conflict, aggression and violence, prejudice, discrimination, and stereotypes **SLO Status:** Active **Approval Date:** 10/07/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** 10 MC questions linked to SLO 5 **Benchmark:** Initial assessment 70%.	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** Yes Out of 10 MC questions directly related to this SLO, students answered 7 correctly, on average. (09/11/2015) **Related Documents:** PSY-8 Spring 2015 Assessment Report.pdf	