



2017-2018  
Annual Program Review  
Psychology

# Table of Contents

Section 1: Program Planning

Section 2: Human Capital Planning

Section 3: Facilities Planning

Section 4: Technology Planning

Section 5: New Initiatives

Section 6: Prioritization

# Section 1: Program Planning:

## Internal Analysis

### ENROLLMENT AND FTES:

The number of enrollments in Psychology courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the number of enrollments in 2013-2014.

The FTES in Psychology credit courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Psychology courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the number of sections in 2013-2014.

The fill rate in Psychology courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Psychology courses in 2015-2016 showed a **substantial increase ( $\geq 10.0\%$ )** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Psychology courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Psychology courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the course success rate in 2013-2014.

The course success rate from 2015-2016 showed a **slightly higher rate (1.0% to 4.9%)** than the college success average\* (**66.6%**) and showed a **substantially higher rate ( $\geq 10.0\%$ )** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Psychology courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **slightly higher rate (1.0% to 4.9%)** than the college retention average\* (**83.3%**) and showed a **substantially higher rate ( $\geq 10.0\%$ )** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Psychology in 2015-2016 showed a **substantial decrease ( $\geq -10.0\%$ )** from 2014-2015 and showed a **substantial increase ( $\geq 10.0\%$ )** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Psychology in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the **Psychology** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **close to half (25% to 50%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

### GENDER

In 2015-16 there **was NOT a disproportional impact** in **Psychology** course success rates for *female students*; and there **was NOT a disproportional impact** in **Psychology** course success rates for *male students*.

### AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **Psychology** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Psychology** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Psychology** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Psychology** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Psychology** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Psychology** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Psychology** course success rates for students *50+ years old*.

### RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in **Psychology** course success rates for *African American* students; there **was NOT a disproportional impact** in **Psychology** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Psychology** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Psychology** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Psychology** course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in **Psychology** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **Psychology** course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

## Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends.

**Awards and certificate:** Despite high enrollments, the program has a surprisingly low number of awards.

- Based on an enrollment of 3,858 and the number of awards at 22, fewer than 1% of students earned a psychology award. (If the denominator were halved- to approximate head count, the awards percent would still be below 1%).
- If the program were to offer the research methods course to incarcerated students, psychology awards would increase.

**Success Rates:** The course success rate from 2015-2016 showed a slightly higher rate (1.0% to 4.9%) than the college success average (66.6%).

**Mental Health Issues and Psychology Students:** Psychology instructors have long relied on anecdotal examples and confirmation bias to demonstrate that this subject area attracts students with mental health issues more than other majors. Psychology faculty need to be aware of the college's new Maxient Student Conduct Reporting Tool to report student behavior problems for which they need assistance. The Psychology faculty also needs to be aware of the new Kognito modules. The modules provide an excellent professional development opportunity. The current Kognito modules address stress, veteran and LGBTQ students.

**Efficiency and Innovation:** The program to could continue to grow larger courses, but this would probably be at the expense of success. Instructors would need to be trained in how to continue to provide good instructional service and academic quality to students. Additional online courses could be added; this would likely continue to attract students from other schools and would not increase overall retention and award rates.

The STAR program continues to fuel the face to face course presence at the Newport Beach Campus. With the introduction of Guided pathways over the next few years, this could possible increase the enrollment of face to face Psychology courses.

**Canvas:** All Psychology courses are being offered in Canvas. All full-time faculty members have completed the Canvas training. 10 of the 13 part-time faculty members have completed the Canvas training. The majority of the Psychology department also completed the FSC 50 Attendance and RSI training.

**SLO:** The SLO data collection resumed on a trial basis for Spring 2017. The Psychology department selected PSYC C280 Research Methods to collect and report SLO data. The SLO data was collected using the new learning management system, Canvas.

**Personnel:** The Psychology department hired a new full-time faculty member starting 2017-2018 school year. Gradually, the full-time faculty member will teach the majority of the College for Credits and Early College High School courses. The goal is to build a stable partnership with these programs. The department also hired 3 new part-time faculty members to teach a variety of online and face to face courses in order to meet the slight increase in enrollment.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>3,113</b>	<b>3,682</b>	<b>3,858</b>
FTEs	290.0	350.0	371.4
FTEF30	5.0	6.0	7.0
WSCH/FTEF	961	949	868
Sections	44.0	53.0	57.0
Fill Rate	90.9%	82.6%	84.4%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	22
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>3,075</b>	<b>3,631</b>	<b>3,849</b>
<b>GENDER</b>			
Female	45.6%	42.1%	42.2%
Male	53.7%	57.1%	56.9%
Unknown	0.7%	0.7%	0.9%
<b>AGE at TERM</b>			
Less than 19	10.0%	8.3%	9.2%
20 to 24	25.9%	23.2%	23.6%
25 to 29	18.0%	18.2%	19.3%
30 to 34	12.5%	13.4%	13.6%
35 to 39	10.6%	11.5%	11.0%
40 to 49	15.5%	15.6%	14.9%
50 and Older	7.4%	9.8%	8.4%
<b>RACE/ETHNICITY</b>			
African American	15.0%	17.0%	15.2%
American Indian	1.0%	1.2%	0.7%
Asian/Pacific Islander	17.7%	17.0%	16.2%
Hispanic/Latino	28.5%	26.9%	31.6%
2 or More Race	4.0%	4.8%	4.7%
White	30.9%	30.9%	29.2%
Unknown	3.0%	2.2%	2.6%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	47.1%	46.5%	48.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	44.8%	42.5%	41.4%
Traditional	8.1%	11.0%	10.4%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	64.9%	64.0%	68.9%
Course Retention (A-F, P, NP)	83.2%	84.4%	85.3%

\* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>3,076</b>	<b>3,631</b>	<b>3,843</b>
-Overall Success Rate	65.0%	64.9%	68.9%
-Overall Retention Rate	83.1%	84.7%	85.3%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	1,403	1,529	1,620
Male	1,651	2,075	2,190
Unknown	22	27	33

<b><u>Success Rate</u></b>			
- Female	68.1%	70.0%	70.7%
- Male	62.4%	61.3%	67.3%
- Unknown	54.5%	51.9%	81.8%

<b><u>Retention Rate</u></b>			
- Female	85.5%	85.5%	83.7%
- Male	81.3%	84.1%	86.3%
- Unknown	72.7%	74.1%	90.9%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>3,076</b>	<b>3,631</b>	<b>3,843</b>
-Overall Success Rate	65.0%	64.9%	68.9%
-Overall Retention Rate	83.1%	84.7%	85.3%

<b>AGE at TERM</b>			
Less than 19	309	301	354
20 to 24	797	844	906
25 to 29	555	660	742
30 to 34	384	488	523
35 to 39	327	417	421
40 to 49	477	565	574
50 and Older	227	356	323

<b>Success Rate</b>			
Less than 19	71.8%	72.4%	77.7%
20 to 24	65.2%	64.6%	69.1%
25 to 29	63.8%	65.6%	66.2%
30 to 34	62.8%	63.3%	68.6%
35 to 39	65.7%	63.1%	69.4%
40 to 49	65.2%	63.4%	66.2%
50 and Older	59.5%	65.2%	69.0%

<b>Retention Rate</b>			
Less than 19	86.7%	88.7%	89.5%
20 to 24	82.8%	83.3%	85.5%
25 to 29	82.3%	84.4%	83.8%
30 to 34	81.3%	84.2%	85.3%
35 to 39	84.4%	88.0%	86.9%
40 to 49	83.0%	83.5%	82.9%
50 and Older	82.8%	83.4%	85.1%



Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>3,076</b>	<b>3,631</b>	<b>3,843</b>
-Overall Success Rate	65.0%	64.9%	68.9%
-Overall Retention Rate	83.1%	84.7%	85.3%

RACE/ETHNICITY			
African American	882	980	1,212
American Indian	544	615	620
Asian	458	614	583
Hispanic/Latino	122	180	182
Pacific Islander	89	80	93
White	951	1,118	1,125
Unknown	30	44	28

**Success Rate**

African American	63.8%	63.9%	64.6%
American Indian	69.1%	72.5%	80.2%
Asian	47.4%	48.0%	57.8%
Hispanic/Latino	65.6%	61.7%	69.2%
Pacific Islander	67.4%	77.5%	66.7%
White	71.8%	71.2%	73.2%
Unknown	63.3%	50.0%	60.7%

**Retention Rate**

African American	82.1%	85.4%	81.8%
American Indian	85.5%	82.4%	87.4%
Asian	78.4%	82.1%	83.9%
Hispanic/Latino	82.8%	78.9%	87.9%
Pacific Islander	82.0%	88.8%	84.9%
White	85.1%	87.2%	88.3%
Unknown	86.7%	86.4%	78.6%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>3,076</b>	<b>3,631</b>	<b>3,843</b>
-Overall Success Rate	65.0%	64.9%	68.9%
-Overall Retention Rate	83.1%	84.7%	85.3%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	1,449	1,689	1,852
Self-Paced	0	0	0
Telecourse	1,379	1,544	1,590
Traditional	248	398	401

**Success Rate**

Cable			
Correspondence			
Hybrid			
Online	66.8%	68.7%	69.9%
Self-Paced			
Telecourse	60.7%	57.7%	64.9%
Traditional	77.8%	77.1%	79.6%

**Retention Rate**

Cable			
Correspondence			
Hybrid			
Online	83.4%	84.4%	83.0%
Self-Paced			
Telecourse	82.0%	84.7%	87.0%
Traditional	87.9%	85.9%	88.8%

## Student (SLOs) and Program Student Learning Outcome (PSLOs)

Summarize SLOs, PSLO findings, dialog, and Include SLO and PSLO data if available

Due to transition, SLOs were not collected for 2016-2017. However, the department is always assessing SLOs and PLOs.

At the end of the spring 2017 semester, we used PSYC C280 Research Methods (2 sections) as a sample course to collect SLO data. This was the first time the data was collected in Canvas. Here is a summary of the findings:

- SLO #1 - Given project guidelines, formulate a hypothesis, conduct a proper literature review, and conduct a basic study to address a psychological question using appropriate research methods.
  - 88% of the students met or exceeded the expectations. 12% of the students did not meet the expectations.
- SLO #2 - Conduct and summarize a research study in a comprehensive research paper using proper APA style.
  - 88% of the students met or exceeded the expectations. 12% of the students did not meet the expectations.

In accord with plan proposed by the SLO Coordinator, the Psychology department will assess, collect and report SLOs for one course each semester. The follow-up assessment will occur during a future semester.

Here is the SLO Reporting plan agreed upon by the department from Fall 2017 to Spring 2022:

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
PSYC C100: Introduction to Psychology						1				2
PSYC C116: Child Development							1		2	
PSYC C118: Lifespan Development					1				2	
PSYC C165: Principles of Human Sexuality		1				2				
PSYC C170: Psychology of Aging	Working with Gerontology department (Laurie Runk)									
PSYC C250: Psychobiology				1				2		
PSYC C255: Abnormal Psychology								1		2
PSYC C260: Social Psychology			1				2			
PSYC C280: Research Methods	1				2					

The department will start assessing the SLOs for courses with fewer section and then continue with courses with more sections. The department also agreed that in the near future a universal reporting tool will be created for courses with multiple sections taught by different instructors. A universal reporting tool will lead to a more universal and comprehensive collection and assessment of the SLO

data. The two full- time instructors will take the lead on this project, with input from the entire department.

## Curriculum Review

Table Curriculum Review

Course	Date Reviewed	Status
Psych 100-Intro to Psych	1/8/16	Approved at 3/18/16 Curriculum meeting
Psych 116-Child Growth and Devel	1/8/16	Approved at 3/18/16 Curriculum meeting
Psych 118-Lifespan Devel Psych	1/11/16	Approved at 3/18/16 Curriculum meeting
Psych 165-Human Sexuality	1/11/16	Approved at 3/18/16 Curriculum meeting
Psych 170 -Psych of Aging*	1/13/16	Debra Secord reviewed during Gerontology Program Review
Psych 250-Psychobiology	1/11/16	Approved at 3/18/16 Curriculum meeting
Psych 255-Abnormal Psych	1/11/16	Approved at 3/18/16 Curriculum meeting
Psych 260-Social Psych	1/11/16	Approved at 3/18/16 Curriculum meeting
Psych 280-Research Methods	1/11/16	Approved at 3-18-16 Curriculum Mtg but will need to be resubmitted if the new math statistics course will be allowed as a prerequisite (the statistics course outline needs state approval first). In summer 2016 psych 280 was submitted for a C-id number so the course could be included in OEI.

## Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Hire ONE full-time teacher who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2017.	Completed	Full-time faculty hired PSYC approved by the CCCD Board spring 2017.	N/A
All psychology teachers be at least at the level of "effective" on the Academic Senate Academic Quality Rubric. This includes RSI and providing feedback in telecourses	On-going		

Identify an office for Erin Johnson ASAP. Any new full-time psychology faculty will need offices, as well.	Completed	Erin Johnson moved into permanent office at NBC in fall 2016.	Erin Johnson is able to effectively meet with students and conduct Psychology club meetings in the new office space.
Ensure that all psychology courses are at least at the level of "effective" on the Academic Senate Academic Quality Rubric. This include RSI and providing feedback in telecourses; Update telecourse videos; Hire one new full-time instructor; Improve poor success rates in DL courses; and Dedicate offices for full-time faculty	On-going		
Over the next five years update all three telecourses with simple video productions, mostly narrated shots and interviews in studio, and using some of our existing video. We can also incorporate public domain footage or acquire low cost videos. Even paid, we may not have enough faculty to be involved in telecourse updating. Introductory psychology would be the first priority.	On-going		

## Response to Program/Department Committee Recommendation(s)

Table X Progress on Recommendations

Recommendation(s)	Status	Response Summary
Support the development of model courses within the program	Addressed/ on-going	The sample PSYC C118 course was developed. The course available for use. All instructors will be able to use this course.
Explore OER and other learning material options	Not started	The department continues to review OER materials for future use. The challenge has been finding a well-rounded and comprehensive OER resource.
Explore the Addiction Studies Certificate in partnership with Human Services	Addressed/ on-going	The department will continue to work with Human Services on this certificate.

## Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty to discuss programmatic-level planning, SLO/PSLO data, institutional performance data, and curriculum and programmatic development.

The Psychology department uses the following communication strategies:

- All-College Meetings

- Department wide emails

The department chair will call department meetings to discuss programmatic-level planning. In particular, the next programmatic-level planning at the department level will include creating a course level universal tool to collect SLO/PSLO data for a variety of courses with multiple sections and instructors.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	Dean		1.33 1 @ 100% 1 @ 33%	Position Title 13		
Current year 2017-18	Dean		2.33 2 @ 100% 1 @ 33%	Position Title 13		
1 year 2018-19	Dean		2.33 2 @ 100% 1 @ 33%	Position Title Projected slight increase in P/T Faculty		
2 years 2019-2020	Dean		2.33 2 @ 100% 1 @ 33%	Position Title Project slight increase in P/T Faculty		
3 years 2020-2021	Dean		2.33 2 @ 100% 1 @ 33% <b>Add 1 @ 100%</b>	Position Title Projected slight decrease in P/T Faculty)		

Provide a description of the staffing for the program. Include a description of the previous, current, and year of staffing estimates. Support the projection with evidence and specify how position growth or reduction relates to College plans. Additionally, for full-time positions, include a Coast District approved job description.

2017-2018 we hired a new full-time faculty member to teach courses in the Psychology department. Eventually the new full-time faculty member will collaborate on the development of model courses. The faculty member will also assist in updating three telecourses (PSYC 100, 116 and 118).

2016-2017 we hired three new part-time faculty members to meet the demands of the Psychology course offerings. With the projected addition of second 8-week courses over the next years, the Psychology department will continue to hire part-time faculty members.

### Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
All Faculty	CANVAS training	All online PSYC are available in CANVAS
All faculty	Canvas - Attendance and RSI training	


- All of the full-time faculty members completed the Canvas training.
- 77% of the part-time faculty members completed the Canvas training.
- The goal for 2017-2018 is to ensure all Psychology faculty members have completed the Attendance (Face to face courses) and RSI (online courses) training.

## Section 3: Facilities Planning

### Facility Assessment

Provide a description of the program facilities and specify any changes over the past year as it relates to the comprehensive forward strategy and overall College planning. Provide evidence of emerging needs for modifications or additions to the program facilities.

All courses can be held in traditional classrooms. The department specifically had a discussion and came to an agreement about the following two courses that are sometimes scheduled for labs at other colleges.

1. Research Methods is taught in a computer classroom using the National Opinion Research Center/General Social Survey (NORC/GSS) data set and using access to statistical software provided by UC Berkeley (it is free to the public and is used in our online courses). Since STAR research methods is not offered every semester it does not seem fiscally prudent to purchase SPSS software on a required yearly license for an entire computer lab installation (\$225 per seat /license - Annual License Fee for SPSS Campus Edition Premium). However, it may be fiscally prudent to install SPSS on a small number of computers in the lab. The Research Methods courses usually yields about 6-10 students.
2. Psychobiology is adequate taught in a traditional classroom as opposed to needing a lab, as long as Internet access is available for demonstrations.

## Section 4: Technology Planning

### Technology Assessment

Provide a description of the program's utilization of technology and specify any changes over the past years as it relates to the comprehensive forward strategy and overall College planning. Provide evidence of emerging needs for modifications or additions to the program technology.

#### **Technology Use**

Technology and technology support for on-site courses has been consistently good. The smart classrooms at NBC are very helpful and useful.

Technology support for the Credits for College program has been hit or miss in the past. The department will continue to reach out to faculty members teaching at the different sites to ensure he/she is receiving the necessary technological support.



### **Canvas Use**

Most psychology teachers have taken FSC training, but they need to be encouraged to consistently improve their courses and their ability to use features of Canvas for course quality and student success. They need to learn how to use features that will enable them to fulfill requirements of RSI such as rubrics and formative assessment. As a department, we need to ensure all faculty members have completed the FSC 50 Attendance and RSI training.

### **Canvas Model Course-Intro to Psychology**

It would be useful to have a team of faculty work on developing Intro Psychology into a model online course that would use a free textbook. Materials such as Power Points would need to be developed to accompany the textbook. Additional quiz materials would need to be developed. In this way, any new instructor or any instructor on staff could use the “model course,” without attribution, and students would benefit because the textbook would be free. [This “sounds” ideal, but we are worried that the free textbook may not be kept up to date with new information.]

### **Telecourses**

Telecourses (videolessons), used primarily in our incarcerated program, but also as auxiliary video material in some of our online courses, are out of date. To produce new telecourses would be cost-prohibitive and would need significant faculty involvement. It was suggested that the telecourses could be updated with simple video productions, mostly narrated shots and interviews in studio, and using some of our existing video. We can also incorporate public domain footage or acquire low cost videos. Even paid, we may not have enough faculty to be involved in telecourse updating.

These are the original development dates for our existing telecourses:

- Psych 100 Intro Psychology: The Human Experience      2001
- Psych 116 Child Development: Stepping Stones      2003
- Psych 118 Transitions Through the Life Span      2003

### **R-Project and R- Commander**

Faculty members teaching PSYC C280 Research Methods should explore using R-Project and R-Commander in their courses. This is a cost-effective statistical computing program.

# Section 5: New Initiatives

## **Initiative:**

Over the next four years, create 8 different universal tools to measure course level SLOs. Currently, each course measures SLOs independently.

## **Describe how the initiative supports the college mission:**

This initiative supports the college mission of student success and it is an imperative part of the accreditation process.

## **What college goal does the initiative support? Select one**

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

## **What Educational Master Plan objective does the initiative support? Select all that apply**

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

## **What evidence supports this initiative? Select all that apply**

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

## **Describe how the evidence supports this initiative.**

Across the department faculty members are using different measures to measure course level SLOs. In order to show trends in the data, universal measures need to be enlisted.

## **Recommended resource(s) needed for initiative achievement:**

Full-time faculty members can start researching different measurements. The research could include possible professional development opportunities. Find out what other psychology departments are doing.

## **What is the anticipated outcome of completing the initiative?**

The outcome would include a more universal and meaningful way to collect and assess SLO data.

## **Provide a timeline and timeframe from initiative inception to completion.**

	<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Fall 2020</b>	<b>Spring 2021</b>
PSYC C100: Introduction to Psychology	Research			Start		Complete		
PSYC C116: Child Development	Research					Start		Complete
PSYC C118: Lifespan Development	Research		Start		Complete			
PSYC C165: Principles of Human Sexuality	Research	Start		Complete				
PSYC C170: Psychology of Aging	Work with Laurie Runk							
PSYC C250: Psychobiology	Research			Start		Complete		
PSYC C255: Abnormal Psychology	Research					Start		Complete
PSYC C260: Social Psychology	Research		Start		Complete			
PSYC C280: Research Methods	Research	Start	Complete					

## Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Create universal SLO measurements	Faculty research Psychology course measurements. Meet to discuss measurements and then implement measurements across the courses.	\$2,000	On-going		SLO data		Spring 2021	1
Update 3 telecourse videos	Faculty to assist with material acquisition for updates	\$45,000	one-time		Student surveys and faculty review of telecourses	2 Access	Spring 2021	2
Ensure that all psychology courses are at least at the level of "effective" on the Academic Senate Academic Quality Rubric. This include RSI and providing feedback in telecourses	Faculty to review courses; FSC to provide training; dept chairs to provide feedback. All faculty should complete FSC 50 Attendance and RSI training	unknown	On-going		Student surveys; new Accreditation and Federal Department of Education requirements	1 Success 2 Access	Ongoing	3
Improve poor success rates in DL courses	Faculty may need training in Canvas, rubrics, or may need readers. Online tutoring	\$5,000	On-going		College research	1 Success	Spring 2018	4

List and prioritize staffing requests. For full-time positions, include a Coast District approved job description.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

# Data Glossary

**Enrolled (Census):** The official enrollment count based on attendance at the census point of the course.

**FTES:** Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

**FTEF30:** A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

**WSCH/FTEF (595):** A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

**Success Rate:** The number of passing grades (A, B, C, P) compared to all valid grades awarded.

**Retention Rate:** The number of retention grades (A, B, C, P, D, F, NP, I\*) compared to all valid grades awarded.

**Fall-to-Spring Persistence:** The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

**F2S Percent:** The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.