Comprehensive Program Review Report

Instructional Program

Due By January 31, 2023 for AY *2022-23 to 2024-25 Planning*

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| Section I: Program Information |

# Section I: Program Information

## I.A. Program Title

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| Psychology |

## I.B. Comprehensive Program Review Team

* Identify all individuals who contributed to this program review*.*

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| Written by Michelle Oja.  Reviewed by Sharyn Eveland & Robin Polski |

## I.C. Review Program Description and Mission Statement

(*See Guide for tips on filling out this section).*

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| This curriculum provides a broad perspective on the human condition and skills essential to any educated person. Courses span the areas of human behavior from birth to death, dealing with the many problems and potentialities experienced along the way. Courses examine the theories, techniques, and principles basic to the study of human behavior and psychology including such topics as perception, learning, memory, motivation, personality, psychopathology, education, human growth and development, social psychology, and experimental analysis and design.  This curriculum provides a solid foundation upon which to build a psychology major at a four-year school. The degree guarantees transfer to a CSU as a junior.  To earn an Associate in Arts in Psychology degree for Transfer (AA-T), students must complete all course requirements with a minimum grade of “C” in all courses required for the major or area of emphasis; and must complete the General Education Breadth pattern for CSU’s with an overall GPA of 2.0. There are no local graduation requirements associated with this degree.  Additionally, students shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both the following requirements:   1. Completion of a minimum of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:    1. The [Intersegmental General Education Transfer Curriculum](https://taftcollege.smartcatalogiq.com/sitecore/service/notfound.aspx?item=web%3a%7b887C3051-27A0-4BC8-901A-A69F5784A829%7d%40en) (IGETC) or The [California State University General Education-Breadth](https://taftcollege.smartcatalogiq.com/sitecore/service/notfound.aspx?item=web%3a%7b6144A31E-0487-4FD3-8000-36C82902A242%7d%40en) Requirements.    2. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0 |

### Program description(s) in Catalog

### Program Current Mission Statement

The program’s mission (and vision, if applicable), goals and objectives and how they connect into the College and/or division goals; Concerning mission, goals, duties, and objectives, please describe any improvements that need to be addressed; Update current Mission Statement if applicable.

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| I don’t see a separate program mission statement in the catalog. The above is all that I could find. |

## I.D. Program Summary

1. What courses is the program offering?

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| We typically offer the following Core courses from the ADT:   * PSYC 1500 (several sections) * PSYC 2200 (several sections) * PSYC 2205 (1-2 sections)   Plus the following courses from List A or List B of the ADT:   * PSYC 2050 (1-2 sections) * PSYC 2080 (2 sections).   We occasionally offer the following courses, although they are not a required part of the ADT:   * PSYC 2030 * PSYC 2033   We regularly offer PSYC 2003. It is not part of the Psychology ADT, but it is part of the Early Childhood Education degrees. |

1. Provide a summary on the status of the program being reviewed.

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| The Associate in Arts in Psychology for Transfer degree and program at Taft College has been offered since 2012. The program is designed to prepare psychology majors to transfer to California universities. There are a total of ten psychology courses, with two new courses that haven’t been offered yet. Five of these courses are required in the degree program. The program offers two courses on the local high school campus (PSYC 1500 and PSYC 2200) in the fall.  The program is doing well on degree attainment, but the recent years have shown lower enrollment in face-to-face sections (even with fewer sections offered). Data initially showed that success rates have declined in most courses, but not PSYC 2050. More recent data, however, showed that most course success rates were above a typical benchmark of 70%. However, there were individual sections of PSYC 1500, PSYC 2003, and PSYC 2200 that were below 50%.  The requested SLO data was not consistently provided across the program (e.g., some courses were included in some years but not other years). While PSYC 1500 and PSYC 2205 had rates of not meeting expectations at 20-26%, the concern is PSYC 2200 which had 48% of students not meeting expectations. The PLO and ILO results also have high rates of not meeting expectations, with particularly low PLO results for men and African Americans on some learning outcomes.  There are three full-time faculty members associated with the Psychology program. Of the three professors, one carries release time for other institutional responsibilities and another shares instructional responsibilities in the Early Child Education program areas. There are also at least three faculty who teach sections in the program but have full-time non-teaching faculty responsibilities in other areas of the college. The adjunct faculty pool has decreased recently, and the program is in need of more faculty who can teach on campus during the day. |

1. Summarize significant developments from the past 3 years.

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| In Spring 2021, one faculty member in the program received a sabbatical and used the semester to compile and edit an open educational resource (OER). The result is an open-licensed behavioral statistics textbook on LibreTexts with accompanying worksheet quizzes in Canvas Commons.  We have recently added two courses based on requests from external constituents. One course (PSYC 1520: Psychology as a Profession) has gone through the full curriculum approval process and will be offered in Fall 2023. The other course (PSYC 1510: Crisis Intervention) is being revised through the curricular approval process as a Career Technical Education (CTE) course. PSYC 1510’s previous form (PSYC 1018) is still listed as an active course on the Course Outline of Record list but is not in the catalog. |

## I.E. Program Curriculum (CTE 2 years and Non CTE 5 Year)

1. Please fill out the Curriculum Table.

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| See table in Excel file.   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Course ID** | **Course Title** | **List SLOs** | **List SLOs** | **List SLOs** | **SLO Updated** | **If SLO is updated - Date of New SLO Form sent toSLO Committee on what date?** | **Date of last Curriculum Committee Review** | **2021-22 Course offerings by Term and # of Sections** | | | **Most Recent SLO Assessment Period** | |  |  |  | **Yes/No** | **Summer 2021** | **Fall 2021** | **Spring 2022** | | PSYC 1500 | Introduction to Psychology | Evaluate the validity of psychological concepts mentioned in real life (outside of the classroom). | Produce solutions to real-life problems using accurate psychological knowledge. |  | No? | Unknown. Where would that info be? | Spring 2019 | 2 | 10 | 7 | Spring 2022?\*\* | | PSYC 1510\* (formerly 1018) | Crisis Intervention | Perform the steps and strategies of crisis intervention. |  |  | No? | Unknown. Where would that info be? | Non-CTE version in Fall 2021. CTE version in Fall 2022. | 0 | 0 | 0 | N/A | | PSYC 1520\* | Psychology as a Profession | Students will be able to articulate next steps in their educational path. | Students will demonstrate a minimal proficiency in the skills necessary to be a successful Psychology major. | *<--These SLOs are not on the SLO website.* | Yes- new course | Spring 2020 | Spring 2020 | 0 | 0 | 0 | N/A | | PSYC 2003\* | Child Growth & Development | Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains. | Identify cultural, economic, political, and historical contexts that impact children's development | Apply knowledge of development and major theoretical frameworks to child observations | No? | Unknown. Where would that info be? | Fall 2019 | 1 | 3 | 3 | This data was not provided in the Fall 2022 request because the course is not part of the Psychology ADT. | | PSYC 2033\* | Personal & Social Adjustment | Illustrate how self-disclosure operates in communication | Demonstrate how theory explains personality development | Identify causes of conflict and resulting effect | No? | Unknown. Where would that info be? | Spring 2020 | 0 | 1 | 0 | This data was not provided in the Fall 2022 request because the course is not part of the Psychology ADT. | | PSYC 2050 | Introduction to Biological Psychology | Use concrete examples of research methodologies for the study of brain behavior relationships. | Provide concrete examples of ways in which biology and physiology affect behavior. |  | No? | Unknown. Where would that info be? | Spring 2017 on COR, but on April 2022 agenda. I couldn’t access minutes to see if it was approved. | 0 | 1 | 1 | Spring 2022?\*\* | | PSYC 2080 | Introduction to Lifespan Development | Contrast and compare developmental theories and approaches. | Demonstrate ability to use a scientific approach to understanding human development. |  | No? | Unknown. Where would that info be? | Spring 2020 | 1 | 3 | 2 | Spring 2022?\*\* | | PSYC 2200 | Elementary Statistics for the Behavioral and Social Sciences | Identify, perform and correctly interpret the results of the appropriate statistical test when presented with research data. |  |  | No? | Unknown. Where would that info be? | Spring 2016 | 2 | 8 | 6 | Spring 2022?\*\* | | PSYC 2205 | Introduction to Research Methods in the Social Sciences | Report the results of social science research using APA style writing. | Design, conduct, analyze, and report the findings of scientific research in psychology or sociology using an appropriate, student selected, research design. |  | No? | Unknown. Where would that info be? | Spring 2015 | 1 | 1 | 2 | Spring 2022?\*\* | | \*These courses aren't currently part of the ADT. | | |  |  |  |  |  |  |  |  | \*\*SLO data for F21 & Sp22 was requested in Fall 2022 and received to complete the October 2022 Goal Form deadline. | |

**I.F. Review public-facing documents related to the program, and ensure they are accurate and accessible.**

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| The list of adjunct faculty on the discipline’s website (<https://www.taftcollege.edu/social-behavioral-science/psychology/>) is wildly inaccurate.  The information in the catalog looks accurate: <https://taftcollege.smartcatalogiq.com/en/2022-2023/2022-2023-catalog-with-addendum/degrees-and-certificates/psychology-for-transfer/> & <https://taftcollege.smartcatalogiq.com/en/2022-2023/2022-2023-catalog-with-addendum/degrees-and-certificates/psychology-for-transfer/copy-of-psychology-associate-in-arts-degree-for-transfer/>  I don’t know where else to look.  I also don’t know who the college Accessibility committee chair is or how to see if any of the webpages are accessible for people with disabilities. |

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| Section II: Looking Back |

# Section II: Looking Back

## II.A. Present the Results (Rubric Criterion 3)

### Summary of the Outcomes (list activities your program implemented in 2021-2022)

Goal 1: Hire full-time Ethnic Studies professor

This has not been met, but we were assured by the previous president that the position would be filled by fall 2023.

Goal 2: Automatically assign SIs and embedded tutors.

While it does not appear that SIs and embedded tutors were automatically assigned to sections with low success rates or low SLO proficiency rates, some sections 0f PSYC 2200 and PSYC 2205 did have SIs or embedded tutors, and course success rates and SLO proficiency rates did improve substantially.

a. PSYC 2200 success rate was 58.7% in 2020-21 and improved to 75.2% in 2021-22.

b. PSYC 2205 success rate was 68.2% in 2020-21 and improved to 76.9% in 2021-22

For SLOs:

a. PSYC 2200: 30% meet, exceed, or master expectations in 2020-21 which improved to 45% in 2021-22.

b. PSYC 2205: 35-36% meet, exceed, or master expectations in 2020-21 which improved to 78% in 2021-22.

Goal 3: OER for PSYC 2200 & PSYC 2205

This goal was not funded.

There is OER available for PSYC 2200, but not all faculty use the available free options. There may actually be fewer ZTC sections of PSYC 2200 in 2021-22 than in 2020-21. There is no database of ZTC or OER sections, though, so it’s difficult to confirm. We have not transitioned to OER in PSYC 2205, but plan to include this option with the next COR update. Despite the lack of funding and ZTC sections, success rates and SLO proficiency rates have improved:

a. PSYC 2200 success rate was 58.7% in 2020-21 and improved to 75.2% in 2021-22.

b. PSYC 2205 success rate was 68.2% in 2020-21 and improved to 76.9% in 2021-22

For SLOs:

a. PSYC 2200: 30% meet, exceed, or master expectations in 2020-21 which improved to 45% in 2021-22.

b. PSYC 2205: 35-36% meet, exceed, or master expectations in 2020-21 which improved to 78% in 2021-22.

### Data Review (Student) - aggregated and disaggregated ---

**Please see attached Data Excel files in SharePoint**

* Enrollment data, (include # of declared majors, WSCH) - IR
* Learning data (Course SLO and PLO assessment) - IR
  + Describe the overall results of course SLO and PLO assessment since the last program review. Identify strengths and areas needing improvement.
  + Assist with data interpretation to course SLO reports completed during this cycle.
  + Review program’s multi-year SLO reporting plan ?
* Course Completion data - IR
* Fall to Spring Persistence - IR
* Degree/Certificates Awarded- IR
* Average units for completion
* Student satisfaction data if the program has.

**Provide a descriptive summary of the outcomes based on the data reviewed below. You can add any supported Charts or Graphs here as well.**

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| **Enrollment data, (include # of declared majors, WSCH) - IR**  The number of majors has been declining. The follow demographic groups saw sharp decline in majors in 2021-22:   * Women * Hispanic students * Young students (19 and under)   Enrollment has declined in face-to-face sections but is still strong in online sections. Courses that aren’t in the degree have the lowest enrollment.  **Learning data (Course SLO and PLO assessment) – IR**  Proportions of students not meeting course SLO proficiency rates are particularly high in PSYC 2200 (48% did not meet expectations). PLO's were disaggregated, and showed a variety of disproportionate impacts, but there doesn’t seem to be a pattern. ISLOs had a high rate of not meeting expectations for the Communication outcome.  **Success & Retention Rates**  Data initially showed that success rates have declined in most courses, but not PSYC 2050. More recent data, however, showed that most course success rates were above a typical benchmark of 70%. However, there were individual sections of PSYC 1500, PSYC 2003, and PSYC 2200 that were below 50%.  Retention rates look surprisingly good. All sub-groups are above 70%, except that some isolated groups were lower several years ago.  **Fall to Spring Persistence - IR**  This data was not provided.  **Degree/Certificates Awarded- IR**  Awards continue to rise, even through 21-22.  **Average units for completion**  This data was not provided. |

### Data Review (Curriculum data)

* Curricular issues (e.g., C-ID, articulation, prerequisites, list of courses not offered or no longer needed, new courses added and needed).

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| We are working on revising the ADT this year, and will decide what current Psychology classes we may add to the degree or inactivate (e.g., PSYC 1520, PSYC 2003, PSYC 2030, PSYC 2033). We are also considering adding a Social Psychology course as it is included as a lower division course at many universities. PSYC 1501 (Crisis Intervention, formerly PSYC 1018/2018) is being revamped again to be a CTE course that requires specific crisis intervention experience of the instructor. |

* CTE – Information, such as annual advisory committee meetings

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| Psychology is not a CTE program, but PSYC 1501 (Crisis Intervention, formerly PSYC 1018/2018) was re-submitted this year to be a CTE course. We also hope to learn more about developing a certificate, perhaps for a Behavioral Technician. |

* Curriculum revision – both courses and programs

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| While records show that PSYC 2050 (biological psychology) was updated in spring 2022, the COR that is online has not been updated since 2017.  We have had difficulties moving PSYC 2200 (behavioral statistics) through the curriculum process. One issue is a confusion by members of the Curriculum and GE Committee on how a course gets approved for a C-ID. Because of this, the Curriculum Committee did not approve the revised COR that was submitted so the course has not been updated on its 5-year cycle. Another issue is that there was resistance from members of the Curriculum and GE Committee to the wishes of the faculty in the division who teach the course who do *not* want the course to be approved to be offered online. The course was previously approved to be offered in hybrid and a fully-online modalities, but success rates were very low in the fully-online sections so we would like it to be approved to be offered in hybrid and face-to-face modalities only. Because the COR was not updated, this issue was never resolved.  We are working on updating PSYC 2205 (research methods) because the COR has not been updated in over five years. Faculty are working on making it an extensive lab, which is taking more time than a typical COR update. |

### Data Review (Faculty data)

* Identify how faculty in your area have been engaged in college-wide efforts: committee, outreach effort, etc.

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| Two of the three faculty members have been the Division Chair and have been club advisors for many years (sometimes of two clubs!). One of these faculty members has been the Academic Senate president for almost two terms now.  All full-time discipline faculty participate in hiring committees across the campus.  We have a good mix of full-time discipline faculty expertise, and answer questions about future educational options and careers for students across the sub-fields in psychology. One faculty member also has helped students obtain volunteer experiences in the great Kern County community.  One faculty member was awarded the first sabbatical at Taft College, and curated an openly-licensed textbook to be used for PSYC 2200. |

* List of classified professionals (lab techs, administrative support, etc.) and briefly describe their roles and responsibilities.

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| The program does not have any classified employees of our own, but we do utilize SIs and embedded tutors in PSYC 2200 and PSYC 2205. |

## II.B. Analyze the Results (Rubric Criteria 1, 3)

### Review activities from Last year – What is working?

* List activities your program implemented in 2021-22

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| Some sections of PSYC 2200 and PSYC 2205 have SIs or embedded tutors.  Some sections of PSYC 1500 and PSYC 2200 have OER. |

* Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did.

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| Overall course success rate increased in 2021-22, although section success rates in online sections may be lower.   * 1. PSYC 2200 success rate was 58.7% in 2020-21 and 75.2% in 2021-22.   2. PSYC 2205 success rate was 68.2% in 2020-21 and 76.9% in 21-22.   Course SLOs did improve for these two courses.   * 1. PSYC 2200: 30% meet, exceed, or master expectations in 2020-21 while about 45% met expectations in 2021-22.   2. PSYC 2205: 35-36% meet, exceed, or master expectations in 2020-21, while about 78% met expectations in 2021-22   It is unclear the reason for the increase because the data provided does not indicate which sections have academic supports or are ZTC sections. |

* Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

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| Our goal was to get SIs or embedded tutors in any course that has a success rater below 70%, and both of the target courses now have success rates higher than that benchmark.  Similarly, our goal of increasing the availability and use of OER by faculty was not funded by the target courses’ success rates and SLO proficiency rates were increased substantially. |

### 1. Reflection from II.A. Student and Curriculum Data – What is working?

* What successes are you seeing in the data? Data include retention, course success rate…etc. (IR provides bullet points of findings based on the data for your consideration).

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| Success and retention rates seem to be improving since the pandemic and the first return to campus. |

* What is your program doing well?

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| Our success rates are usually high, so the pandemic years were distressing. But the rates seem to be resuming back to their 70%+ levels.  Our degree attainment continues to increase, even during the downtime of the pandemic. |

* What challenges were revealed after reviewing the data?

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| The number of majors has declined, especially women, Hispanic students, and younger students.  Our SLO proficiency rates are not what we’d like to see. |

* Where are the largest equity gaps in your program? Which groups are most impacted?
  + Where in the educational pathway are the largest gaps (enrollment, retention/drop rates, success, transfer)? – (IR provides bullet points of findings based on the data for your consideration)

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| Enrollment and the number of majors has declined, but it’s not clear if that’s a reflection of the overall declines across the nation. In particular, it would be useful to know if our declined proportion of majors who are women, Hispanic, and younger is substantially different from the overall college declines, or is something specific to our program. |

* How does your program gather feedback from students about their experiences in your program? Please summarize this feedback, identifying strengths and areas of improvement. If your program did not gather feedback, do you have a plan to collect feedback from students?

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| Focus groups were conducted on Psychology majors about five years ago as a result of a funded Annual Program Review goal.  Our faculty also have good relationships with students, and often answer questions about careers in Psychology during informal visits. We hear feedback during these visits, but also as club advisors.  All full-time faculty in the program have earned tenure, so we individually receive student evaluations every three years.  Faculty in the program have professional relationships with faculty and administrators at local colleges and universities, but this could be improved. In particular, it would be nice to have an institutionally-supported gathering every 3-5 years to ensure that our transfer pathway continues to fit the needs of students who go on to CSU-Bakersfield. |

### Reflection from II.A. Faculty Data –– What is working?

* How have professional activities contributed to improvements in equity and student success in your program and at the college?

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| We each approach our professional development individually, so it is unclear how our individual efforts have contributed to any improvements. However, our success rates do not show trends of disproportionate impact. |

* What is the program doing to help in equity and student success? Focus on both full-time and adjunct faculty needs. What additional support is needed?

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| The full-time faculty in the discipline have attended professional conferences in our field or for California community college instructors or local trainings, but the program has not attempted any specific activities to improve equity or student success.  We informally and individually mentor adjunct faculty. There was not a focus on equity gaps specifically. |

* What additional support does your program need to reduce equity gaps and improve student success and retention?

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| * Professional development specific to learning about theories by psychologists from minoritized communities, and research on the successes of individuals from minoritized communities. * More guidance on unpacking our own biases, and how those affect our students’ success. * Providing individual faculty’s success and SLO data disaggregated by minoritized groups, and a trained facilitator to help us process what we learn. * Hiring more faculty from minoritized communities, specifically from communities based on our student population. * Easier access to disaggregated success and learning outcome data by course and the program. * Support program-wide discussions of equity gaps and improving student success, perhaps with trained facilitators or DEI-focused Instructional Designers. |

## **II.C. Recommendation** (Rubric Criteria 1, 5)

* What steps will your program need to take to address equity gaps and improve success rates in your program? Focus on evidence-based approaches (thinking about factors that are within your control (curriculum, methods of classroom instruction, engagement with students, etc.), rather than external factors that you cannot control.

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| In general, the program does not appear to have substantial equity gaps in student success. We would welcome additional data to show where we might have gaps. However, the program as a whole has not started addressing equity gaps in success rates. |

* Based on findings, what curricular changes need to be made?

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| Based on the student success data provided, we do not see a need for additional curricular changes. We look forward to reviewing new data that might show where we could improve.  We would like access to where courses and program changes are in the local curriculum approval process, and more timely updates of the online CORS (including textbook updates).  We would like more communication with our transfer university to ensure that students are successful once they graduate from our program. |

* How will equity inform these changes? Be sure to focus on various elements of the course outlines of record, including SLOs, instructional materials, instructional methods, course topics, etc.

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| We look forward to more access to disaggregated data, maybe at the individual faculty level, to help ensure that the program outcomes are equitable. |

* Have prerequisites and corequisites for courses and programs been reviewed? Discuss how these prerequisites and corequisites prepare students for your courses and programs and contribute to student equity and success.

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| Prerequisites continue to follow the requirements in relevant C-IDs.  We are considering support courses for PSYC 2200. We are interested in how the online support courses for STAT 1510 work. |

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| Section III: Looking Forward – Three Year Plan |

# Section III: Looking Forward – Three Year Plan

## III.A. List Your Three-Year Goals—Be Quantitative and Actionable!

List your 3-year goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an Annual Goal Update and Resource Request form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the Goal is evident and strongly supported by evidence.
2. The Goal directly implements institutional planning document goals, so it is transferrable/scalable.
3. The outcome directly implements institutional planning outcomes and is transferrable and/or scalable institutionally.
4. Outcome indicators, methods and/or timelines use institutional measures that are transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

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| Goal 1: Certificate program(s)Measures to be Improved: Awards: Add certificates options into the Psychology program SAP  * Leading 4 (Enroll in 15+ Units) * Leading 6 (Students who earned 9 or more CTE Units) * Leading 9 (FTES (Full-Time Equivalent Students)) * Lagging 1 (Certificates Awarded) * Lagging 5 (Job Placement Rate (Exiting CTE students who report being employed in their field of study))  APR Goal Anticipated Outcome Enrollment has declined in face-to-face sections but is still strong in online sections. Courses that aren’t in the degree have the lowest enrollment. Awards continue to rise, even through 21-22. To build on this success with awards, we’d like to explore adding at least one certificate. To start, we’d like a Behavioral Technician certificate.   * Enrollment in all Psychology courses in Fall 2021: 594 * Awards in 2021-22: 37  Goal 2: Update degree (no resources needed)Measures to be Improved: Enrollment: Have all sections (excluding section at TUHS) have at least 10 students enrolled at the *end* of the semester. In Fall 2021, two sections started with fewer than 10 students. SAP  * Leading 4 (Enroll in 15+ Units) * Lagging 1 (Degrees Awarded) * Lagging 3 (Transfers)  APR Goal Anticipated Outcome Enrollment has declined in face-to-face sections but is still strong in online sections. Courses that aren’t in the degree have the lowest enrollment. Awards continue to rise, even through 21-22. To build on this success with awards, we’d like to explore adding courses to the degree. Goal 3: All Success Rates Above ISS- ExplorationMeasures to be Improved: Success Rates SAPLeading:  * 1.Transferable Course Success Rates * 2.Fall to Spring Persistence Rates (Excluding WESTEC) * 3.New Students Successfully Completing Transfer-Level Math and English in First Year * 9.FTES (Full-Time Equivalent Students)  Lagging:  * 1.Degrees * 3.Transfer7 * 7.Equity Gaps for underrepresented groups for the above measures 1 – 6  APR Goal Anticipated Outcome Our goal is to have all sections above the institutional-set standard for success rates. There are individual sections of PSYC 1500, PSYC 2003, and PSYC 2200 that are below 50% success rates, while PSYC 2050 always had high success rates. These include face-to-face and online courses. These sections were taught by variety of instructors (full-time in the division, full-time from a different division, and part-time). In some cases, the instructor taught more than one section of the same course, and only one section had such low success rates. This suggests that it’s about the students, not the instructors.   * 3 sections had success rates below 50% in Fall 2021 * 3 sections had success rates between 50-60% in Fall 2021 * 5 sections had success rates between 60-70% in Fall 2021  Goal 4: All Success Rates Above ISS- Student Support (no funding needed)Measures to be Improved: Success Rates SAPLeading:  * 1.Transferable Course Success Rates * 2.Fall to Spring Persistence Rates (Excluding WESTEC) * 3.New Students Successfully Completing Transfer-Level Math and English in First Year * 9.FTES (Full-Time Equivalent Students)  Lagging:  * 1.Degrees * 3.Transfer7 * 7.Equity Gaps for underrepresented groups for the above measures 1 – 6  APR Goal Anticipated Outcome Our goal is to have all sections above the institutional-set standard for success rates. There are individual sections of PSYC 1500, PSYC 2003, and PSYC 2200 that are below 50% success rates, while PSYC 2050 always had high success rates. These include face-to-face and online courses. These sections were taught by variety of instructors (full-time in the division, full-time from a different division, and part-time). In some cases, the instructor taught more than one section of the same course, and only one section had such low success rates. This suggests that it’s about the students, not the instructors.   * 3 sections had success rates below 50% in Fall 2021 * 3 sections had success rates between 50-60% in Fall 2021 * 5 sections had success rates between 60-70% in Fall 2021  Goal 5: Reduce “Do Not Meet Expectations” in PSLOs and ISLOs (no funding needed)Measures to be Improved: PSLOs & ISLOs SAPLeading: No direct effectsLagging:  * 6.Institutional Learning Outcomes Proficiency Rate * 7.Equity Gaps for underrepresented groups for the above measures 1 – 6  APR Goal Anticipated Outcome Our goals is to have at least 75% of assessments at least meeting expectations in PSLOs and ISLOs. PSLOs and ISLOs had high proportions of students *not* meeting expectations; most had rates in the 30-40%’s *not* meeting expectations (so 60-70% meeting expectations), but there were higher rates for some PSLOs. |

## III.B. Action Plan:

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| Goal 1: Certificates   * Project Lead Name: Michelle Oja & Sharyn Eveland * Resource implication: Personnel (Extra Duty Assignments/release time) * Outcome: Add certificates options into the Psychology program * Timeframe:   + Program discussions and working with the articulation officer in Fall 2024.   + If certificates are found to be feasible, extra-duty assignments or adjunct hiring of psychologists with experience in that area design curriculum and meet with full-time faculty in the program in Spring 2025.   + Submit certificates through curricular process in Fall 2025. * Resource Need if any: $2000 each year to support exploration and development.   Goal 2: Update Degree   * Project Lead Name: Michelle Oja * Resource implication: None * Outcome: Have all sections (excluding section at TUHS) have at least 10 students enrolled at the *end* of the semester. * Timeframe   + One faculty will begin the process in summer 2023.   + Collaboration amongst all three full-time faculty in the division in Fall 2023.   + Submit update through curricular process in Spring 2024. * Resource Need if any (If it is a Funding request, then you need to submit Goal Form): N/A   Goal 3: Explore all success rates above ISS   * Project Lead Name: Michelle Oja * Resource implication: Personnel (Extra Duty Assignments/release time) & Professional Development * Outcome: Find reasons for several sections/instructors with success rates below 50% in Fall 2021, then provide support to improve the success rates. * Timeframe   + Review disaggregated success data in Spring 2023.   + Explore solutions in summer 2023 through research into best practices for disproportionately impacted groups, or further research into the Taft College Psychology students’ needs.   + Design implementation strategy in Fall 2023   + Implement in Spring 2024   + Assess in Spring 2025 * Resource Need if any (If it is a Funding request, then you need to submit Goal Form)   + Review disaggregated success data in Spring 2023: Up to $2000   + Explore solutions in summer 2023 through research into best practices for disproportionately impacted groups, or further research into the Taft College Psychology students’ needs: Up to $2000   + Design implementation strategy in Fall 2023: Up to $2000   + Implement in Spring 2024: $5000 for supplies and personnel   Goal 4: Student Support for Success Rates Above ISS   * Project Lead Name: Cecilia Alvarado, if possible * Resource implication: N/A * Outcome: Have representatives from the Cougar Support Center, Library (laptops & hotspots), Financial Aid, and other academic and student support services come to each section during the first two weeks of school. * Timeframe: Can begin in Spring 2023, and continue every semester in relevant courses.   Goal 5: PSLO & ISLOS   * Project Lead Name: IR and/or SLO-ASC, if possible * Resource implication: N/A * Outcome:   + Reanalyze PSLO and ISLO data for only graduates with Psychology degrees.   + Review PSLO and ISLO mapping * Timeframe:   + Review PSLO and ISLO data if provided in Spring 2023.   + Review PSLO and ISLO mapping in Spring 2023 * Resource Need if any (If it is a Funding request, then you need to submit Goal Form):   + We would like help from the IR/SLO technician to re-analyze the PSLO and ISLO data.   + We would like the SLO Coordinator and the SLO technician to help map the PSLO and ISLOs. |

# IV. Evaluation

## IV.A. Evaluation of Program Review and Program Planning Process - Optional

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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| * IR providing graphs with some interpretation was helpful. * I like the suggestions in the boxes in Section III. |

## IV.B. Evaluation of Program Review and Program Planning Process - Optional

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

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| * It would be helpful to have all of the data by the due dates for the forms. The SharePoint data was not available by initial due date for the goal forms (October), and additional data was provided in mid-January. This was inconvenient because we generally work on program review over the winter break. * If we want people to use measurable data, and pre/post data points, then that should be provided as data and in the form. * I would like SLO data to be easily available, and required in this process. * I would like the disaggregated data to be provided before the goal forms are due. * I would like individual meetings with IR after the data has been provided to go over the research findings. * I would like the CIRP to be due before the goal forms. * I would like to know what rubric will be used for the final decision. I’d like the form to match the rubric. * I’d like the form to be accessible to people with disabilities. * Once goals are funded, there should be a monthly check-in by the supervising administrator to ensure progress. * After forms are submitted and evaluated, there should be a monthly check-in by the most appropriate office for goals that don’t need funding. |