The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic (every five years) comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process will improve and increase the flow of information about student learning, student success and student behavior at Hartnell College. The result of the process will also improve institutional effectiveness.

Psychology

This PPA report is organized in 3 sections and 11 subsections as follows:

I. _____ – a. Overall Program Effectiveness, b. Instructional Staffing, c. CTE Programs – Labor Market & Achievement, and d. Program Goals.
II. _____ – a. Course Data & Trends, b. Teaching Modality, c. Curriculum, d. Outcomes, and e. Previously Scheduled Activities.

Please complete this section for programs/disciplines scheduled for comprehensive review in spring 2014. Go to Section II for programs/disciplines scheduled for annual review in spring 2014.

1.

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Please consider the questions below in describing your program/discipline/area.

x How are students/employees served by the program?
x What are the unique aspects of the program?
x How does the program relate to the needs of the community?
x How does the program interface/collaborate with other programs on campus?)
x What is working well in the program/discipline?
x If there is a sequence of courses in your program, what process or framework is used to ensure alignment?
x How is consistency maintained between/among multiple sections of a single course?
x Has the program explored alternative scheduling approaches?
x Do prerequisites, co-requisites and strongly recommended skills continue to meet program needs? Are there special considerations reprle sections of <0078>Tjds?5ly recommended sk alteeaenti

Term   No

[Begin response here]

N/A as we are doing an Annual Review and _not_ the Comprehensive Review for this year.

Please complete this section if the program is Career Technical Education (CTE). Go to subsection D if the program is not CTE.

[Begin response here]

    N/A as we are <u>not</u> a CTE program.

(Please attach copies of meeting minutes over the past two years and a list of committee members and their respective industries/areas.)

[Begin response here]

    N/A as we are <u>not</u> a CTE program.

[Begin response here]

    N/A as we are <u>not</u> a CTE program.

A new mission and vision is currently before the board for approval in February. In considering your program's future goals, please review the proposed new mission and vision statements.

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

Focusing on the needs of the Salinas Valley, Hartnell College provides educational oppMC /P >nnaE-12.]TJ 0 -12.6 TD [(o)4(ppMC o)3(a)-f(ts)-4(e)57( )]TJ T* nvetID 5fmi74B 36.84

throughout the course. The second interesting piece of data is that in 4 out of 6 semesters, PSY-41's success rate was higher than the Colleges and in 3 out of those 4 the rates were significantly higher (90% vs. 69%; 90% vs. 71%; and 86% vs. 67%). With greater consistency in instruction, it is predicted the   success rate will continue to exceed the Colleges

In reviewing the success data for the past 3 years (2009-2010; 2010-2011; 2011-2012) for the following can be reported:

Semester	PSY42 Success Rate	College Success Rate	# of sections offered
Fall 2010	77%wingCID-5(1n)4(5(st i(vs)-12.5 -7(e)5( )d)-61.04tTd (s)-2(t))-		

Not Applicable (N/A). Neither PSY-41 nor PSY-42 are taught as Distance Education courses. They are only offered as face to face classes at this time.

Courses scheduled for review during AY 2013-14 as previously specified	Faculty member(s) responsible for coordinati ng	(a) Was the course reviewed and (b) taken through the curriculum process?	Date of approval (or anticipated approval) by Curriculum Committee
PSY-14	Carol Kimbrough	Yes	February 20, 2014
PSY-41	Carol Kimbrough	Yes	February 20, 2014
PSY-42	Yoshiko Matsushita-Arao	Yes	February 20, 2014

Courses scheduled for review during AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and year—Fa 2014 or Sp2015
PSY-6	Yoshiko Matsushita-Arao (Lyn Lanka)	Fall 2014
PSY-8	Yoshiko Matsushita-Arao (Lyn Lanka)	Spring 2015
PSY-12	Carol Kimbrough (Patrizia Ahlers)	Fall 2014

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the program/ discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?

The Program Learning Outcome #1 for the AA-T degree was assessed using the PSY-8 (Research Methods in Psychology) course by adjunct faculty member, Mrs. Lyn Lanka. Data was gathered at the course level as this is a single section course. A comprehensive summary of the results, analysis, and recommendations have been placed on the 'R' drive at (R:\Student Learning Outcomes\Program Level Assessment Reports\Social and Behavioral Sciences\Psychology) and can be found in the PDF file named "PSY-8, PLO #1 (Spring 2014)". However as we are going to change the PLOs for our AA-T degree program to match the ones from our AA degree program, this particular PLO will be deleted.

The 4 PLOs from our AA degree that we will use instead from now on include the following:

PLO #1: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO #2: Apply knowledge of basic research methods in psychology, including research design, data analysis, and interpretation.

PLO #3: Use critical and creative thinking, skeptical inquiry, and the scientific approach to solving problems related to behavioral and mental processes.

PLO #4: Apply psychological principles to personal, social, and organizational issues.

there would be any differences in the results. The intervention was to conduct a class exercise where we break students up into groups to research the 6 areas that were most challenging on

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2014.

This subsection addresses new activities for, and continuing new activities into, _____. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve, enhance, and or keep your program/discipline area current. A new activity may or may not require additional resources. Activities can include but are not limited to:

- X   NEW CURRICULUM
- X   FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
- X   GRANT DEVELOPMENT AND PROPOSALS
- X   FACULTY AND STAFF TRAINING
- X   MARKETING / OUTREACH
- X   ENROLLMENT MANAGEMENT
- X   STUDENT SERVICES
- X   ADMINISTRATIVE SERVICES
- X   SUPPORT OPERATIONS
- X   FACILITIES

Consider:
- x Faculty
- x Other staffing
- x Facilities
- x Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- x Software
- x Hardware
- x Outside services
- x Training
- x Travel
- x Library materials
- x Science laboratory materials

We are continuing to advocate for the hiring of 1 full-time Psychology and Alcohol and Other Drug (AOD) instructor who can teach in both disciplines and serve as the program supervisor for AOD. There is clearly a need in both disciplines (PSY and AOD) for full-time faculty to be responsible for more of the load in both programs. PSY has one of the highest enrollment and retention rates of any discipline at the College so we generate a great deal of FTES. In PSY this semester, only 17% of our courses are taught by a full-time faculty member, while in AOD, 0% of the courses are taught by a full-time faculty member. One of our full-time faculty members due to having other important College responsibilities (examples: Curriculum Committee chair, supervisor of the Crisis Counseling Service, and likely Academic Senate President) may not get to teach any of the courses in PSY for the next 2 years. This would mean that we would only have 1 full-time faculty member teaching. Having full-time faculty members allows for greater stability and consistency for our disciplines and there is greater contribution to the College and community as a whole.

If yes, describe the action plan for completion of this activity.

No, not once we successfully hire the faculty member. Time frame for hiring is recommended within this academic year 2014-2015 so the new faculty member can begin teaching by Fall 2015.

Greater amount of assessments can be conducted with the addition of another faculty member. We will also keep track of how our enrollment, retention, and success rates change (we anticipate improve) as well as graduation numbers in PSY.

The main barrier is the College not deeming this as a priority and therefore not funding our recommendation even though our data clearly supports it.