

The Instructional Program Review Narrative Report

1. College: Merritt

Discipline, Department or Program: Psychology/Sociology

Date: February, 2010

**Members of the Instructional Program Review Team: Siri Brown,
Mario Rivas**

2. Narrative Description of the Discipline, Department or Program:

Psychology is committed to the development of new knowledge regarding the bases of behavior, psychological processes, and the dissemination of and application of that knowledge. The Psychology discipline as a core part of liberal arts education. The classes have consistently been highly enrolled and satisfy degree, transfer and other requirements. The department has recently added a retreat faculty to the selection of instructors which has also added new/updated course offerings. In addition a Psychology Club has also been created to allow students to engage more deeply into the discipline.

The sociology curriculum helps students understand the workings of societies, their institutions, organizations and groups by exposing them to the history, knowledge, theory and methods of the discipline. By introducing students to the concepts, theoretical frameworks, and methodological techniques of sociology, students are aided in developing a 'sociological imagination,' leading to a deeper understanding of the relationships between personal experience and the larger social world. Sociology is a core discipline in Social Sciences/ Liberal Arts generally and has been a part of the college curriculum for decades. Although there used to be several FT faculty in the discipline, currently there are none. Course offerings have dropped as a result, however enrollment continues to be strong in the courses currently taught by PT faculty. CDCPD approved hiring a FT sociology instructor last academic year but a hiring freeze due to budget restraints was imposed. The department is still advocating for that hire.

3. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?

All of the Psychology courses have been updated. Rivas has worked with the CIC chair and Psych instructors in the district to accomplish this. All of the Sociology courses are in need of being updated. There are 4 primary Soc courses and they will be updated during the Fall 2010 semester in conjunction with the adjunct Soc instructor and the assistance of the chair (Siri Brown).

- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this? Psych—yes. Soc—no, fall, 2010
- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

Psych—create an MLAT Psych course to be offered on campus and at the Fruitvale Center. Offer Psych in the evening, create an interpersonal psych course. There are no pre, co or other requisites for psych.

Soc-Curriculum updates will be completed fall, 2010 but no other improvements, nor new courses will be written until the FT hire is allowed.

- What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?
SLOs for all Psych courses are completed
SLOs for all Soc courses are incomplete.

- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?
Mario Rivas for Psych will meet with the SLOAC committee this semester (spring 2010) and complete the program SLOs and map. Soc program SLOs and map will be completed when the new hire begins.
 - Recommendations and priorities.
Psych—create a major, complete SLO loop, update all courses on a 3 year cycle
Soc—bring in approved FT hire to develop and improve program
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4. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?
Psych instructor, Rivas, has completed a “On Course Strategies” training which includes numerous cooperative learning, learning centered and success oriented pedagogy. Rivas is utilizing these methods in class and the student feedback provided in evaluations is positive. The learning environment is active. Limitations are due to having no permanent classroom for Psychology.
Sociology instructors utilize lecture and group learning methods. Power point and on-line tools are used in both disciplines to other visual/mixed teaching methods.
- How does the department maintain the integrity and consistency of academic standards within the discipline?
All courses are college level, transfer courses and high standards for student writing, exams and participation are maintained.
- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

FTES exceeds college goal. Increase in faculty and on-line offerings has positively impacted enrollment in Psych. No information was provided on specific course enrollment trends to complete this question.

Are courses scheduled in a manner that meets student needs and demand?
How do you know?

Courses are scheduled at a variety of times and modes including on-line, evening, weekend and in the Latino community (Fruitvale). Prime times are offered for day time instruction.

- Recommendations and priorities.

5. Student Success: Psychology

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	57%	62% (231)
Asian	82%	76% (41)
Filipino	73%	83% (6)
Hispanic/Latino	77%	68% (60)
Native American	53%	100% (4)
Other	54%	60% (10)
White	76%	85% (41)
Unknown	73%	74% (19)
PSYCH Average	65%	68% (412)
College Average: 72%		

..Psychology

Student Retention Rate <i>Students who do not withdraw or drop</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Female	65%	71% (277)
Male	66%	64% (113)
Not Supplied	56%	50% (22)

Psychology

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	47%	47% (231)
Asian	78%	73% (41)
Filipino	65%	50% (6)
Hispanic/Latino	67%	62% (60)
Native American	27%	75% (4)
Other	46%	60% (10)
White	70%	78% (41)
Unknown	58%	58% (19)
PSYCH Average	56%	56% (412)
College Average: 60%		

Sociology

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Sociology Baseline Fall 04-07	Sociology Fall 08
African American	66%	77% (56)
Asian	82%	90% (10)
Filipino	81%	100% (3)
Hispanic/Latino	72%	88% (25)
Native American	100%	100% (2)
Other	62%	100% (2)
White	72%	88% (16)
Unknown	73%	57% (7)
SOC Average	70%	82% (121)
College Average: 72%		

Sociology

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	55%	61% (56)
Asian	75%	70% (10)
Filipino	71%	100% (3)
Hispanic/Latino	58%	64% (25)
Native American	50%	100% (2)
Other	54%	50% (2)
White	69%	81% (16)
Unknown	73%	57% (7)
SOC Average	60%	66% (121)
College Average: 60%		

Sociology

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Gender	Baseline Fall 04-07	Fall 08
Female	59%	68% (78)
Male	65%	63% (38)
Not Supplied	64%	60% (5)

- Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?
Retention rates exceed college average. Completion rates mirror college average. The retirement of the FT Psych instructor whose evaluations

showed consistent problems may aid the increase of retention and completion.

- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?
Support services especially tutoring, effective teaching methods, caring and committed instruction, high academic standards. Tutoring is encouraged through extra credit. Support needs include office space, permanent classroom and FT hire in Sociology.
- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

Assessment has not occurred in either discipline.

- Recommendations and priorities.
SLO completion at course and program level for Soc. Psychology to begin course level assessment.
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6. Human and Physical Resources (including equipment and facilities)

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.
Psychology total FTEF is 2.29. However, the 1.0 FT faculty, Slaughter has submitted retirement papers for the end of the spring 2010 term. Sociology FTEF is .60. Courses are taught by adjunct
- Describe your current utilization of facilities and equipment.

Psych has no permanent classroom, temporary office in D building. Soc has no office because there is no FT faculty.

- Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

No, Psych needs a permanent classroom and office space in the A building near Social Science colleagues especially MLAT colleague where collaboration can occur more easily.

- Recommendations and priorities.
Classroom and office space.
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7. Community Outreach and Articulation

For vocational programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?
- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?
- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?
Currently no collaboration occurs however in updating courses for Psych. Rivas reviewed course offerings at local 4 year institutions and ensured that updates were in alignment with terminology and textbooks at the 4 year universities.

For all instructional programs:

- Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.
Psychology has increased on-line offerings and variety of on-line offerings. These courses fill up immediately and are in high and ever increasing demand. Psych and Soc courses are required for transfer, nursing and other majors and are thus in high demand.
- Recommendations and priorities.

Resource Needs Report Template	Department/Program: Psych/Soc			Contact: Siri Brown	
Division: I					
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Curriculum
		Permanent classroom Psych—office space in A bldg		\$1,500	

Integrated Planning Template

Division: I	Department/Program: Psych/Soc	Contact: Siri Brown
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Strategic Direction __:

Institutional Goal __:

Objective: **Priority:**

Activities/Tasks	Responsibility Lead person(s)	Resources	Timeline	Comments	College Planning
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2.					
3.					
4.					
5.					

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- *College Planning Links:
 Budget Committee
 Facilities Committee
 Technology Committee
 Curriculum Committee
 Learning Assessment (SLO) Committee

**Student Learning Outcomes Reporting Template
 (Course Level Outcomes)**

Division: 1		Department/Program: Psych/Soc			Course: See Att
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	A
See attached					

**Student Learning Outcomes Reporting Template
(Program Level Outcomes)**

Division:		Department/Program:			Contact:
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	A

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