

OKLAHOMA CITY COMMUNITY COLLEGE

PROGRAM REVIEW FY 2007

PROGRAM: Psychology

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**OKLAHOMA CITY COMMUNITY COLLEGE
EXECUTIVE SUMMARY**

PROGRAM:

The Psychology program has continued to show significant growth and development within the last five years.

Strengths of the Programs

STUDENTS

There has been robust growth in the number of Psychology graduates over the past five years, and these students have reported being significantly satisfied with the value of their education (see Graduate Survey).

FACULTY

Over the past five years, the number of full time faculty members in the Psychology Program has increased from five to seven members. Over 70% of the faculty hold a Doctorate and have extensive teaching experience. Similarly, over 70% of the faculty holds one form of professional licensure or certification. All faculty have been increasingly involved in a variety of college and college-sponsored activities and leadership roles. In addition, they have been involved in community and professional activities.

Oklahoma City Community College is proud to serve a diverse student population. To mirror the needs of our students, there has also been a racial, age, and gender diversification of the faculty. This is evident in both our full-time and our adjunct faculty.

Supporting our full time faculty, there has also been an increase in the number of adjunct faculty, many of whom also hold advanced degrees and professional licensures. The adjunct faculty also has a rich range of occupations, ranging from private practice to the public school system to higher education administration.

With the increase seen in the number of Psychology majors and graduates, the faculty have met the challenge of increasing their advising load to approximately 110 students per faculty advisor.

ACADEMIC PROGRAM

The Psychology Program is instrumental in assisting Psychology majors in achieving their personal, academic, and occupational goals as well as providing students with excellent preparation to enter many health professions and to perform successfully on appropriate licensure examinations.

Since the last program review, the Psychology Program has experienced significant growth in the number of sections offered, growth in enrollment, and in the number of online courses offered.

In the 2006-2007 academic year, changes were implemented in the Psychology degree requirements increasing the number of hours needed to obtain a degree and adding Behavioral Statistics as one of the major core courses.

RESOURCES

The Library continues to be an excellent resource to Psychology majors. The number of computers in the library has increased substantially from 41 to 71 seats. Also, there has been an increase in the library's subscriptions to professional journals and magazines thus allowing students to access up-to-date research in the field. In addition, there is also an expansion in the databases offered so that psychology majors have quick access to these resources including full-text articles that can be retrieved on-line.

Approximately 2/3 of the faculty have received new and upgraded computers that have the advanced technological capabilities necessary for online didactics as well as in-class instruction. The remaining faculty computers will be replaced during the next academic year.

There has also been an overall improvement and expansion in the number and configuration of faculty office space to enhance privacy.

The number of classrooms has increased as well.

Concerns of the Programs

1. Need for standardization of course competencies and objectives in Introduction to Psychology and Developmental Psychology courses.
2. Need for an adequate webpage.
3. Need of an adequate mechanism to receive and disseminate information regarding the community college-four-year institution nexus.
4. Need to reassess Student Learning Outcome #6 – Demonstrate an awareness of the complexity of Psychology as an academic discipline.

Recommended Corrective Actions

- 1a. To develop specific core course objectives for each class in our program and to disseminate these objectives to full-time and adjunct faculty

- 1b. To conduct an annual review of syllabi
- 1c. To develop a syllabus template containing core objectives to be distributed to all faculty.
- 2. To develop a program webpage.
- 3. To have meetings or a workshop with representatives from transfer institutions.
- 4. To develop a valid assessment instrument to measure Student Learning Outcome #6

OKLAHOMA CITY COMMUNITY COLLEGE
ADMINISTRATIVE RESPONSE
PROGRAM: Psychology

The Psychology Program is the largest degree program among the Associate in Arts degree programs with 449 majors. It is the fifth largest program in terms of number of students who earn program degrees. The program is notable for the diversity of the faculty and the depth and breadth of education and experience they bring to the classroom.

Psychology courses provide general education options and serve as foundation courses primarily for the Health Professions programs. In addition the Psychology Program is an Associate of Arts transfer program. All of the core major courses are listed on the Oklahoma State Regents for Higher Education Course Equivalency Matrices.

Recommendation

- 1a. To develop specific core course objectives for each class in our program and to disseminate these objectives to full-time and adjunct faculty
- 1b. To conduct an annual review of syllabi
- 1c. To develop a syllabus template containing core objectives to be distributed to all faculty.

Administrative Response

a. The development of course objectives has been under discussion by program faculty for some time, and the recommendation that all courses have a standard set of objectives to be utilized by both full-time and part-time faculty is very much welcomed.

The only course for which there are currently standard objectives is Introduction to Psychology (PSY 1113). Developmental Psychology, which is our second largest enrollment course in Psychology, does not have a standard set of objectives, and it is important that these are developed. It is particularly important that there are standard objectives for Introduction to Psychology and Developmental Psychology since these are the courses most frequently taught by adjunct faculty.

b. In the fall of 2006 all syllabi for both full-time and part-time faculty were evaluated using a standard checklist of both required and recommended syllabus items. The syllabi and accompanying checklist indicating which items were not found in the syllabi, along with comments, were returned to each instructor. Instructors were advised that required items needed to be added to their syllabi the next time that they taught. The results of the syllabi evaluation indicated that

of the 46 syllabi evaluated, 83% had course objectives. Having standard objectives for each course could raise that figure to 100%. It would also no doubt be useful to do a follow-up check of the syllabi that were missing objectives to make sure they had been added.

c. Developing and distributing a syllabus template which would include all of the required syllabus items and checking syllabi every few years are worthy goals.

Recommendation

2. To develop a program web page.

Administrative Response

The Psychology Program web page, as well as all of the other program web pages, currently consists of the curriculum pattern and the course listings. We would certainly support the development of a more elaborate program web page and along with web pages for the entire program faculty. Although assistance in setting up such a web page is readily available, it is desirable for a designated program faculty member to develop the skills to manage and update the web page. Students could certainly benefit from an enhanced web page with links to faculty web pages and other psychology-specific resources, e.g. the American Psychological Association.

Recommendation

3. To have meetings or a workshop with representatives from transfer institutions.

Administrative Response

It is vital for the program to stay abreast of changes occurring at transfer institutions that impact the ease of transfer of our students to those institutions, particularly if they are transferring to Psychology or Psychology-related programs such as Social Work or Human Relations.

Recommendation

4. To develop a valid assessment instrument to measure Student Learning Outcome #6: Demonstrate an awareness of the complexity of Psychology as an academic discipline

Administrative Response

The Psychology Program has primarily utilized the strategy of embedded questions to assess student learning outcomes. However in approaching the most recently assessed outcome, “Demonstrate an awareness of the complexity of

Psychology as an academic discipline,” it was apparent that the use of embedded questions was not appropriate. Two essay questions were developed, one open-ended and the other with more specific prompts. Neither wording provided data that clearly answered the question as to the students’ level of understanding of the targeted outcome. Clearly evaluation of this outcome needs to be revisited with a new, more viable strategy. I applaud the move away from relying on embedded questions as the only strategy of measuring student learning outcomes.

OKLAHOMA CITY COMMUNITY COLLEGE

PROGRAM SELF STUDY FY 2007

PROGRAM: Psychology

DIVISION: Social Sciences

INTRODUCTION

The Psychology program at Oklahoma City Community College serves primarily to provide the required courses to prepare students for transfer to a baccalaureate degree-granting institution by offering an Associate in Arts, university parallel degree. While the A.A. degree in Psychology may meet minimal job entry requirements for many positions, the majority of students who graduate with an A.A. degree in Psychology transfer to four-year colleges and universities. In addition, the Psychology Program serves to provide the support course requirements for degrees and certifications in programs other than Psychology, i.e. Nursing, Physical Therapist Assistant, Occupational Therapy Assistant, et al.

The Psychology Program has seven full-time faculty and approximately thirty-four adjunct faculty. While all faculty meet minimum institutional standards of academic and professional preparation, most have training and experience which go far beyond these established standards. Though some variation occurs from semester to semester, at present, approximately 50% of all sections offered by the Psychology Program are taught by a highly motivated and qualified adjunct faculty.

The majority of sections of all courses are offered on a regular basis in the standard sixteen-week format. However, as the result of enrollment trends and student input, the number of sections offered in alternative formats has increased significantly.

According to the Oklahoma State Regents for Higher Education, there are many functions of the Program Review. In general, these functions are to respond effectively to the ever-changing demands of both the community and the workforce. By increasing and diversifying our faculty, by adding to our courses and major requirements, by expanding the use of technological and media advancements, we are ultimately able to provide this quality instruction to our students and to provide our community's employers with successful employees.

This review was undertaken to highlight the ways in which the Psychology Program is serving the abovementioned groups and meeting the goals set forth by the program and adhering to the mission of the College.

**OKLAHOMA CITY COMMUNITY COLLEGE
A.A./A.S. PROGRAM SELF-STUDY**

Curriculum (course) pattern

The Psychology Program at Oklahoma City Community College offers courses leading to the Associate in Arts. The curriculum meets the guidelines of the State Regent's Academic Policy.

Curriculum Course Listing

PSYCHOLOGY

Major Course Requirements: (15 credit hours)

PSY 1113 – Introduction to Psychology

PSY 2403 – Developmental Psychology

Psychology: six credit hours from: PSY 2123-Behavioral Statistics; PSY 2193-
Personality Theories; PSY 2743-Social Psychology

Electives: Three credit hours of psychology electives

General Education Courses: (37 credit hours)

English: ENGL 1113; ENGL 1213

History: HIST 1483 or HIST 1493

Political Science: POLSC 1113

Sciences: Biological Science; and Physical Science – one of the sciences courses must include a lab

Humanities: Six credit hours of electives in humanities

Mathematics: MATH 1513 or MATH 1503 or MATH 2013

Social Sciences: SOC 1113 and three credit hours of social science electives

General Education Electives: Three credit hours of general education electives

Support Courses: (8 credit hours)

Electives: Eight hours of support courses selected from: AHP, ART, BIO, CHEM, CD, COM, CS, ENGL, HIST, HUM, MATH, MGMT, MU, PHIL, PHYS, POLSC, PSY, SOC and any foreign language course. Other courses by approval of program advisor.

Assessment Report

In the spring of 2006 the Psychology Program administered an assessment instrument to psychology majors enrolled in one of each of the 2000 level classes to evaluate the Program's Student Learning Outcome #6 – "Demonstrate an awareness of the complexity of Psychology as an academic discipline".

PROGRAM: Psychology

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Psychology Program are listed below:

Student Learning Outcomes

Students completing the Psychology Program will be able to:

1. Distinguish among the major theoretical perspectives; (FY 09)
2. Identify the research methods used in Psychology; (FY 10)
3. Recognize the strengths and weaknesses of the research methods used in Psychology; (FY 10)
4. Distinguish between statements of opinion versus statements of fact that are based on empirical research; (FY 08)
5. Demonstrate an understanding that a given behavior can have many different causes; (FY 08)
6. Demonstrate an awareness of the complexity of Psychology as an academic discipline; (FY 06)
7. Recognize the differences between Clinical Psychology, Psychiatry, and Psychoanalysis; (FY 09)
8. Demonstrate tolerance for alternate, differing opinions. (FY 07)

Program Outputs

1. Psychology majors will successfully transfer to baccalaureate degree-granting institutions.
2. The program is successful in preparing students to continue their education. (FY06) (FY 07)
3. The program is successful in enhancing students' job performance. (FY 06) (FY 07)

The instrument was composed of two versions of essay questions. One question, a short version without a list of possibilities as “prompts” and a long version with a list of possibilities as “prompts”. A grading rubric (see attached) was developed and a criterion of 70% or more for successful completion was established. These questions were administered to Psychology majors enrolled in one of each of the 2000 level courses during the spring semester of FY 06. The short form of the essay question was, “Describe and explain, with examples, how and why the field of psychology is so complex.” The long form of the question was:

Listed below are examples of some important sources of complexity within Psychology.

- Psychology as a science versus Applied Psychology
- More than 40 specialized sub-fields as recognized by the American Psychological Association.
- The interdisciplinary nature of psychology; many fields interact with psychology
- Focus on the individual versus the individual as part of a group
- The lifespan perspective
- The interactionist perspective

Please discuss, in detail, your present understanding of the complexity of the field of psychology. Be sure to address in your response at least **three** of the topics listed above. Your responses should be coherent, logical, structured, and grammatically correct.

The “long form” essay was given to approximately two-thirds of the selected psychology majors and the “short form” was given to the other third. The results of the grading were disappointing. Only about 50% made more than the criterion of 70% and none made above 80%. The group taking the long form did only slightly better than the ones taking the short form. Many of the essays addressed only the material of the specific class the student was taking at the time; others seemed to lack any significant effort to produce a quality response. Perhaps there was not sufficient motivation for the student to write the best possible answer. It would appear from the results that we learned more about the approach than we did about the student. Our conclusion was that we need to continue to work on developing appropriate essay questions for use in assessing student learning objectives.

Based upon an analysis of the College’s most recent Graduate Survey, the Psychology Program has generated the following conclusion for Program Outputs:

- 1) Psychology majors will successfully transfer to baccalaureate degree-granting institutions; we have so far not been able to access information that would allow us to draw conclusions regarding this output apart from anecdotal data.
 - 2) The program is successful in preparing students to continue their education; and
 - 3) The program is successful in enhancing students’ job performance.
- For Program Output 2, we obtained the results from the Graduate Survey for the College. Ten additional questions had been developed to provide information about the program. Three of those questions were used as indirect measures of this output. The criterion for success was set at a positive response of 70% or more to a question in the Graduate Survey asking students the value of the psychology major at a transfer institution. The additional questions were open response questions about faculty advising, the benefit of the program, and what might have helped the student more. The criterion for success was set at a positive response of 70% or more.

In response to the question regarding preparation for more courses in psychology at a transfer institution, 91% of the responders to the Graduate Survey indicated that they either agreed or strongly agreed. The responses to the question about advising were

significantly positive as were the responses to identifying the things in the program that were of benefit. Therefore, the criterion for this output were surpassed.

For Program Output 3 we obtained the results from the Graduate Survey for the College as well as the results of the questions developed and added to the Survey. There was a question asking if the psychology program enhanced the student's job performance. The criterion for success was set at a positive response of 70% or more. The responses to the two open response questions used for Output 2 were also used for this output. The criterion for success was set at a positive response of 70% or more. More than 70% of the responders to the Graduate Survey rated the value of Introduction to Psychology, Developmental, Personality, and Social as somewhat valuable to very valuable in enhancing their job performance. The category of "Other" was at 69%. Therefore, the criterion for this output was surpassed. The comments from the open-ended questions did not reveal any significant information for this output.

When drawing parallels between the mission of the College and the efforts of the Psychology Program it is clear that consistency has been provided and strides have been made in providing students with a quality education that prepares them for future studies, career success, and improvement to their quality of life (see Appendix A).

The program is central to the institution's mission.

The Mission of Oklahoma City Community College is to provide our community with a broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality, all by empowering our students to achieve their educational goals and our community to thrive in an increasingly global society.

The Psychology Program is central to the institutions mission by responding to the needs of the community, preparing students to have the general competency and knowledge to succeed in their individual and educational goals, and to transfer to baccalaureate granting institutions and to enter the workforce. The Psychology Program's philosophy is mindful of the ideas espoused in Community College Week:

Today's students, who shoulder the cost burden more so than their predecessors, require the kind of flexibility, relative low cost and convenience available when pursuing certificates and associate degrees. Most students must work long hours and maintain significant family obligations while pursuing these academic credentials. The widespread locations, flexible scheduling, and increasing use of distance learning technologies enables a wide range of learners to pursue certificates and degrees at any point in their busy lives. With the fast changing demands of the 21st century workforce, one- and two-year academic credentials are likely to play an increasing role in career and professional development (<http://www.ccweek.com/>).

The Vision and Values:

Oklahoma City Community College aspires to be one of the most significant community colleges in the nation—known for the amazing success of our students and for our prominent role in creating our community’s future.

The program meets stakeholder expectations.

Students completing the Graduate Survey (Appendix B) all agreed they would recommend OCCC to others. Graduates responded with high overall satisfaction with their educational experience and felt psychology courses they completed at OCCC prepared them well to continue their education. The efforts, assessments, and improvements made by the program to meet the Mission, Vision and Values of the College, inherently meet stakeholders’ expectations. The student body, community, city, and the State have the highest of expectations of the College and the Department. It is clear, that when a department satisfies and performs beyond the Mission and Visions and Values of the College, the Department has met stakeholders’ expectations.

The program produces graduates and former students who are successful on transferring.

Oklahoma City Community College students in the Psychology Program have been prepared for, and successful in transferring to four-year institutions to further their education.

The 2005 graduate survey data suggest that:

Nearly 91% of Oklahoma City Community College (OCCC) Social Science graduates did not find any difficulties in transferring to four-year institutions such as Oklahoma City University (OCU), The University of Oklahoma (OU), and The University of Central Oklahoma (UCO) to name a few. Results are even more impressive when examining the results of graduates in Psychology, where almost 94% indicate success in transferring to these same institutions.

On the graduate survey, Psychology majors were asked, “How well did the degree/certificate you completed at OCCC prepare you for continuing your education?” Responses were on a five-point Likert scale with a rating of one corresponding to Inadequate Preparation and a rating of five to Excellent Preparation. The response mean of almost 4.5, highlights the strength of the Psychology Program and the utility of the Associates Degree in Psychology.

Taking a closer look at particular questions from the 2005 Graduate Survey that ask graduates to rate the value of their education at OCCC to their Psychology major at the transfer institution, the following results are seen:

- Over 80% of Psychology graduates either Agree or Strongly Agree that the Psychology courses they took at OCCC prepared them for advanced courses in Psychology at their transfer institution

- 100% of the graduates rated all except one (Personality Theories) of their OCCC Psychology courses as either Somewhat Valuable to Very Valuable to their degree
- Approximately 75% of Psychology graduates either Agree or Strongly Agree that their preparation in Psychology courses allows them to compete with their peers.

Analysis of the qualitative data from the 2005 Graduate Survey for the Social Science Division reveals some of the reasons for this success:

- “Everything I received from OCCC was satisfactory and needs little improvement...”
- “I have no comment due to satisfaction.”
- “I had a great experience and enjoyed finishing my degree at OCCC. Some day I hope to return as a faculty member.”
- “All of my teachers I had over the course of my education at OCCC were wonderful and very helpful...”
- “I was given complete information about how to succeed with a degree.”
- “An education that prepared me for the future and professors that guided me in that education.”
- “The psychology department staff presented information about what to expect in completing a psych degree.”
- “Good preparation for other psych courses taken at UCO.”
- “Excellent level of instruction-I learned more in some classes than students are taught at UCO in the same classes.”
- “The AA degree helped me get out of some of the UCO’s requirements for their degree.”

Overall, not only Psychology graduates from OCCC are able to transfer successfully to other institutions to further their education in Psychology but also majors in diverse areas outside of Psychology such as Child Development, Human Relations, Criminal Justice, Social Work, to name a few.

* These data are based on the 38% of students who responded to the survey that were graduates in Social Sciences

**These data are based on students who responded to the survey that were almost 38% of Psychology graduates.

The program contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities.

An examination of the OSRHE sponsored system-wide transfer matrix (available at <http://www.okhighered.org/student-center/transfer-stdnts/course-transfer.shtml>) shows the equivalence of our core major courses to those by the same name offered at the institutions in the system. These five courses, Introduction to Psychology, Developmental Psychology, Social Psychology, Personality Theories, and Behavioral Statistics transfer as equivalents to the comprehensive and regional colleges in

Oklahoma. The state-wide transfer matrix has resulted in our students reporting very little difficulty with their credit hours being accepted upon transfer.

The program has systems to evaluate courses and faculty by students, administrators, and departmental personnel.

The Psychology Program at OCCC has numerous systems in place to evaluate courses and faculty by students, administrators, and departmental personnel.

The Student Instructional Input System (SII) questionnaire is given to all students in the fall and is administered during the spring for adjuncts, telecourses and online classes only.

Course syllabi are reviewed by the dean for full-time faculty and by full-time faculty for adjunct instructors. A syllabus checklist has been developed to strengthen this procedure.

Full-time faculty are evaluated with the Faculty Performance Appraisal System each spring semester by the division dean. This appraisal includes SII's, department chair input, observations of the dean and documented accomplishments of the previous year by the faculty member.

Graduate surveys are conducted by the Office of Institutional Effectiveness each year and provide valuable input from former students who have completed a Psychology degree from Oklahoma City Community College.

The Psychology Program has assessment measures, which provide feedback on program effectiveness in meeting the program competencies and program outputs.

The program is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience.

The faculty of the Psychology Program is well qualified and experienced. Faculty work with their counterparts in four-year schools to develop programs and courses, which address all areas in the development of a competent student. Faculty participation in continuing education activities is facilitated through in-service workshops and institutional direct support of off-campus conferences, workshops, and classes.

Students in the Psychology Program are required to complete coursework in History, Political Science and Sociology as part of the General Education requirement. Furthermore, all Psychology courses provide activities that increase students' reading comprehension, oral and written capabilities and critical thinking skills. Curriculum content also augments students' cultural and social awareness.

Additionally, campus activities and student organizations offered through the office of Student Life provide opportunities for students to exercise citizenship and demonstrate social conscience. Specifically, the Psychology Program organizes, supports, and

facilitates two student organizations, the Psychology-Sociology Club and Psi Beta Honor Society.

The program has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.

The array of resources in the library supports students in the Psychology Program as evidenced by:

BOOK TITLES

There are currently 1,757 narrowly focused Psychology book titles. This figure is conservative because it does not include the large number of items found in the neighboring social science of Sociology, which would include overlapping topics such as Psychology of Women. Similarly, the Medicine section houses numerous materials in the mental health arena, which include resources applicable to and used by the Psychology Program, that are not counted in the Psychology section.

REFERENCE COLLECTION

There are over 65 titles of handbooks and specialized encyclopedias in Psychology. While the overall collection has not grown over several years, it has been updated over time, thus keeping the collection up-to-date.

AUDIO-VISUAL COLLECTION

The audio-visual collection currently includes 175 titles, which is disproportionately low in relation to the Library's budget for acquisition of titles.

MAGAZINES AND JOURNALS

The Library has access to 203 magazine and journal titles electronically (full text) that are directly related to Psychology. This number excludes titles from neighboring fields of the social sciences e.g. Sociology.

Despite the growing preference for electronic resources, the Library continues to subscribe to a number of magazines and journal in print that support the Psychology curriculum. The list includes:

- The American Psychologist
- Adolescence
- The American Journal of Psychology
- Developmental Psychology
- The Journal of Social Psychology
- Psychology of Aging
- Psychology Today

Generations
Gerontologist
Journal of Family Psychology
The Journal of Psychology

DATABASES

Since the last program review, the Library has added the PsycARTICLES, a database of full-text Psychology periodical articles. Together with PsycINFO, this research tool is highly recognized and heavily utilized.

PRINTED MATERIALS

Because of the considerable utilization of the above-mentioned research tools, a special handout was developed with the goal being to help students navigate through the system. Despite these efforts however, experience shows that there are some students that are not aware of both the printed and online resources available and instead are “looking around on the Internet” for information that germinates very limited success.

INSTRUCTION

There are nationwide efforts being made to facilitate the collaboration of psychology faculty and librarians with the goal being to help students improve their research skills and ultimately learn to think critically and distinguish between good and questionable information sources. Library resources, whether online or in other formats, are core sources of information and more efforts are needed to instruct students in the use of these resources. That being said, there are several adjunct Psychology professors and a few full-time Psychology faculty that request library instruction for the students in their classes. Instruction usually focuses on locating appropriate journal articles and this effort has led to students in these classes being much better equipped to do well on their assignments.

RESOURCES (worldwide)

The library makes it possible for students to acquire any psychology-related resource, that is not available either in the Library or online, through programs such as the traditional interlibrary loan program as well as the OK-SHARE program which allows OCCC students to access materials from any other Oklahoma academic library.

OTHER

There have also been a number of overall improvements in Library resources since the 2001 evaluation. These include:

- complete modification of Library web pages and number of online resources provided
- creation of Research Paper Help web pages

- availability of all online materials 24/7
- extension of physical library hours to 84.5 hours a week (Monday through Thursday at 7:30am to 11pm, Friday 7:30am to 9pm; and Saturday 8am to 5pm)
- major gains made in user authentication so that any member of the OCCC College community is able to use all of the Library's online resources, from off and on-campus
- increase in Library student computers from 41 to 74 seats including a 32-seat area arranged in classroom style with a projector and large screen to be used for hands-on research instruction, open for student use when not occupied by a class
- wireless access available throughout the Library

Given the abovementioned resources and improvements/expansions the library has undertaken since the last evaluation in 2001, it is clear that OCCC students have the resources to succeed and that the Librarians have been making every effort to acquire whatever materials students need for success in their coursework.

The program provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.

The Psychology program employs seven full-time faculty members, five possessing doctoral degrees, with a combined teaching experience of 116 years. Five of those faculty members hold professional licenses or certifications as a Licensed Psychologist, Licensed Professional Counselor, Licensed Marriage and Family Therapist, or Teacher; two faculty members hold dual licenses.

During the past five years, full-time faculty members have actively participated in college-sponsored committees, task forces, associations, and student support services, serving in the capacity of members, sponsors, presenters, and chairs. Examples of such commitments include the Oklahoma State Regents for Higher Education Committee for Transfer, the Curriculum Committee, the Faculty Development Committee, the Academic Appeals Committee, the Faculty Association, the Student Development Task Force, the Students with Disabilities Committee, Psi Beta Honor Society and the Psychology /Sociology Student Club. One faculty member has previously served as division dean, and another has served as Acting Dean and is currently serving as the Director for the Center of Teaching and Learning. Still another faculty member has sponsored students attending out-of-state professional conferences.

Additionally, the faculty members have actively participated in psychology-related activities in the community and professional settings outside of the college. One faculty member is in the process of completing a second master's degree in adult education. Two members have provided professional services through private practice endeavors. In addition to memberships in professional associations and attending conferences, examples of other professional commitments include presentations for an ovarian cancer support group, for chemical addiction recovery programs, and for various groups on professional ethics. Several presentations have been made at regional and national

academic advisement conferences involving issues related to supporting students along with publications in a national association monograph series. Two faculty members served on televised panel presentations on adolescents in crises and student response to terrorism. One faculty member presented a paper at the International Congress of Psychology in Stockholm, Sweden (2002).

One faculty member is serving as president of the Oklahoma Academic Advising Association and serves on the National Academic Advising Association's publication advisory board. Another faculty member served as an executive board member and division chair in the Oklahoma Public Health Association and Committee Chair for a legislative task force studying reactive attachment disorders in Oklahoma. One faculty member participated with a textbook publishing company's development of a test bank and student study guide. Several faculty members have been active as volunteers in community service programs benefiting children and adults through a children's hospital, a community pantry, a chemical addiction recovery program, and a youth development program.

The Psychology Program additionally contracts with twenty-four adjunct faculty members many of whom possess doctoral degrees and hold professional licenses or certifications. There is a rich diversity in occupations of the adjunct faculty members ranging from private practice to public school employment to retired college professors and deans with the individual teaching experience of those faculty members spanning from 1 to over 20 years. Many of the adjunct faculty members are active presenters and trainers for local, regional, and national professional groups on a wide variety of psychology-related topics (e.g., gender differences in the classroom, trauma debriefing and treatment, crisis response teams, alternative dispute resolution, cultural issues, adolescent development, family adjustment, adjustment issues of international exchange students, chemical dependency prevention and treatment, mental health services for special populations). A few adjuncts are involved in research activities. Many of the adjunct faculty members are participate in their respective professional associations and a few serve in leadership roles. New adjuncts are assigned a full-time faculty member as a mentor to assure a smooth transition and quality services to students.

General education competencies are being met.

General education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (A.A.S., A.A. or A.S.) must complete at least one course from each of the following areas; indicating a general understanding of that area.

I. Human Heritage, Culture, Values and Beliefs

This competency is partially met by psychology's long history of inclusion of cross-cultural content in understanding human behavior. Virtually every chapter of every introductory text in psychology includes information across cultures. Approaches to value and belief formation are also included in PSY 1113,

Introduction to Psychology; PSY 2403, Developmental Psychology; and PSY 2743, Social Psychology.

II. Communication and Symbols

This competency is partially met by the requirement that all students must demonstrate college entry-level skill in reading prior to enrollment in any course offered by the Psychology program. Students must also demonstrate college entry-level skill in writing prior to enrollment in some courses (PSY 2193, PSY 2403, and PSY 2743) offered by the Psychology program. Communication through speaking and listening is met through the combined use of in-class discussion, cooperative learning experiences, group projects, experiential activities and service-learning opportunities by Psychology Program faculty. In addition, the Psychology Program organizes, supports, and facilitates two viable student organizations, the Psychology-Sociology Club and Psi Beta Honor Society.

A second dimension of communication is through numerical symbols. This competency is partially met by PSY 2123, Behavioral Statistics.

III. Social, Political, and Economic Institutions

This competency is partially met by the inclusion of how social, political and economic environments affect personality and development in all psychology courses.

In addition, university parallel associate degree (A.A., or A.S.) graduates must complete at least two courses from the following area indicating a general understanding of that area.

IV. Relationships in Nature and Science

This competency is partially met. The introductory text in psychology includes a chapter on the scientific method and content on the development and organization of the physiological systems which influence behavior. Each of the texts for PSY 2403, Developmental Psychology, PSY 2193, Personality Theories, and PSY 2743, Social Psychology include a chapter of review of the scientific method. Additionally, PSY 2403, Developmental Psychology includes considerable content on the physiological development of the human throughout the lifespan.

Global education is being integrated into the curriculum.

Global education is being integrated into much of the psychology curriculum, both formally and informally. Most notably our textbook for Introduction to Psychology integrates interesting cross-cultural material into most of the chapters.

PROGRAM DEVELOPMENTS

The recommendations for action from the last program review have been addressed as follows:

RECOMMENDATION 1

To develop a series of informational meetings with the library liaison to review instructional resources available to the psychology program

To review and expand the library holdings of content specific texts, books, videos, and periodicals

RESPONSE 1

The library liaison attends monthly Division meetings that give program faculty the chance to present their concerns and requests directly to the liaison. While this opportunity is present, only a couple of faculty members have made requests. The library liaison has identified a need for greater faculty involvement in the process. In spite of this, the library liaison and the few faculty members that participate in this initiative, have been very successful in making significant strides in increasing the overall library holdings of texts, books, videos, and periodicals (see Item 3g, pages 11-13). The most recent recommendations given by a faculty members was to purchase resources for the Social Psychology field and to develop a Psychology of Women section.

RECOMMENDATION 2

To take a more proactive stance in addressing the office privacy concern by developing an intermediate solution to the long-range plan for office configuration

RESPONSE 2

Since the last program review, the privacy concern has been partially resolved; a suite was constructed specifically for the Social Science Division. This suite consists of 10 separate offices that house four of the six Psychology faculty members. The remaining two faculty members' office in a partitioned work space, which provides minimal privacy.

RECOMMENDATION 3

To develop a system of identifying psychology program majors and assigning them to faculty advisors

RESPONSE 3

Subsequent to the last program review, the College has implemented a new software package that has allowed for significant changes in the identification and management of student records. This software package titled Colleague was

developed by Datatel Incorporated. As stated on the college webpage, expectations for the software were as follows:

Colleague will enable us to significantly improve both quantitatively and qualitatively the support and services we provide our students, employees, and community http://employee.okc.cc.ok.us/vision/project_teamroles.htm

Overall, Colleague appears to have lived up to these expectations where it has facilitated college personnel in provision of a variety of services including academic advising.

In addition, the faculty-student counterpart of this software is Mine-Online. This user-friendly system allows faculty advisors easy access a list of their advisees and advisee information such as demographics, contact information, student profile, assessment information, major, grade-point average, course schedule, degree audit and other pertinent information. Hence, Mine-Online has contributed to a significant improvement in the effectiveness and efficiency of academic advising.

In regards to the assignment of students to faculty advisors, a multi-stage process has been developed to accommodate the Psychology Program:

Step 1: Using Colleague, the Student Development office identifies all students who have declared psychology as their major.

Step 2: The list of these students is then sent to Mary Barr, the secretary for the Social Sciences Division.

Step 3: Ms. Barr inputs this information into a detailed database that she has developed specifically for this purpose.

Step 4: Ms. Barr then systematically assigns each student to a faculty advisor. Assignments are generally made in a manner that allows for an even distribution of students to faculty advisors. In addition, Ms. Barr makes a conscious effort to ensure a satisfactory match is made. For instance, if a student has made a request for a specific advisor, Ms. Barr then matches this student to their chosen advisor.

In addition, there is a process in place where a faculty advisor may request a specific advisee/student. This is done by simply going to <http://www.okcc.edu/forms/studentdev/fits.html> and completing the online form.

EVALUATION OF FINDINGS

Following from the 2007 program review, many strengths and concerns have been identified. Below the strengths, concerns and recommended corrective actions are discussed.

Program Strengths

STUDENTS

- Student Data: Psychology program has 449 majors.

- Skills: Students are able to develop essential organization and leadership skills through organizations such as the Psychology-Sociology Club and Psi Beta.
- Satisfaction: Graduates of the program have reported satisfaction with their educational experience.

FACULTY

- Expertise: Full time faculty represent a diverse range of expertise and unique real life experiences that enrich the learning environment.
- Teaching Experience: A total of 110 years.
- Commitment: The full time faculty members are unanimously committed to innovation and to adapting to fit the needs of our changing student population
- Faculty diversity: Gender-3 female, 4-male; Ethnicity – 1 Asian, 1 African-American, 5- Caucasian.
- Adjunct Faculty: The psychology program has shown a low turn over in adjunct instructors, who have a strong educational background and a diverse experiential background in psychology.
- Academic Advising: Psychology faculty members are very active in academic advising with an average advising load of 110.

ACADEMIC PROGRAM

- Preparation: The Psychology Program provides excellent preparation for students in many health professions (i.e. nursing, physical therapy assistant, and occupational therapy assistant) to perform successfully on appropriate licensure examinations.
- Goal Attainment: The Psychology Program is instrumental in assisting Psychology majors in achieving their personal, academic, and occupational goals.
- Degree Requirement: There has been an increase in the number of major course hours needed to obtain a degree in psychology
- New Course Added: Behavioral Statistics was added not only to the curriculum but also as a general education course

RESOURCES

Library

- Collections: There has been an increase in books to include 1757 field-specific titles, reference collection increased to 65 field-specific titles, and audiovisual collection has increased to 175 field-specific titles.
- Subscriptions: There has been an increase in subscriptions to professional journals and magazines
- Database: There has been an increase in the number of field-specific databases that are used to access professional journals
- Number of computers: There has been an increase from 41 to 71 seats.

Faculty

- Computers: Faculty members received new and upgraded computers

- Space: Faculty have received new office space

Because of the improvements made in the abovementioned four domains over the last five years, the Psychology Program has continued to thrive and grow.

Concerns and Recommended Corrective Actions

CONCERN 1:

The Psychology program has made great strides in achieving standardization of course competencies and objectives in Introduction to Psychology and Developmental Psychology courses. However, this has not been the case for other courses such as Personality Theories and Social Psychology. The necessity of having standardized course competencies and objectives is to allow for an element of structure in course content that highlights specific knowledge and skills that students should have developed at the completion of the course.

RECOMMENDED CORRECTIVE ACTION:

To develop specific core course objectives for each class in our program and to disseminate these objectives to full-time and adjunct faculty

To conduct an annual review of syllabi

To develop a syllabus template containing core objectives to be distributed to all faculty.

CONCERN 2:

The program does not have an adequate web page. It is essential for prospective students and current students to be able to access a web page to get essential information such as division location, faculty and staff listings, procedures, degrees offered, class descriptions, news and developments, transfer information, graduation requirements, deadlines, links to employment, internship opportunities, and other important information.

RECOMMENDED CORRECTIVE ACTION:

To develop a program web page that has all the abovementioned information as well as have links to each faculty member web site and such things as course schedule, office hours, special interests, backgrounds, etc.

CONCERN 3:

The program lacks an adequate mechanism to receive and disseminate information regarding the community college four-year institution nexus. For instance, if a particular program at one institution prefers students take particular courses to fulfill requirements or if changes are made to its program and/or curriculum, there may be an extended delay before this information is disseminated to other institutions.

RECOMMENDED CORRECTIVE ACTION:

To have annual meetings or a workshop with representatives from transfer institutions to provide a forum for the exchange of key program information between colleagues and institutions.

CONCERN 4:

It cannot be said with certainty what accounts for the disappointing results obtained in Student Learning Outcome #6. Specifically, it is not known whether the results were due to the lack of student motivation in the assessment process, or due to the inadequacy of the assessment instrument, or due to another variable that is undetermined as this time, the fact remains that a new approach is needed to get a clearer picture of the students' understanding of the complexity of Psychology as a discipline.

RECOMMENDED CORRECTIVE ACTION:

To reassess Student Learning Outcome #6 with a valid assessment instrument.

Institutional Requirements

1. Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters' Manual, and new student orientation as well as through the College web site.

2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.

Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as Regular Degree Seeking Students will meet the following admissions requirements:

- graduated from high school or earned a GED;
- completed the ACT, SAT or a similar acceptable battery of tests; and
- completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.

Faculty from each program work very closely with the Advising and Career Services staff. Each student is encouraged to have a counselor from Advising and Career Services as well as a faculty advisor.

Degree sheets are available in the Advising and Career Services area as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Academic Advisors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of Advising and Career Services area include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Advising and Career Services are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Advising and Career Services objectives are

also outlined in the above mentioned documents.

Advisors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a advisor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with an advisor in Advising and Career Services.

When a student indicates a desire to pursue a specific program, she/he is referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Advisors in the office of Advising and Career Services are available to discuss career objectives and degree programs with each student. The staff of Advising and Career Services assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program.

4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including
 - a. the number of majors (head count and FTE) in the program for the past 3 years and projected for the next 2 years – **there are currently 449 Psychology majors**
 - b. the size of specialized classes, if any, identified as integral elements in the program during the last 3 years – **no such classes**
 - c. instructional cost - **unknown**
 - d. number of FTE faculty in specialized courses - **none**
 - e. success of transfer students based on GPA comparisons – **data not available.**
5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.

The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

APPENDIX A: ASSESSMENT REPORT
STUDENT LEARNING OUTCOMES ASSESSMENT
FOR FY 2006

PSYCHOLOGY

Program/Option/Emphasis

AA
Program Level (AA, AS, AAS,
or certificate)

September 28, 2006
Date Submitted to Division Dean

Submitted by: Richard Anglin,
Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Trish Bilcik
Bruce Cook
Stephanie Hayes
Peggy Jordan
Yuthika Kim
Thomas Jones

Submitted By: _____
Dean Date

PROGRAM: Psychology

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Psychology Program are listed below:

Student Learning Outcomes

Students completing the Psychology Program will be able to:

9. Distinguish among the major theoretical perspectives; (FY 09)
10. Identify the research methods used in Psychology; (FY 10)
11. Recognize the strengths and weaknesses of the research methods used in Psychology; (FY 10)
12. Distinguish between statements of opinion versus statements of fact that are based on empirical research; (FY 08)
13. Demonstrate an understanding that a given behavior can have many different causes; (FY 08)
14. Demonstrate an awareness of the complexity of Psychology as an academic discipline; (FY 06)
15. Recognize the differences between Clinical Psychology, Psychiatry, and Psychoanalysis; (FY 09)
16. Demonstrate tolerance for alternate, differing opinions. (FY 07)

Program Outputs

4. Psychology majors will successfully transfer to baccalaureate degree-granting institutions.
5. The program is successful in preparing students to continue their education. (FY06) (FY 07)
6. The program is successful in enhancing students' job performance. (FY 06) (FY 07)

OUTCOMES ASSESSMENT REPORT FOR FY 2006

PROGRAM: Psychology

PLAN YEAR: FY 06

PART I – MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 6. Psychology program majors will be able to demonstrate an awareness of the complexity of Psychology as an academic discipline.

Measures and Criteria for Success – We develop two essay questions for students to address this outcome. One question, a short version without a list of possibilities as “prompts” and another question with a list of possibilities as “prompts.” A grading rubric was developed and the criteria of 70% or more was established. These questions were administered to Psychology majors enrolled in one of each of the 2000 level courses during the Spring semester of FY 06. Please see attached for the questions and the grading rubric.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 2. The program is successful in preparing students to continue their education.

Measure and Criteria for Success – We obtained the results from the Graduate Survey for the College. Ten additional questions had been developed to provide information about the program. Three of those questions were used as indirect measures of this output. The criteria for success was set at a positive response of 70% or more to a question in the Graduate Survey asking students the value of the psychology major at a transfer institution. The additional questions were open response questions about faculty advising, the benefit of the program, and what might have helped the student more. The criteria for success was set at a positive response of 70% or more.

Output 3. The program is successful in enhancing student’s job performance.

Measure and Criteria for Success – We obtained the results from the Graduate Survey for the College as well as the results of the questions developed and added to the Survey. There was a question asking if the psychology program enhanced the student’s job performance. The criteria for success was set at a positive response of 70% or more. The responses to the two open response questions used for Output 2

were also used for this output. The criteria for success was set at a positive response of 70% or more.

PART II – RESULTS AND EVALUATION

Student Learning – Outcome 6:

The “long form” essay was given to approximately two-thirds of the selected psychology majors and the “short form” was given to the other third. The results of the grading were disappointing. Only about 50% made more than the criteria for 70% and none made above 80%. The group taking the long form did only slightly better than the ones taking the short form. Many of the essays addressed only the material of the specific class the student was taking at the time; others seemed to lack any significant effort to produce a quality response. Perhaps there was not sufficient motivation for the student to write the best possible answer. It would appear from the results that we learned more about the approach than we did about the student.

Program – Output 2:

In response to the evaluation of the preparation for more courses in psychology at a transfer institution, 91% of the responders to the Graduate Survey indicated that they either agreed or strongly agreed. The responses to the question about advising were significantly positive as were the responses to identifying the things in the program that were of benefit. Therefore, the criteria for this output was surpassed.

Program – Output 3:

More than 70% of the responders to the Graduate Survey rated the value of Introduction to Psychology, Developmental, Personality, and Social as somewhat valuable to very valuable in enhancing their job performance. The category of “Other” was at 69%. Therefore, the criteria for this output was surpassed. The comments from the open-ended questions did not reveal any significant information for this output.

PART III – RECOMMENDATIONS

The information gathered for Student Learning Outcome 6 (the complexity of Psychology as an academic discipline) should be measured again with an improved approach. We have had success in obtaining useful information with other methods in the past and one of those might be used or any entirely different method could be developed. We will attempt to get greater information for this output in FY 07.

The results of the data concerning the Program Outputs indicated that we seem to be succeeding in the two areas measured. Our goal is to maintain or even increase the level of success in the future.

Outcomes Essay (Long Form)

There are many aspects of the very broad and diverse field of Psychology that lead us to say that Psychology is a very complex field. Each of the psychology courses you have taken as a psychology major have emphasized the many influences which combine to create this highly complex field of study. All psychology majors should be familiar with some of these sources of influence.

Listed below are examples of some important sources of complexity within Psychology.

1. Psychology as a science versus Applied Psychology
2. More than 40 specialized sub-fields as recognized by the American Psychological Association.
3. The interdisciplinary nature of psychology; many fields interact with psychology
4. Focus on the individual versus the individual as part of a group
5. The lifespan perspective
6. The interactionist perspective

Please discuss, in detail, your present understanding of the complexity of the field of psychology. Be sure to address in your response at least **three** of the topics listed above. Your responses should be coherent, logical, structured, and grammatically correct.

Outcomes Essay (Short Form)

Describe and explain, with examples, how and why the field of psychology is so complex.

ESSAY RUBRIC

| | Poor (10) | Fair (15) | Good (20) | Excellent (25) |
|---|-----------|-----------|-----------|----------------|
| 1. Quality of Content | | | | |
| 2. Quantity of Content | | | | |
| 3. Critical Thinking/ Analysis | | | | |
| 4. Writing Skills/ Clarity of Expression | | | | |

APPENDIX B: GRADUATE SURVEY

FY 2005 GRADUATE SURVEY
Social Sciences Division
63 of 164 (38% Response Rate)

SECTION A: EDUCATIONAL INFORMATION

1. What is the name of the college/university you transferred to after graduating from OKCCC and your major?

| College/University | Major | College/University | Major |
|------------------------|-----------------------|--------------------|---|
| Southern Nazarene Univ | | UCO | ECD |
| Cameron University | Psychology | | Early Childhood Educ. |
| Northwestern State, LA | Psychology | | Family Life Education –Child Development |
| OCU | PSY | | Family and Child Development |
| OKCCC | Child Development | | No major listed |
| OCU/OKC | Nursing | | Elementary Education |
| OU | History (2) | | Community Health |
| | Political Science (2) | | Psychology (6) |
| | Social Work (3) | | Photography |
| | Psychology (2) | | Fashion Marketing |
| | Human Relations | | Sociology |
| | Physical Therapy | | Business Education |
| | Botany | | Marketing |
| | Criminal Justice (2) | | Finance |
| | Education – Special | | Sociology – emphasis in Human Services, minor in Comm. Health |
| | Nursing | USAO | Early Childhood |

2. Are you attending:

| | % (#) |
|---------------------------------------|------------|
| Part time (less than 12 credit hours) | 66.7% (24) |
| Full time (12 hours or more) | 33.3% (12) |

3. How well did the degree/certificate you **completed at OKCCC** prepare you for continuing your education?

| | % (#) |
|--|-------------|
| My preparation was excellent | 58.7% (27) |
| My preparation was satisfactory | 26.1% (12) |
| Good in some areas only | 15.2% (7) |
| Fair, but all areas could have been better | 0% (0) |
| My preparation was inadequate | 0% (0) |
| AVERAGE | 4.43 |

4. Did you have problems transferring to the college/university indicated above?

| | % (#) |
|------------------------------|------------|
| No | 90.7% (39) |
| Yes | 9.35 (4) |
| Number of hours not accepted | 12 and 24 |

List the problems encountered with transferring.

- My transcript was sent twice to OU instead of UCO resulting in my classes being closed.
- None of the childhood classes transfer—total waste of my time/money.

5. What is your current Grade Point Average (GPA)? 3.37

SECTION B: EMPLOYMENT INFORMATION

6. What best describes your present employment status? Please check only one.

| | % (#) |
|---------------------------------|------------|
| Employed full-time | 54.8% (34) |
| Employed part-time | 21% (13) |
| Unemployed and seeking work | 6.5% (4) |
| Unemployed and not seeking work | 14.5% (9) |
| Other – describe: | 3.2% (2) |

- Currently seeking work also
- Full-time student (2)
- Home daycare
- Student-stay at home mom

7. Is your present occupation related to the degree/certificate you completed at OKCCC?

| | % (#) |
|-----------------------|------------|
| Yes, directly related | 30.0% (15) |
| Yes, somewhat related | 12.0% (6) |
| No | 58.0% (29) |

8. Were you employed in your current position prior to completing your degree/certificate at OKCCC?

| | % (#) |
|-----|------------|
| Yes | 78.9% (15) |
| No | 21.1% (4) |

9. How would you rate the preparation you received at OKCCC in relation to its usefulness in performing your job?

| | % (#) |
|-----------|----------|
| Very good | 65% (13) |
| Good | 35% (7) |
| Poor | 0% (0) |

| | |
|----------------|-------------|
| Very poor | 0% (0) |
| AVERAGE | 3.65 |

10. What is your job title and place of work?:

| Job Title | Place of Work |
|------------------------------|--|
| Administrative Assistant | Echols & Associates |
| Assistant in Management | La Petite Academy |
| Bartender | Chili's |
| Child Care Provider | A-Z Childcare (self-employed) |
| Child Care Provider | Self-employed |
| Child Care Provider | Home |
| Director | Blue Bird Learning Center |
| Director of Childcare | Kids of Faith Place |
| Home Daycare Provider | My home |
| Management & Program Analyst | FAA |
| Master Teacher | Freckles & Grins |
| Master Teacher | AppleJacks Learning Ctr Kindergarten/School Age |
| Medical Records Supervisor | Tri-City Family Clinic |
| Prevention Specialist | Wichita Mountains Prevention Network APRC |
| Sales Representative | Vector Marketing |
| Security | University of Oklahoma |
| Shelter Counselor I | Crossroads Youth Crisis Shelter |
| Teacher | Linwood Child Development |
| Teacher/Assistant Director | Southwest Christian Academy and Child Development Center |
| Teller/Personal Banker | Union Bank |

11. If you are employed *Full-Time*, please indicate your approximate average **annual** salary before taxes.

| | % (#) |
|----------------------|----------------------------|
| Less than \$10,000 | 15.0% (3) |
| \$10,000 to \$14,999 | 10.0% (2) |
| \$15,000 to \$19,000 | 20.0% (4) |
| \$20,000 to \$24,999 | 35.0% (7) |
| \$25,000 to \$29,999 | 5.0% (1) |
| \$30,000 to \$34,999 | 5.0% (1) |
| \$35,000 to \$39,999 | 5.0% (1) |
| \$40,000 and up | 5.0% (1) |
| AVERAGE | \$20,000 - \$25,000 |

12. If your current "primary field of employment" is not related to the degree/ certificate you completed at our college, please check each reason which applies.

| | % (#) |
|--|--------------|
| Transferred to a four-year college | 43.3% (13) |
| Not sufficiently qualified for a job in my field | 13.3% (4) |
| Preferred to work in another field | 20.0% (6) |
| Found a better paying job in another field | 6.7% (2) |
| Could not find a job in my field of preparation | 10.0% (3) |
| Worked previously in field of preparation, but changed | 3.3% (1) |
| Other – describe | 16.7% (5) |

Other description

- Along with my bachelor's this degree from OKCCC will help in the field I plan to work in after I obtain my bachelor's degree.
- Needed a job that would work with my school schedule until I graduate at OU.
- Stay at home mother but still attending school.
- Still at current job when I was at OKCCC
- Student
- The majority of CD centers do not hire males in their 50's
- Will go back to school at OU next semester

SECTION C: SUMMARY INFORMATION

13. Was your primary purpose when you enrolled at OKCCC to obtain:

| | % (#) |
|-------------------|------------|
| A certificate—Yes | 5.9% (3) |
| A degree Yes | 76.5% (39) |
| Both | 17.6% (9) |

14. What was your primary goal?

| | % (#) |
|---|------------|
| Improving existing employment skills | 20.6% (13) |
| Preparation for employment to be obtained | 11.1% (7) |
| To complete general education courses to transfer to another college/university | 50.8% (32) |
| Personal enrichment courses | 6.3% (4) |
| Undecided at time | 3.2% (2) |
| Other – describe | 7.9% (5) |

Description to Other

- Certificate of mastery in childcare for stars program
- I wanted to transfer to a 4 year school and I wanted the degree.
- Improve existing employment skills and complete general education and transfer
- Just completing associates degree
- Just to get my associates degree
- To go back to school to see how I would do

15. Did you meet your intended goal?

| | % (#) |
|--------------------|------------|
| Yes | 95.2% (60) |
| No, please explain | 4.8% (3) |

Explanation

- Although would like to further my degree
- Because it is so hard to find a job with just an associates in Psych
- Have a hard time . . .
- Obtained a Certificate of Mastery but currently working on an Associate Degree at OKCCC

- Trying to get into USAO
16. Are you the first one in your family to graduate with a degree? (Check all that apply)

| | % (#) |
|---------------------------------|------------|
| Yes | 54.7% (29) |
| No, father has a degree | 26.4% (14) |
| No, mother has a degree | 24.5% (13) |
| No, brother/sister has a degree | 28.3% (15) |

17. Do you currently volunteer in the community?

| | % (#) |
|-----|------------|
| Yes | 28.8% (15) |
| No | 71.2% (37) |

Number of Hours 129 hours

Average Number of Hours 10 hours

Type of Service

- At my church
- C.A.R.E. Center, Child Abuse Response & Evaluation
- Campaign
- Child defense
- Church childcare
- Church, Red Cross, OKC Arts
- Girl Scouts, Food Bank, Red Cross
- Hospice volunteer
- Lawton Ft. Sill Community Coalition – I work in substance abuse prevention.
- The Winning Circle connecting families and individuals in recovery from drugs and alcohol, and assist others who are in the process of being from life’s difficulties.
- Volunteer at infant crisis services
- Volunteer in a hospice
- Volunteer with Special Olympics and various elementary schools in the lower income communities

- Whatever is needed at church
- Work with children in middle schools

18. To what extent do you believe that your educational experience improved your perspective of other cultures?

| | % (#) |
|----------|------------|
| Greatly | 41.5% (22) |
| Somewhat | 54.7% (29) |
| Little | 3.8% (2) |
| None | 0% (0) |
| AVERAGE | 3.38 |

19. Are you interested in taking more courses at OKCCC?

| | % (#) |
|-----|------------|
| Yes | 53.8% (28) |
| No | 46.2% (24) |

Courses

- Accounting or health with Scholarship help.
- All real estate classes needed in order to receive certificate
- Botany
- Business
- Child Development
- Complete bachelor degree in a couple of years to start
- Conversational Spanish
- Currently taking Spanish courses
- General education courses
- I am enrolled in a literature class for spring 06 and took a math class after I graduated this summer.
- I might enroll in a couple of Spanish courses.
- I would like to take some art, history and writing courses.
- Math and science
- More child development classes
- Nursing school
- Oklahoma history for personal interest
- Possible pharmacy related
- Psychology (2)
- Some basics during the summer
- Some more in CD
- Spanish
- zoo, tng

20. What is your overall level of satisfaction with your OKCCC educational experience?

| | % (#) |
|--------------------|------------|
| Very satisfied | 6.7% (42) |
| Satisfied | 27.0% (17) |
| Somewhat satisfied | 6.3% (4) |
| Dissatisfied | 0.0% (0) |
| Very dissatisfied | 0% (0) |
| AVERAGE | 4.6 |

21. Would you recommend OKCCC to a friend?

| | % (#) |
|-----|-----------|
| Yes | 100% (52) |

| | |
|----|--------|
| No | 0% (0) |
|----|--------|

22. Please rate the college services **that you utilized.**

| | Mean |
|---|-------------|
| Campus Technology | 3.64 |
| Library | 3.58 |
| Faculty Advisement | 3.35 |
| Student Employment | 3.33 |
| Student Development (advisement & counseling) | 3.33 |
| Financial Aid | 3.11 |

4 = very good, 3 = good, 2 = poor, and 1 = very poor

23. Please comment on how we could improve the degree/certificate you completed and/or services you received.

- All of my teachers I had over the course of my education at OKCCC were wonderful and very helpful. I only ever had problems when it came to withdrawing from a class and it's affect on my scholarship and the sending of my transcript to my four year school.
- Be more update on student needs for transfer to 4 year college. Inform students of needs.
- Career Services.
- Counselors should follow up on student's progress and guide them in selecting courses that are transferable. Faculty should be allowed a half day a week or 2 full days in a month to meet student's needs.
- Everything I received from OKCCC was satisfactory and needs a little improvement. I only suggest there be more emphasis on getting to know the college / university the student plans to transfer to.
- Everything was great. I thank you for your support. I still use the library to study in at times.
- Financial Aid is by far the worst department in the school. I had to correct mistakes they made every single semester I attended. Financial Aid at OKCCC is horrible.
- Good
- I enjoyed OCCC. I will have fond memories of my experience.
- I feel that OKCCC could offer Bachelors to help with having to leave / transfer to go to another college. I really enjoyed the professional attitudes of all that I came in contact with, during my time at OKCCC. Thanks for the great experiences.
- I had a great experience and enjoyed finishing my degree there at OKCCC. Some day I hope to return as a faculty member.
- I had no problems with any of the services at the college. The staff was always helpful and so were the instructors.
- I have no comment due to satisfaction.
- I really enjoyed going to OKCCC. I enjoyed the hands on activities, keep them up. You are all doing a great job. Maybe have more time working with the

children before the end of the degree, that way have more experience and preparation for the fieldwork.

- I was extremely happy and I can't think of anything to improve.
- I was very pleased with my education although I would like to see more online classes develop for non-traditional students like myself.
- I would have liked sociology seminars offered at night, on weekends or during the summer. The fact that it is not did not prevent me from taking it; however I see how it could prevent others. My satisfaction with OCCC is high and I have recommended OCCC to my friends and family and previous co-workers.
- I would have liked to have had more choices in the PS/Pre-law field during night classes as well as spring and fall course offerings. The professors were very knowledgeable in the area of P.S. and law. I enjoyed my experiences at OKCCC and highly recommend the college!
- I would like to see a better selection of history books.
- I would make it to where more classes transferred to a university. I would also make the classes do more lab work because once you get to the University, you need so much experience in the lab (child development center).
- Implement 3000 and 4000 level courses.
- Inform students who intend to transfer, about conflicts with accepting math credits at OU. When I transferred, OU wouldn't accept my Math 1503 credits and I had to repeat the courses at OU because I needed higher math courses.
- Library needs to be more considerate for students who DO NOT know how to use computers. I used computer lab as Alice and Staff was very professional, polite. They helped me learn to use computer and helped me work on my assignments. I had good professors especially Sue Tabor.
- More courses on line, more courses on weekends, and more courses in the PM.
- My 2nd year – I went to talk to an advisor to check my courses for an A.A. and the advisor treated me like an idiot, just because I wanted to make sure I was selecting the right classes. He didn't answer my questions and was a smart aleck, other than that I loved OKCCC!
- N/A. My experience at OKCCC was a great one. I have since changed my major, but still appreciate everything that I learned there. Even after graduating and moving on to OU, I take all the classes I can at OKCCC. Every time I go, I feel at home! I don't see any improvements that need to be made!
- No improvement on degree. Financial Aid Services Stunk. I didn't know I was assigned an advisor until after I graduated.
- Offer more 2,000 level Psychology classes. Have more guest speakers to explain the different types of jobs in PSY.
- OKCCC needs to have better understanding of what courses will or will not transfer to a 4-year college and be applied to degree.
- Parking
- Set up the child development classes to meet UCO standards so that they transfer. One class didn't transfer but we used the same book. Behavior guidance (not enough lab hours to transfer). Don't waste our time/money. I'm an adult

w/family and job and that was a lot of valuable resources wasted. We're misled to believe that they will all transfer to UCO and OU. They don't.

- The resources of OKCCC library were excellent, but some of the librarians acted like they didn't know what they were doing and were very rude.
- There are a number of programs available in child care and sometimes it is difficult to understand the different requirements.
- You could have an X-ray tech program like you have a nursing program. I'm not interested in nursing but I am interested in becoming an X-ray tech or sonographer or a vet tech.
- You guys are doing a good job. Keep up the good work. I was pleased with the services I received.
- Your degree "services" department and counseling department were – hit and miss at best. Integrity of the information given is inconsistent and wholly dependent upon whom the student happens to meet with. A great deal of improvement needs to be made in these two essential areas.