

Oklahoma City Community College

Program Review Self Study Year

Division:

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General Education Courses

Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483	U.S. History to the Civil War --or	
HIST 1493	U.S. History Since the Civil War	3
POLSC 1113	American Federal Government	3
	Biological Science*	3-4
	Physical Science*	3-4
	Humanities electives	6
MATH 1513	Contemporary Math --OR	
MATH 1503	College Algebra --OR	
MATH 2013	Introduction to Statistics	3
SOC 1113	Introduction to Sociology	3
	Social science elective	3
	General education elective	3
	*one of the science courses must include a lab	
		37 hours

Support Courses		
Prefix & Number	Course Title	Credit Hours
	Faculty approved support electives selected from:	8
	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.	
		8 hours

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1 hour

2. General description of review process and participants assisting with and conducting the review.

a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.

b. A list of the student learning outcomes

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

c. A list of program outcomes for the program

1. Psychology majors will successfully transfer to baccalaureate degree-granting institutions.
2. The Program is successful in preparing students to continue their education.
3. The Program is successful in enhancing students' job performance.

d. Well defined the criteria for measurement and how the criteria were used in the program.

The criterion for success on all Program assessments is set at 80% of respondents correctly answering 70% of assessment questions. Similar to the standards as established by the College's Achieving the Dream initiative, "success" is defined as 70% or a letter grade of C.

e. The evaluation, results and recommendations based on the criteria used.

As a product of the 2007 Program Review, the Department systematically reviewed its program Student Learning Outcomes and Program Outputs. Through a collaborative effort, the Department prioritized and aligned new outcomes with the American Psychological Association goals. It is these new Student Learning Outcomes and Outputs that will be discussed within this Program Review. It must be noted that in 2006-07, the Department conducted a qualitative measure of Student Learning Outcomes with limited success. The subsequent year was used to analyze and restructure the Program's assessment instruments. In 2008, the Program began to assess two Student Learning Outcomes systematically through quantitative measures. It is these measures that are discussed in the following. Having eight Student Learning Outcomes and assessing two

per year, the Program will insure that all outcomes will be assessed for all subsequent 5-year Program Reviews. The Program has discussed creating an instrument that will assess all eight outcomes within a given year. By assessing all outcomes simultaneously, it has been proposed that the Program will have a more thorough analysis of student learning.

Beginning in 2007-08, the Program began by assessing Outcomes 7 and 8. Below is the procedure and recommendation for that given year. Following that assessment, Outcomes 5 and 6 were assessed in 2008-09. The final analysis of Outcomes 1 and 2 is for 2009-10 and 2010-11. The following paragraphs describe the procedure taken for the Program's assessment instrument.

General Assessment Plan: The Psychology Faculty decided the assessment tool would be administered to students enrolled in 2000 level psychology courses taught on-campus by adjunct and full-time faculty. All assessments were conducted in May of the Spring semester to students attending class on the administration day selected by the instructors who could work it into the class schedule. In addition, it was decided to assess 2000 level online courses taught by full-time faculty with those assessments also conducted in May 2009. The students in the following courses were assessed: PSY 2123 (Behavioral Statistics), PSY 2193 (Personality Theories), PSY 2403 (Developmental Psychology), and PSY 2703 (Social Psychology).

2007-2008:

Each student answered three (3) questions to provide demographic information regarding how many college psychology courses s/he has taken including the current one, what grade s/he received in the Introduction to Psychology course, and what is his/her major.

For Outcome 7, the Psychology Faculty created an evaluation tool consisting of two (2) research scenarios with five (5) items each. Each item was either a "fact" or "opinion" based on the research description. Students were instructed to read the scenario, then read each of the five statements and to mark "A" on a Scantron if the statement was a fact and mark "B" if it was an opinion. Seventy percent (70%) was established as criteria for success. For Outcome 8, the Psychology Faculty created an evaluation tool consisting of four (4) scenarios of people experiencing problems. At the end of each scenario, three (3) explanations were offered to the student who was asked to select any of which might explain the cause of the problem. The scenarios were written so that all of the offered explanations could reasonably have caused the problem. Students were instructed to read the scenario, read each of the three statements, and then to mark "A" on a Scantron if none of the statements were possible causes, to mark "B" if one of the statements was a possible cause, or mark "C" if two or more were possible causes.

A total of 380 students were assessed from 2000 level psychology courses, PSY 2123, PSY 2193, PSY 2403, and PSY 2743. Of those, 147 students were psychology majors and 233 students were non-psychology majors.

Seventy percent (70%) was established as criteria for success.

Outcome 7: Distinguish between statements of opinion versus statements of fact that are based on empirical research.

Results: Ninety-four percent (94%) of psychology majors in all four courses met the criteria for success.

Outcome 8: Demonstrate an understanding that a given behavior can have many different causes.

Results: Seventy-one percent (71%) of psychology majors met the criteria for success.

Use of Results: The Program will utilize the results of this annual assessment to introduce ongoing, informed programmatic modifications to both course content and delivery systems. For these current assessment results, the criteria for success was set at seventy percent (70%) by the Psychology Faculty previous to assessment. While the criteria for success was met for both objectives, Objective #8, understanding behavior can have different causes, was at the low end of success. In a culture where society and the media look for quick explanations for behavioral causation, it is crucial that psychology students understand multi-causality. All full-time and part-time psychology faculty members were encouraged to place additional emphasis on discussion about multiple causes for behavior.

2008-2009:

Each student answered one (1) question to identify his/her major, and ten (10) questions related to the outcome measured. The Psychology Faculty created an evaluation tool consisting of seven (7) multiple-choice questions addressing the seven (7) major theoretical perspectives, and three (3) multiple-choice questions addressing the differences between three (3) professional areas of mental health. Students were instructed to read the question and select the best answer from among the options provided. Seventy percent (70%) was established as criteria for success.

A total of 330 students were assessed from 2000 level psychology courses in the Spring 2009 semester (PSY 2123, PSY 2193, PSY 2403, and PSY 2743). Of those, 166 students were psychology majors, and 164 were non-psychology majors (8 sociology, 93 nursing, 63 other).

Outcome 5: Distinguish among the major theoretical perspectives: biological, psychodynamic, behavioral, humanistic, cognitive, cross-cultural, and evolutionary.

Results: For Outcome 5, distinguish among the major theoretical perspectives: biological, psychodynamic, behavioral, humanistic, cognitive, cross-cultural, and evolutionary, 70.1% of psychology majors correctly identified those perspectives. The criterion for success for the objective was met.

Outcome 6: Recognize the differences between Clinical Psychology, Psychiatry, and Psychoanalysis.

Results: For Outcome 6, recognize the differences between Clinical Psychology, Psychiatry, and Psychoanalysis, 68.5% of psychology majors correctly identified the differences. The criterion for success, however, was not met for this objective.

Use of Results: The Program utilizes the results of this annual assessment to introduce ongoing, informed programmatic modifications to both course content and delivery systems. For these current assessment results, the criterion for success was set at seventy percent (70%) by the Psychology Faculty previous to assessment. The criterion for success was met for one objective and not for the other.

2009-2010:

The Psychology Faculty created an evaluation tool consisting of five multiple choice items to assess understanding of the research methods used in Psychology, and five matching items to assess understanding of strengths and weaknesses of research methods used in Psychology. Students were instructed to read the question and select the best answer from among the options provided.

Of a total of 298 students assessed in 2000 level psychology courses, 103 were psychology majors.

The criterion for success was set at a minimum of 80% of the students achieving a minimum of 70% correct identification of the research scenarios to the appropriate research method.

Outcome 1: Identify research methods used in Psychology.

Results: Seventy-five and seventh-tenths percent (75.7%) of psychology majors achieved a minimum of 70% correct identification of the research methods, which is below the success threshold. A 63.4% performance for all majors is also below the success threshold. The criterion for success for the objective was not met.

Outcome 2: Recognize the strengths and weaknesses of the research methods used in Psychology.

Results: Eighty and six-tenths percent (80.6%) psychology majors meets the criteria for success; however, the 59.8% performance for all majors is below the success threshold.

Use of results: The Program utilizes the results of this annual assessment to introduce ongoing, informed programmatic modifications to both course content and delivery systems. Objective # 2, *recognizing the strengths and weaknesses of the research methods used in psychology*, was at the low end of success. All full-time and part-time psychology faculty members were encouraged to highlight strengths and weaknesses of various research methods in the process of placing additional emphasis on applications and examples.

2010-2011:

The assessment included a total of ten items to assess student learning, five items related to each of the two outcomes measured. Three additional items were included to identify each student's major, number of prior psychology courses completed, and final course grade earned in *Introduction to Psychology*.

The Psychology Faculty created an evaluation tool consisting of five multiple choice items to assess understanding of the research methods used in Psychology. Students were instructed to read the question and select the best answer from among the options provided.

Of a total of 298 students assessed in 2000 level psychology courses, 116 were psychology majors. The criterion for success was set at a minimum of 80% of the students achieving a minimum of 70% correct identification of the research scenarios to the appropriate research method.

Outcome 1: Identify research methods used in Psychology.

Results: Seventy-three percent (73%) of psychology majors achieved a minimum of 70% correct identification of the research methods, which is below the success threshold. However, only 61% of all other majors achieved a minimum of 70% correct identification of the research methods, which is far below that of psychology majors. After further review of the data, it was found that the method to calculate the success scores was more conservative than initially desired. The research methods consisted of 5 questions causing "success" to be measured at 80% and not 70%. Therefore, the 73% success rate is measuring success at 80%, much higher than the College's standard measurement of success at 70%. As a Department 73% success rate being measured at 80% and above, is very encouraging.

Outcome 2: Recognize the strengths and weaknesses of the research methods used in Psychology.

Results: Fifty-eight percent (58%) of psychology majors achieved a minimum of 70% correct identification of the research methods, which is below the success threshold. However, only 51% of all other majors achieved a minimum of 70% correct identification of the research methods, which is below that of psychology majors. After further review of the data, it was found that the method to calculate the success scores was more conservative than initially desired. The research methods consisted of 5 questions causing "success" to be measured at 80% and not 70%. Therefore, the 58% success rate is measuring success at 80%, much higher than the College's standard measurement of success at 70%. As a Department 58% success being measured at 80% and above, is very encouraging.

Use of results: The Program will utilize the results of this annual assessment to introduce ongoing, informed programmatic modifications to both course content and delivery systems. Objective # 1, *identifying research methods used in psychology*, was below the success point. We will use these results to better develop a measurement that is consistent with the College's 70% baseline for success. We plan to develop more questions that will allow a student to score 70% which would give a more accurate idea of how the students are retaining and applying Objective #1. Also, all full-time and part-time psychology faculty members will be encouraged continue to place additional emphasis on definitions and applications using examples of research methods.

In contrast to 2007, the Program has been much more thorough in its annual assessments of outcomes. As one can clearly see, there is a devoted track record to outcomes and student success. This program review has compiled the analysis of five years of Outcomes assessments and will provide suggestions for improvement.

- 3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:**

a. is central to the institution's mission:

The Psychology program is central to the institution's 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.

As expressed by the data provided from the Graduate Survey for 2006-10:
40.56% of students responded that they were "first in their family to earn a degree";
78.80% of students responded that they were "prepared for performing their job";
29.4% of students responded that they "volunteered in their community" however, in 2006 respondents reported that only 12.5% volunteered and this number has steadily grown to 2010 to where 53.8% reported volunteering.

The data clearly illustrates that the program is accomplishing the institutional mission. Within subsequent years there has been a push for many members of the Department to engage in service learning and cooperative learning in their courses. The program has no reason to believe that these numbers will not remain consistent, if not improve.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

Compiled from the Graduate surveys from 2006-2010 the following conclusions were generated: Nearly 96.5%* of Oklahoma City Community College (OCCC) Psychology graduates did not find difficulties transferring to 4-year institutions such as Oklahoma City University (OCU), The University of Oklahoma (OU), The University of Central Oklahoma (UCO), and The University of Science and Arts of Oklahoma, etc.

* Five of 144 responding students found difficulty transferring; 4 in 2007; 1 in 2009.

On the graduate survey, Psychology majors were asked to respond to the following question, "How well did the degree/certificate you completed at OCCC prepare you for continuing your education?" Responses were on a five-point Likert scale for 2006-2009 and a 10-point Likert scale for 2010, with a rating of one corresponding to Inadequate Preparation and a rating of five, or 10 respectively, to Excellent Preparation. The response mean 4.291 (of 1-5 scale; 2010 was converted to 1-5 and averaged with 2006-2009) 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 2006-2010 Graduate Surveys that ask graduates to rate the value of their education at OCCC to their Psychology major the following results are expressed:

90.28% of respondents met, "their educational goals at OCCC";
93.08% of respondents were, "overall, satisfied with OCCC"; and
99.26% of respondents "would recommend OCCC to another person".

The Department is pleased with the results expressed for they are consistent with the overall College's results, and at a level we find more than satisfactory.

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

Programs of Study

OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

University Parallel/Transfer Programs

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC “may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion.”

In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at <http://www.okhighered.org/transfer-students/>. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees.

e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean and/or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.

2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.
 3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.
- f. Is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience.**

Service-Learning

Incorporating service-learning as a part of a course's curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can generally be used as a part of any course's learning objectives and tailored to desired learning outcomes. The Student Life Service-Learning Center partners with over 80 community agencies, so there is something for every course and interest area. Office of Student Life coordinates student involvement in service learning.

- g. Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

Psychology Library Review

Fall 2011

Print & A-V resources

The number of circulating titles classified in psychology (BF1-1389, Library of Congress classification) is 1,602 (1,780 volumes). Reference titles number 10 (32 volumes) and the Audio-Visual area (primarily DVD and VHS) has 107 titles (143 volumes). New titles are purchased by the Social Sciences Librarian based primarily on reviews in *Choice*, *Booklist*, various bestseller lists and scholarly psychology journals. There are significant numbers of titles classified in other disciplines that are related to psychology, especially those related to treatment of psychological conditions.

The circulating (2nd floor), reference and A-V collections were all weeded within the past 18 months. Duplicates of low usage items as well as items in poor repair were pulled and replaced as needed. In some cases, an item was removed if it was deemed inappropriate for the collection (content was too advanced or elementary, inaccurate or poorly reviewed). VHS tapes that are still used by faculty are being replaced with DVDs when possible. Since the last program review, Dr. Stephanie Hayes has requested a significant number of videos that were added to the collection.

Psychology is a difficult discipline to purchase books for, as many are written for graduate-level research or fall into the self-help category.

Course textbooks available at the Library Circulation Desk are extremely popular. The textbook on reserve for the introductory psychology is one of the most heavily used

reserve items, averaging over 250 uses per semester. The text for Developmental Psychology averages around 100 uses per semester.

The Library subscribes to a number of print magazines and journals to support the psychology curriculum (see list of titles below). Additional titles in other disciplines also provide useful information to psychology students. Usage of print titles is extremely low, as students favor electronic resources. Cancellations may be made in the future for items that are duplicated in electronic resources.

Current Library print subscriptions for core psychology periodicals

American Journal of Psychology

Developmental Psychology

Family Relations

Journal of Family Theory & Review

Psychology Today

Electronic resources

Student use of electronic access to magazines, journals and newspapers continues to grow. *PsycArticles* and *PsycInfo*, databases found in *EbscoHost*, are the primary electronic resources used by most psychology students. *PsycArticles* provides full-text access to 80 psychology periodicals. *PsycArticles* is used for assignments by a number of introductory and Developmental Psychology sections. Other *EbscoHost* databases provide additional psychology resources. The health professions databases also provide full-text to articles related to psychology. A list of all online full-text psychology periodicals available to OCCC students may be found at <http://bit.ly/nmt6gM>.

At the request of Dr. Greg Parks, *Films on Demand*, a streaming video service, was added in 2010. While *Films on Demand* is multi-disciplinary, over 800+ psychology titles are available, including those distributed by *PBS* and *Films for the Humanities*. Faculty feedback has been positive and integration into the online learning platform appears to be working.

Instructional Resources

The Social Sciences Librarian continues to be available for library instruction. Announcements are made at division meetings and the annual adjunct meeting to encourage professors to schedule an instruction session for classes doing research. In recent years, the librarian has given instruction on the use of *PsycArticles* to introductory and Developmental Psychology courses.

In Fall 2011, a new electronic resource, OCCC LibGuides will be available. The Social Sciences Librarian will create a number of web pages with information and links to resources specific to psychology.

The Library has 76 public computers for student use for research, online coursework, email, etc. More than half of these are set up with DVD players and headphones. From the Library's webpage, students both on and off-campus can use the catalog of books and

DVD/videos, search for quality information in many online article databases, link to recommended websites, and make online requests.

Since the previous program review, the Library has employed an Electronic Services / Reference Librarian to strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created in addition to the online Research Paper Help module. These can be found from the Library front page or directly from the Library YouTube channel (<http://www.youtube.com/occclibrary>).

The Library has just implemented a new ebook service, Overdrive. While Overdrive will primarily be used for leisure reading, a number of non-fiction titles, including those related to psychology will be available for download.

The Library has developed new ways for students to request assistance through the “Ask a Librarian” link, i.e. chat and text. Since many faculty members use the ANGEL online course management system to teach online or as a tool for regular classes, and provide students course information through that portal, the Library is going where the students are. The Library has created simple, new tools (widgets) for faculty to insert into their ANGEL course materials, making it convenient for students to search the article databases, Library catalog or other resources without exiting the course platform.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. Librarians staffing the Library Assistance desk answer questions and provide one-on-one instruction, as well as teaching research skills to classes in a variety of subject areas. Instruction sessions are adjusted to faculty members' assignments and needs.

Faculty

- Computers: Faculty members received new and upgraded computers
- Space: Faculty have received new office space

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

h. 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, six possessing doctoral degrees, with a combined teaching experience exceeding 100 years. Several faculty members hold professional licenses or certifications as a Licensed Psychologist, Licensed Professional Counselor, Licensed Marriage and Family Therapist, or Teacher. Areas of expertise vary; however, they are consistent with the major Division of the American Psychological Association and courses offered by the Program. Some areas are: Developmental Psychology, Social Psychology, Counseling and Clinical Psychology, Experimental Psychology, and Educational / School Psychology.

During the past five years, full-time faculty members have actively participated in college-

sponsored committees, task forces, associations, and student support services, while serving in the capacity of members, sponsors, presenters, and chairs. Examples of such commitments include the Higher Regents Committee for Transfer, the Curriculum Committee, the Faculty Development Committee, the Academic Appeals Committee, the Faculty Association, the Student Development Task Force, Program Review Committee, General Education Committee, Institutional Review Board for research conducted at the College, the Student's with Disabilities Committee, Psi Beta Honors Society, and the Psychology / Sociology Student Club.

Additionally, the faculty members have actively participated in psychology-related activities in the community and professional settings outside of the College. All members of the Department regularly attend, and some present, at local, regional, and national conferences. To mention a few, these conferences are The Oklahoma Network for Teaching of Psychology, The League for Innovation in the Community College, The Society for the Teaching of Psychology and The National Institute for Staff and Organizational Development. In addition, a few members provide professional services through private practice endeavors.

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 supplements. 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 over 20 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 adjunct faculty members are active presenters and trainers for local, regional, and national professional groups on a wide variety of psychology-related topics. A few adjuncts are involved in research activities. Many of the adjunct faculty members participate in their respective professional associations. All new adjuncts and full-time instructors are assigned a veteran full-time faculty member as a mentor to assure a smooth transition and quality services to students.

I. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 36 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

Method:

Developed rubrics will provide common criteria for assessing “artifacts” gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect data.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included “artifacts” relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) 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

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

Demonstrate understanding of basic world geography; Demonstrate familiarity with major cultural issues of selected global communities; Demonstrate knowledge of significant historical events and figures of selected global communities; and Demonstrate an understanding of ethical concerns of selected global communities.

II. Communication and Symbols

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

Generate a clear, specific, and arguable thesis or dominant idea; Formulate evidence and examples to support the topic idea; Construct a logical pattern of paragraph development; and Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

Demonstrate the effective use of an introduction, body, and conclusion of a formal speech; Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; Vary the tone of voice appropriate to the content of the speech and context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

III. Social, Political, and Economic Institutions

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

Analyze how political systems impact society; Analyze how economic systems impact society; Analyze how religion serves to shape the norms of a society; Analyze how

education interacts with cultural values and norms; and Analyze how shifts in social institutions impact the family.

IV. Relationships in Nature and Science

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

Analyze a set of data or qualitative observations using previously learned tools; Draw reasoned conclusions based on the results of the analysis; and Support conclusions logically and communicate them effectively.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. Provide evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

The Psychology Department has several courses as deemed by the College which are appropriate for each of the following General Education domains. Below are General Education criteria and the Program's parallel courses. In 2008 the College conducted its first authentic assessment of General Education and published their findings in a 2009 document. Not only does the following illustrate the results of 2009 it also illustrates 2010 and 2011. For more information readers will find original documents at the following: <http://www.occc.edu/InstitutionalCommittees/General/documents.html>.

I. Human Heritage, Culture, Values and Beliefs

PSY 1113 Introduction to Psychology, PSY 2403 Developmental Psychology, PSY 2743 Social Psychology have all been identified by the Program and approved by the General Education Committee as courses which satisfy the above mentioned.

In 2009 the General Education Committee assessed eleven artifacts using a self-developed rubric. Student mastery was assessed on three categories: 1) characteristics of social institutions; 2) the role and functions of social institutions; 3) the relationship between social institutions. Each category was ranked on a Likert Scale of 5-1: 5 - "synthesize or compare/contrast multiple characteristics of social institutions"; 4 - "analyze multiple characteristics of social institutions"; 3 - "explain multiple characteristics of social institutions"; 2 - "identify at least two characteristics of social institutions" and 1 - "identifies less than two characteristics of social institutions". For further details please see the above web link.

The committee found 9% (1 student) of students were proficient in social institutions (higher Blooms Taxonomy of analysis) and 91% (10 students) scored a 2 on the rubric (lower Blooms Taxonomy of basic knowledge). It was recommended that the College, as a whole, implement strategies to increase student knowledge and understanding of social institutions.

In 2010 the General Education committee conducted their second assessment of learning. Ninety-seven artifacts were evaluated. Artifacts originated across the disciplines.

70% (68 out of 97 artifacts) met the requirements of the evaluation rubric;

12 out of 97 (or about 12%) scored a 5 on the rubric;
22 out of 97 (or about 23%) scored a 4 on the rubric;
34 out of 97 (or about 35%) scored a 3 on the rubric;
25 out of 97 (or about 26%) scored a 2 on the rubric;
and 4 out of 97 (or about 4%) scored a 1 on the rubric.

Students performed well on the rubric at the explanation level of thinking. The group suggested students need more practice with higher critical thinking skills, such as application, analysis, evaluation, and synthesis. Faculty should continue developing assignments evaluating higher critical thinking skills.

In 2011 the results demonstrated that, of students:
Passed (74%): 67 out of 91 and
Failed (26%): 24 out of 91

Score of a 5 (7%): 6 out of 91
Score of a 4 (31%) 28 out of 91
Score of a 3 (36%): 33 out of 91
Score of a 2 (25%): 23 out of 91

A passing score consists of making a 3 or better on the Social Institutions Rubric.
The goal is that 70% of the students pass.

As clearly illustrated by the last three years of assessment, students at OCCC have consistently become more proficient in their understanding and application of social institutions and the Psychology Program has contributed to these findings.

In the following General Education categories, similar assessments were conducted. Please see the above link for further details on the procedure and results for each category, for each year. For this report it must be noted that specific Psychology courses within the Program met General Education criteria for each category. It must be assumed that the below listed classes contributed to an increase in student success for each category.

II. Communication and Symbols

PSY 2123 Behavioral Statistics has been identified by the Program and approved by the General Education Committee as a course which satisfies the above mentioned.

III. Social, Political, and Economic Institutions

PSY 2213 Child and Family in Society has been identified by the Program and approved by the General Education Committee as a course which satisfies the above mentioned.

IV. Relationships in Nature and Science

PSY 2113 Introduction to Child Development has been identified by the Program and approved by the General Education Committee as a course which satisfies the above mentioned.

4. Provide a summary of how concerns and recommendations identified in the last program review were addressed.

In the following section the authors will discuss how concerns from the Program Review in 2007 were addressed.

CONCERN 1 from 2007:

"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."

Shortly after the Program Review was conducted, the College began a new initiative, Achieving the Dream. This initiative was led by the President and the Board of Regents as a means to improve success and retention. Introductory Psychology, PSY 1113 was flagged as a gateway course that ranked in the top 5 of withdrawals, drops and failures. In conjunction to this initiative, Acting Dean Yoder suggested that the department attend and become active in Dr. Carol Twigg's Alliance for Redesign. Members of the department attended this conference and initiated some components suggested. It was agreed that the department was to use not only Achieving the Dream, but also the Alliance for Redesign to restructure PSY 1113 and address Concern 1 from 2007.

Beginning in 2007, the following took place:

1. The department had a member of its team research and focus on a redesign for Introductory Psychology.
2. The department reviewed texts, study guides, online resources, test banks and spoke with publishing companies of resources that they may offer.
3. The department streamlined PSY 1113 Learning Objectives based upon APA guidelines and the goals of a two year Psychology program.
4. The College adopted a loose-sleeve textbook to lower cost and to create greater efficiency for our students.
5. The department examined the publisher's test bank for the textbook and streamlined questions based upon the newly established learning objectives.
6. The department created unified exams that all student's of Introductory Psychology will take regardless of Instructor, based upon outcomes.
7. The department created a Psychology Lab, employing teaching assistants and recruiting faculty members to donate office time for lab tutoring.
8. The department conducted a thorough analysis of all unit exams and revisited learning objectives, further refining them.
9. The department created a master online course for all students who enrolled in a web-based environment.
10. The department facilitated an online platform for all on-campus classes using the learning platform, Angel.
11. The department conducted a syllabus review of all instructors in the department. Full-time faculty members who teach corresponding courses were charged with reviewing adjuncts who teach the same. Full-time faculty members syllabi were reviewed by the Department Chair and a list of recommendations were presented by the Dean.
12. As learning outcomes are revised, all faculty and students are presented with a concise list of what should be mastered per chapter. More specifically, learning objectives and page numbers are made explicitly clear within a hard copy document presented with

syllabi.

Beginning in 2008 the success rate has gravitated from 59% to 65%. This is consistent with the five major gateway courses that the College has identified. This statistic is not one that the department is proud of, however, have attempted to make strides to increase success. Due to social and economic conditions, the College has seen a dramatic increase in enrollment and a large proportion of students who may be under prepared enrolling in Introductory Psychology as a means to maintain full-time status.

CONCERN 2 from 2007:

"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."

This concern has been addressed by the College. In 2010, the College contracted a third party to review and improve its website. Based upon recommendations, the department has created a website that is more inviting and informative. Not only is the Program's outcomes and courses made explicit, but the faculty have also suggested possible academic endeavors and career placement for potential students. All full-time faculty have links within the web page providing a short description of their professional endeavors, office hours, contact information and usual courses they teach.

CONCERN 3 from 2007:

"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."

Beginning in 2007, the Psi Beta Club facilitated greater contact with four-year institutions for members of the department. From site visits the faculty have met and collaborated with faculty members at the University of Central Oklahoma, the University of Science and Arts of Oklahoma, and Oklahoma Christian University. In addition, all members of the Department are members of Oklahoma Network of the Teaching of Psychology in which all other full-time faculty at all four-year and two-year institutions in the State belong. Annually, a statewide conference is held and members of this department attend. In recent years, the Department has hired a graduate of Oklahoma State University and he maintains a close relationship with his mentors. Dr. Anderson serves as a liaison between our Program and OSU.

5. Describe the strengths of the program identified through this review.

Since 2007, the College has undergone dramatic change in its leadership and the Faculty. President Sechrist, has begun many initiatives and provided funding to support academic success. Working down, the Vice President and Associate Vice President are new members of the College who bring in vigor and excitement. Closer to the Program, the Social Sciences Dean has brought

forth new initiatives for the Program and the Department Chair has provided a greater momentum and structure for the Department. Also, since the last Program Review, the Department has seen three new faculty members due to retirement. All the changes as discussed have brought about a greater sense of commitment to academic success and quality. From the structure of our leadership and the excitement of faculty members, the program continues to create greater resources for all classes and more importantly, Introductory Psychology. The Program understands that online enrollment continues to increase at a substantial rate and has actively developed a strategy to meet this need. Three members of the Department have volunteered to create a master online course that will serve this platform and can be modified for on campus classes. In addition, this platform will also serve as a basis for an online Psychology lab. As another example of the faculty's excitement and commitment to learning, Dr. Greg Parks was just approved for a grant to develop a College-Wide Series on Motivational Interviewing. Dr. Peggy Jordan continues to spearhead the College's campaign for Collaborative Learning. Dr. Stephanie Hayes continues to Chair the Curriculum Committee and also teaches many adult learners off-campus and off-peak times who may never interact with a full-time faculty member. Professor Yuthika Kim, continues to provide leadership and structure for the Redesign of Introductory Psychology and the Psychology Lab. Dr. Jeff Anderson brings a wealth of experience and knowledge in Developmental Psychology and Research Methods. His work has led to a greater analysis and understanding of the Program's annual review of outcomes. Dr. Jennifer Allen is a recent hire but brings forth her excitement and commitment for teaching and facilitating success for student's at a Community College. Dr. Bruce Cook, Chair, continues to provide leadership and structure for the Program. As seen from this Program Review to the last, there has been great improvements, most of which comes from his leadership.

Beyond the faculty, this Program Review has clearly illustrated that the program is committed to student success. Different from year's past, members of this program are willing to step in uncomfortable places to create change that will work as a catalyst for student achievement. They are willing to address uneasy questions and work tirelessly creating solutions. The program has also acknowledged that publishing companies can provide greater resources for our student's when asked too. It is clear that they are willing to leave a textbook if it means adopting another with greater resources for students.

6. Describe the concerns regarding the program that have been identified through this review.

1. Of greatest concern is the low success rate PSY 1113. How can restructuring our outcomes, assessments, and resources help to mitigate these numbers? What other tools can we provide that will facilitate success?
2. Increased enrollment for the online environment. It is believed that more students are tech savvy than in years past. Are we keeping up with them? Are we providing the resources they need? Will Moodle (the College's new online platform) help the Program to facilitate success? Will members of the faculty use Moodle as a means to enhance not only the online environment but the classroom environment?
3. How can the program create greater consistency for courses beyond PSY 1113? How can the Program create consistency between online classes and on campus classes?
4. As revealed by this Program Review, students still score low on the Gen Ed outcome of Cultural Heritage. How can the Department become more active in educating students with a broader worldview for students of the program?

7. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

The following will address the four above mentioned concerns with three specific recommendations that the Program plans to implement within the year. For the next five years, the Program will assess, monitor and adjust as need be.

1. The program will continue to focus on the redesign of PSY 1113. Within the past few years, there great strides have been made in coordinating course learning outcomes, unit exams and quizzes, online sections by creating greater congruency, and the development of the Psychology lab. The Program intends to revisit course outcomes and solicit publishing companies for textbooks and auxiliaries to find congruency. As a major component of this effort, the program seeks to acquire a low cost web-based tutorial that accompanies a textbook for our students' to use either in the Psychology lab, via cooperative learning, or on their own time as a part of course requirement. The rationale is that students are more tech savvy and need greater amounts of time on task. The dilemma is to find a product that can be customized by the Program to meet learning outcomes and affordable (less than \$20.00) for students. The Program plans to continue developing the Psychology lab and the activities within it. In the near future, the Program plans to use the Division's new optical Scantron machine to conduct a detailed analysis of learning outcomes. Based upon this information, the Program can gear its efforts to meet deficiencies in student learning. It is also believed that by working with the publishing companies and adopting a web-based tutorial product that complements Moodle, the Department will be better able to meet the demands of online learners. Of course, a Master online course for Introductory Psychology will be conducted using Moodle. Unlike previous years, this Master course will be developed through a collaboration of three full-time faculty members. Professors Kim, Parks, and Anderson will be developing this course each contributing their best practices. This Master course will be available to all on campus instructor's of Introductory Psychology, and it will be adaptable.

2. The program will adopt learning outcomes as established by the American Psychological Association. As a governing body of our academic field, the APA has established outcomes that are more than appropriate for our learners. It is believed that through this adoption the Program will create greater consistency and validity for our learners who plan to continue at four year institutions. For all learners in general, these outcomes serve the basis for knowledge and skills that would improve the quality of one's life. Below are the five new outcomes the Program intends to adopt:

- Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Critical Thinking Skills in Psychology: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Application of Psychology: Students will understand and apply psychological

principles to personal, social, and organizational issues.

- Values in Psychology: Students will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

Annual program assessments will be based upon these outcomes. It has been proposed that the Program conduct a larger assessment (at least 20 multiple choice questions) that will be integrated into upper level classes. It is believed that the program will conduct a thorough assessment of one outcome per year and a lesser assessment of the remaining four. Each year the program will thoroughly assess a different outcome than from the previous year. Within a five year time span, the program will have conducted a thorough assessment of all five and a lesser assessment for all five years. For example, year one may have 10 questions on outcome one and the remaining 10 questions will be divided between outcomes 2-5. In year two, 10 questions will focus on outcome two and the remaining 10 questions will be divided between outcomes 1 and 3-5. This rotation will occur for five years.

3. The program will create a greater degree of consistency across courses by using its new outcomes to assess learning in upper division classes. It is the intent of the program to embed assessment questions within a course/instructor's unit exam or quizzes. These assessment questions will be delivered to all upper division classes. This will serve as a catalyst to creating greater consistency. It is also the intent of the program to assess and improve Developmental Psychology in a similar fashion to what is taking place with Introductory Psychology.

III. 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. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. 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 website.

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 a regular degree seeking student 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 Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center 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 Student Development Counselors 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 the Student Development Center 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 Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors 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 counselor 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 a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are 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.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise.

Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

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 instructional program during each of the last three years and projections for the next two years.

Data provided by OCCC - Office of Institutional Effectiveness (July 28, 2011):
FY 2009 - 460 students
FY 2010 - 508 students
FY 2011 - 542 students
Depending on socioeconomic condition of the larger United States, the Program predicts the FTE to remain consistent or increase slightly, but less than 2-5% (the growth of the College).

b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.

Data provided by OCCC - Office of Institutional Effectiveness (July 28, 2011):
FY 2009 - 21 classes (average) (2000-level)
FY 2010 - 23 classes (average) (2000-level)
FY 2011 - 23 classes (average) (2000-level)
In sum, a total of two sections were added over the course of three years. Due to socioeconomic conditions, the College has seen record enrollment which is consistent for the Program. Due to limited physical space, class sizes have been systematically increased to accommodate all learners. Even though the number of courses remained consistent for 2010-11, the number of students served has increased.

c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.

Oklahoma City Community College offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We are also in the early stages of implementing virtual tutoring in the Math and Communication labs to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$17, 000.00. OCCC has also dedicated a specialized team of student technology support to provide assistance to students seven days a week as they work within the learning management team which costs the College \$120,034.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort is \$1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, and slates. OCCC continues to support this utilization by purchasing additional classroom sets to allow faculty to continue to

engage students through this technology use. The classroom technologies are part of a new effort on campus so the cost thus far has only been \$15,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, ANGEL. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 489 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives. Data will be collected in the upcoming months on the impact of these efforts to assist with the assessment of the expenditure of funds and direct further efforts.

d. The number of FTE faculty in specialized (program major) courses within the curriculum

Data provided by OCCC - Office of Institutional Effectiveness (July 28, 2011):

FY 2009 - 7.3 FTE Faculty

FY 2010 - 7.7 FTE Faculty

FY 2011 - 8.2 FTE Faculty

As the data illustrates, FTE's from 2009-11 has increased substantially. During 2009 the Program had a full-time member of the faculty on special assignments as the Center for Learning and Teaching director, and had a full-time member retire with short notice and was not able to fill the vacant position; and therefore, the Program's FTE was abnormally low because they were missing 2 full-time members. In 2010, the Program filled the vacant position from 2009, but experienced another retirement; also within in that year the faculty member who was on special assignment rejoined the Program, which left 1 full-time faculty position vacant. In 2011, the Program filled all vacant faculty positions.

e. Projected job market for graduates in occupational programs during the next two years.

The Program does not consider itself as one that prepares its students for occupational endeavors. The thrust of its preparation is to prepare students to continue on to a four-year institution. From the report on graduates 2006-2010, 84.72% of respondents reported transferring to another college without difficulty. Five of 144 respondents reported some difficulty with credits transferring. Twenty-eight and seventy-four-hundredths percent (28.74%) of respondents reported that they are working in a job that is related to their education. The Program finds this data as a success.

f. The success of transfer students based on GPA comparisons.

Transfer Student Performance

Type of Student	2007 GPA	2008 GPA	2009 GPA	2010 GPA	2011 GPA
To UCO					
OCCC Transfer	2.85	3.02	2.95	2.86	2.91
All Undergraduates	2.77	2.87	2.89	2.89	2.83
To OSU					
OCCC Transfer	3.00	3.01	3.03	3.09	2.98
All Undergraduates	2.90	2.92	2.92	2.95	3.00

To OU*

OCCC Transfer 2.77 2.77 2.72 NA In progress

All Undergraduates 3.08 3.08 3.09 NA In progress

Source: UCO, OSU and OU (*Data from OU not available at publication)

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.

7. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

The Oklahoma City Community College Psychology faculty is to be commended for its efforts to provide a program of excellence for the students it serves. The faculty have established themselves as a model for us all in their thoughtful utilization of data to make programmatic improvements. The Division of Social Sciences will continue to seek ways to additionally fund the Psychology Lab in order to assist the students it serves. This review has highlighted the need for greater linkage between assessment of general education instruction and the faculty departments that provide the instruction and artifacts to be assessed for general education purposes. It is difficult for faculty to garner insight from the data when it is unknown what portion of the data was generated by the department. The development of additional linkages in this regard is encouraged.