Oklahoma City Community College

Program Review Self Study Year: 2017

Division of Social Sciences

Associate in Arts in Psychology (035)

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I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

The Psychology Department is constantly evolving to meet the goals of the college.

- Access: Our community has broad and equitable access to both highly valued certificate and degree programs and non-credit educational opportunities and events.

- College Readiness: Our students develop skills and knowledge required to succeed in college.

- Student Success: Our students successfully complete their academic courses, persist in college, and earn certificates or degrees at OCCC or another institution.

- Graduate Success: Our graduates go on to earn higher-level degrees or are successful in technical or professional careers.

- Community Development: Our community's quality of life is enriched through our educational, artistic and recreational programs and events.

The program review in 2012 stimulated the department to review current curriculum in a way that student success would improve in all of our courses, but most importantly for PSY-1113 Introduction to Psychology. The program is proud of our accomplishments since our 2012 Program Review. The program is extremely proud of the rise in success rates for PSY-1113 Introduction to Psychology, as success has risen by more than 13%.

The previous review had several concerns focused on improving success in both Introduction to Psychology and General Education courses in the Psychology Department. The focus of the recommendations were to review current course outcomes and find a publisher with texts and online tools that will help improve student success in all of our courses. Standardization was also an important criteria established for Introduction to Psychology. Standardization provided consistency in all sections of Introduction to Psychology that may have been lacking in previous years. The specific concerns and recommendations follow below.

The Psychology department was last reviewed in 2012. The review consisted of four main concerns, which were later addressed by three main recommendations.
Concerns:

1. Low Success rate for PSY 1113. How would restructuring the course design improve these numbers? Also, are there other tools that can be provided to improve student success?

2. Increase the use of online tools for both lecture and online courses. The focus of the concern was over Moodle and the use of the Moodle platform to aid students in online and classroom environments.

3. How can the department improve consistency for courses outside of PSY 1113? How can the program improve consistency for both online and on campus courses?

4. Students scored low on Gen Ed outcomes of Cultural Heritage. How can the department improve students understanding with a more diverse cultural view for students?

The following recommendations were implemented in 2013 to address the previous four concerns. For the next five years, the Program assessed, monitored and adjusted based upon the following plan proposed in 2013:

1. The program will continue to focus on the redesign of PSY 1113. Within the past few years, 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 the course

requirements. 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 be 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 instructors 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.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

The Psychology Department produces a large number of graduates per year, usually graduating 80 or more graduates annually, but the department also serves as a support course for a majority of degrees offered throughout the college, usually several hundred per semester. Due to the large number of students we instruct every year outside the actual psychology majors, we have changed our focus to success rates for the program and not just for the majors. The modification should not inhibit our students' ability to continue their education at a four-year college as a psychology major, as our focus on success meets the current APA guidelines and the college guidelines.

The change in focus is to provide quality instruction that will prepare our majors and non-majors. It is well known that students will change their major during their college career. Students who are successful with our criteria will be successful if they change to be a psychology major later, or later change from being a psychology major.

The program is constantly reviewing how it measures success. The department is currently trying to align the current procedure to fit better with general education assessment. This will allow our department to compare how around students in psychology courses are doing compared to the success of the college as a whole. This process has been delayed with the ongoing administrative changes associated with Title III course redesign, followed by implementation, and a Five Year program review. However, it is our desire to continue to work on how we measure success and to monitor all of our students' success due to the fact we support almost every degree or certificate available.

The psychology department has come a long way since the last program review. We hope to continue to modify, develop, and create courses that support the mission of the college, the success of the students, and meet the requirements of APA.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The mission of the college is to meet the educational needs of the community. The Psychology program meets this need by providing gateway courses essential for almost every degree program, to include our prestigious nursing program. The Psychology Program prepares our students for a college education that will ready them for continued education at the baccalaureate and graduate levels. The end goal of the program is to provide students with the best education with transition to the workforce, which in-turn gives back to the community.

As expressed by the data provided from the Graduate Survey for 2012-16:
- 36% of students responded that they were "first in their family to earn a degree";

- 95% of students responded that they met their goal and reported an average score of 8.6 out of 10 to indicate that they were "prepared for performing their job";

- 29% of students responded that they "volunteered in their community"

More than 98% of students surveyed would recommend OCCC to a friend.

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. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

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.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. 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.

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. Each outcome was measured by a series of questions specific to each outcome.

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

As a product of the 2012 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.

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).

2012-2013:

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.

2013-2014:

The tornado that affected Oklahoma City Community College on May 31, 2013 caused additional damage to the roof of the Social Science Center. The entire area was affected, and all 2013-14 psychology assessment artifacts were destroyed by this event.

Reflections: With the push of hybrid learning we are going to begin implementing the assessment questions through Moodle. This will allow us to reach students who may miss a class period when giving the assessment. We are currently monitoring the success of our students with the use of online course homework that is adaptive to the students' knowledge. In the next year we plan to review our success and failures with the new course design. We have been requesting more computers for students to complete the online coursework in the Social Science Division. We currently have only 24 computers which is not large enough for instructors to bring an entire class, which is problematic and not helpful to improving success. Also, this will be very important when

giving online assessments to help ensure the participation by the maximum number of students possible.

The faculty are taking part in monthly meetings. Our focus for the last two department meetings has been on how me measure success with our students. We are revamping our questions and the way we administer the measurements. There are also talks about creating a capstone course for the degree plan. This will allow us to more easily administer the information to students, yet better prepare them for the four-year university.

We will need to work with the students to make sure they know where the assessment is located and why it is important. We will administer this information using a couple of methods. It will be important to discuss and administer these questions during class time. Also, we will be posting announcements using the college platform, Moodle. The new platform will be useful in providing links to the students so that they can quickly and efficiently access the questions for the assessment. This is becoming easier as our students are becoming more familiar with the use of Moodle.

2014-2015:

Outcomes:

1. Knowledge Base of Psychology 2. Research Methods in Psychology 3. Critical Thinking in Psychology 4. Application of Psychology 5. Values in Psychology

Measurement used for Assessment of Learning Outcomes: The department has continued to use the traditional means of measuring student Learning Outcomes/Program Outputs. The department has created multiple choice questions that measure the APA outcomes previously listed. All assessments were administered during the Fall 2013 and Spring 2014 academic semesters. The instructors of PSY 2123 Behavioral Statistics, PSY 2193 Personality Theories, PSY 2403 Developmental Psychology, and PSY 2703 Social Psychology gave the questionnaire on a day of their choice. The assessment consisted of 10 items per learning outcome. This assessment is undergoing a tremendous amount of change for upcoming academic years.

The Criteria for success was listed as 80% of the students to score a 70% on the questions that focused on the Knowledge Base of Psychology, Research Methods in Psychology, Critical Thinking in Psychology, Application of Psychology, and Values in Psychology. The students were not asked what their major was this time. The department believes that successful outcomes should be achieved by all students who are enrolled in Psychology 2000 level courses.

Summary of Assessment Data Collected: A total of 217 students were assessed during the academic year. The assessment was given the Fall Semester using Survey Monkey. After administering the assessment instrument the department realized they would have to measure the cohort and not each individual student. It was found that the 104 students who used the survey monkey showed an average of 81%. The Spring semester used a paper and pencil assessment. The results showed that 78% of students scored an 70% or better. The department continues to recognize the limited scope of questions that are being given to assess learning outcomes.

Use of results: These results are consistent with previous semesters. One of the disadvantages we recognize in our assessment is that it is given randomly and students may not be mentally prepared. This may be one of the reasons that we do not meet our 80% goal for success. These results will be used to develop better and more sound measures in the future. Also, APA changed the guidelines for undergraduates in 2013. This new information will be used to develop appropriate outcomes for student success measurement.

Reflections: The use of artifacts at the college level has inspired us to use artifacts to measure learning outcomes. This may be a better tool as the students will be actively engaged in the assignment, as it will be part of the course content. We will be using the new APA guidelines to develop rubrics for us to measure the students' performance. We are currently monitoring the success of our students with the use of online course homework that is adaptive to the students' knowledge. In the next year we plan to review our success and failures with the new course

design. We have been requesting more computers for students to complete the online coursework in the Social Science Division. We currently have only 24 computers which is not large enough for instructors to bring an entire class, which is problematic and not helpful to improving success.

Students will be better prepared for the assessment in the future. The use of artifacts will require the student to hold value to the assessment, as it will be part of their course grade. Also, the material will not be coming as a "pop quiz". The pop quiz method was difficult for students as they came to class not mentally prepared for the assessment. Also, some concepts in the assessment were concepts they may not have discussed for 2 or 3 semesters. The new method should appear more seamless to students, as the students may never know they participated in the artifact and instead think it was a course assignment.

2015-2016:

Outcome Assessment 1:

Student will identify applications of psychology and critical thinking skills

The department has continued to use the traditional means of measuring student Learning Outcomes/Program Outputs. The department has created multiple choice questions that measure the APA outcomes previously listed. All assessments were administered during the Fall 2014 and Spring 2015 academic semesters. The instructors of PSY 2123 Behavioral Statistics, PSY 2193 Personality Theories, PSY 2403 Developmental Psychology, and PSY 2703 Social Psychology gave the questionnaire on a day of their choice. The assessment consisted of 10 items per topic in the learning outcome. This assessment is undergoing a tremendous amount of change for upcoming academic years.

The Criteria for success was listed as 80% of the students to score a 70% on the questions that focused on the Critical Thinking in Psychology and Application of Psychology. The students were not asked for their major, as many of our students have declared a major other than Psychology. The department believes that successful outcomes should be achieved by all students who are enrolled in Psychology 2000 level courses.

Summary of Assessment Data Collected: A total of 76 students were assessed during the academic year. The assessment was given Fall 2014. The students were measured with success being 70% correct for each topic. The success rate for critical thinking was about 64%. Students did not show as high level of success with the applications of psychology as only 60% showed success. The results were actually a bit surprising, as it might have been expected students would score lower in the critical thinking section, compared to the application of psychology section. Despite the surprise, we were pleased to see our students think critically at a greater capacity, as this is an overall goal for a collegiate institution. The shortcoming was that the assessment was a traditional multiple choice exam. The students were given this assessment without having any preparation. The lower than expected success level is most likely due to the fact the students were thrown off by the sudden assessment.

Use of Results: These results are consistent with previous years while using the multiple choice to assess. We are using these results to fine tune how we measure success. Currently we are creating rubrics to assess success on assignments that the students are vested in, by using actual course assignment. The following two outcomes will be assessed using the new measures that have been created during this academic year. We hope to more accurately measure the students' success by means other than traditional exam style assessment.

Outcome Assessment 2:

Communication with others: Student will interact effectively with others, APA outcome 4.3

Students were measured on their ability to interact with others rubric. Students must score at least 14 out of 20 points to be considered a "success". The rubric measures contributions, problem-solving, working with others, involve other group members. The criteria for success is 80% of students scoring at least the 70% level.

The success rate for the students measured was approximately 77%. The measure for success is 80% to score at a 70% better. This is a bit of a surprise, as the students assessed were in a collaborative learning environment. This would indicate that the department still has room to improve on this learning outcome.

This was a very new outcome for our department to measure. We included this outcome into our assessment practices to be more consistent with APA outcomes. We believe it is important for our department to recognize that these skills are vital and not an outcome to be "assumed" we are meeting. Despite the challenge to measure this outcome, it is vital we continue to work and meet our defined success of 80%.

Outcome Assessment 3:
Communication Writing: Student will demonstrate effective writing for different purposes,

Success will be measured with 80% of the students scoring a 70% or better on the writing rubric. The rubric was designed to meet the foundation outcomes listed for writing, under the communication goal. APA does not have a standard rubric but stresses the writing component should be related to the structure, grammar, and punctuation as important aspects.

Despite having a small sample of 25, we had a very high rate of success with 83% of the students being successful. The rubric does not measure APA writing style, as we do not formally teach APA writing. The results would not have been a "success" if we used that as part of the measure.

Generally, students wrote complete sentences, organized the paper with proper paragraphs, and utilized an introduction and conclusion paragraph to properly summarize the paper. It should be noted that the papers reviewed were from one class section. So, more data should be collected to verify these findings. Most faculty appear to have a belief that our students are poor writers but these findings seem to argue this logic.

These results should further be investigated for future assignments. Writing is a vital piece to communicate in the academic environment. These results indicate that we may want to begin working on proper APA formatting and use this as part of our assessment. Our students appear to be able to effectively communicate by writing and it may be important for our department to focus on more APA style to prepare them for the four-year institution.

Reflections: The use of artifacts at the college level has inspired us to use artifacts to measure learning outcomes. This may be a better tool as the students will be actively engaged in the assignment, as it will be part of the course content. We will be using the new APA guidelines to develop rubrics for us to measure the students' performance. We are currently monitoring the success of our students with the use of online course homework that is adaptive to the students' knowledge. In the next year we plan to review our success and failures with the new course design. We have been requesting more computers for students to complete the online coursework in the Social Science Division. We currently have only 24 computers which is not large enough for instructors to bring an entire class, which is problematic and not helpful to improving success.

This was the first year we used a rubric inspired by the Gen Ed artifacts. The outcome results were positive. The students were measured on an assignment in the course. The fact the assignment was part of their grade caused the students to be vested in the product being measured. It appears this is a valuable way to measure success and may lead to more meaningful data collection.

The department still has a desire to make rubrics to measure student learning outcomes. However, there is a great amount of difficulty in creating a rubric that measures specific learning outcomes while being general enough to use in every classroom. This is still a work in progress that will continue to take time to develop.

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.

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.

Human Heritage, Culture, and Institutions
Public Speaking
Writing
Mathematical Methods
Critical Thinking

Strategy:

The General Education Committee will create five 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 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

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

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.

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 artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

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. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

The department actively participates in the General Education Assessment. All faculty in our department submit artifacts to the General Education Committee each semester. Our courses provide a variety of artifacts. The department reviews the General Education Outcomes each year to reflect back on the department. For example, the low numbers of artifacts collected in public speaking have encouraged our faculty to utilize assignments that encourage public speaking and communication. Several instructors have began to use public speaking and team based learning in the classroom as a result. The General Education Assessment also helps us compare our success with similar APA outcomes. The use of General Education artifacts are going to be expanded into future Program Reviews. The General Education Courses can be separated by General Education Outcomes as follows:

I. Human Heritage, Culture, Values and Beliefs

PSY 1113 Introduction to Psychology, PSY 2193 Personality Theories, 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.

As clearly illustrated by the last five 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. 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. Mathematical Models

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.

b. The program values and supports effective teaching.

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.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

The Social Sciences Division and the Psychology Department have always been proactive in creating an effective learning environment. Annually each classroom is updated and maintained in many different ways. Every class has a smart computer, projector and updated audio/visual equipment. Several rooms have Smart Boards and we have a portable Smart Board upon request. Every classroom has an enormous white board with markers and erasers as well as an accompanying screen for every projector. The Social Sciences Division also has a set of classroom tablets that can be requested by a faculty member to use at any time. We have several cooperative learning classrooms where students sit within group tables and moveable chairs. Within recent years Academic Affairs has updated almost all the chairs in our classrooms to be padded and more comfortable for students. Tables and desks are ADA compliant and many are adjustable to accommodate the needs of learners. Facilities Management employees maintain a fresh appearance in the classrooms making sure that the paint is nice and bright, all lights are working, and the clocks are in sync. In many of the classrooms, new carpet has been added and older carpet is cleaned to create a new appearance. Our instructors use the classrooms in many different teaching styles, many lecture and some use group and cooperative learning.

d.The program's learning resources support student learning and effective teaching.

Instruction and Reference

Reference librarians (5.5 FTE) provide instruction and reference assistance to students. Students should receive an introduction to the Library's resources as well as instruction on selecting and evaluating sources in the required Success in College and Life course. Additional instruction is provided to individual classes, usually with a focus on the appropriate resources for that discipline. Some psychology instructors bring their students to the library for formal instruction that ranges from a general introduction to doing research to finding and evaluating scholarly psychology journal articles.

Librarians are available at the Library Assistance Desk 50 hours per week. Additionally, students may contact librarians via email or the Library website for additional research assistance. Video tutorials and online LibGuides on the Library's website also supplement instruction by providing "just-in-time" research tips.

Print and Electronic Resources

The Social Sciences librarian selects and purchases psychology related materials. Items are evaluated for content and to ensure they are appropriate for college freshman and sophomores. Monographs are a challenge to purchase for psychology, as many are written for graduate-level research or fall into the self-help category. Most purchases are based on reviews in *Choice*, *Booklist* and scholarly psychology journals. Recommendations by faculty are also encouraged. The collection is weeded periodically to maintain currency. Ebooks are also purchased but have

not yet been fully embraced by students.

Course textbooks are available at the Library Circulation Desk for in-library use. Texts for *Introduction to Psychology* and *Developmental Psychology* are heavily utilized.

Print periodicals for psychology have been eliminated in favor of electronic access. The *PsycArticles* database, created by the American Psychological Association (APA) and available via *EBSCOhost* is a substantial source of full text, peer-reviewed scholarly psychology journals. Other *EBSCOhost* databases provide additional full-text access to articles in psychology and related disciplines. A complete list of full-text psychology periodicals accessible via the Library's databases is available at http://tinyurl.com/zxzfknd.

Films on Demand, a collection of academic and scholarly videos, is utilized by faculty teaching online courses as well as in the on-campus classroom. Over 2,000 videos related to psychology are available.

The Library also strives to support the professional development of faculty. The circulating book collection is updated with books on teaching, learning, technology in the classroom and curriculum development. Additionally, in 2014 the Library added the *Education Source* database (available via *EBSCOhost*) to provide faculty access to periodical literature on teaching and andragogy.

In summary, the Library supports this program and psychology faculty comprehensively and well.

e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

The department is reaching out to local four-year colleges to develop 2+2 agreements. Currently the department is working with Cameron University for a 2+2+3. This agreement will transfer all credits from OCCC to Cameron. The junior and senior years at Cameron will predominantly be online, making the program an easy transition from OCCC. It is our desire to have the complete 2+2 agreed and accepted by both institutions by the end of the Spring Semester 2017. The department will use this agreement as a template for establishing 2+2 agreements with OSU, UCO, and OU.

f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

From Dr. Janet Perry's office, Institutional Effectiveness, each year surveys are sent to graduates 6 years after they graduate. If graduates are working in a related field, the College asks permission to contact their supervisor. If granted, surveys are mailed to supervisors with the graduates' name and the degree which they completed. In 2014 and 2015, 192 students were contacted and roughly half replied to the survey. Of those who replied the following are the most recent results:

Roughly 70-80% had attended college beyond OCCC. 84% reported that OCCC prepared them for continuing education. Approximately 60% were full-time employed and 40% were part-time employed. Of this group roughly 14% worked in a job related to their education. 100% of respondents met their educational goals. 90% said that OCCC was open to diversity and approximately 88% said they were Satisfied with the college. 97.9% of respondents would recommend OCCC to another person. For detailed information please see Memorandum sent from Dr. Janet Perry to Dr. Jerry Steward July 2016 "Results of the Graduate Surveys". This report

should be within the public domain on OCCC's web page.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Generally, we have seen a steady increase in the number of degrees conferred over the last five years. There was a peak in 2014 of 108 degrees conferred and a lull the following year of 84.

Program	Degree Type	FY 2012	FY2013	FY 2014	FY 2015	FY2016	Five Yr Avg
Psychology	AA	86	89	108	84	98	93

b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

Regarding the data for degrees enrolled, there are fluctuations. From 2012-2013, there was a 2.7% decrease in degrees enrolled. Between 2014-2015, there was a 12.6% increase in degrees enrolled. Over the five year review period, there was a 13.9% increase in degrees enrolled. Overall, the trend has been in the positive direction with the average degrees awarded in the last five years as approximately 80.

4. Successful Course Completion

a. Report the successful completion rates of all major courses in the program.

The following courses represent all major courses offered within the Psychology degree program. The percentage reflects successful completion of students who earned an A, B, C, D or S within the course during that fiscal year.

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
PSY-1001	80.6%	69.2%	88.9%	n/a	n/a
PSY-1103	82.3%	74.2%	91.3%	n/a	n/a
PSY-1113	56.4%	59.5%	61.1%	68.3%	69.3%
PSY-1123	75.0%	85.9%	82.1%	75.7%	91.1%
PSY-1143	86.8%	89.7%	88.9%	78.1%	100.0%
PSY-1153	n/a	n/a	80.0%	100.0%	100.0%
PSY-1503	76.9%	85.7%	100.0%	76.5%	100.0%
PSY-2003	81.1%	n/a	n/a	n/a	n/a
PSY-2113	63.0%	66.2%	68.7%	77.3%	68.6%
PSY-2123	78.9%	85.3%	66.3%	75.3%	78.4%
PSY-2163	83.3%	90.9%	100.0%	100.0%	84.6%
PSY-2193	71.4%	73.4%	74.3%	67.5%	72.3%
PSY-2213	66.7%	86.5%	87.2%	74.3%	83.3%
PSY-2233	78.6%	87.5%	100.0%	80.0%	94.0%
PSY-2403	78.7%	76.4%	81.0%	77.3%	77.7%
PSY-2503	n/a	70.4%	64.7%	92.9%	75.5%
PSY-2743	79.8%	75.5%	79.9%	86.5%	79.8%

b. Report the successful completion rates of all general education courses in the program.

The percentage reflects successful completion of students who earned an A, B, C, D or S within the course during that fiscal year in PSY-1113 Introduction to Psychology. The program is extremely proud of the rise in success rates for PSY-1113 Introduction to Psychology, as success has risen by more than 13%.

Course	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
PSY-1113	56.4%	59.5%	61.1%	68.3%	69.3%

c. Describe program student success initiatives.

In 2011 the Psychology Program outlined three primary recommendations to implement from 2011 to 2016.

1. The Program would continue to focus on the redesign of PSY 1113. Particular attention would be paid to examining course outcomes and the solicitation of textbooks and auxiliaries from publishing companies. A primary focus would be to identify a low cost web-based tutorial that accompanies a textbook for the students to use in the Psychology lab, via cooperative learning, and/or on their own time as part of course requirements.

    The Program planned to continue the development of the Psychology Lab and activities within the lab itself.

    The Program planned to utilize the Division's new optical Scantron machine to conduct detailed analysis of learning outcomes to direct efforts to meet deficiencies in student learning.

    A Master Course for Introduction to Psychology would be developed within Moodle through the collaboration of three full-time faculty members.

2. The program would adopt learning outcomes established by the American Psychological Association. As a governing body of our academic field the APA has established outcomes that are more appropriate for OCCC learners. The five areas new outcomes the Program would adopt included: Knowledge Base of Psychology, Research Methods in Psychology, Critical Thinking Skills in Psychology, Application of Psychology, and Values in Psychology.

    Annual program assessments would be based upon these outcomes through the development of a larger assessment of at least 20 multiple choice questions integrated into upper level classes. The Program would conduct a thorough assessment of one outcome per year and a lesser assessment of the remaining four.

3. The Program would create a greater degree of consistency across courses by using the new outcomes to assess learning in upper division classes. The intention would be to embed assessment questions within a course/instructor's unit exam and quizzes. The Program would also improve Development Psychology in a similar fashion to what happened with Introduction to Psychology.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

Beginning in 2011, the following actions took place to address the recommendations.

1. The Program began an active search with publishers for a low cost web-based tutorial to accompany the text. The Program selected McGraw Hill's Connect online learning system. Utilizing Connect, the Program was able to engage students and increase time on task to facilitate mastery of course material. In addition, the utilization of Connect afforded the Program the opportunity to develop a Master Connect Course for Introduction to Psychology to achieve greater consistency across sections and professors.

    The Program attempted to develop the Psychology Lab by asking professors to utilize one office hour per week to tutor and assist students. Unfortunately, this practice was difficult to coordinate and implement from semester to semester so it was stopped. The lab also employed student workers from semester to semester to facilitate practice tests, tutor, and support student learning. The Program requested a "permanent" position be established, however due to funding issues this was not granted by the College. Due to issues with recruitment and high student turnover it was discontinued as well.

    The Program has begun to utilize the optical Scantron machine to conduct detailed analysis of learning outcomes. This practice is relatively new as the Program invested a great deal of time over the past five years establishing learning outcomes and subsequent standardized measures to utilize in Introduction to

Psychology.

A Master course both within Moodle and within Connect were established over the course of the past five years through a department wide collaboration.

2. The program examined and adopted those learning outcomes established by the American Psychological Association relevant to a community college psychology program. The selected outcomes covered all five of the areas including Knowledge Base of Psychology, Research Methods in Psychology, Critical Thinking Skills in Psychology, Application of Psychology, and Values in Psychology. The selection of these learning outcomes supported the specific learning outcomes identified as critical in Introduction to Psychology.

    The Program has developed and continues to revise key concepts and terminology which ties directly to the identified learning outcomes established by the APA and selected by the Program as critical for students in a community college program.

    The Program developed an assessment of 20 multiple choice questions covering the identified learning outcomes established by the Program and derived from the APA guidelines. This assessment was administered within each upper level course. The Program conducted a thorough assessment of one outcome per year and a lesser assessment of the remaining four.

3. The final recommendation was to achieve a greater degree of consistency across courses by using the new identified outcomes to assess learning in upper division classes. The intention was to embed assessment questions within a course/instructor's unit exam and quizzes. The Program ultimately decided not to attempt to integrate the questions within exams, but rather administer a separate multiple choice assessment within all upper division classes. Logistically, the number of classes, sections of those classes, and varied number of instructors proved it to be too difficult to embed those questions and then assess the responses to those questions. The assessment of learning outcomes was achieved by the development of a 20 question multiple choice quiz that could be administered toward the end of the semester by the professor at a convenient time for that class. The outcomes could then be assessed all at one time using the optical Scantron machine.

    The Program intended and discussed adopting similar structure in Development Psychology as was implemented in Introduction to Psychology. However, due to issues related to academic freedom in an upper division class, it was decided the same level of standardization was not warranted in an upper level class.

    The Program has and will continue to integrate the Connect Online Learning system into psychology courses at OCCC. The implementation of Connect as an online learning supplement has yielded an increase in overall student success in Introduction to Psychology. The success of the implementation, and positive feedback from students has resulted in the utilization of Connect in other core and elective classes in the degree program. Thus far, Connect is either required or available for professors to use in Introduction to Psychology, Developmental Psychology, Social Psychology, Personality Theories, and Stress Management. The utilization of the same program across multiple courses provides a consistency for students both in on campus and online classes.

    The Program continues to refine the learning objectives, key concepts, and assessments for Introduction to Psychology. The Program will begin a robust utilization of the optical Scantron to complete item analysis of assessments and their relation to the comprehension of the material.

    The Program will continue to utilize the 20 question multiple choice assessment covering the identified learning outcomes established by the Program and derived from the APA guidelines. This assessment will continue to be administered within each upper level course. The Program will continue to conduct a thorough assessment of one outcome per year and a lesser assessment of the remaining four on a rotating basis.

5. Other Quantitative Measures

a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

Overall, the number of psychology courses taught over the last five years have decreased. Upon closer review, it appears that the 1000 level courses saw a 56% decrease in 2012 to 2016. In contrast, the 2000 level courses increased by 100% in 2012 to 2016. In regards to all level courses taught, the trend decreased by 25% from 2012 to 2015.

b. Student credit hours by level generated in all major courses that make up the degree program for five years.

As we look at the five-year trend for credit hours generated in all courses in the Psychology Program, there was a 14% decrease. Specifically, a decrease was seen in both 1000 and 2000 level courses with a 12.6% and a 17.5% decrease respectively. Notably, the largest decrease in all level courses was actually between 2012 and 2013, where we saw a 12.8% decrease, then the decline tapered off in the subsequent years.

c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) 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 (LMS). We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals $42,196. The cost of 24-7 technology support for student and faculty support those working within the learning management system is $70,500.00 (not including staff salaries 7:00-6:00). Students are provided support for the LMS and email usage via many online resources found on the online student resources page. They can also receive personal support for issues of increased complexity Monday- Friday 8:00 a.m.-5:00p.m.

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia, additional equipment can be provided on an as needed basis to make every classroom a high-tech classroom. The cost incurred with this multiyear effort was $1.55 Million. A classroom design committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of $150,000 were spent to redesign three classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style. Faculty members are continuing to utilize student response systems, SmartBoards, interactive projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of IPads in the classroom is a new effort on campus and the cost thus far has only been $50,000.00. 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, Moodlerooms. The CLT team has strategically worked to meet the needs of our 151 full-time faculty as well as the 460 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 instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

As we look at the five-year trend for credit hours generated in all courses in the Psychology Program, there was a 14% decrease. Specifically, a decrease was seen in both 1000 and 2000 level courses with a 12.6% and a 17.5% decrease respectively. Notably, the largest decrease in all level courses was actually between 2012 and 2013, where we saw a 12.8% decrease, then the decline tapered off in the subsequent years.

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

PSY 1123 - 1
PSY 1143 - 1
PSY 1153 - 0
PSY 1503 - 1
PSY 2113 - 1
PSY 2123 - 1
PSY 2163 - 0
PSY 2193 - 2
PSY 2213 - 1
PSY 2233 - 1
PSY 2463 - 1
PSY 2503 - 1
PSY 1143, PSY 1153, PSY 2113, PSY 2163, PSY 2213 and PSY 2233 are all courses that are cross-listed with either Sociology or Child Development.

f. If available, information about employment or advanced studies of graduates of the program over the past five years.

Over the past five years, 71.7 to 87.5% of respondents reported continuing their higher education upon completion of the A. A. Psychology degree at OCCC.
2011 80.0%
2012 81.6%
2013 87.5%
2014 81.6%
2015 71.7%
While 99% of respondents have consistently reported being employed either full-time or part-time, those working in jobs related to their education has varied from 7.7 to 22.7% over the past five years. Completion of the A.A. degree may help graduates to be better prepared for entry-level paraprofessional positions in social and human services, but it is not a sufficient credential for entry into the profession of psychology. Therefore, it is not necessarily expected that there would be a high percentage of students working in jobs specific to their educational program at this early stage. The A.A. in Psychology is a foundational degree designed for students planning to continue their education at a four-year college or university.

g. If available, information about the success of students from this program who have transferred to another institution.

Transfer Student Performance

Type of Student	2012 GPA	2013 GPA	2014 GPA	2015 GPA	2016 GPA
UCO					
OCCC Transfer	2.9	2.8	2.9	2.9	2.9
All Undergraduates	2.8	3.0	2.9	2.9	3.0
OSU					
OCCC Transfer	3.0	3.1	3.0	3.1	3.2
All Undergraduates	3.0	3.1	3.0	3.0	3.0

OU

| OCCC Transfer | 3.2 | 3.2 | 3.0 | 2.9 | 3.0 |
| All Undergraduates | 3.1 | 3.0 | 3.2 | 3.2 | 3.2 |

Source: UCO, OSU and OU

Respondents reported being prepared for continued education at transfer institutions (five-year average of 8.7 on a 1-10 scale).

6. Duplication and Demand

a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

Based upon projections from the U.S. Bureau of Labor Statistics, demand for psychologists and mental health counselors is anticipated to increase by 15% in our geographic region between 2015 and 2020. Nationally, the projected growth rate is 19%, much higher than the average rate of 7% for all occupations. This does not account for the multiple other professions for which an undergraduate (B.A.) degree in psychology is marketable.

b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

The A.A. in Psychology is not designed to facilitate entry into the workforce. As noted in 5f and 5g, a high percentage of graduates continue with advanced studies and are well prepared to continue their education at a four-year college or university.

c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

Generated by the psych program - none known

d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Generated by the psychology program - none known

Generated by individuals:

Jennifer Allen:
2013-current Serves as an advisor to the OCCC Psychology Club
2013 Presenter on "What is Art Therapy" at Campus Voices lecture
2014 Presenter on "The Creation of Mandalas to Alleviate Stress" at OCCC Brown Bag
2014 Presenter on "Stress Free Experience" to Psychology Club
2014 Presenter on "Coloring…It's Not Just for Kids: The Health and Wellness Benefits of Mandala Creation" at the Oklahoma Occupational Therapy Association Conference
2015 Presenter on "Mandala Creation" at OCCC Brown Bag
2015 Member of Transgender Discussion Panel at OCCC
2016 Presenter on "Managing Stress with Art Therapy" at OCCC Brown Bag
2016 Presenter on "Art Therapy: Making Motivation Cards" at OCCC Brown Bag

Jeff Anderson:
2013 Presenter on "Technology in the Classroom" to Oklahoma Network for Teaching of Psychology
2014 Presenter on Relationships at OCCC Brown Bag
2014 Develop Title IX Sexual Assault survey
2015 Continue to serve on the Title IX committee
2015 Presenter on Addiction and Treatment at OCCC Brown Bag
2016 Member of Title IX committee
2016 Presenter on Addiction and Treatment at OCCC Brown Bag

Yuthika Kim:
2012-2013 Served as an advisor to the OCCC Psychology Club
2012 NISOD Award
2013 Co-presenter on "Use of Motivational Interviewing to Increase Success of At-Risk Students" at NISOD

Greg Parks:
2012 Student Success Project Grant (Motivational Interviewing)
2013 Member of Oklahoma Commission on Children and Youth Post-Adjudication Review Board
2013 Co-presenter on "Use of Motivational Interviewing to Increase Success of At-Risk Students" at NISOD
2013 Presenter on "Promoting Positive Change with At-Risk Students" at OACC Annual Conference
2014 Member on Governor's State Advisory Group on Juvenile Justice and Delinquency Prevention

2014 Presenter on "The Transition from Foster Care to College" at Annual PARB Conference

Peggy Jordan:
2012 Cooperative Learning presentation "What To Do When Groups Don't Work"
2012 Presenter for Cooperative Learning Training (Cadre VI)
2013 Chair of NACADA Publication Advisory Board
2013 Presenter on "Foundations of Academic Advising" at Kansas State University
2013 Co-author of *Academic Advising Approaches: Strategies that Teach Students to Make the Most of College*
2015 Author of book chapter, "Building Effective Communication" in Advisor's Guidebook
2016 Author of chapter on "Using Theory to Inform Practice" in *Beyond Academic Advising Fundamentals*

Bruce Cook:
2012 Presenter on "Professional Ethics and Forensic Psychology" at Oklahoma Health Consortium Internship
2012 Member of Psychology Licensing Board's Oral Examination Committee
2013 Member of Psychology Licensing Board's Probable Cause Committee
2013 Presenter on Professional Ethics and Forensic Psychology at Oklahoma Health Consortium Internship
2013 Presenter on "Ethics Applied to Social Work" at Oklahoma State Department of Health
   2013 Member of Psychology Licensing Board's Oral Examination Committee
2013 Presenter on "Ethical Considerations in Trauma" at Oklahoma Health Consortium Workshop
2014-current -- Serves as an advisor to the OCCC Psychology Club
2014 Presenter on "Professional Ethics and Forensic Psychology" at Oklahoma Health Consortium Internship
2015 Member of Psychology Licensing Board's Oral Examination Committee
2015 Member of Psychology Licensing Board's Probable Cause Committee
2015 Presenter on "Ethical Issues" at Oklahoma Health Consortium Workshop
2015 Trainer at the Licensed Psychology Board Investigator's Training Workshop

e. The process of program review should address meeting demands through alternative forms of delivery.

A variety of alternative classroom formats, time-offerings, presentations are available. Those include:
- Campus classes: 2-week intersession, 8-week, 16-week, fast track 5-Saturdays

- College classes at High Schools: 16-weeks at selected high schools

- Online classes: 8-week, 16-week

- Classes offered mornings, afternoons, evenings, weekends

- Lecture, groups, collaborative learning, discussion

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

Psychology Program faculty have utilized a number of resources to effectively pursue the Program's mission toward student success. Such resources include services from the Center for Learning and Teaching to advance classroom learning, made referrals to the college's counselors, hosted a presentation by a textbook author, invited professionals and subject-expert laypeople to present to students, and hosted training for online learning. Effective use of classroom capacity has also received attention in order to make the sound use of the facilities. Faculty have also completed trainings in prevention of discrimination and sexual violence via Title IX, VAWA and Clery Act in order to assure a safe and friendly learning and working environment.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

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

The psychology department has continued to develop and provide outstanding instruction over diverse topics related to psychology. The department has maintained an active roll in supporting other degree programs by offering courses during the day, evening, and online. Our graduation rate for psychology majors continues to be one of the highest in the college. The department is focused on further developing course designs and how we review our program on an annual basis.

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

1. The greatest concern the department has is the success rates in PSY 1113 Introduction to Psychology. It consistently has the lowest success rate of any course offered by the department.

2. A second concern is the effectiveness of our program review, as implemented over the last few years. We would like to have a better measure of the program success. Also, it would make sense to have our assessment fit closer to the general education assessment.

3. Multiple demands on time have limited the department's ability to further develop courses outside of PSY 1113. The department has long desired to consider the course designs and review textbooks of PSY 2403 Developmental Psychology, our second largest enrollment .

4. Finally, the closure of the psychology lab due to lack of a permanent full-time managerial staff position is also of concern. A highly competent student worker to staff the lab has proven an impractical solution due to availability and turnover.

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

1. Title III is currently being implemented to improve the success of Introduction to Psychology. Data will be collected through the year. The department will make revisions to the course design once data has been collected and thoughtfully reviewed.

2. It is the department's desire to create new measures to identify the strengths and weaknesses of the department for our annual reviews. Currently, we depend on a testing style measure. We are looking to develop measures that utilize assignments in the course so they students have a greater level of investment in our outcomes measurement.

3. Plan review of PSY 2403 course design and textbooks.

4. Secure a full-time staff position for the Psychology lab; allocation of dollars for this position is currently being sought.

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

Appendix

Program Curriculum

Program Requirements

Minimum Required Hours | 61 |

Major Courses		
Prefix & Number	Course Title	Credit Hours
PSY 1113	Introductory Psychology	3
PSY 1113	Developmental Psychology	3
	Select 2 of the following 3 courses (2123, 2193, or 2743)	6
PSY 2123	Behavioral Statistics	
PSY 2193	Personality Therories	
PSY 2743	Social Psychology	
	Select 1 Psychology course elective	3
		15 Hours

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
BIO	Biological Science*	3-4
PHYS	Physical Science*	3-4
HUM	Humanities Electives	6
MATH 1503	College Algebra for Business, Life Science & Social Sciences --or	
MATH 1513	Contemporary Mathematics --or	
MATH 2013	Introduction to Statistics	3
SOC 1113	Introduction to Sociology	3
SOC	Social Science Elective	3
GEN ED	General Education Elective	3
	* One science class must have a lab component	
		37 Hrs

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

Life Skills Courses

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

6/6/12