Contents

Instructional Program Review

General Information

1. Name of department (program) under review.

    Psychology

2. Who is the person(s) submitting the Program Review form?

    Tina Trolier

3. What is the current academic year (i.e. 2022-23)?

    2022-2023

4. Please describe the department/program, its staff and faculty, etc.

    Full Time: Tina Trolier, Kimberley Robinson (Sociology Emphasis). Adjunct: Linda Williamson, Mark Daniel, Marina Korkoff, Tamara Oxford, Aaron Greene, and Steve Machado.

5. Please describe how this department's/program's mission relates to the college's mission and strategic goals.

    The college mission is to "serve students." The Psychology Department serves all students. It is a popular class for students of all majors. It further helps to serve students majoring in Psychology, Nursing, Sociology, Anthropology and is recommended to most students by guidance counselors. It provides required classes for the degrees in each of those majors.

    Students learn about cross-cultural issues in most all the Psychology courses offered. It is part of the curriculum in most classes, as certain topics are typically examined from the perspective of various cultures. Further, most instructors teach students how to examine the social norms and traditions of their own culture as well as examine and compare our culture's social norms to a diverse number of cultures and societies.

    All the psychology classes emphasize critical thinking, communicating effectively and increasing one's knowledge and knowledge base. Psychology 15 addresses calculation proficiency and requires knowledge of basic statistics.

    The department (Tina) does all necessary curriculum, program reviews, student learning outcome updates and any other administrative tasks. These tasks are currently up to date, (except for this program review, which will be completed on time.).

Department Data Sheet

1. Review the Department Summary Data Table. What are the strengths? What are the challenges or areas of improvement? What is the impact on students? Respond to a minimum of three trends such as census enrollment, FTES/FTEF, course success rate, course retention rate, etc.

   One strength of the department is that the indices (or our numbers) show positive trends over the last 5-8 years. I can see the influence of the pandemic and having all online classes for a period of time. We are offering more sections as we've gone from a low of 8 sections to a high of 11 sections. Our student success rate has gone up (fulfilling one of my previous goals) to approximately 86%. I see that the semester we went online, success rates went up. I attribute this to all the new grades we had to accommodate students' learning curve of the online platform. The Psychology department's number of students enrolled at Census has also trended upward, as well as the number of FTES.

2. Review the Department Student Equity – Success Rates Data Table. What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

   Our student population is, by far, mostly Caucasian. We do see that our student success rate is highest for our students who are between 18 and 24 (59%). This is approximately the same (statistically) as the success rate we find for our Hispanic (55.6%) and Caucasian (54.1%) students, overall. It is encouraging to see that we don't have a large discrepancy in student success between our Caucasian students and our other largest ethnic group. All other ethnic groups have too few students to reach a significant conclusion or see "trends."

3. Review the Program (Department) SLO (Student Learning Outcomes) Data Table. How does your department support ISLOs? What are the strengths and challenges? What is the impact on the college mission?

   The department SLO table shows only SLO mapping percentages for the Critical Thinking and Knowledge categories. I have just redone all the SLOs (Student Learning Outcomes) during the 5-year Curriculum Reviews. I think you will find that most all the SLOs now map mostly to Critical Thinking, Communication and Knowledge. Calculation is involved in the Psychology 15 class. I do not believe any of the SLOs map with Career/Workplace readiness, as Psychology, Sociology and Anthropology majors need to complete a BA and typically need some graduate school to obtain the jobs they desire.

Award Data Sheet

1. Review both tables on the Award Data Sheet. What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

> The Psychology Department's number of declared majors has steadily increased in the year's shown. The range from 2015-16 to 2022-23 is 142 to 222. That high of 222 was obtained in 2021-2022. Our number of awards has also increased steadily in the same time period, with a range from 12 to 50, which was reached just last year. Interestingly, the number of awards increased even though we had to discontinue the Psycho-Social Rehabilitation Certificate.
>
> The impact on students is generally positive as more of them are obtaining an AA-Transfer degree. The impact of students who wanted to add the Psycho-Social Rehabilitation Certificate to their degree was negative. However, apparently the certificate is no longer allowable by the state of California.

Course Data Sheet

1. Review the Course Summary Data Table for each course. What are the trends for enrollment, retention, and success rates? What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

> One of our strengths is that we can offer our classes in all varieties of formats (Face to Face, Online, Hybrid, Correspondent, etc.). I am the only Psychology professor teaching face to face this semester. I would like to see that change to a more even distribution of online and face to face classes.
>
> I do see that Census Enrollment, FTES and SLOs have all trended in a positive direction, with a few hick-ups that seem related to the pandemic and the resultant change to an all-online environment. Other than that, most of the indices are trending in a positive (upward) direction.

2. Review the Student Learning Outcomes Data Table for each course. What are the strengths and challenges? What is the impact on the college mission?

> The SLO data show excellent results in student achievement. Again, there are some blips in the trends that I attribute to the pandemic and the resultant changes that all students had to adjust to.

1. What courses and awards are due for a 5-year review? To find this information, go to the Curriculum Committee webpage and click on the following links in the left menu bar: Course 5 Year Review Tracker link and Award 5 Year Review Tracker link.

> All courses have had a 5-Year Curriculum Review in the last two years. I just submitted the last two classes for their 5-Year Curriculum Reviews last week. I am awaiting comments from the others that are involved in the review process.

Goal Setting

On the following pages, please establish goals for your department. Keep in mind the purpose of the Program Review to drive continuous improvement, as well as to help establish a need for funding or other support to achieve improved outcomes. **What sorts of things will the department be doing, or would like to be doing, to maintain, expand, or improve excellent instructional delivery?**

This template has space to establish up to three goals. If you wish to add more goals, additional forms are available in the Teams folder.

Goal 1

1. State the status of this goal (new, in-progress, or completed):

> One goal I have for the Psychology department (and the Sociology and Anthropology departments) is to increase the number of Psychology 15 classes from one a year to two. Last Spring (2022), I had a waiting list of 15-16 students. I accepted them all. This Spring (2023) we are very close to maximum enrollment. Psychology 15 is a very "hands on" class, so it has a smaller maximum enrollment than the other lecture classes.
>
> Also, since Kimberley Robinson has rebuilt our Sociology department (and done a wonderful job of it), I am seeing more Sociology majors in the class. It would be a wonderful addition to our curriculum if we had one section taught by a Psychologist (most of the students are Psychology majors) and one taught by a Sociologist (their numbers are growing).

2. State this goal is one or two sentences?
   I want to add a second section of Psychology 15.

3. What is a short name for this goal?

> Psych 15

4. In what ways will achieving the goal support the college's mission and/or core values?

> It supports student learning (knowledge, communication and critical thinking). Anything I can do to make my classes more meaningful to students supports our mission statement and the college's core values. It will also, indirectly, support the achievement of student goals and awards.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

> - Increase award completion
> - Reduce barriers to completion
> - Reduce equity gaps (in the long term).
> - Increase transfer readiness
> - Increase workforce readiness. Our classes will increase readiness to go to University and Graduate school. Thus, this would help students obtain their desired job.
> - Maintain institutional stability

6. What steps are you going to take to achieve this goal?

> I think I just took it. I am asking my administrators to consider this addition. I guess the next step is to sit down and talk about it.

7. How are you going to measure completion of this goal?

> If we can add another section of this class, then it is a very clear measure of the goals completion.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

> The goal is just now being asked for; thus, I have no update.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

> I do not think I need to ask for any "resources," other than a class. I believe enrollment will support this additional class.

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request From (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Goal 2

1. State the status of this goal (new, in-progress, or completed):

My second goal also has to do with improving my online courses, as well as my face-to-face courses. I need to re-record my lectures in smaller segments and that will require re-structuring my learning modules. I have learned that many students skip parts of the module that do not have a score or points attached to them. Thus, I need to get some "brakes" on certain pages to "force" students to complete certain tasks. It is rather sad that I must do that, but, thus, is the online world. Another idea I have is to include more graded assignments or activities in my modules. That will also "force" students to complete certain activities (that I have more control over in a face-to-face class).

Another task I need to think about and complete is to make it much harder for students to cheat. They have gotten very clever in some ways, and very lazy in others. I have also found that students do not seem to want to, or know how to, take a test without their book open. Or, worse, they just google the question and cut and paste answers onto their tests. Those "copied" answers never seem to really answer the question. If the student includes the citations, it's a dead giveaway.

Since we no longer have a way to lock a student into a test (and keep them from wandering around the internet), Kathy Schultz has given me some suggestions to help dissuade this type of behavior. I will be implementing those and other improvements for this problem. You cannot use the plagiarism checker for essay questions within a test on Canvas, so Kathy suggested some strategies to help with this problem. She suggested that I put the essays onto an "assignment" page and have that be a second part of the test. If I can get students to do that, it will work in the fight against plagiarism and cheating.

I think I also have some students with AI-Bots that write essays. They are also easy to spot. I have been told that (I am so old that.....) my idea that this is cheating was said about the introduction of the calculator. I might note that this was said by someone who was not around for the introduction of the calculator, as I was. I wanted to thank him for insinuating that I was an old boomer! I'm teasing (kind of). I have been considering ways to "embrace" this technology (I hate that phrase) and have several ideas. I will have to see which pan out and which do not. Most of the professors I have read about give students the AI produced essays and make them correct them (I was told by the younger professor that these programs are programed to do C level work). I also read that they are programs that detect AI generated essays. We need those.

Lastly, there are many things that I have transferred from my online classes (practice tests and other activities) to my face-to-face classes and vice versa. For example, some of the practice tests I have included in an online class work better as small group (non-graded) activites in the classroom. I have also learned how to do this with break-out rooms online, but I have not perfected it yet. The breakout room feature in Canvas is "slow."

Those sound like they are all personal goals, but they are all things that that department and/or division can/should plan to have some seminars and workshops about (especially

the cheating and AI issues). So, an additional part of this goal is to have educational opportunities for my colleagues and I to discuss our problems and offer solutions concerning these issues. Perhaps part of our division meetings could be devoted to these topics and the division can, as a whole can be, "on the same page."

2. State this goal is one or two sentences?

I would like to restructure my online modules so that I achieve the goals stated above. That is, include new and shorter recorded lectures, "brakes" on some pages, making my essay questions on assignment pages so that the plagiarism tool can be utilized, deal with cheating and with AI bots that generate essays. These issues need to be addressed division wide.

3. What is a short name for this goal?

Restructure Modules- Improve Online classes.

4. In what ways will achieving the goal support the college's mission and/or core values?

This goal serves students by supporting student learning. Better classes = better learning.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

- Increase award completion
- Reduce barriers to completion
- Increase transfer readiness
- Increase workforce readiness, by increasing a student's readiness for university and hopefully graduate school.
- Maintain institutional stability

6. What steps are you going to take to achieve this goal?

It will take a close examination of each class, what strategy to follow for an online class and (if different) what strategy to follow with a face-to-face class. I have had just about enough time teaching online to do this. I also have the support of my colleagues and the Canvas administrator for ideas and solutions that we all can share.

7. How are you going to measure completion of this goal?

When I am happy that I have made the class as effective as possible, I will have completed this goal. However, improving one's classes is an ongoing process. That is one reason peer evaluations are so useful to me. You are never done with a class. There is a constant "review and improve" cycle that I utilize. The instructors in our division can certainly share together more often, so that we all have the benefit of each other's wisdom (and experience).

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

I will begin this goal after this semester and after I am done serving on the Ethnic Studies hiring committee. I will not be able to re-work all my classes this summer, but we will do what time allows. I will continue this goal throughout the next semesters.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

> The only resources I need are time and division and department meetings that include time to discuss and brainstorm the issues stated above.

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request From (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Goal 3

1. State the status of this goal (new, in-progress, or completed):

   My third goal involves the OEI requirements, especially for accessibility issues. All of my classes have the correct structure for the OEI requirements. That is not true of all out instructors.

   I did have to miss two classes that Kathy Schultz taught on accessibility. I was assured those classes would be available again. Since Kathy is retiring, I will make this suggestion to our new Canvas Administrator (at the appropriate time).

   I would like all our instructors to have the OEI structure in place for their classes now, or soon. I think we are all learning about accessibility all the time, so we need to share our knowledge, problems and solutions. Again, I suggest departmental meetings, as well as division meetings.

2. State this goal is one or two sentences?

   While I am completing Goal #2 (restructuring my online modules), I need to pay special attention to accessibility issues. I also need to take the special class on this topic as soon as it is offered again. I would like to encourage all of our instructors to take this class and to constantly improve the accessibility of their classes.

   Right now, my accessibility tracker is informing me mostly about color choices, but I think a more careful examination of my classes will reveal some other suggested improvements.

3. What is a short name for this goal?

   Accessibility Issues

4. In what ways will achieving the goal support the college's mission and/or core values?

   This goal supports the college's mission of "serving students" to assist in learning. All improvements to classes equal better learning, which then serves our students.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

   - Increase award completion
   - Reduce barriers to completion
   - Reduce equity gaps
   - Increase transfer readiness
   - Increase workforce readiness, by preparing students for university and graduate school.
   - Maintain institutional stability

6. What steps are you going to take to achieve this goal?

   To achieve this goal, I want to have completed the second goal beforehand. Then I will be able to go page by page on my modules and make improvements.

> I would like all of our instructors to have put their classes into the OEI recommended structure and continually improve accessibility.
>
> I would add that I have had a variety of students in my face-to-face classes with disability issues. Between DSPS and I, I think we have done a pretty good job to meet the different needs of these students. Again, all faculty in the department need to have a system in place to keep this issue to the forefront.

7. How are you going to measure completion of this goal?

> I think the best way to define the completion of this goal is to utilize the "accessibility tool" that is available on Canvas. When I have NO more suggestion (other some of the color comments). I also can, and will, utilize our Canvas Administrator and my colleagues for suggestions and assistance.
> We can also (all) make sure we enroll in the classes about accessability when they are next offered. I will know if all instructors have utilized the OEI recommended structure by asking them, and if necessary, have their classes checked for this in the evaluation cycle.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

> My personal goal will be completed when I have completed my second goal. We can know about all the rest of the faculty by looking over their classes.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

> I do not need any resources for this goal, other than time, my colleagues and the Canvas Administrator.

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request From (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Submit

- When you have completed all areas of the Program Review as outlined above, notify your dean by typing the @ symbol and your dean's name in the box below (e.g., @Sean Osborn, @Steve Amador, etc.).

Dean's Review and Feedback

Deans: Please review the form above and place any thoughts or feedback that you have in the space below. Feedback from AAC, counseling, industry, etc. can be included. When completed, please put the @ symbol and the faculty member name(s) at the end so that they will get notified when your review is completed.

> **Psychology classes support many of the degrees we have on campus an many of the courses fulfill breadth requirements. As with many of our social science classes, Psychology classes are core classes in many degrees. In addition, our Psychology classes also support or inmate students at the Sierra Conservation Center.**
>
> **Ms. Trolier has indicated she would like to offer an additional section of PSYCH-15 and her enrollment numbers seem to support that increase. Overall, our Psychology Department is doing well in supporting the academic needs of our students.**

@Jeri Pourchot