

Comprehensive Program Review Report



Program Review - Psychology

Program Summary

2021-2022

Prepared by: Kelly Diaz, Josh Muller, Linda Del Rio

What are the strengths of your area?: The Psychology Department has seen significant growth in enrollment and demand, however, it is important to note we lost one full-time faculty member to retirement (Debra Hansen) at the end of Spring 2021. In addition, as of spring 2022, we will have lost three adjunct faculty, one of whom supports the Hanford campus and Psychology 34 (abnormal psychology) course sections, and one whom supports the demand for PSY133 (personal and social growth). The third, Ray Miller will retire Spring 22, and Susan Elizabeth has expressed desire to retire soon.

The cap for twelve (12) psychology courses was increased in Fall 2020 to accommodate an additional 150+ students!

We added two (2) additional late-start Psychology 001 sections in Fall 2020, and they filled to maximum enrollment, accommodating an additional 80+ students.

We added one PSY001 online course just one week before Fall 2020 started, and the course filled in 5 days; that class overenrolled to 42 students.

In Fall, 2021, this trend continued:

Despite having come through a full year of the Covid-19 pandemic, we added 2 additional late start classes this Fall 2021, and both filled within a few days. Additionally one cap for general psychology was raised to 69 to meet student demand. As of September 1, 2021 the psychology department attempted to add yet another PSY001 course to meet demand, since all late-start classes are full, yet, we are understaffed and cannot add any other sections!

One section of psychology 001 that began in Week 3 of the Fall semester over enrolled to 75 students! Clearly, the demand continues to increase for psychology courses, mirroring the increase in student enrollment at COS and the multi-year increase in number of psychology majors. The awards tab in COS Dashboard indicates that psychology graduates eclipsed 100 for the last three academic years.

We added an additional section of Psychology 029, Research Methods, each semester beginning in Spring 2021; this capstone course is vital and required for our psychology majors. The addition of the third course per semester accommodates approximately an additional 30 psychology majors; the added course has filled to maximum enrollment in both Spring and Fall 2021, and the trend continues.

The following statistics demonstrate our growth and efforts to meet the growing demand:

SUCCESS RATES: Department success rates for 2020-2021 exceeded the COS average for all departments, all courses, which was 78.4%.

PSY001 Remained stable from 80% in 2019-20 to 81% in 2020-2021

PSY005 Decreased from 87% in 2019-20 to 79% in 2020-2021

PSY010 Remained stable from 87% in 2019-20 to 87% in 2020-2021

PSY029 Decreased somewhat from 91% in 2019-20 to 84% in 2020-2021

PSY034 Remained stable from 85% in 2019-20 to 85% in 2020-2021

SUCCESS RATES BY CAMPUS

Success rates by campus were relatively stable from 2019/20 to 2020/21

Hanford Center increased from 70.2% to 79.6%

Tulare Center remained stable from 80.3% to 79.5%

Visalia Campus remained stable from 83.1% to 82.1%

Online Campus decreased from 83.7% to 81.2

Program Success Rates show that success rates for females and males remained stable from 2019/20 to 2020/21. In addition, for students whose gender identity is categorized as unknown, success rates increased from 2019/2020 to 2020/2021:

FEMALE

2016/17	76%	2017/18	80%	2018/19	79%	2019/20	82.5%	2020/21	82.3%
---------	-----	---------	-----	---------	-----	---------	-------	---------	-------

MALE

2016/17	73%	2017/18	77%	2018/19	76%	2019/20	80.1%	2020/21	80.6%
---------	-----	---------	-----	---------	-----	---------	-------	---------	-------

UNKNOWN

2018/19	72.2%	2019/20	77.8%	2020/2021	82.6%
---------	-------	---------	-------	-----------	-------

PROGRAM SUCCESS RATES BY RACE/ETHNICITY

Remained relatively stable from 2019/20 to 2020/21, and in fact increased across some race/ethnicity groups. We did, however, observe a 16% decrease in the success rate for African American students in the 2020/2021 academic year.

African American from 76.5% to 60.4%

Asian from 82.1% to 86.4%

Hispanic from 81.8% to 81.1%

White from 84.7% to 86.3%

Filipino from 81.5% to 83.3%

Multi-ethnicity from 78.9% to 78.3%

Native American from 90.0% to 90.9%

PRODUCTIVITY RATES:

Productivity for psychology courses remained stable from 21.76 in 2019/20 to 20.36 in 2020/21 and surpassed the target ratio for COS overall, which is 17.5

PSY001 Decreased slightly from 22.43 in 2019-20 to 19.94 in 2020-21

PSY005 Decreased slightly from 30.63 in 2019-20 to 25.80 in 2020-21

PSY010 Increased slightly from 17.67 in 2019-20 to 19.50 in 2020-21

PSY029 Decreased slightly from 18.33 in 2019-20 to 16.67 in 2020-21

PSY034 Increased from 18.33 in 2019-20 to 26.00 in 2020-21

Number of seats filled on the Visalia Campus was on an increase from 2018-2019 101% to 2019-2020 102% but dropped to 94% in 2020-2021 likely due to the Covid Pandemic.

Number of seats filled on the Hanford Campus have continuously increased from 73% in 2018-19 to 83% in 2019-20, to 84% in 2020-2021.

Number of seats filled on the Tulare Center Campus increased from 56% in 2018-19 to 92% in 2019/20 and to 93% in 2020-2021.

Overall for the department there was a drop to 88% for 2020-2021 from 95% in 2019-2020, likely due to the Covid Pandemic.

PROGRAM AWARDS: The number of award recipients has grown exponentially over the last three years, again indicating the growth of the Psychology Department, as follows:

2017-2018	91 recipients
-----------	---------------

2018-2019	103 recipients
-----------	----------------

2019-2020	130 recipients
-----------	----------------

2020-2021	118 recipients
-----------	----------------

The Psychology Department is productive and maximizes the District's funding and student's time. This is validated by the fact that Psychology course success is always higher than the district average of 78.4%. Additionally, seats fill at census at above 90% and the FTES/FTEF ratio is consistently higher than the target ratio of 17.5. The 2020/21 FTES/FTEF ratio for psychology was 20.36! The Psychology Department must maintain the count of four full-time faculty in order to maintain such success, particularly in light of the fact that one full-time faculty retired at the end of Spring, 2021.

The tenure-track FTEF ratio illustrates how much FTEF is taught by a full-time contract faculty. Psychology is as high as 63%, but as low as 30% at the Hanford Center. The new-hire/replacement faculty may be utilized at the Hanford Center, meeting the student needs in Hanford and increasing the course offerings at that site.

The Psychology Department fully supports student success and is always willing to meet student needs. There were 908 AA-T PSYCH MAJORS in the last academic year (1,907 multi-year, unduplicated program majors). Psychology has the third highest number of majors, behind Nursing (1st) and Business (2nd). We now have only three full-time instructors since Debra Hansen retired at the end of Spring 2021. In essence, all psychology courses are in high demand and have a high fill-rate with the popular courses to be managed by full-time faculty.

With this in mind, there is a high probability for instructor burn-out as we strive to meet the student demands for psychology courses by increasing course caps and adding courses to meet demand as we did in 2020-2021.

What improvements are needed?: The Department is in need of replacing the full-time faculty member who retired at the end of Spring 2021 - Debra Hansen. The Psychology Department faculty are currently working at maximum capacity and risk burnout based on willingness to increase course caps to 55, and teaching overloads to meet student demand. Attempts to add another class in Fall 2021 was not possible because the psychology department is understaffed and has no one to teach the course!

A new full-time faculty hire will help meet the increased demand for psychology courses. All general psychology courses are consistently full with waitlists, and two PSY 001 classes have been added this semester to meet demand (FTES for Hanford Campus). The cap on one additional PSY001 class was raised to 69! Additionally, a third section of PSY029 Research Methods was added per semester, beginning Spring 2021, accommodating approximately an additional 30 psychology majors. The added course has filled in both Spring and Fall 2021!

The department SLOs need to be revised and updated to be more in line with APA standards. The goal is to begin this process this academic year. Additionally, our PLOs require more focus and assessment in a consistent manner. The full-time faculty will meet further to develop assessment plans and schedules, and indoctrinate the new adjunct faculty in the assessment process to capture overall statistics for the department.

Describe any external opportunities or challenges.: Challenges include the loss full-time faculty Debra Hansen to retirement at the end of Spring 2021, and the retirement of adjunct faculty Don Nikkel and Mark Fullmer at the end of Summer 2021. Don's course offerings in Hanford increased success rates on that campus; without his presence, course offerings will decrease in Hanford. Two additional faculty will retire in approximately Spring 2022: Ray Miller and Susan Elizabeth, further widening the gap between demand and our ability to staff course offerings.

In Fall 2022, we are estimated to have 7 unstaffed classes due to lack of faculty.

Dual enrollment courses are being requested, however, we cannot add them to the schedule without faculty available to teach those courses.

An opportunity includes ramping up the department with the addition of three new Adjunct Faculty: Tobey Roos, Trevor Daniels and David Richards. All three were urged to complete the Online Teaching Certification Program before teaching in Fall, 2021, two of the three completed.

Considering the high course fill rates and lack of coverage at the Hanford Center, the Psychology Department has an opportunity to draw more students to the Hanford Center by providing a full-time faculty at that location a higher percentage of time, thereby increasing course offerings in Hanford. The challenge is that we must replace one full-time faculty (Debra Hansen) to begin by Fall 2021 in order to maintain current standards and success rates. As a result of all general psychology courses full with waitlists, two classes have been added this semester to meet demand (FTES for Hanford Campus), and the cap on one additional class was raised to 69! A recent attempt to add another PSY001 course because late-start classes are full was not possible

because we are understaffed and have no one to teach the much needed course.

The covid pandemic created a need to put all courses online for the last academic year, and adjunct worked diligently to help of full-time faculty to meet the challenge, although all faculty had not yet completed the online certification program at that time.

Overall SLO Achievement: Overall Student Learning Outcomes show improvements in pass rates from pre-tests to post-tests, and overall pass rates appear to hold steady at levels for prior academic years. The Psychology Department has a three year assessment cycle, and some SLO assessments are conducted more frequently than others, i.e., PSY001 is more frequently assessed than PSY034, for example, simply due to the number of classes offered each semester. We would like to see more participation by adjunct faculty in conducting and tracking the assessment outcomes and may discuss outcomes at a department meeting attended by adjunct faculty to ensure consistency.

Changes Based on SLO Achievement: Due to the nature of online classes, SLOs designed to have a pre and post-test may need to be modified for the online format. Consideration must be given to the difference in environment and assessment control from ground classes to online. Examples of changes could include simply modifying a general test to include the assessment questions.

It is noted that PSY130 Behavior Modification has SLOs in place but assessment results have not been provided; this is unacceptable and needs to be addressed as soon as possible. Research will be done to determine how often the class is offered and who teaches the course in order to bring the faculty member up to date with SLO assessments for that course.

Overall PLO Achievement: Of 68 research students completing their capstone course in the major, a majority mentioned attainment of positive attributes, skills, and behaviors toward self-understand and growth. Specifically, attributes included: having pride in their work, perseverance, being okay with failure, viewing the world through a research lens, gaining responsibility, patience, accountability, open-mindedness, dedication, and not to be afraid to be wrong. Moreover, behaviors of growth reported included: time-management, accomplishing goals, being disciplined, being pointed and direct, making consistent effort, giving 100% into work, self-correction, being proactive, communication, working with others, and paying attention to detail.

As of Fall 2020, a plan was developed to assess PSY029 students in the capstone project to address Program Outcome #2.

Changes Based on PLO Achievement: Further faculty discussion is planned so that the assessment process may be further developed to address Program Outcome #3: (Understanding Others) Students will articulate whether the psychology courses they've taken at COS have improved their understanding of others. PLO #3 relates to the social interactions and "students understanding of others"; this PLO was extremely stifled by the covid pandemic since all courses were moved to the online format.

Outcome cycle evaluation: We are currently meeting our three year assessment cycle, with some SLOs assessed more frequently than others based on the frequency of class offerings. Adjunct faculty need to be mentored and encouraged to assess all courses taught with a more consistent frequency.

Action: 2021-2022 Increase student access, course success, and transfer rates at all three campuses

To increase student success, access to courses and transfer rates at all three campuses, a new full time faculty member would allow us to meet the increased demand for psychology classes. We must replace Debra Hansen (retired Spring 2021), and Chris Knox, a previous retiree, who was not replaced. This need to hire at least one full-time faculty member is evidenced by 300 students in Fall 2019 on wait lists, who could not be served, and an additional approximate 100 to 200 students attempted to crash classes on the first day of the semester. Additionally, a new full time instructor would increase direct student access to qualified professors and provide greater access to department resources.

As of Spring 2021, we lost two adjunct, one of whom supports the Hanford campus and Psychology 34 (abnormal psychology) course sections, and one whom supports the demand for PSY133 (personal and social growth). An additional two adjunct faculty will retire as of Spring 2022: Ray Miller and Susan Elizabeth.

FACTS DEMONSTRATING THE NEED FOR A NEW HIRE:

Program Review - Psychology

The cap for twelve (12) psychology courses was increased in Fall 2020 to accommodate an additional 150+ students!

We added two (2) additional late-start Psychology 001 sections in Fall 2020, and they filled to maximum enrollment, accommodating an additional 80+ students.

We added one PSY001 online course just one week before Fall 2020 started, and the course filled in 5 days; that class overenrolled to 42 students.

In Fall, 2021, this trend continued:

Despite having come through a full year of the Covid-19 pandemic, we added 2 additional late start classes this Fall 2021, and both filled within a few days. Additionally one cap for general psychology was raised to 69 to meet student demand. As of September 1, 2021 the psychology department needed and attempted to add yet another PSY001 course to meet demand, since all late-start classes are full, yet, we are understaffed and cannot add any other sections at this point!

One section of psychology 001 that began in Week 3 of the Fall semester over enrolled to 75 students! Clearly, the demand continues to increase for psychology courses, mirroring the increase in student enrollment at COS and the multi-year increase in number of psychology majors. The awards tab in COS Dashboard indicates that psychology graduates eclipsed 100 for the last three academic years.

The Psychology Department is expected to have seven unstaffed classes in Fall 2022!

We added an additional section of Psychology 029, Research Methods, each semester beginning in Spring 2021; this capstone course is vital for our psychology majors. The addition of the third course per semester accommodates approximately an additional 30 psychology majors. The added course has filled to maximum enrollment in both Spring and Fall 2021, and the trend continues.

We have a critical need to add another full-time psychology instructor in order to address student needs, and to meet District Objectives: 1.1, 2.1, 2.2, and 3.1.

Psychology classes provide the highest FTES on campus.

Leave Blank: Essential for Operation

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: The Psychology Program desire to serve more students at the Tulare and Hanford Campuses. The Psychology Courses fulfill the AA-T Degree; the Program Outcomes are as follows:

1. Students will recognize the fundamental assumptions and central ideas of the psychoanalytic, behaviorist, humanistic, socio-cultural, cognitive, and bio-psychological approaches to psychology.
2. Students will articulate whether the psychology courses they've taken at COS have improved their self understanding
3. Students will articulate whether the psychology courses they've taken at COS have improved their understanding of others.
4. Students will identify and explore careers in the field of psychology.

Person(s) Responsible (Name and Position): Division Chair

Rationale (With supporting data): The Fall 2021 semester had full classes with full waitlists and students requesting to "crash" the courses!

Because psychology classes are so popular among students due to the real life relevance of psychology topics, many students report that the desire to take more psychology classes is a strong motivator in completing their AA Degree at COS. Psychology graduates eclipsed 100 for the last three years at College of the Sequoias.

Program Review - Psychology

District Objective 2.1

Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/29/2021

Status: Continue Action Next Year

The need to hire a full-time psychology faculty member is now dire!

The Psychology Department has seen significant growth in enrollment and demand, however, it is important to note that at the end of Spring 2021:

1. we lost one full-time faculty member to retirement (Debra Hansen)
2. we lost two adjunct, Don Nikkel and Mark Fullmer, one of whom supported the Hanford campus and Psychology 34 (abnormal psychology) course sections, and one whom supports the demand for PSY133 (personal and social growth).
3. Ray Miller will likely retire after Spring 22; Ray is scheduled to teach in Hanford.
4. Susan Elizabeth reports a desire to retire soon.

Don's course offerings in Hanford increased success rates on that campus; without his presence, course offerings will decrease in Hanford.

In Fall 2020:

1. The cap for twelve (12) psychology courses was increased to accommodate an additional 150+ students!
2. We added two (2) additional late-start Psychology 001 sections, and they filled to maximum enrollment, accommodating an additional 80+ students.
3. We added one PSY001 online course just one week before Fall 2020 started, and the course filled in 5 days; that class overenrolled to 42 students.

In Fall, 2021, this trend continued:

1. We added 2 additional late start classes this Fall 2021, and both filled within a few days.
2. One cap for general psychology was raised to 69 to meet student demand.
3. One section of psychology 001 that began in Week 3 of the Fall 2021 over enrolled to 75 students! The demand continues to increase for psychology courses, mirroring the increase in student enrollment at COS and the multi-year increase in number of psychology majors.
4. As of September 1, 2021 the psychology department attempted to add yet another PSY001 course to meet demand, since all late-start classes are full, yet, we are understaffed and cannot add any other sections!
5. We added an additional section of Psychology 029, Research Methods, each semester beginning in Spring 2021; this capstone course is vital and required for our psychology majors. The addition of the third course per semester accommodates approximately an additional 30 psychology majors; the added course has filled to maximum enrollment in both Spring and Fall 2021, and the trend continues.

Fall 2022:

1. Approximately seven (7) unstaffed classes (conservative number according to Catherine Medrano) are scheduled because we don't have faculty to teach them!

Program Review - Psychology

2. Dual Enrollment classes have been requested, but they cannot be added to the schedule because we don't have staff to teach them!

The awards tab in COS Dashboard indicates that psychology graduates eclipsed 100 for the last three academic years. The Psychology Department fully supports student success and is always willing to meet student needs. There were 908 AA-T PSYCH MAJORS in the last academic year (1,907 multi-year, unduplicated program majors). Psychology has the third highest number of majors, behind Nursing (1st) and Business (2nd). We now have only three full-time instructors since Debra Hansen retired at the end of Spring 2021.

The number of award recipients has grown exponentially over the last three years, again indicating the growth of the Psychology Department, as follows:

2017-2018	91 recipients
2018-2019	103 recipients
2019-2020	130 recipients
2020-2021	118 recipients

Psychology course success is always higher than the district average of 78.4%

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

09/26/2020

Status: Continue Action Next Year

Continued on 2020/2021 Action

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - COS funding for hiring new faculty (Active)

Why is this resource required for this action?: Full-time faculty must be replaced in order for the Psychology Department to meet demand and staff courses for upcoming semesters.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 100000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2021-2022 Increase Student Success and Transfer By Ensuring All Materials used by Adjunct and Full-Time Faculty meet our SLO standards

Program Review - Psychology

Meet and confer with all Adjunct Faculty mid-semester to review textbooks, assignments, assessments, and methods of testing SLOs

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: PLO #1 Central Ideas - Students will recognize the foundational assumptions and central ideas of the psychoanalytic, behaviorist, humanistic, sociocultural, cognitive, and bio-psychological approaches to psychology.

PLO #2 Self Understanding - Students will articulate whether the psychology courses they've taken at COS have improved their self-understanding.

PLO #3 Understanding Others - Students will articulate whether the psychology courses they've taken at COS have improved their understanding of others.

PSY001 SLO Critical Thinking - Students will apply critical thinking skills to ethical issues in the field of psychology.

PSY005 SLO Methods - Students will be able to apply basic methods of research in social psychology, including research design, data analysis, and interpretation.

PSY005 SLO Communication - Students will exhibit effective presentation skills of social psychological concepts.

PSY010 SLO Students will know how to argue about personal issues while maintaining respect for others.

PSY010 SLO Students will increase their understanding of what factors make relationships abusive and unhealthy.

PSY010 SLO Students will increase their ability to gain increased sexual satisfaction for themselves and their partners.

PSY029 SLO Students will be able to develop and complete an original research manuscript, including literature review, design, results, and discussion.

PSY034 SLO Students will diagnose a patient by identifying psychological symptoms, characteristics, and DSM criteria for mental health disorders.

PSY133 SLO Conflict Resolution - Students will identify effects of conflict on relationships styles of conflict management, and methods of conflict resolution.

Person(s) Responsible (Name and Position): Lead Full-Time Psychology Faculty

Rationale (With supporting data): All courses are expected to be assessed regularly for SLOs

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/29/2021

Status: Continue Action Next Year

Psychology faculty will survey all adjunct faculty to determine their status on completion of the Online Certification Program, knowledge of current SLO assessments and administration in their courses, and submission of assessment results for posting in TracDat. Follow up training/meetings will be scheduled with adjunct faculty to ensure a consistent SLO assessment and reporting flow occurs.

Impact on District Objectives/Unit Outcomes (Not Required):

Program Review - Psychology

Update Year: 2020 - 2021

09/26/2020

Status: Continue Action Next Year

Continued. Relates to notice that PSY130 SLOs are not being assessed

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.