

Comprehensive Program Review Report



Program Review - Psychology

Program Summary

2022-2023

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What are the strengths of your area?: WHAT ARE THE STRENGTHS OF YOUR AREA?

The Psychology Department continues to function as a cohesive team to meet the needs of the department, despite the loss of one full-time faculty member to retirement at the end of Spring 2021. Additionally, the team has continuously endeavored to meet the scheduling needs, despite the fact that we lost three adjunct faculty, one of whom supported the Hanford campus and PSY 34 (abnormal psychology) course sections, and one whom supported the demand for PSY133 (personal and social growth). The third adjunct instructor has agreed to help fill instructor needs, but is eager to retire and was scheduled to do so in Spring of 2022. Additionally, A third adjunct instructor has expressed desire to retire as soon as possible.

The Psychology Department interviewed 9 (nine) people in the last academic year, and hired four new adjunct! We have approval for a new full-time tenure track position, and although we selected three interviewees to go forward for second interviews, none were selected. The interview process will occur again this academic year. We currently have three full-time professors and 14 (fourteen) adjunct, a total of seventeen faculty; we are the largest department in the Social Science Division in terms of faculty.

The psychology department had seven classes without assigned instructors this Fall, and ultimately, all classes were assigned instructors. In Fall, a majority of classes filled! When a class fills at 30 with a large waitlist, it is an indication that we should be using larger rooms for our psychology classes.

The Psychology Department currently has three late start PSY001 courses scheduled for Fall 2022. The caps have been increased to 50 on two of these courses and all are currently filled.

Although the Psychology Department Success Rates decreased slightly as demonstrated in the following data, this parallels the overall Success Rates reported for the District as well! District Success Rates decreased in the following areas for 2021-2022: Face to Face, Hybrid, and in Online courses overall. It is not surprising, then, that the Psychology Department would also see such decreases reflected.

SUCCESS RATES BY COURSE 2021-2022

Accounting for EWs in the 2021 year, The Psychology Department Success Rates increased overall from 73.8% to 74.3%, and are as follows in this recovery phase:

PSY001 Remained stable from 72.7% in 2020-2021 to 71.6% in 2021-2022

PSY005 Remained stable from 69.8% in 2020-2021 to 69.3% in 2021-2022

PSY010 Increased from 80.8% in 2020-2021 to 86.5% in 2021-2022

PSY029 Increased from 73.8% in 2020-2021 to 82.7% in 2021-2022

PSY034 Increased from 78.5% in 2020-2021 to 82.7% in 2021-2022

Department success rates as reported in the Program Review Dashboard for 2021-2022, excluding EWs, dropped overall from 82.1% in 2020-2021 to 74.7% for 2021-2022.

PSY001 Decreased from 81% in 2020-2021 to 72% in 2021-2022

PSY005 Decreased from 79% in 2020-2021 to 70% in 2021-2022

PSY010 Remained stable from 87% in 2020-2021 to 87% in 2021-2022

PSY029 Decreased slightly from 84% in 2020-2021 to 83% in 2021-2022
PSY034 Decreased from 86% in 2020-2021 to 83% in 2021-2022

SUCCESS RATES BY CAMPUS for 2021-2022 Accounting for EWs in the 2021 year, The Psychology Department Success Rates are:
Hanford Center increased from 68.7% in 2020-2021 to 69.8% in 2021-2022
Tulare Center increased from 67.8% in 2020-2021 to 78.1% in 2021-2022
Visalia Campus increased from 70.6% in 2020-2021 to 77.9% in 2021-2022
Online Campus decreased from 75% in 2020-2021 to 71.3% in 2021-2022

SUCCESS RATES BY CAMPUS for 2021-2022 as reported in the Program Review Dashboard for 2021-2022, excluding EWs,
Success rates by campus decreased slightly for all areas:
Hanford Center decreased from 80.4% in 2020-2021 to 69.8% in 2021-2022
Tulare Center decreased from 79.5% in 2020-2021 to 78.1% in 2021-2022
Visalia Campus decreased from 82.4% in 2020-2021 to 78.2% in 2021-2022
Online Campus decreased from 80.9% in 2020-2021 to 71.8% in 2021-2022

PROGRAM SUCCESS RATES BY GENDER for 2021-2022 as reported in the Program Review Dashboard for 2021-2022, excluding EWs

Program Success Rates show that there was an overall decrease from 2020-2021 to 2021-2022

FEMALE

82.8% 2019-2020 82.5% 2020-2021 73.8% 2021-2022

MALE

80.2% 2019-2020 82.5% 2020-2021 76.7% 2021-2022

UNKNOWN

78.0% 2019-2020 87.2% 2020-2021 77.4% 2021-2022

PROGRAM SUCCESS RATES BY RACE/ETHNICITY for 2021-2022 as reported in the Program Review Dashboard for 2021-2022, excluding EWs

Rates increased for African/Americans, and yet, there was a general decrease for other groups as noted below:

African American increased from 62.5% in 2020-2021 to 68.9% in 2021-2022

Asian decreased from 86.1% in 2020-2021 to 82.0% in 2021-2022

Hispanic decreased from 81.0% in 2020-2021 to 72.5% in 2021-2022

White decreased from 86.3% in 2020-2021 to 82.9% in 2021-2022

Filipino decreased from 88.6% in 2020-2021 to 69% in 2021-2022

Multi-ethnicity decreased from 83.8% in 2020-2021 to 79.5% in 2021-2022

Native American stats are reported at 100% in 2020-2021 to * in 2021-2022...will explore with Research Department

PRODUCTIVITY RATES FTES/FTEF RATIO 2021-2022 as reported in the Program Review Dashboard for 2021-2022, excluding EWs
Productivity for psychology courses decreased slightly in 2021-2022

PSY001 22.43 in 2019-20 19.94 in 2020-21 16.75 in 2021-2022

PSY005 30.63 in 2019-20 25.80 in 2020-21 25.25 in 2021-2022

PSY010 17.67 in 2019-20 19.50 in 2020-21 16.08 in 2021-2022

PSY029 18.33 in 2019-20 16.67 in 2020-21 15.56 in 2021-2022

PSY034 18.33 in 2019-20 26.00 in 2020-21 13.64 in 2021-2022

SEATS FILLED 2021-2022 as reported in the Program Review Dashboard for 2021-2022, excluding EWs
ONLINE CAMPUS seats filled increased for 2021-2022, all other campuses decreased overall as follows:

Visalia Campus decreased from 94% in 2020-2021 to 86% in 2021-2022

Hanford Campus decreased from 84% in 2020-2021 to 67% in 2021-2022

Tulare Campus decreased from 93% in 2020-2021 to 59% in 2021-2022

Online Campus increased from 89% in 2020-2021 to 92% in 2021-2022

PROGRAM AWARDS

The number of award recipients decreased in 2020-2021 when compared to 2019-2020 in the Program Dashboard. However, Psych AA-T Degrees for the 21-22 academic year went up from 118 in 2021 to 136 in 2022!

2018-2019 103 recipients
 2019-2020 130 recipients
 2020-2021 118 recipients
 2021-2022 136 recipients

TENURE TRACK FTEF 2021-2022 as reported in the Program Review Dashboard for 2021-2022, excluding EWs
 Full time faculty numbers have continued to decrease and this is reflected in the following numbers:

Department Total	63% 2019-2020	58% 2020-2021	50% 2021-2022
Visalia Campus	62% 2019-2020	58% 2020-2021	43% 2021-2022
Hanford Campus	30% 2019-2020	33% 2020-2021	50% 2021-2022
Tulare Campus	67% 2019-2020	67% 2020-2021	50% 2021-2022
Online Campus	100% 2019-2020	64% 2020-2021	57% 2021-2022

The tenure-track FTEF ratio illustrates how much FTEF is taught by a full-time contract faculty. Psychology is as high as 50%, but as low as 43% at the Visalia Campus. The new-hire/replacement faculty may be utilized to meet student needs based on these numbers.

The Psychology Department fully supports student success and is always willing to meet student needs. There were 884 AA-T PSYCH MAJORS in the 2021-2022 academic year. Psychology has the third highest number of majors, behind Nursing (1st) and Business (2nd). We now have only three full-time instructors. 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?: NEEDED IMPROVEMENTS

The Department is in dire need of replacing the full-time faculty member who retired at the end of Spring 2021. 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.

FTES/FTEF RATIO BY CAMPUS 2021-2022

2021-2022 Since a normal faculty workload (15 instruction hours) could generate 17.5 FTES (assuming 35 students per course), the target ratio is typically 17.5.

Visalia Campus	22.69 2019-20	21.50 2020-21	16.56 2021-2022
Hanford Campus	18.55 2019-20	21.83 2020-21	14.08 2021-2022
Tulare Campus	18.67 2019-20	24.83 2020-21	8.00 2021-2022
Online Campus	18.88 2019-20	18.18 2020-21	18.66 2021-2022

A new full-time faculty hire will help meet the increased demand for psychology courses; the goal is to fill this position by the end of this academic year.

Describe any external opportunities or challenges.: DESCRIBE ANY EXTERNAL OPPORTUNITIES OR CHALLENGES

Challenges continue to reflect the loss of a full-time faculty to retirement at the end of Spring 2021, and the retirement of one additional adjunct faculty. This retired adjunct's course offerings in Hanford increased success rates on that campus; without his presence, course offerings have decreased in Hanford. Two additional faculty are supporting our department as generously as possible at this time.

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

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 recruit an excellent full-time new hire to maintain current standards and increase our success rates.

Overall SLO Achievement: 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.

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.

Changes Based on SLO Achievement: The Psychology Department will revise Student Learning Outcome Assessments over the next two academic years, and will streamline the methods used to assess students. Some courses are assessed with embedded assessments in online classes, others are assessed in ground classes. It will be important to consider the differences in assessment administration and assessment results. All adjunct faculty (four new hires occurred in the last academic year) need to be indoctrinated into the assessment cycle and administration in order to establish consistency in the department.

Overall PLO Achievement: The Psychology Department used our Capstone class to assess Program Level Outcomes. We plan on continuing this as well as considering other possible approaches. The Department is satisfied as a result of the completion of the project, most students feel prepared for the university level coursework.

Changes Based on PLO Achievement: Consideration of addressing other aspects of the PLOs is underway. Incorporation of General Psychology/Abnormal Psychology assessment may be included in the PLO #1 findings. Incorporation of Human Sexuality assessment may be included in the PLO #2 findings.

Outcome cycle evaluation: Progress over the three year assessment cycle needs improvement. All adjunct faculty, including the four new hires, need to be indoctrinated into a consistent assessment protocol, and the assessments need to be revised and standardized. Of the assessments being administered, goals are being met and students are passing the assessments as expected. The assessment schedule must be shared with all psychology faculty, along with the indoctrination to the assessment process.

Action: 2022-2023 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 will be recruited and hired by the end of the 2022-2023 academic year. The Psychology Department has full approval to interview for the new hire, following an unsuccessful attempt to hire a full-time faculty member in the 2021-2022 academic year. Although the interviews resulted in the selection of three candidates for second interviews, the hire did not go to fruition. New candidates will be recruited with the intention to hire a candidate capable of teaching Research Methods and Abnormal Psychology as needed.

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.

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Implementation Timeline: 2022 - 2023

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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

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Rationale (With supporting data): The Full-Time Psychology New Hire has been full approved for completion in 2022-2023.

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: 2022 - 2023

08/26/2022

Status: Continue Action Next Year

The Psychology Department interviewed candidates for a full-time psychology position. Three candidates were selected to go forward for second interviews.

Although deemed good candidates, the decision was made to continue the recruiting process in an effort to secure a solid candidate with the ability to teach Research Methods and Abnormal Psychology. The search and interview process will continue this academic year, with interviews to take place by June, 2023.

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 885 AA-T PSYCH MAJORS in the last academic year. Psychology has the third highest number of majors, behind Nursing (1st) and Business (2nd).

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

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.

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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: 2022-2023 Increase Student Success and Transfer By Ensuring All Materials used by Adjunct and Full-Time Faculty meet our SLO standards

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

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Implementation Timeline: 2022 - 2023

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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:

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Update on Action	
Updates	
Update Year: 2022 - 2023	08/26/2022
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):	

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.