

# Comprehensive Program Review Report



## Program Review - Psychology

### Program Summary

#### 2023-2024

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**What are the strengths of your area?:** The Psychology Department has finally hired a full-time faculty member, Yuliana Garcia as of August, 2023! She is a seasoned instructor with excellent teaching skills and expertise in the field of psychology. The fact that she was a prior adjunct instructor at COS means that her transition to full-time is basically seamless and without issue or delay.

The department is also consistently seeking to add to our adjunct pool of instructors to teach demanded courses such as Abnormal Psychology and Research Methods; interviews continued through the summer months with this goal in mind.

#### SUCCESS RATES BY COURSE 2022-23

Accounting for EWs, The Psychology Department Success Rates increased overall from 74.3% to 77.5%, and are as follows by course:

- PSY001 Increased from 71.6% in 2021-22 to 74.5% in 2022-23
- PSY005 Increased strongly from 69.3% in 2021-22 to 88.7% in 2022-23
- PSY010 Decreased slightly from 86.5% in 2021-22 to 83.4% in 2022-23
- PSY029 Increased from 82.7% in 2021-22 to 85.4% in 2022-23
- PSY034 Decreased slightly from 82.7% in 2021-22 to 79.3% in 2022-23

Department success rates as reported in the Program Review Dashboard for 2022-23, excluding EWs, increased from 74.7% in 2021-22 to 77.8% in 2022-23

- PSY001 Increased from 72% in 2021-22 to 75% in 2022-23
- PSY005 Increased strongly from 70% in 2021-22 to 89% in 2022-23
- PSY010 Decreased slightly from 87% in 2021-22 to 84% in 2022-23
- PSY029 Increased from 83% in 2021-22 to 86% in 2022-23
- PSY034 Decreased slightly from 84% in 2021-22 to 79% in 2022-23

SUCCESS RATES BY CAMPUS for 2022-23, Accounting for EWs, The Psychology Department Success Rates are:

- Hanford Center Decreased slightly from 69.8% in 2021-2022 to 63.2% in 2022-23
- Tulare Center Decreased slightly from 78.1% in 2021-2022 to 68.4% in 2022-2023
- Visalia Campus Increased from 77.9% in 2021-2022 to 80.2% in 2022-2023
- Online Campus Increased from 71.3% in 2021-2022 to 79.6% in 2021-2023

SUCCESS RATES BY CAMPUS for 2022-23 as reported in the Program Review Dashboard, excluding EWs,

- Hanford Center Decreased slightly from 69.8% in 2021-2022 to 63.4% in 2022-23
- Tulare Center Decreased slightly from 78.1% in 2021-2022 to 68.9% in 2022-2023
- Visalia Campus Increased from 78.3% in 2021-2022 to 80.5% in 2022-2023
- Online Campus Increased from 71.9% in 2021-2022 to 80.3% in 2021-2023

PROGRAM SUCCESS RATES BY GENDER for 2022-23 as reported in the Program Review Dashboard, excluding EWs

Program Success Rates show that there was an overall increase from 2021-2022 to 2022-2023 from 74.7% to 77.8% overall

FEMALE

82.5% 2020-2021    73.8% 2021-2022    77.8% 2022-2023

MALE

81.0% 2020-2021 76.8% 2021-2022 77.9% 2022-2023

UNKNOWN

89.3% 2020-2021 87% 2021-2022 80.8% 2022-2023

PROGRAM SUCCESS RATES BY RACE/ETHNICITY for 2022-2023 as reported in the Program Review Dashboard excluding EWs

African American success rates decreased from 68.9% in 2021-2022 to 52.0% in 2022-2023

Asian success rates decreased from 82.0% in 2021-2022 to 74.6% in 2022-2023

Hispanic success rates increased from 72.5% in 2021-2022 to 77% in 2022-2023

White success rates increased slightly from 83.1% in 2021-2022 to 83.9% in 2022-2023

Filipino success rates decreased from 69.0% in 2021-2022 to 57.1% in 2022-2023

Multi-ethnicity success rates increased from 79.5% in 2021-2022 to 82.2% in 2022-2023

Native American success rates are reported at 64.3% for 2022-23, nothing reported for 2021-22

PRODUCTIVITY RATES FTES/FTEF RATIO 2022-2023 as reported in the Program Review Dashboard, excluding EWs

PSY001 19.93 2020-21 16.75 2021-22 17.11 2022-23

PSY005 25.80 2020-21 25.25 2021-22 23.25 2022-23

PSY010 19.50 2020-21 16.08 2021-22 16.90 2022-23

PSY029 16.67 2020-21 15.56 2021-22 14.54 2022-23

PSY034 26.00 2020-21 13.64 2021-22 15.10 2022-23

SEATS FILLED 2022-2023 as reported in the Program Review Dashboard, excluding EWs

Visalia Campus increased from 86% in 2021-2022 to 89% in 2022-2023

Hanford Campus increased from 67% in 2021-2022 to 71% in 2022-2023

Tulare Campus increased from 59% in 2021-2022 to 70% in 2022-2023

Online Campus increased from 53% in 2021-2022 to 86% in 2022-2023

Overall, success rates in our department have been consistent, even during the pandemic and just after this period! Graduation rates for our department have been maintained. We continue to see increases in seats-filled at all COS locations.

PROGRAM AWARDS

The number of award recipients decreased slightly in 2022-2023 when compared to 2021-2022 in the Program Dashboard.

2019-2020 130 recipients

2020-2021 118 recipients

2021-2022 129 recipients

2022-2023 123 recipients

TENURE TRACK FTEF 2022-2023 as reported in the Program Review Dashboard

Significant increases occurred on the following campus': Tulare and Online, with slight increase on Visalia Campus.

These numbers represent FTEF from tenured and tenure-track faculty/all FTEF) The ratio of FTEFs generated by tenured or tenure-track faculty.

Department Total 58% 2020-2021 50% 2021-2022 55% 2022-2023

Visalia Campus 49% 2020-2021 43% 2021-2022 45% 2022-2023

Hanford Campus 33% 2020-2021 50% 2021-2022 42% 2022-2023

Tulare Campus 67% 2020-2021 50% 2021-2022 80% 2022-2023

Online Campus 64% 2020-2021 57% 2021-2022 88% 2022-2023

**What improvements are needed?: FTES/FTEF RATIO BY CAMPUS 2022-2023**

Since a normal faculty workload (15 lecture hour equivalents-LHE) could generate 17.5 FTES (assuming 35 students per course), the target ratio is typically 17.5 FTES overall for College of Sequoias. The Psychology Department continues to fall below the overall college overall target ratio of 17.5 FTES, with the exception of the Online Campus, which is at 19.53 FTES. The Psychology Department needs to improve the overall FTES ratio on all campuses.

Visalia Campus 21.50 2020-21 16.56 2021-2022 15.01 2022-2023

Hanford Campus 21.83 2020-21 14.08 2021-2022 15.17 2022-2023

Tulare Campus	24.83 2020-21	8.00 2021-2022	13.30 2022-2023
Online Campus	18.18 2020-21	18.66 2021-2022	19.53 2022-2023

Additionally, the goal of fortifying our adjunct pool is well supported by continuous review of applicants and candidates; however, it is possible that new and improved recruitment methods will improve this effort. Candidates often have little or no teaching experience, little desire to teach in-seat classes that are unstaffed, or they express a desire to teach only online classes.

Also, review of SLO's indicates the need for keeping instructors up to date and informed of the importance of administering SLO assessments in a timely fashion. There will be a transition from TracDat to a new platform for tracking outcomes. Our department is currently in the process of indoctrinating all psychology faculty in the SLO and PLO assessment process.

**Describe any external opportunities or challenges.:** The Department has worked tirelessly to increase the pool of adjunct faculty capable of teaching a wide variety of courses including Abnormal Psychology, Personal and Social Growth, Research Methods, etc. Hours of reviewing applications and interviewing candidates results in limited qualified candidates as well as lack of availability to teach in vacant date and time slots. Perhaps a review of recruitment procedures and opportunities should be considered.

A new challenge is that we did recently hire a group of new adjunct faculty, therefore, holding a large psychology department meeting to bring everyone current on SLO and PLO assessments is highly needed and will be scheduled at the earliest possible date. The difficulty is that many adjunct have other full-time jobs and finding a meeting time when everyone can get together is problematic. Recording our meetings and sharing with adjunct will be vital.

**Overall SLO Achievement:** SLO Assessment expectations are currently being met, yet, regular administration of SLO assessments must be indoctrinated in our adjunct faculty. Significant increases in achievement have been noted compared to previous pandemic years.

Overall, in our introductory psychology course, students are consistently meeting the benchmark.

**Changes Based on SLO Achievement:** No changes in the actual SLOs are needed, rather, they must be administered by more faculty, including adjunct, on a regular basis. This will require department meetings in which all faculty, including adjuncts, are brought current on SLO assessments and administration.

**Overall PLO Achievement:** Program Learning Outcomes appear to be on schedule and outcomes are positive. The outcome assessment is not comprehensive enough for the entire program and PLO expectations.

**Changes Based on PLO Achievement:** The psychology department needs to develop more assessments to address all PLO's established for our department.

**Outcome cycle evaluation:** SLO assessments are clearly being conducted, however, there is inconsistency in administration of such assessments from course to course. This will require a department meeting and further indoctrination of all faculty, including adjunct instructors on the importance of SLO Assessment administration. It is recommended by our Dean that this is a requirement in order for adjunct faculty to continue teaching for the Psychology Department. Classes will not be assigned to adjunct faculty if they fail to administer the SLO assessments as scheduled. Full-time faculty bear the responsibility of indoctrinating all adjunct faculty in this process.

## Action: 2023-2024 Impact of Cal-GETC

Review impact of CalGETC course transition on the Psychology Department. Currently PSY133 is not UC transferable and will not be included in Cal-GETC

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

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

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:**

*Link Actions to District Objectives*

# Program Review - Psychology

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**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

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## 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.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**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 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:** 2023 - 2024

08/18/2023

**Status:** Action Completed

# Program Review - Psychology

The Psychology Department successfully hired a full-time faculty member: Yuliana Garcia, as of August, 2023  
Yuliana's experience as an adjunct Psychology Instructor at COS has enabled her to transition smoothly into her full-time faculty position.

**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 3.1** - 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

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**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.

# Program Review - Psychology

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	
<i>Updates</i>	
<b>Update Year:</b> 2023 - 2024	08/18/2023
<b>Status:</b> Continue Action Next Year	
Now that our new full-time faculty member has been added to the Psychology Department (as well as a few new adjunct faculty), plans can move forward to ensure our department is fully functional and congruent with all assessments, SLOs, etc,	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	
<b>Update Year:</b> 2022 - 2023	08/26/2022
<b>Status:</b> 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.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 3.2</b> - 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.
<b>District Objective 4.3</b> - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.