

Comprehensive Program Review Report



Program Review - Psychology

Program Summary

2020-2021

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

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 will lose one faculty member to retirement (Debra Hansen) at the end of Spring 2021.

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

SUCCESS RATES:

PSY001 Improved from 74% in 2018-19 to 80% in 2019-20
PSY005 Improved from 81% in 2018-19 to 87% in 2019-20
PSY010 Improved from 83% in 2018-19 to 87% in 2019-20
PSY029 Remained Stable from 95% in 2018-20 to 91% in 2019-20
PSY034 Remained Stable from 90% in 2018-19 to 85% in 2019-20

SUCCESS RATES BY CAMPUS

Very importantly, success rates by campus have seen increases from 2018/19 to 2019/20
Hanford Center INCREASED from 67% to 70%
Tulare Center INCREASED from 69% to 79.9%
Visalia Campus INCREASED from 80% to 82.2%
Online Campus has increased from 75% to 83.7%

Program Success Rates show that there has been an increase for both Females and Males from 2018/19 to 2019/20:

FEMALE

2016/17	76%	2017/18	80%	2018/19	79%	2019/20	82.5%
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MALE

2016/17	73%	2017/18	77%	2018/19	76%	2019/20	80.1%
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PROGRAM SUCCESS RATES BY RACE/ETHNICITY

Remained relatively stable from 2018/19 to 2019/20

African American from 78% to 75.4%
American Native from 75% to 90%
Hispanic from 78% to 81.6%
White from 81% to 84.7%
Filipinos from 85% to 80.8%

PRODUCTIVITY RATES:

Productivity for psychology courses remained stable from 19.64 in 2018-19 to 20.59 in 2019-20
(The target ratio for COS overall is 17.5)

PSY001 Improved from 20.5 in 2018-19 to 22.42 in 2019-20

PSY005 Increased from 24.25 in 2018-19 to 30.63 in 2019-20
PSY010 Decreased slightly from 18.83 in 2018-19 to 17.67 in 2019-20
PSY029 Decreased slightly from 18.61 in 2018-19 to 18.33 in 2019-20
PSY034 Decreased slightly from 21.75 in 2018-19 to 18.33 in 2019-20

FILL RATES:

According to the COS extended Information System, the fill rates of psychology classes has increased tremendously on all campuses.

Number of seats filled on the Visalia Campus is the highest of all campuses, and increased to 102% in 2018-19.

Number of seats filled on the Hanford Campus increased from 73% in 2018-19 to 83% in 2019-20.

Number of seats filled on the Tulare Center Campus increased from 56% in 2018/19 to 92% in 2019/20. NOTE: This includes adding and filling another section of Introductory Psychology at the Tulare Campus in Spring 2020.

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

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 (72-74%). Additionally, seats fill at census at above 90% and the FTES/FTEF ratio is four points higher than the target ratio of 17.5! The Psychology Department must maintain the count of full-time faculty in order to maintain such success, particularly in light of the fact that one full-time faculty will be retiring 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 1020 ADT PSYCH MAJORS in the last academic year, the third highest number of majors, behind Nursing (1st) and Business (2nd). Although we have four full-time instructors, one, (Debra Hansen) is semi-retired (Willie Brown) teaching reduced loads every semester until retirement at the end of Spring 2021.

With this in mind, we strive to meet the student demands for psychology courses.

- 1) The cap for twelve (12) Psychology courses was increased this Fall to accommodate an additional 150+ students!
- 2) We added two (2) face-to-face classes in May when all PSY001 courses filled, 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 is now overenrolled with 42 students. Clearly, the demand continues to increase for psychology courses, mirroring the increase in student enrollment at COS in general.

What improvements are needed?: The Department is in need of replacing the full-time faculty member that will retire 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.

Additionally, our PLOs require more focus and assessment in a consistent manner. The full-time faculty will meet further to develop assessment plans. Already this semester, one plan has been developed to assess PSY029 students in the capstone project to address Program Outcome #2.

Describe any external opportunities or challenges.: 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.

An additional challenge is to ensure that all adjunct faculty are able to complete and pass the Online Certification Program offered at COS by Deborah Nolan. The covid pandemic has created a need to put all courses online for this academic year, although adjunct are working diligently with the help of full-time faculty to meet the challenge, it is beneficial that all of them complete the certification program within one year.

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. We are meeting the expectations and outcomes, since a majority of the students pass the SLOs at or above the expected rates! 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. 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: We are meeting our expectations and goals since the majority of students report attributions of growth in the areas measured! 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.

Changes Based on PLO Achievement: Further faculty discussion is planned so that this assessment 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.

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.

Related Documents:

[SOC - 2020 Program Review Data.pdf](#)

Action: 2020-2021 Maintain adequate number of course offerings to satisfy/meet student demand

Hire full-time faculty replacement for Debra Hansen, who will retire at the end of Spring 2021.

Leave Blank:

Implementation Timeline: 2020 - 2021

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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.

Program Review - Psychology

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): Dr. Jesse Wilcoxson, Dean, Social Science Division Linda Del Rio, Full-Time Faculty, Psychology

Rationale (With supporting data): The Department is in need of hiring a replacement for the full-time faculty member that will retire at the end of Spring 2021 - Debra Hansen. According to the COS extended Information System, the fill rates of psychology classes has increased tremendously on all campuses.

Seats filled on Visalia Campus is the highest of all campuses for psychology, and increased to 102% in 2018/19

Seats filled on Hanford Campus increased from 73% in 2018/19 to 83% in 2019/20.

Seats filled on Tulare Center Campus increased from 56% in 2018/19 to 92% in 2019/20.

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 replacement faculty may be utilized at the Hanford Center to meet overall growth rates for COS.

The Psychology Department faculty are currently working at maximum capacity and risk burnout. In Fall 2020, we increased the cap for 12 Psychology course just one month before school started to accommodate an ADDITIONAL 150+ students! We added two (2) face-to-face classes in May when all PSY001 courses filled, accommodating an additional 80+ students. The online course that was added on 8/10/20 filled in a matter of only 5 days demonstrating a high demand for psychology courses!

The Psychology Department course success rates are consistently higher than the district average (72-74%). Additionally, seats fill at census at above 90% and the FTES/FTEF ratio is four points higher than the target ratio of 17.5!

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Program Review - Psychology

Personnel - Faculty - Hire a new full-time psychology instructor (Active)

Why is this resource required for this action?: Debra Hansen, full-time faculty member will retire at the end of Spring 2021

Notes (optional):

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

Link Actions to District Objectives

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: 2020-2021 Increase student success by accessing funding for a group of Psychology Majors to attend the annual American Psychological Association Conference.

Seek and obtain funding to cover Psychology Majors attendance to the annual APA Conference.

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Implementation Timeline: 2020 - 2021

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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.

Program Review - Psychology

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): Josh Muller, Full-Time Faculty, Psychology Linda Del Rio, Full-Time Faculty, Psychology Kelly Diaz, Full-Time Faculty, Psychology

Rationale (With supporting data): According to the COS extended Information System, the fill rates of psychology classes has increased tremendously on all campuses.

The Psychology Department has seen significant growth in enrollment and demand, and psychology remains one of the most popular majors at COS.

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

The Psychology Department fully supports student success and is always willing to meet student needs. There were 1020 ADT PSYCH MAJORS in the last academic year, the third highest number of majors, behind Nursing (1st) and Business (2nd). Travel to (or attendance virtually if still required) a national conference focused on psychological study would benefit students who transfer to 4-year universities, where understanding of research in psychology is a critical component of most programs.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Funding to increase student success by taking a group of psychology majors to the annual American Psychological Association Conference (Active)

Why is this resource required for this action?: Attendance is based on funding

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 8000

Link Actions to District Objectives

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: 2019-2020 Increase psychology student awareness of research and career opportunities in order to increase number of successful transfers. Support psychology majors by having a hallway display with relevant and timely materials in field of psychology.

Access funding to purchase two large glass-front display cabinets that can hold posters, artifacts, trade tools, and other interesting psychological artifacts. Use Above Base Funding

Program Review - Psychology

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Implementation Timeline: 2019 - 2020

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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.

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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): Linda Del Rio, Debra Hansen, Josh Muller, Kelly Diaz

Rationale (With supporting data): Psychology has the third highest number of majors on campus: 957, second only to business and behind nursing. A hallway display cabinet gives psychology majors a chance to see higher education's appeals for conferences, research and to learn about graduate programs. These 957 psychology majors should have a place where they can see all the latest developments in the field. An increase in psychology transfers will probably result.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

09/26/2020

Status: Continue Action Next Year

Approval was given to order cabinets; status of order needs to be determined! Use Above Base Funding.

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

Program Review - Psychology

Equipment - Non-Instructional - Large glass front locking cabinets with lights and adjustable shelving. (Active)

Why is this resource required for this action?: It will contain and secure all psychology materials and artifacts in the Sycamore Building, where most of the psychology courses are taught.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 5000

Related Documents:

[CABINET QUOTE.pdf](#)

Link Actions to District Objectives

District Objectives: 2018-2021

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

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Action: 2019-2020 CONTINUED 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. This need 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.

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 FTS on campus.

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020

Leave Blank:

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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

Rationale (With supporting data): The Fall 2019 semester had full classes with full waitlists and students requesting to "crash" the courses!

Program Review - Psychology

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.

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: 2020 - 2021

09/26/2020

Status: Continue Action Next Year

Continued on 2020/2021 Action

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

Link Actions to District Objectives

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

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Action: 2019-2020 CONTINUED 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

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Implementation Timeline: 2019 - 2020

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Program Review - Psychology

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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: 2020 - 2021 Status: Continue Action Next Year Continued. Relates to notice that PSY130 SLOs are not being assessed Impact on District Objectives/Unit Outcomes (Not Required):	09/26/2020

Link Actions to District Objectives

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	