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# Columbia College

## Annual Instructional Program Review 2015 - 2016

Program (generally the awards discipline):

Behavioral & Social Sciences

Department (YCCD)

Psychology

Program Mission:

The mission of the Psychology Department is to provide a quality learning experience to those students interested in the field of Psychology at Fall 2014: The AA-Transfer degree is up and running and is very successful. Psychology typically has a large number (if not the majority) of AA

Staffing description:

We are understaffed, and have been for many years. As an example, we used to offer seven Psych 1 classes. Currently, we can offer four, at  
 Currently we have one full time staff member, and three adjunct. Historically, the Psychology Department has had two full time faculty and

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 Responsible Party

Tina Trolier  
 Type Name

3/16/2017  
 Date Submitted

Person assigned as the lead faculty for this program review. If the program review is completed via a collaborative or group process, please provide the email of the person to contact should questions arise regarding the resources being requested.

If updating the resource requests for a previously completed program review, go to Section 4.

### Section 1. Trend Analysis

Three Year Trends:

18 - Psychology

Academic Year	Full-Time %		Fill Rate %	Success Rate	Awards
	FTES	=FT Hrs/Total Classroom Hours Taught		=Passing grades / (All grades - Ws)	
2013-14	62.38	0.524	0.1376	0.653	13
2014-15	61.87	0.545	0.1343	0.6859999999999999	17
2015-16	66.38	0.515	0.1352	0.64	19
Trends:	Stable	Stable	Stable	Stable	Increasing

1.1 Describe how these trends have affected student achievement and student learning:

The Psychology programs and classes are doing well, though class sizes have increased, waitlists have increased and available classes and sections have decreased, as have the number of faculty available.

The enrollment data show that Enrollments have steadily increased since 2007, even though sections and class offerings have declined. In Fall of 2006, the enrollment for psychology classes was 358, while in Fall of 2012 it was 404. The average for Fall enrollments in those years is 360. In the Spring of 2006, the enrollment for psychology classes was 316, while in the Spring of 2011 it was 335. The average for Spring enrollments is 313. In these years, there were typically 9 to 10 classes offered. However, the average of 33 to 39 students per class is misleading, as our Peer Support and Psycho-Social Rehabilitation classes are small or low enrollment. Most Psych 1 and Psych 5 classes have beginning enrollments of 40-50 students. There is an obvious demand for our Psychology classes, and it shall increase as we are able to offer our full curriculum and our new classes.

The data concerning waitlists reflects the same pattern. Waitlists have continued to increase. They have more than tripled in the last 6-7 years. For example, in Fall of 2006 the data show a waitlist of 52, while in the Fall of 2011 it was 120 and in the Fall of 2012 it was 108. In the Spring of 2007, the data show a waitlist of 40, while in the Spring of 2013 the waitlist was 123. Most instructors try to take the entire waitlist. This increases class size and thus may reduce our ability to maintain a high level of student success.

FTES have remained fairly constant in the last six years. Again, we are holding steady with fewer classes and faculty. The range of FTES for Fall semesters has been 33.0 to 37.9. For Spring semesters, the range has been 28.9.4 to 35.5. The FTES for Psychology classes is stable at an average of 32.5.

Awards have predominately Skills Attainment Certificates over the past three years. They were earned in Psychosocial Rehabilitation (5) and Peer Support (7). In 2011, the two SACs were combined into one, thus awards seem to have decreased but the awards available to students was reduced. A new AA-T transfer degree will be offered in Psychology starting Fall 2013.

Fall 2014:

FTES: The FTES have remained steady over the last 5 years, with an average of 30.4 and a range of 30.65 to 37.93 (summer sessions not included). The minor fluctuations from semester to semester are modest and most likely not statistically significant. The Psychology department could increase their FTES with the addition of a full time faculty and extra classes. The demand is there. Thus we could better serve our students and increase student achievement with additional resources.

Enrollments: The average beginning enrollments for the Psychology department over the last 5 years is 348, with a range of 293 to 404. If this average is divided by an average of 11 sections per semester, the average enrollment per class is 32. However, this number is a bit deceiving, as Psych 52 and Psych 56 are specialized classes for a Peer Support certificate. These classes tend to have a small enrollment (8 - 15 students), and thus reduce the overall average. Additionally, Psych 15 is part of the AA-Transfer degree and only dedicated Psychology majors enroll, thus making it a below average enrollment class. Psych 1, 5, 10, 30, 35 and 40 tend to begin the semesters with maximum enrollment and waiting lists.

Waitlists: Beginning waitlists are typically quite large, with a range from 31 to 120 over the last five years. The data show that the average waitlist is 89.6 over the last five years.

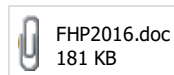
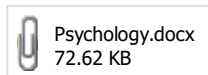
Awards: Awards have increased from one to ten. This is mainly due to the addition of the AA-Transfer degree in Psychology. Psychology is one of the more popular majors at most universities and colleges. Thus, this degree provides a great avenue for student achievement and success.

Spring 2017: Please see attachment below. It is the current Hiring Proposal that covers the data for many years on FTES, student success, etc. FTES have increased from 62.38 to 66.58 in the last three years. Census capacity has remained steady. Awards have increased from 13 (in 2014 - 2015) to 19 (in 2017-2017). The Psychology Department's AA-T degree continues to be very popular, as does our certificate program in Psycho-Social Rehabilitation and Peer Support.

## 1.2 Other relevant quantitative/qualitative information used in the evaluation of this program.

The data that show the high demand is attached. The large spread between the beginning waitlists and ending waitlists indicate the accommodation of students in taking as many from the waitlists as attends the first day or asks to add the course.

Evaluation File  
Attachments:



**For CTE programs****1.3** CTE information and relevant documentation:**Section 2. Student Learning and Curriculum***Program/ Department:***2.1 Course Level**

Each course listed within the Program/Department for this review :

<i>Academic Year</i>	% of Courses with SLOs Identified	% of Courses Assessed	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes
2015-2016	1	1	1	1

Please comment on the percentages above.

All psychology classes are current with their SLO's and their assessment and analysis.

<i>Academic Year</i>	% of Courses with SLOs Identified	% of Courses Assessed	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes
2103=2014	100	100	100	100

Please comment on the percentages above.

Perfect!

<i>Academic Year</i>	% of Courses with SLOs Identified	% of Courses Assessed	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes
2016-2017	1	1	1	1

Please comment on the percentages above.

...

**2.2** How has assessment of course-level student learning outcomes led to the improvement in student learning.

Improvements have been achieved by reviewing SLO's with all Adjunct Faculty and requesting that they require more application type learning and assessment strategies. These requests will be evaluated after the Spring 2015 semester.

**2.3 Course Level**

All courses reviewed in the last academic year. *Note: Curriculum Review is required by the Chancellors Office every 6 years.*

<i>Course</i>	<i>Title</i>	<i>Last Review</i>	<i>Next Review</i>
PSYCH 15	Research Methods	10/18/2016	10/18/2021
PSYCH 1	Psychology	12/06/2016	12/06/2021
PSYCH 10	Lifespan Human Development	10/02/2012	10/02/2017
PSYCH 2	Course Discontinued Fall 2016	12/06/2011	12/06/2016
PSYCH 20	Sport Psychology	10/14/2014	10/14/2019
PSYCH 30	Psychology of Adjustment	10/01/2013	10/01/2018
PSYCH 35	Introduction to Drugs and Behavior	12/30/2015	11/30/2020
PSYCH 40	Stress Management	10/25/2016	10/25/2021
PSYCH 5	Human Sexual Behavior	12/30/2015	11/30/2020
PSYCH 52	Intro to Peer Support for Psychosocial Rehabilitation	10/25/2016	10/25/2021
PSYCH 56	Intro to Psychosocial Rehabilitation	10/25/2016	10/25/2021
Psych 24	Abnormal Psychology	10/14/2014	10/14/2019

**2.4 Program Level**

All awards listed within this program.

<i>Where in the assessment cycle and status.</i>			
<i>Degree or Certificate</i>		<i>PLO Phase of Cycle</i>	<i>Status</i>
AAT - Psychology Degree (new in Fall 2013)	Transfer AA/AS	Assessed	Completed
Certificate in Peer Support and Psychosocial Rehabilitation	CERT	Assessed	Completed

**2.5** How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed. If any of the above are not started, please explain why.

The assessment of SLO's always provides instructors with valuable information as what students are learning and how to improve teaching methods. The AA-Transfer degree is doing well, as we have many Psychology majors (see chart above). The Peer-Support and Psycho-Social Rehabilitation certificate continues to grow in popularity. It provides Behavioral Health Services with peer counselors and is very popular. We need to continue to offer courses required for degrees and certificates regularly so that students can graduate in a timely manner.

**2.6** List all degree/certificate programs that are reviewed by your Program/Department.

1. AAT - Psychology Degree
2. Certificate in Peer Support and Psycho-Social Rehabilitation

**2.7**

What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved Program/Department processes in the last year?

Mark an "X" in front of all that apply.

- a.  Curricular development/revisions of courses
- b.  Curricular development/revision of programs
- c.  Increased improved SLO/PLOs in a number of courses and programs
- d.  Other dialog focused on improvements in student learning
- e.  Documented improvements in student learning
- f.  Increased/improved SLO/PLOs in a number of courses and programs
- g.  New degree or certificate development
- h.  Best Practices Workshops
- i.  Conference attendance geared towards maintaining or improving student success
- j.  Professional development activity geared towards maintaining or improving student learning
- k.  Technical Advisory Committee meetings and recommendations

Describe how the activities, dialogues, discussions, etc. have improved student learning.

a. All courses are up to date on the five year curriculum review process. Revisions made (if any) were to provide clarity to administration and students.

b. All programs are up to date with the curriculum review process. Revisions made (if any) were to provide clarity for administration and students.

c. SLOs and PLOs were assessed and mapped this last year. All faculty in Psychology had the opportunity to evaluate the SLOs and proved feedback for improvement. We are following the review cycle as asked for.

d. I meet with the adjunct faculty regularly to discuss classes and student learning. I do peer evaluations as sceduled and then meet with that person to discuss improvements to course material and class.

These activities have driven better discussions between the instructors concerning teaching effectiveness and student learning. We have a good data collection method for assessing each student on each SLO, thus, we can make modifications as we see necessary.

**Section 3. Evaluation of Previous Goals****3.1**

For the purpose of this program review cycle refer to the previous Program Review reports, EMP, UPT, SLO, and VTEA plans. What have been the result (measurable outcomes) due to the activities of objectives, or actions taken?

- Program Goal from previous program review cycle. Enhance the Psychology curriculum. This requires that new classes be developed, as well as an AA-Transfer
- What action was taken to meet the goal? As for our goal to enhance our curriculum, we have successfully re-vamped Psych 40 (Stress Management).
- What was the outcome? A new AA-Transfer Degree in Psychology has been developed, has passed through our Curriculum Committee
  
- Program Goal from previous program review cycle. Full Time Faculty. Our goal is to return to full staffing with at least two full time faculty and more adjunct faculty
- What action was taken to meet the goal? Requested for the last 4 years. A hiring proposal was submitted for the sixth time. We are awaiting the decision
- What was the outcome? The goal for a new full time faculty member and more adjunct faculty has not been realized. We will keep working
  
- Program Goal from previous program review cycle. Increase student success from 62% to a level close to the college rate of 70% and increase student retention
- What action was taken to meet the goal? More time was spent with Adjunct Faculty to assist with student success and teaching facilitation. We will continue
- What was the outcome? Our student success remains steady. Please see attached hiring proposal submitted in the Fall of 2016. 20

### 3.2

Evaluate the success of the above actions. Did the actions taken lead to improved student learning or program improvements; and if resources were allocated, what was the effect/result of the additional resource(s)?

The new faculty hire has not yet occurred.  
 The new course, Research Methods, is being offered for the first time in Fall 2013.

### Section 4. Future Goals and Resource Request

#### 4.1 New or Existing Goal

As a result of this program review, please identify a program goal that addresses actions to be taken based on the analysis of the evidence. (Additional goals can be added by clicking the blue drop down arrow below.)

Increase student success and retention

Anticipated action leading to changes or improvements:

Put student outcomes on syllabi, and have students self report on the achievement of those outcomes. In addition to AAC tutors add e

What College Goal is best met by this program goal:

Goal 1 - Increase Student Success through Planning

#### 4.2 Resource(s) Requested

Describe the resource request in detail:

Requested on Unit plan: One Full time faculty. Additional request: Embedded Tutors for Psych 1 and Psych 5.

What measurable outcome is expected if this resource request is funded?

Reduced waitlists, reasonable class sizes and the ability to offer extra sessions and new courses. With an added faculty and additional tutc

Consider the type of resources and potential funding sources needed to fill this request (if exact dollar amounts are unknown, provide an estimate).

<i>Type of Resource Requested</i>	<i>Amount Requested</i>	<i>Description</i>	<i>Justification</i>
Personnel	\$90,000	Full-time Faculty	The department has been operating with one full-time fa
Personnel	\$1,500	Peer Tutors	Stipends or compensation for peer tutors to facilitate stu

<i>Type of Resource Requested</i>	<i>Amount Requested</i>	<i>Description</i>	<i>Justification</i>
Select type...			

**NOTE: All personnel request(s) must go through the existing priority hiring process.**

**4.1 New or Existing Goal**

As a result of this program review, please identify a program goal that addresses actions to be taken based on the analysis of the evidence. (Additional goals can be added by clicking the blue drop down arrow below.)

Anticipated action leading to changes or improvements:

What College Goal is best met by this program goal:

Select the College Goal...

**4.2 Resource(s) Requested**

Describe the resource request in detail:

What measurable outcome is expected if this resource request is funded?

Consider the type of resources and potential funding sources needed to fill this request (if exact dollar amounts are unknown, provide an estimate).

<i>Type of Resource Requested</i>	<i>Amount Requested</i>	<i>Description</i>	<i>Justification</i>
Select type...			

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**Section 5. Print this Form**

Use your browser's "Print Preview" to send this print version of the Program Review form to your printer. You can also use your browser's Print Preview to send this to a .pdf file for a digital copy of this submission of your Program Review.

Submitted by:

(email of the person submitting this form)

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