Assessment Report

Yuba Community College District

YC - Psychology Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): There appears to be some confusion in course offerings listed in CurricUNET and those listed in this report. It should be a priority for spring 2014 that these discrepancies be cleared up prior to the printing of the new catalog. This program is in the process of completing an Associates Degree for Transfer (ADT) in spring 2014. It is also important to point out that no Measure J funding was allocated in remodeling the lecture halls for this program.

Between the Lake and Marysville campuses we staff .60 full-time psychology instructors (Jensen-Martin has moved to interim VP of instruction, Morgan (60% Psy, 40% Couns), and Buckley moved to WCC), and 1 full time temporary replacement for Jensen-Martin and a couple adjunct accounting for almost all of the FTES. Note: SinceFall, 2012, the Psych Dept has temporarily lost Jensen-Martin due to administration replacement.

Currently, between distributive education and traditional face to face modality
we offer 13 courses in lower division psychology:

Psych 1a Introduction to Psychology
Psych 8 Research Methodology
Psych 12 Human Sexuality
Psych 22 Social Psychology
Psych 31 Gender
Psych 33 Social and Personal Adjustment
Psych 40 Child Psychology
Psych 41 Lifespan Psychology
Psych 46 Abnormal Psychology
Psych 30A Consciousness series
Psych 30B Dreams, Art, and Symbols
Psych 30C Advanced Consciousness Studies
Psych 95 Stress Management

Psychology continues to lead Social Sciences in FTE and WSCH with15% of all Yuba College students enrolled in Psychology courses. Data shows that Psychology instructors are teaching 10 more students per class from 5 years ago, when student/faculty ratio was 41.72 and in 2011-12 is 50.18.

Retention rates for psychology courses have increased to 92.7% in 2011-12, compared to 86.2% in 2007-08. Student retention has increased for the Psych dept and compares favorably to the overall Yuba College figures of 87.4% for 2011-12. The Psychology dept. also has higher student success rates with 71.4% for 2011-12, compared to overall Yuba College figures of 67.9%. The weekly student contact data for 2011-12 is 5319.30 an increase from 5205.9 from last year. This number includes distance education courses which tend to have higher attrition rates than face to face offerings.

The strengths of the program are:
The psychology curriculum meets the goals and mission of the Educational Master plan.

Courses are scheduled from morning through late afternoon and evening.
Courses are varied throughout the day, with psychology 1a being heavily offered throughout to meet transfer and program requirements.
Courses meet YCCD AA graduation requirements, as well as CSU and UC transfer requirements.
Many psychology transfer courses are offered online
At least 13 different courses are offered on a regular rotation.
The psychology department captures an extremely large number of FTES for the college.For 2011-12 approx 15% of all Yuba College students were taking Psychology classes.
The Faculty at the Marysville campus are working closely with the Student Success center to improve retention and successful completion in core classes.
The district-wide faculty have met to discuss and decided on appropriate caps for all courses, including online courses, and course of study outlines for all courses.
The Marysville campus developed an agency resource list for students who are having emotional/psychological issues.
SLOs have been measured for 1A, 12, 22, 31,41, and 95.
Psychology courses are taught by well qualified instructors. One is licensed for private practice and another has an EdD.
The full-time professors/instructors come from diverse fields and specialties.
All of the full time faculty are very involved within the department and college-wide serving on Academic Senate, Distance Education, Curriculm and other committees.
Both full time faculty at the Marysville site are involved in and support local non-profit organizations and schools.

Program Description : The Psychology program at Yuba College is a thriving program that offers lower-division psychology courses for transfer students as well as for general education credit and a Psychology AA Degree.

Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.
While there are no curriculum specific or program specific support services for psychology students, they could go to the learning center(CLC), writing and Tutoring center (MSVL) for assistance with writing papers and the library or computer lab for accessing online classes. Online students can email support staff and faculty for assistance. Programs such as EOPS and DSPS also provide support for students.

A2. If services are available, how do they demonstrate an increase in student success?

At this time there is not an assessment available to determine how the impact of support services demonstrate an increase in student success, however assessment of SLO’s in the individual courses is one methodology to evaluate student success. EOPS does evaluate student success as part of their program.

B3. How is current and previous program review data used to refine and improve program or department practices?
Each year the Psychology Department reviews the past program review to determine what issues have been addressed or not. Items not addressed are evaluated and included in the current program review if still relevant. All Psychology courses have had at least one SLO assessment. Data from SLO assessment at the end of this semester should be compared to the past SLO assessments for review and evaluation.

Industry Trends and Program Data Analysis :

C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?

I don't believe the department has systematically researched community or workforces needs related to an Associate's Degree in Psychology. Generally, for employment purposes, our students transfer to a 4 year college and often on to graduate school. Social service agencies do hire students with just an Associate's Degree in entry level jobs, such as eligibility worker or social worker assistant. This is an area we could work on improving by connecting more with community agencies.

According to the www.bbs.ca.gov , labor market information shows that there were 2 openings for a Clininical Psychologist within a 50 miles radius of Clearlake Campus last year. For the MSVL campus there were 8 jobs in the Psychology field within a 50 mile radius. All of these required advanced degrees.

C5. How is your program or department direction driven by empirical data?

Our department uses empirical data, such as enrollment numbers and degree requirements to determine the classes offered each semester and staffing. We currently do not use industry trends to determine courses offered, however it is a topic worthy of discussion as a department.

One example of use of how empirical data is relevant is that MSVL had 3 full time faculty over 5 years ago and now has 1 full time temporary replacement and the rest adjunct. Enrollment numbers suggest that MSVL should hire at least 2 full time tenure track faculty and the new Sutter center should be evaluated for consideration of a full time faculty.

Curriculum & SLO Assessment Summary :

D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?

We are in the process of completing the ADT-CSU Transfer degree for approval with the Chancellor's office to ease transfer for Psychology students. We are working with Woodland to make sure core courses are equivalent. One recent action is the development of Psych 7, Research Methods, which is a requirement for the ADT transfer degree. We have changed the course outline to uncross list with Soc 8 and added a pre-requisite of Statistics, as required by the ADT guidelines.

We will also maintain an Associates Psychology Degree for non-transfer students. Reviewing date from 2007-2012, the number of Psychology degrees awarded has grown from 11 to 24. Faculty at CLC would like to see an option for completing the AA and ADT completely online with course rotation at some point in the future for students living in outlying areas who cannot access live classes, however faculty at other campuses (WCC and MSVL) have not agreed with this approach at this time. Also, the new Psych 7, Research Methods course, would, in the opinion of this author only (at CLC) add an important option for students at CLC because of the small population and few students who complete Statistics and would be prepared for taking Psych 8 which is a requirement for ADT transfer. Further discussions with new Psychology hires will continue, no doubt.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.

The faculty member who taught and developed the Consciousness Studies 1 unit sections has retired and the college focus has been on 3 unit transfer courses. These courses may be deactivated pending discussion. We have added and rewritten the course outline for Psych 8, Research Methods with a pre-requisite in Statistics for ADT-transfer students which will be retitled, Psych 7. The Associate's Degree major should include all GE transfer courses as options towards the degree and all CSU\IGETC Psych GE courses should be on the approved Associates GE under Social and Behavioral Sciences section. Further work with curriculum committee needs to occur.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
Yes, all of our courses have CORs.

D9. If applicable, how are teaching methodologies in your program or department assessed?
Teaching methodologies are assessed utilizing SLO assessment and also faculty are evaluated by their peers and Deans on a regular basis. Faculty at MSVL reported that use of the clicker technology improves student engagement. Suggestions include use of more student surveys, case studies, quick class evaluations at the end of each class.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
The MSVL campus wishes to purchase more clickers for data gathering and faculty continually review SLO assessment data to improve teaching methodologies. We also review retention and success information.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
According to Data compiled by Eric Cooper, 2012-2013, Head count for DE is 395 compared to 1322 for F2F which makes DE in Psychology 30% of all headcount, DE has 55.8 students per section compared to F2F of 44.9, 8 sections are taught DE and 34 taught F2F, which shows DE courses are approximately 23% of Psych offerings, % successful in DE is 67.7% compared to F2F of 72.4%, and 82.1% retentions for DE compared to 88.% F2F.
DE % success rate for Psych is 67% while the overall college success rate is 61%, and retention for DE Psych classes is 82.1% while the overall college rate is 80%, which shows that DE Psych classes have slightly higher success and retention rates and larger class size and more productivity than the overall college.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
DE provides tech support online and phone via the DE department tech support staff, students can get some support in the Learning centers, however more training is needed for tutors in the computer and learning center sites, especially with DSPS students and the new CANVAS LMS program starting in spring, 2014.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
Because we do not currently have a full time tenure track faculty in MSVL and mostly adjunct teaching and faculty at CLC also teach in the Counseling Dept, at this time we do not have discussions about learning and teaching theory. However there is a Student Success Symposium coming up Nov 1st, which some faculty will attend. This is any area that we could improve upon, especially once full time faculty are again hired at MSVL and perhaps Sutter.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
Course Assessment Plan Summary
* - Another Program currently owns this Course. Hold your cursor over the course to see the current owner.

Course Name/Course ID Total SLOs Total Assessment Methods SLOs Without Assessment Methods Last Result Last Action Last Follow-Up
Human Sexuality and Sexual Behavior/PSYCH 12 - YC 1
1 0 7/17/2012
General Psychology/PSYCH 1A - YC 1

1 0 9/5/2012 9/6/2012
Seminar in Psych: Contemporary Issues/PSYCH 21R - YC 1

1 0
Social Psychology/PSYCH 22 - YC 1

1 0 5/15/2013 5/20/2013 9/6/2012
Consciousness Studies/PSYCH 30A - YC 0 0 0
Dreams, Art, and Symbols/PSYCH 30B - YC 0 0 0
Adv Consciousness Studies/PSYCH 30C - YC 0 0 0
History of Consciousness/PSYCH 30D - YC 0 0 0
Gender and Behavior: Feminine and Mascul/PSYCH 31 - YC 1

1 0 12/20/2012 5/21/2013
Personal and Social Adjustment/PSYCH 33 - YC 1

1 0 12/19/2012 5/21/2013
Alternative Lifestyles/PSYCH 34 - YC 1

1 0
Childhood and Adolescent Behavior/PSYCH 40 - YC

1 0
Lifespan Development/PSYCH 41 - YC 1
1 0 3/30/2012 9/6/2012
Abnormal Psychology/PSYCH 46 - YC 1

1 0 2/20/2013 5/21/2013
Social Science Research Methods/PSYCH 8 - YC 1

1 0
Stress Management/PSYCH 95JR - YC 1

1 0 5/10/2012

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
All currently taught Psychology classes have had their SLO's assessed within the last year. The table below which is poorly formatted shows dates of assessment.
Only the classes not currently taught have not been assessed
Course Assessment Plan Summary
* - Another Program currently owns this Course. Hold your cursor over the course to see the current owner.

Course Name/Course ID Total SLOs Total Assessment Methods SLOs Without Assessment Methods Last Result Last Action Last Follow-Up
Human Sexuality and Sexual Behavior/PSYCH 12 - YC 1
1 0 7/17/2012

General Psychology/PSYCH 1A - YC 1

1 0 9/5/2012 9/6/2012
Seminar in Psych: Contemporary Issues/PSYCH 21R - YC 1

1 0
Social Psychology/PSYCH 22 - YC 1

1 0 5/15/2013 5/20/2013 9/6/2012
Consciousness Studies/PSYCH 30A - YC 0 0 0
Dreams, Art, and Symbols/PSYCH 30B - YC 0 0 0
Adv Consciousness Studies/PSYCH 30C - YC 0 0 0
History of Consciousness/PSYCH 30D - YC 0 0 0
Gender and Behavior: Feminine and Mascul/PSYCH 31 - YC 1

1 0 12/20/2012 5/21/2013
Personal and Social Adjustment/PSYCH 33 - YC 1

1 0 12/19/2012 5/21/2013
Alternative Lifestyles/PSYCH 34 - YC 1

1 0
Childhood and Adolescent Behavior/PSYCH 40 - YC

1 0
Lifespan Development/PSYCH 41 - YC 1

1 0 3/30/2012 9/6/2012
Abnormal Psychology/PSYCH 46 - YC 1

1 0 2/20/2013 5/21/2013
Social Science Research Methods/PSYCH 8 - YC 1

1 0
Stress Management/PSYCH 95JR - YC 1

1 0 5/10/2012

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
Success rates on the SLO assessments was very high, averaging above 70%. Currently faculty need to add and assess more varied SLO's to gather more data and compare the results from the last assessments. We have not assessed courses that are not being taught. Because of the loss of the 2 full time faculty at MSVL, it is very difficult to get adjunct to participate in SLO Assessment. At some colleges they receive a stipend, and that would be an excellent motivation for our adjunct.

Future Goals and Program Direction: The goals of the Psychology program are to:
1. Expose students to the various fields and opportunities available in psychology.
2. Provide students with the most comprehensive introduction to the field of psychology.
3. Prepare students to advance to an institution of higher learning by providing articulate lower division transferable courses that are comparable to courses required at both the California State and the University of California systems.
4. Satisfy the general education requirements for Yuba College, California State and the University of California systems.
5. Continue to offer an Associate Degree in psychology in order to facilitate career and occupational advancement.

6. Develop an approved TMC (Transfer Major) for students for transfer to CSU and UC.
7. Continue approval process of all courses for AA, CSU and Transfer.
Future Goals and Program Direction
K27. Based on Program Review, what are your plans for future department/program improvements?

The psychology department plans on completing the ADT-transfer degrees for CSU, ensuring all 3 unit Psych courses that transfer also fulfill GE requirements for the Associate's Degree, complete all SLO assessments for all courses currently taught this year. We hope to upgrade the video/DVD collection at all campuses, hire 2 full time faculty for MSVL and possibly one for Sutter Center, improve conditions of rooms used for instruction at MSVL and improve quality of media equipment at CLC. Faculty at CLC would like to see an online Psych degree available for students with courses offered in rotation over a 2 year period. Current online classes in Psych will be changed over to the new LMS CANVAS program from Blackboard in spring. Additional goals are listed in the recommendations section of program review.

Course Content and Statistical Analysis: Course content is listed in curricunet.

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Identify and assess more course SLOs				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Apply for admission into Psi Beta psychology honors society				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Offer the Alternative Lifestyles class noted in the course catalog.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Increase adjunct course offerings.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Because of the inadequacy of the department budget for video to use in class, utilize documentaries and programs available online for no cost.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Increase course offerings, especially at night, when adjunct faculty are again afforded.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - E16. How do program or department goals align with stated Yuba College goals? Yuba College Goals: Adopted 3/15/13 1. Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success. 2. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs. 3. Steward our institutional resources with increasing effectiveness and efficiency. 4. Research and utilize effective modes of delivery for our courses and services. 5. Design our programs in such a way as to allow students to complete their educational goals in a timely manner. 6. Evaluate our programs, services and processes to ensure continuous quality improvement. 7. Improve the quality of the student experience at all our campuses and centers. 8. Develop partnerships to enhance				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
educational resources and student opportunities. 9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region. The goals of the Psychology program are to: 1. Expose students to the various fields and opportunities available in psychology. This meets Yuba College goals #1, 2, 3, 4, 5, 6, 7, 8 and 9. 2. Provide students with the most comprehensive introduction to the field of psychology. This meets Yuba college goals # 1,4,5,6,7,8,9. 3. Prepare students to advance to an institution of higher learning by providing articulate lower division, transferable courses that are comparable to courses required at both the California State and the University of California systems. This meets goals # 1,2, 3, 4, 5, 6, 7, 8, 9 4. Satisfy the general education requirements for Yuba College, California State and the University of California systems. This meets goals # 2, 3, 4, 5, 6, 8. 5. Continue to offer an Associate Degree in psychology in order to facilitate career and occupational advancement. This meets goals # 1,2, 3, 4, 5, 6, 7,				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 1 - YCCD Board of Trustees Vision E17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities? The Psychology program supports the YCCD vision statement by 1. Providing an innovative, world-class learning environment. At Yuba we have several faculty with Doctorates and provide students with Psychology courses that enable them to complete an Associate's Degree in Psychology, and transfer to CSU or UC or private colleges with articulation agreements and courses that support their success, including online classes and a comprehensive offering of course choices. 2. Building and maintaining an atmosphere of trust within the college district and with our communities. The Psychology department has the unique connection with the district by currently having a full time Psych instructor acting as interim Vice President of Instruction. While interim, this has created a seamless connection between the department, the college and the district. 3. Developing and maintaining programs and facilities that best meet the needs of our students and communities. As stated in #1, the Psychology department offers a program that allows students to complete an Associate's Degree and transfer to a 4 year				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
institution with a major in Psychology. Many of our graduates work for social services with degrees in Psychology and some have even returned to Yuba working in the Counseling Department. 4. Stewarding resources strategically to meet the diverse needs of our communities and region. By offering courses online, the Psychology department enables students with diverse needs to take classes that they could not otherwise complete due to work, childcare, disabilities or transportation issues. 5. Providing educational, economic, cultural and civic leadership for our communities and region. The Psychology Department offers students an opportunity to complete degrees that allow them to work in the l				