Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Psychology Program Review

Year Under Review : 2014-15
Type of Review:
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 , a Psychology AA Degree and a Psychology AA-T degree.

For the 14-15 academic year, the psychology department was staffed by 3 full-time instructors and 6 part-time instructors. Because the Lake County campus has now transitioned to WCC, Heidi Morgan (full-time CLC) was not consulted for this program review. The two full-time Marysville/Sutter County instructors completed the review. Walter Masuda Dean over Social Science will review it upon completion.

We offered a variety courses to fulfill general education and major requirements in both face to face and distance education modalities. Course offerings were paired down from 13 courses in the previous program review year to eight in the current year to better serve the needs of our students. The courses offered included:

Psych 1A Introduction to Psychology

Psych 7 Research Methodology

Psych 12 Human Sexuality

Psych 22 Social Psychology

Psych 31 Gender

Psych 33 Social and Personal Adjustment

Psych 41 Lifespan Psychology

Psych 46 Abnormal Psychology

In 14-15, we decreased our Full-time equivalent faculty numbers to 5.0 from 5.2 in the previous year, but still increased our FTES to 218.43. In fact, if you calculate the amount of money the state pays the district per student by our FTES for 14-15, psychology generated approximately 1.1 million dollars for the District.

Psychology enrolls 19.99% of the total unduplicated headcount in our classes and generates 4.05% of the total FTES at Yuba College; an increase of .08% from the previous year. Our FTES/FTEF has also increased from 40.92 to 43.69, as well as retention rates from 86.77% to 90.1%. Fill rates (based on course cap/enrollments) are strong in every course except for the newly added psych 7 which is to be expected. (Overall fill rate in psychology = 100%; psy 1a= 94%; psy 12 = 113%; psy 22 = 110%; psy 31 = 90%; psy 33 = 80%; psy 41 = 140%; psy 46 = 90%; psy 7 = 30%) In almost every area of analysis, psychology has increased its numbers.

Even though our headcount, retention rates, fill rates and FTES are very healthy, psychology continues to run on a sickly budget. Our budget for 14-15 at Marysville and Sutter combined was less than $900.00. After photocopying and procuring the meekest of supplies, we are left with not enough to really buy anything. Most of the supplies and videos are paid for out of the full-time faculty member's pocket or through scavenging the internet for free videos and supplies.

The strengths of the program are:

* The psychology program supports the mission, vision and goals of the college and District. Specifically, we provide psychology classes that encourage self-improvement and enable students to contribute to their families and their community; we emphasize the ways in which psychology contributes to our students daily life by teaching students to think clearly, creatively, critically, scientifically and objectively and we foster intellectual and cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship in our classes and among our peers. Additionally, we continuously research, evaluate and utilize effective modes of delivery for our courses and services; we design our programs in such a way as to allow students to complete their educational goals in a timely manner by creating and adhering to a 4 semester rotation of courses; we evaluate our programs, services and processes to ensure continuous quality improvement through course SLO evaluation and program SLO evaluation; and we constantly strive to improve the quality of the student experience at all our campuses and centers by offering varied classes and student opportunities.

* 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 8 different courses are offered on a regular rotation.

* The psychology department captures an extremely large number of FTES for the college. For 2014-15 approximately 20% 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.

* All courses have up to date SLOs which have been mapped to PLOs.

* Psychology courses are taught by well qualified instructors.

* 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 various committees.

* Both full time faculty at the Marysville site are involved in and support local non-profit organizations and schools.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.

Executive Summary (Include a list of team members): In completing the questions for the program review, Jensen-Martin and Selden had several meetings and email correspondence, as well as worked collaboratively to review data and answer the program review questions. During analysis of the data, both Jensen-Martin and Selden noticed discrepancies in data provided from the college. It was discovered that numbers of sections reported in the data given to us by the college did not match the

raw data that we were later provided, specifically in looking at the number of psychology 22 classes offered. Additionally, it was discovered that the calculations for the fill-rates were based on section capacity rather than course capacity making it appear that psychology's fill-rates were much lower that they really are. Lastly, the numbers given as total enrollments for psych 1a courses were less than those indicated in the raw data provided by Jukes. Thus, Jensen-Martin re-calculated the fill-rates for every course and the overall program based on the raw data.. Interim V.P. Jukes, Dean Masuda and the Senate President Greg Kemble were advised.

In a meeting with Dean Masuda, we feel that any monetary or staffing decisions based on program review data should be carefully scrutinized as it is likely that many other programs were given incorrect data based on incorrect calculations. Most faculty, in fact, would not even realize that their data was flawed. It is imperative that this issue be correct as soon as possible.

01IP. Department Goals (Click '?' for Prompt): The Psychology department, in aligning with the current Yuba College goals, continuously researches, evaluates and utilizes effective modes of delivery for our courses and services using both face to face and distance education modalities; we design our programs in such a way as to allow students to complete their educational goals in a timely manner by creating and adhering to a 4 semester rotation of courses; we evaluate our programs, services and processes to ensure continuous quality improvement through course SLO evaluation and program SLO evaluation; and we constantly strive to improve the quality of the student experience at all our campuses and centers by offering varied classes and student opportunities such as the newly formed psychology club.
The Yuba College Psychology program, since the last program review, have worked on, completed and/or exceeded the following goals:
1. The department has developed all course SLOs and PLOs. Additionally all SLOs have been mapped to PLOs and ILOs.
2. The psychology club is being developed and is currently meeting regularly.
3. The application for Psi Beta honors society is close to being submitted.
4. The psychology department has developed a two year rotation of courses.
5. Selden and Jensen-Martin continue to procure free video materials for classroom use.
In the future, we plan to develop a new Industrial/Organizational course to stay in line with current trends in the field and look into making the Human Sexuality course meet the college's multicultural graduation requirement.
02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -DSPS, -EOPS, -Library Services, -Counseling Services
03IP. Follow up to question 02IP (Click '?' for Prompt): Students at the Marysville and Sutter campuses have the most access to these services. Beale and Distance Education students would have fewer options. In the Fall 2015 year we are piloting tutoring services for Sutter County students in psychology 1A. More tutoring needs to be available for Sutter, Beale and especially DE students.
04IP. Degrees/Certificates (Click '?' for Prompt): In 10-11 21 AA degrees in psychology
In 11-12 24 AA degrees in psychology
In 12-13 21 AA degrees in psychology
In 13-14 29 AA degrees in psychology
In 14-15 21 AA degrees in psychology

In 10-11 69 General Education – Social and Behavioral Science AA degrees
In 11-12 73 General Education – Social and Behavioral Science AA degrees
In 12-13 103 General Education – Social and Behavioral Science AA degrees
In 13-14 104 General Education – Social and Behavioral Science AA degrees
In 14-15 119 General Education – Social and Behavioral Science AA degrees

05IP. Improve Completion (Click '?' for Prompt): The psychology department continues to offer high quality instruction, varied courses, tutoring, and faculty/student interaction to increase the rates of completion in our program.
06IP. Course Outlines (Click '?' for Prompt): All of the Psychology courses with the exception of PSYCH 31 (Gender & Behavior) have been updated within the past five years. The Psychology department is in the process of adding a new class (pending curriculum committee approval), adding a multicultural component to appropriate classes, and updating the AA degree to better reflect the current state of the field. This process will be completed by psychology by the end of the semester (and hopefully approved by the curriculum committee by the end of the academic year).
07IP. Collaboration (Click '?' for Prompt): The psychology department works very closely with the Student Success Center to provide top rate tutoring to our students. We also work with DSPS to make sure that students with special needs are accommodated and supported.
08IP. Catalog Currency (Click '?' for Prompt): All of the courses are accurate and have been taught in the last 2 years. However,

as the psychology department revises the AA degree, it is likely that at least one class (potentially two) will be phased out and/or will have reduced offerings. PSYCH 95JR (a .5 credit class) has not been taught since 2012-2013 and this is one of the classes that might be phased out. Additionally, PSYCH 33 is currently being offered but is not as current/timely as some other psychology courses. As such, the offering of it will likely be reduced in the future. As mentioned above, the psychology department is in the process of adding a new class (pending curriculum committee approval), adding a multicultural component to appropriate classes, and updating the AA degree to better reflect the current state of the field. This process will be completed by psychology by the end of the semester (and hopefully approved by the curriculum committee by the end of the academic year).

09IP. For CTE Programs Only (Click '?' for Prompt): NA

10IP. DE Students (Click '?' for Prompt): With the separation of Clear Lake from Yuba College, the only class that we will likely continue to teach online is abnormal psychology. This class is regularly evaluated by full time faculty. The evaluator determined that the course was meeting the regular effective instructor initiated contact with through interactive discussion and through email. All courses are evaluated to make sure that the video material are closed captioned.

11IP.Disproportionate Impact(Click '?' for Prompt): More females than males are represented in the psychology program (females = 65.5%, males = 34.4%). However, this is a familiar trend throughout psychology. We also have more traditional college age students in the program (67.57% are 18-24). As far as ethnic diversity, the psychology program is more diverse that the college as a whole. The only race/ethnicity that is significantly different in psychology from the college as a whole is in white students, with psychology having 39.3% white students and the college as a whole having 42.19% white students. It does not appear that there is a disproportionate impact issue in psychology.

12IP. Mapping (Click '?' for Prompt): Yes

13IP. Course SLOs (Click '?' for Prompt): The psychology program recently revamped all the course SLOs to better reflect the material covered in class. The revamping involved substantial changes. As such, the psychology program is currently pilot testing, refining, and (if necessary) revising the new SLOs. The new SLOs are too new to drive and improvements/changes. However, in the future they will provide an enhanced view of student understanding (and misunderstanding).

14IP. Program SLOs (Click '?' for Prompt): In Spring 2015, a preliminary pilot test of one of the program SLOs (Draw reasonable conclusions in relation to human behavior from the data/information/theories) was conducted. The pSLO examined maps to the Scientific Awareness institutional SLO. Nine students (100% of the students enrolled in PSYCH 7) completed a validated test of scientific literacy (TOSL; Gormally, Brickman & Lutz, 2012). PSYCH 7 is an appropriate class in which to asses a pSLO because it is a class that is typically taken directly before transferring to a 4-year school. In fact, PSYCH 7 was developed as a requirement of Psychology ADT.

The TOSL assesses 9 different skills related to scientific literacy. However, only 2 of them are relevant to the current pSLO and they are as follows:

- Identify a valid scientific argument (e.g., recognizing when scientific evidence supports a hypothesis)

The PSYCH 7 students did quite well on this skill. The average score was 78% indicating that the majority of students can identify a valid scientific argument.

- Evaluate the use and misuse of scientific information (e.g Recognize a valid scientific course of action, distinguish the appropriate use of science to make societal decisions)

The PSYCH 7 students struggled with this skill. The average score was 50% indicating that there was some confusion with regard to the use/misuse of scientific information.

Based on the results of this assessment, the psychology department will focus on the covering the use and misuse of scientific information in all classes and reassess student understanding in the future.

As stated before, this was a pilot test and, in the future, some changes will be made to the assessment process. Namely, students will be surveyed at the end of the course and the questions will be edited to reflect more psych specific information (the current validated scale emphasizes biology and chemistry).

15IP. Professional Development (Click '?' for Prompt): Full-time and part-time faculty took part in various on and off campus professional development opportunities. Activities are shared through collegial interaction.

16IP. Reflection (Click '?' for Prompt): Both full-time faculty members have reviewed the data and set goals for the upcoming years. In reflection, the psychology program is very strong and we look at this data as affirmation of the investment that has been put into it throughout the years.

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

YC - Psychology Program Review

Program Recommendation: Rooms 716 and 724

Refurbish rooms 716 and 724.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 02/14/2012
Supporting Evidence : Rooms 716 and 724 are antiquated and appear shabby. There are rodents continually present during lectures in 724. Landscaping and a lighting plan need to be addressed around the 700 building because of safety. Room 724 has been plagued by an infestation of wasps and mice during the early fall and spring months. It is unclear if they will come back this spring.

Evaluation Plan: will evaluate when complete

Plan of Action

Facilities - Continue to report to the Dean, Vice Presidents and maintenance department the health and safety concerns that the department has as a result of the deterioration of the 700 building. (Active)
Budgetary Impact: Measure J funds were supposed to address the refurbishing of the these two lecture halls. It is unclear as to whether or not the District will allocate any remaining Measure J funds to this project.
Timeline/Responsible Party: District.

Status

Reporting Year: 2015-2016 10/12/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
No improvement to facilities; continue to deteriorate.

Related Goals

YCCD Board of Trustees Vision Statement
YCCD VS 1 - Providing an innovative, world-class learning environment;

Program Recommendation: Purchase psychology videos

Purchase more current and relevant videos.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 02/14/2012
Supporting Evidence : Until money becomes available for updated psychology videos, faculty will continue to be creative in terms of using online media. This is not an adequate replacement for the psychology videos available for purchase, however. It also poses a problem in that the videos that are used from the internet must be closed captioned for hearing impaired students

Evaluation Plan: Once videos are bought we can evaluate how they impact student learning

Plan of Action

Equipment - The psychology department will work with the Dean(s) to try to procure more funding. We will also work with the librarian at Yuba College, who in the past, has been willing to purchase some video material. (Active)
Budgetary Impact: $2500-$5000 initial investment and then ongoing with increased budget.
Timeline/Responsible Party: Morgan, Heilman, Davis

Related Goals

YC - Psychology Program Review

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.
Scientific Awareness - Understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

YC - Psychology Program Review
YC Goal 2 - Because of the inadequacy of the department budget for video to use in class, utilize documentaries and programs available online for no cost.

Program Recommendation: Adjunct Faculty

The department should continue to build its adjunct pool and request funding to offer courses taught by adjunct faculty.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 02/14/2012
Supporting Evidence : The psychology department has been cut to the bone. We once had a flourishing program with many sections being taught in the evening and during the day by adjunct instructors. To date there are little to no classes being taught in psychology in the evening or by adjunct instructors.
Evaluation Plan: Will evaluate when get more faculty

Plan of Action

Staffing - Faculty - The psychology department will formally request that more FTEF be allocated to the psychology department. (Active)
Budgetary Impact: The cost of 3-5 classes at adjunct instructor rate.
Timeline/Responsible Party: Jensen-Martin, Buckley, Morgan, Davis and Bell

Program Recommendation: Budget

The district must re-evaluate the current budget allotment for psychology.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 02/14/2012
Supporting Evidence : $681.00 is hardly adequate for the large number of WSCH/FTES that this program captures. Video, guest speaker, and brain and biology models, are all necessary for a more rounded learning environment which we cannot afford with the allotted budget.
Evaluation Plan: When receive funds will evaluate

Plan of Action

Equipment - The psychology department and Dean(s) will investigate an increase in the psychology department's budget (Active)
Budgetary Impact: $1000-$2000 per/year
Timeline/Responsible Party: Psychology department and Deans

Status

Reporting Year: 2014-2015 10/12/2015

Recommendation Progress: Recommendation Needs Improvement/Attention
Discussed with Dean Stemman

Program Recommendation: Lab for Psychology

Provide students with a psychology lab.

Recommendation Priority: 1. Low Priority
Year(s) Requested: 2011-2012, 2013-2014, 2014-2015
Request Date: 02/14/2012
Supporting Evidence : At some point, it will be prudent to look into lab space for the research methodology course. Psychology is a science and lab research is an important component of the discipline.

Plan of Action

Facilities - The Dean and psychology faculty will research the cost and other specifics of acquiring a psychology lab. (Active)
Budgetary Impact: Uncertain
Timeline/Responsible Party: Jensen-Martin, Buckley and Davis

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Scientific Awareness - Understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Program Recommendation: New Faculty MSVL & Sutter

With the high fill-rates and demand for psychology another full-time instructor is needed.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013, 2014-2015
Supporting Evidence : Psych Dept has the highest WSCH of all depts. and is teaching 10 more students per class compared to 2007-08.

Plan of Action

Staffing - Faculty - Reequest another full-time faculty in psychology (Active)
Budgetary Impact: Up to $100,000
Timeline/Responsible Party: Jensen-Martin, Selden and Masuda
YC - Location: Marysville Campus

Status

Reporting Year: 2014-2015 10/12/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Request for another faculty was not filled in 14-15

Program Recommendation: Brain Models

The Psych Dept. could use two brain models: 1 for MSVL, 1 for Sutter

Recommendation Priority: 2. Medium Priority

YC - Psychology Program Review

Year(s) Requested: 2011-2012, 2014-2015
Request Date: 10/13/2015
Supporting Evidence : Fill rates in psychology 1A are 94%; total enrollments in psy 1a are 991students

Program Recommendation: Crisis Counseling

The on campus crisis campus center was discontinued due to budget constraints. The campus should have crisis and psychological counseling available to students.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Supporting Evidence : Since the crisis center closed there are no psychological counseling services available as academic counselors are too busy for individual or group counseling.
Evaluation Plan: Will evaluate when we get psych services

Program Recommendation: Training for flipped classrooms

Psych faculty could benefit from attending training sessions on learning how to do "flipped classrooms"

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2013-2014, 2014-2015
Supporting Evidence : This is an innovative teaching methodology