

# Psychology Department

## 2019 Program Review

### MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

### Program Analysis

#### Internal Strengths

##### 1. What strengths does the analysis of student data reveal?

Retention: Approximately 77% of psychology students are retained from term to term in line with the regional average [Colleague Student Demographic, 2017-18] Approximately 57% of psychology majors are Hispanic [Colleague Student Demographic, 2017-18] Degree completion has increased from 78 in 2015/16 to 92 in 2017/18 [Colleague Student Demograph, 2017-18] Our transfer rate has increased from 148 students (2011-12) to 224 students (2015-16) [LaunchBoard Pipeline: Success

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> Our course completion rates are above 70% for Asian, White, Two or More Races, American Indian, Filipino, and Other [LaunchBoard Pipeline: Success

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

##### 2. Are there specific aspects of the program that are exemplary or could serve as a model?

Psychology curriculum is offered across campuses, time frames, and modalities [MJC Fall 2019 Class Schedule] Strong presence of online courses [MJC Fall 2019 Class Schedule] Dedicated full-time and adjunct faculty Approximately 87% of students meet expectations on all four Program Student Learning Outcomes [Psychology AAT PLO Report]

##### 3. What do others see as the program's strengths?

According to faculty at CSU, Stanislaus MJC psychology transfer students are very well prepared to complete their upper division work. According to faculty at CSU, Stanislaus MJC Psychology transfer students are particularly well prepared in the area of research

methods and statistics, which is essential for their success in a bachelors program. According to faculty at CSU, Stanislaus, many MJC psychology transfer students report that they feel confident pursuing their upper division studies because they are better prepared than other students in their cohort. Extracurricular Activities: The program sponsors a Psychology Discussion Group that is open to everyone on campus.

#### **4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?**

Students met all four program learning outcomes at 86% or higher [Psychology AAT PLO Report, Fall 2018] Mastery of program learning outcomes prepares students to apply psychological principles to personal, social and organizational issues. [Psychology PLOs] The critical thinking that results from mastering outcomes prepares students for a variety of career endeavors. [Psychology PLOs]

### **Internal Weaknesses**

#### **5. What gaps are observed by reviewing the student data?**

General Ed success rates for African American (55%), Hispanic (68%), & Pacific Islander (63%) students are lower than success rates for American Indian (73%), Asian (79%), Filipino (74%); White (75%) students in 2016-17. ) [LaunchBoard Pipeline: Success <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> Low number of awards compared to number of declared majors [Colleague Graduation Report and Student Demographic, 2017-18] Only 10% of our majors are not Hispanic or White; however, this proportion is in alignment with the general college population [Colleague Student Demographic, 2017-18]

#### **6. What disproportionate gaps need to be addressed?**

As indicated in Question 5, African American, Hispanic, and Pacific Islander students have lower success rate than American Indian, Asian, Filipino & White students As indicated in Question 5, the number of psychology awards needs to be increased relative to the number of majors

#### **7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)**

Increase number of section offerings in Psych 121, Psych 102, and Psych 141 [Fall 2019 student demand and wait lists] Increase number of class offerings on West Campus [Fall 2019 schedule] Increase course offerings across the board as indicated by full wait lists [Fall 2019]

#### **8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?**

Because the success rates for African American, Pacific Islander & Hispanic students are lower, we can assume that they are not meeting learning outcomes as well as other nationalities and races. [See Question 5]

## External Opportunities

### 9. Where are potential opportunities for expansion, improvement, or new program development?

Expansion of opportunities to engage with psychology professionals in the community

### 10. What are some industry or disciplinary trends that could enhance the program?

Median salaries for clinical, counseling, and school psychologists (\$74,859) compare favorably to other jobs in this region [LaunchBoard Pipeline: Earnings <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>]

## External Threats

### 11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

CA State and District budgets preclude the purchase of new equipment or the hiring of full time faculty into growth positions

### 12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Development of unregulated personal coaching, and pseudo-online psychology services may reduce the apparent need for licensed psychology professionals

### 13. What other obstacles does the program face?

Pressure to exceed enrollment in our courses may reduce quality of instruction.  
Finding qualified adjunct faculty Too few full time psychology faculty due to retirement of a department member who was never replaced

## Goal Setting and Activities

### Goals

Program Goal	Mission Alignment	Area of Focus
Increase number of students who complete Psychology AA-T	Programs / Services based on Scholarship of Teaching and Learning	Student Support
Increase success rates for African American, Hispanic, and Pacific Islander	Equity	Student Support

students

Increase offerings of zero-cost or low-cost textbook options

Innovative Education

Pedagogy

## Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. Complete, distribute, and educate students regarding the Psychology Guided Pathway	Goal #1	1. Electronic copies distributed in 50% of courses, during individual advising, and at Meet the Faculty Psychology session
Develop new curriculum and class activities	Goal #2	Faculty meet to share ideas and discuss curriculum development
Offer discipline-based extracurricular events such as speakers and discussion groups	Goal #1	Continue Psychology Discussion Group and expand speaker diversity
Research and promote zero/low-cost textbook options	Goal #3	10% of program materials are free and at least 50% are low cost
Refer minority students to programs and student-driven organizations on campus that support diverse student populations	Goal #2	Educate all Psychology faculty on the program/organization options
Increase course offerings in psychology	Goal #1	Identify courses in demand and add sections, both online & face-to-face as staffing allows
Attend the California Online Teaching and Learning Conference, and the National Institute on Teaching of Psychology	Goal #2	At least one Psychology instructor attends each conference and holds a workshop for all department faculty

## Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Travel funds to attend the California Online Teaching and Learning Conference, and the National Institute on Teaching of Psychology	7	3500
Equipment	Sheep brain lab kits	2	1000
Personnel	2-3 new full-time faculty (2 replacement + 1 growth)	6	225000