



# Psychology Program Review



June 2017

# Modesto Junior College Psychology Program Review

June 2017

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## Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Psychology Department offers a robust program which serves multiple students each semester, and offers an increasing number of students the opportunity to earn an AA-T in Psychology. Our course offerings are diverse with a curriculum including 11 courses and 44 sections. We offer sections across both campuses, at all times of day, with multiple methods of delivery—online, face-to-face, and large lecture. Psychology is a highly productive, low cost program that greatly benefits students, the college and the district.

The Psychology faculty includes 5 five full-time instructors who specialize in neuroscience, abnormal psychology, social psychology, research methodology, statistics, human sexualities, psychopharmacology, and personal adjustment. We hope to add another full-time faculty position soon to replace the loss of a retired faculty (2013), as well as a growth position to better meet the needs of our students.

The mission of the Psychology Department closely aligns with the MJC mission, vision, and strategic directions. Our faculty work hard to ensure that the diverse population of students at MJC can earn traditional transfer degrees, as well as an associate degree in psychology. Additionally, we are employing multiple strategies to enhance student success and equity, and will continue to evaluate and improve our progress in this area.

All full-time and adjunct psychology faculty fully participate in the college-wide practice of assessment. Our department plans to use the results of our assessments to improve the quality of the educational experience for our students across diverse populations. Through the assessment process and in using the Data Dashboard, faculty have requested additional information in order to better serve students. First, faculty see value in further disaggregating data based on college readiness. Further, faculty suggest that the college create an additional measure of “student success” to capture data based on students who continue to attend and participate, but do not pass. This additional data will allow faculty to refine their approach to both student retention and success.

The Psychology Department is challenged by the lack of qualified, available part-time faculty. The demand for online and hybrid courses grows, but it is difficult to find part-time Psychology faculty who desire and are trained to teach online. Additionally, many adjunct instructors work in the professional field, and are not available to teach during the daytime. We are actively recruiting, interviewing, and mentoring new adjuncts. However, the problem would be best solved by hiring two full-time psychology instructors—one replacement position and one growth position.

The current focus on the development of guided pathways for psychology majors should produce clarity for students, especially for the many first-generation community college students we serve at Modesto Junior College. We look forward to participating in this streamlined approach to college success.

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# Program Overview

## Instructions

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the [Program Review Instructions](#) page.

## Program Overview

Please list program awards that are under this department according to the college catalog. Next to each program award listed;

- Please denote if it should be included here, or should be listed elsewhere.
- Answer yes or no, if the program has external regulations
- Additional lines, if needed, may be added by typing the tab key while in the last cell
- Any additional notes can be added in the box below the table

[\[add help\]](#)

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
AA-T in Psychology	Yes	No

## Response and follow-up to previous program reviews

On the [Curricunet website](#), please locate your department and the previous program review. After reviewing, please complete the following questions;

Briefly describe the activities and accomplishments of the department since the last program review.

We did not receive any recommendations or commendations on our last program review (2016)

The Psychology Department is committed to quality teaching and learning and increasing student performance and success. Over the past year, since the last program review was completed, the department has engaged in the following activities.

**Staffing** – the department is currently staffed with five fulltime faculty. Our academic foci are introductory psychology, research methods, abnormal psychology, human sexualities, statistics, neuroscience, social psychology, psychopharmacology, and personal adjustment. Our gender and human lifespan development specialist retired and we have not been allowed to replace her so we continue to offer this course primarily with adjunct faculty. We would like to be able to hire a new fulltime faculty member with a strong background in developmental psychology as it has been challenging to find adjunct faculty to teach these courses. Because our nursing program students are required to take this course, it is in high demand and we need a fulltime faculty specialist in this area. Each year Psychology faculty put forth a strong proposal for a new hire based on productivity and difficulty in staffing these courses and we will continue to do so.

**Assessment** – the Psychology department participates fully in our college-wide culture of assessment. A member of our psychology faculty is now the assessment coordinator for the Business, Behavioral and Social Sciences Division. Psychology faculty, both fulltime and adjunct, are current in reporting and analyzing our student learning outcomes. We have mapped our student learning outcomes to program, general education and institutional outcomes.

The assessment coordinator in our Psychology department reminds all faculty of the assessment schedule and provides one-on-one training to both our full-time and part-time faculty. There are many examples of the improvement in delivery of course material and mastery of this material by our students based on analysis of our student learning outcomes.

**Student Success** – Faculty continue to work to increase student support and success. Much focus has been placed on increasing retention and success rates. Psychology instructors reach out to students offering support and resources to encourage them to continue and succeed in our courses. We regularly refer students to our student success coaches, guidance counselors, mental health counselors, and tutoring.

**Distance Education** – Most of our Psychology faculty have completed training in Canvas, our learning management system. Psychology faculty are using Canvas to both enhance on-campus courses and teach fully online classes.

**Professional Development**- Our faculty attended the Great Teacher Retreat, which focused on student equity and success. Additionally, we have attended professional development in the areas of human sexualities, addictions, psychology of finance, ethics in the profession of psychology, issues related to AIDS, aging, poly-substance abuse, prescription abuse, problem gambling, trauma awareness and improving cultural awareness.

**Shared Governance** – The Psychology faculty are active in college-wide activities as evidenced by their engagement in the following shared governance councils and committees. Over the past year, Psychology faculty have participated on the Yosemite Faculty Association (YFA) Representative Council, Business, Behavior, and Social Sciences Division Council, Distance Education Committee, Institutional Review Board, Online Education Initiative (OEI) Pilot at Columbia College, and the BBSS Shared Governance Committee.

**Community and Student Service** - Psychology faculty have served as advisor to the Psychology Discussion Group and as the Stanislaus County Regional Science Olympiad Coach for Our Lady of Fatima School for 6-8<sup>th</sup> graders, tested the Online Education Initiative Net Tutor and Quest Student Success Modules and lead the new faculty orientation for the Business, Behavioral and Social Sciences Division. One faculty member has served as the Ad hoc reviewer for the publications Pharmacology, Biochemistry & Behavior and Psychopharmacology and has been a consultant for neurobiological studies on brain stimulation reward and drug dependence at The Scripps Research Institute, Department of Neuropharmacology. Several Psychology faculty have served as reviewers for textbooks being developed.

**Psychology Discussion Group** – This group focuses on mentoring Psychology majors by providing guest speakers and specific guidance for success in their academic and professional journeys. Students develop their educational plans for psychology courses, learn how to ask key people to mentor them, and are exposed to a variety of volunteer opportunities. Additionally, students can attend a tour of a local mental health facility.

## The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

The mission of the MJC Psychology Department is to provide a comprehensive introduction to the scientific study of behavior and cognitive processes, and to help students apply psychological principles to everyday situations. We also strive to help students develop critical thinking, writing, oral communication and research skills.

The mission of the Psychology Department closely aligns with the MJC mission, vision, values, and strategic directions. Our faculty strive to ensure that the diverse populations of students at MJC are exposed to a variety of psychology courses and offered a transfer degree. Classes are offered in various modalities (online and classroom), length of terms, times of day and on both campuses to serve the varying needs of students in our community. In accordance with the college's value statement, our faculty are professional, display integrity and demonstrate a love for life-long learning.

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# Student Achievement and Completion

## College Goal for Student Achievement

### *Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

## Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the [Success Rate Data Dashboard](#) and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

### **College Wide Summary:**

- Success rates range from 64 to 68% for fall/spring and 72% to 75% for summers
- Fill Rates – overall downward trend from 99% to 74%
- Duplicated head count is steady for fall/spring, but more than doubled for summer since 2011-2012.

### **Psychology Department Summary:**

- Success rate has increased in the past two years from 67% to 69%
- Fill rates for fall semesters are 100% or above during the fall semesters and have increased from 95% to 99% in the spring

The variance of data across sections reflects the level of student experience and preparedness for psychology courses. Courses that are traditionally taken by entry-level students (e.g., 51, 101, 110 & 130) show lower course success rates compared to the department average. Whereas, courses typically taken by psychology and nursing majors (e.g., 141 & 102) show higher success rates than the department average. We are not surprised by the variance in these rates based upon past experience.

In terms of equity gaps, the Psychology Department aligns with the college wide results. Like the college, African Americans students' success rates are lower than their peers. The only group that was out of the norm, compared to the college success rates, was Pacific Islanders who rated below 60% in success

Success rates based on gender also mirror the college wide average. However, in terms of success in face-to-face versus online courses, psychology shows the opposite trend with online well out-performing face-to-face at 75.6 and 67.2, respectively.

What is your set goal for success? Do your department and individual course rates meet this goal?

Our set goal for success for the upcoming year is 70%. Our department success rate is 68.5% for the 2016/2017 year, which does not yet meet our goal. However, we have observed a significant increase in success rates over the past four years, from 62% in 2012/2013 to 69% in Spring 2017.

If your rates for success are lower than your goals, what are your plans to improve them?

**Psychology faculty are using the following strategies to improve course success:**

- Use of Canvas to enhance face-to-face courses and provide links to additional study resources such as videos, simulations, online flash cards, practice quizzes
- Distribution of detailed exam study guides
- Classroom and online group discussions to facilitate student understanding of difficult concepts.
- Use of "Success Teams" (On Course technique)
- Use of BOPPPS model for systematic delivery of course content.
- Use of clickers in the classroom, which encourages engagement. Additionally, clicker use provides instant feedback for both faculty and students on mastery of course material.
- Presentation by librarians regarding Library and Learning Center resources. Additionally, students are encouraged to use all of the resources that the Library provides such as small work groups and live chat with librarians.
- Contact students one week before the term begins with a welcome letter that provides information regarding access and expectations for success.

Additionally, the psychology department recommends that an alternative measure of "Student Success" be created. Retention is an important component of students being successful and meeting their goals; however, it would be helpful to have a measure of "student success" based on the number of students who actually remain in a class and do not pass (students who are putting in an effort to pass versus those who have dropped or are no longer attending). Interventions addressing retention may look very different than interventions for students who are regularly attending class and simply not passing. We have to acknowledge that retention issues can be influenced by external factors. Surveys of why students drop classes or stop attending would be helpful. Although retention is key to student success, we need more information from students if the college truly desires to implement deliberate and measurable interventions addressing issues relating to retention. Current success rate calculations intermingle too many variables.

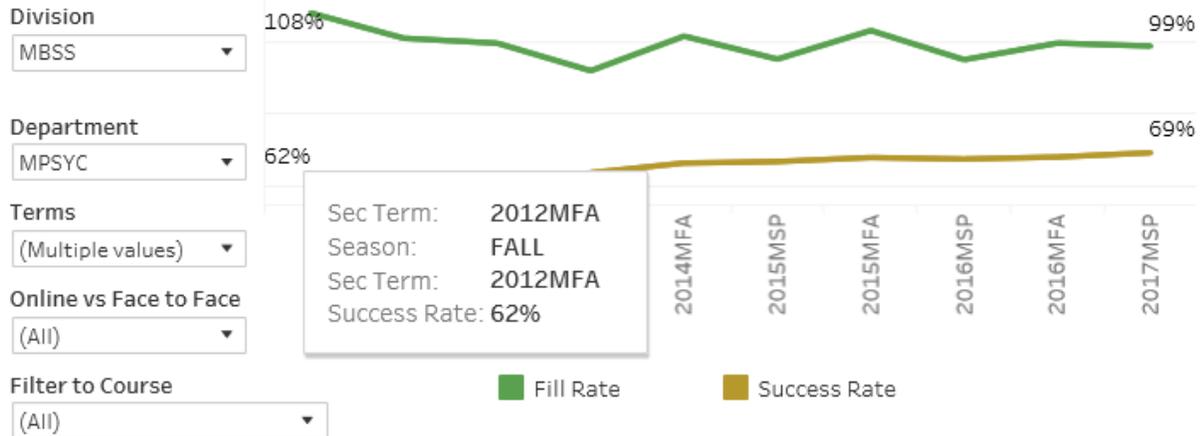
Locate your department equity rates on the [Success Rate Data Dashboard](#) (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?

In addition to using the strategies to increase success for all students that were mentioned in the paragraph above, Psychology faculty have attended the Institute Day Focus on Student Equity and the UndocuAlly workshop. Additionally, we support and refer students to the following services at MJC: the Umoja Multicultural Center, EOPS, Financial Aid, DSPPS, the Library and Learning Center and Tutoring services.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

The success rate in online psychology courses has recently surpassed the rate in face-to-face sections. One explanation for the improvement may be due to the rigorous training of online instructors, and the prescribed standards to which online courses are held. Perhaps a return to an emphasis on professional development for face-to-face instruction would help close the gap. Additionally, we plan to more closely mentor our adjunct faculty and provide best practice suggestions to implement in the classroom.

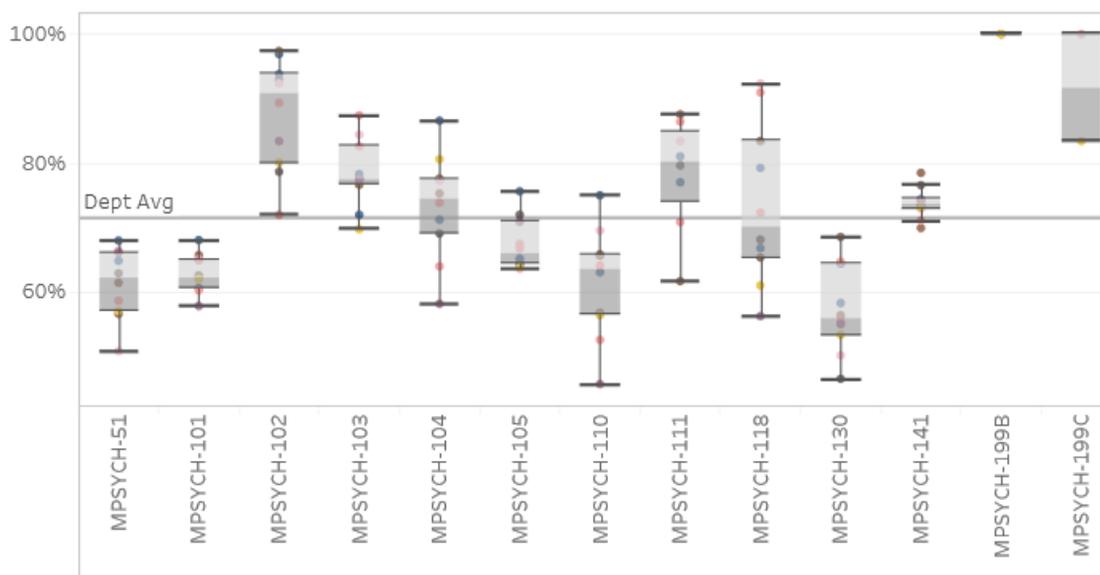
## Course Success



## Course Success and Fill

	Season	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Census	FALL	2,890	2,640	2,494	2,518	2,626
	SPRING	2,839	2,672	2,266	2,466	2,437
Capacity	FALL	2,675	2,650	2,455	2,470	2,635
	SPRING	2,810	2,930	2,380	2,594	2,465
Fill Rate	FALL	108%	100%	102%	102%	100%
	SPRING	101%	91%	95%	95%	99%
Successful	FALL	1,797	1,530	1,655	1,704	1,787
	SPRING	1,750	1,700	1,513	1,664	1,687
Success Rate	FALL	62%	58%	66%	68%	68%
	SPRING	62%	64%	67%	67%	69%

Course Success Rates for Selected Terms - Dots represent sections, box central distribution

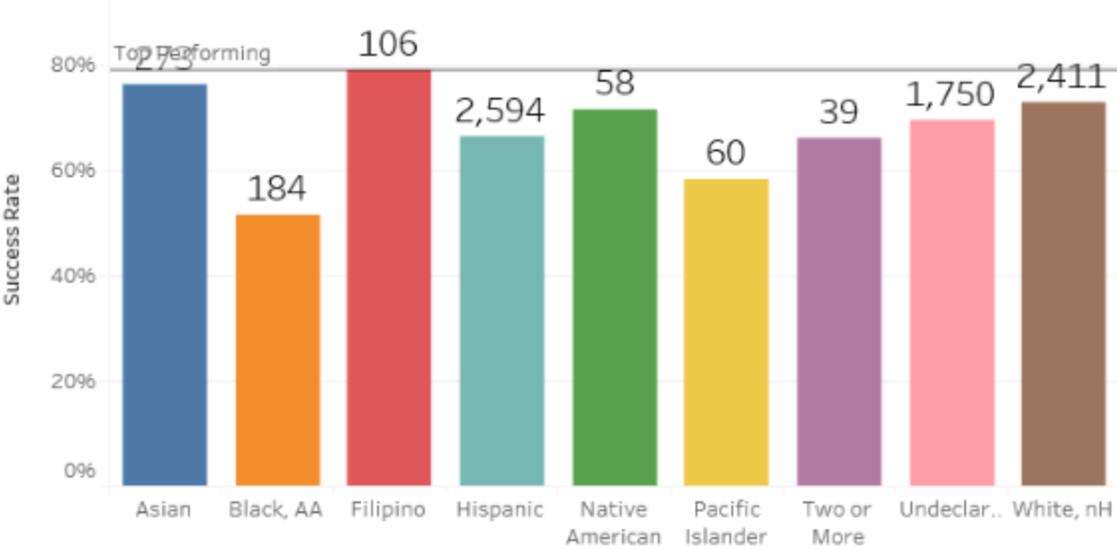


# Course Success Rates by Ethnicity, Gender, and Modality

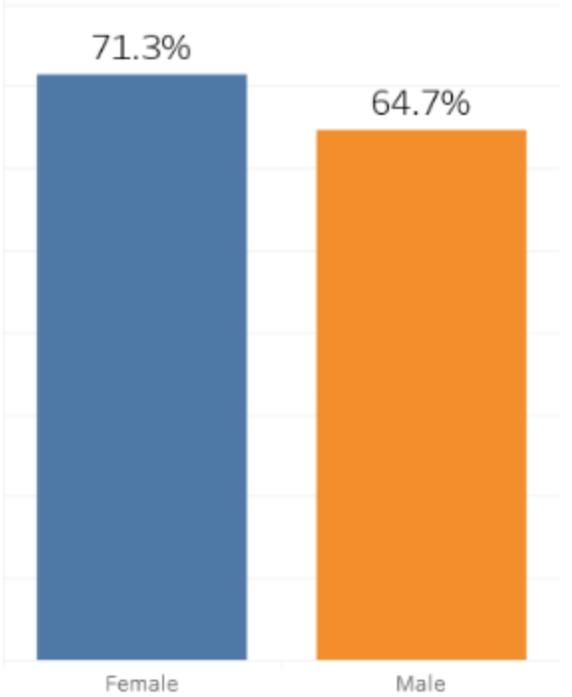
Divison: 
 Department: 
 Course Name:

Academic Year: 
 Term: 
 Modality:

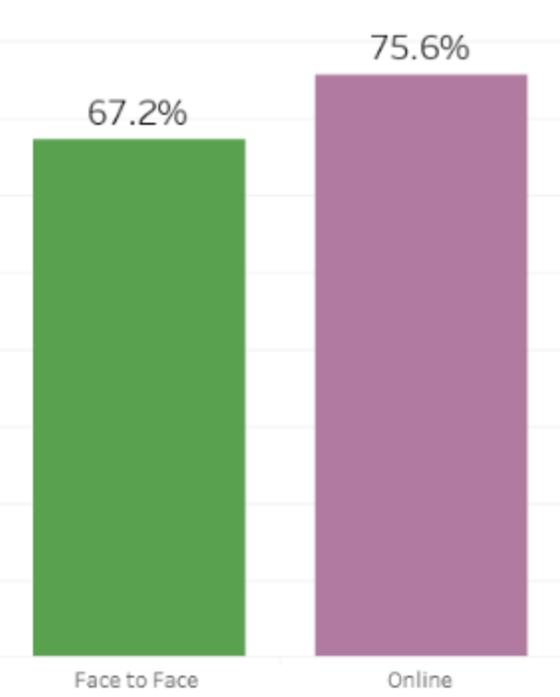
**Ethnicity for 2015-2016 & 2016-2017**



**Gender**



**Modality**



## Conferred Award Trends

Review the [Program Awards Dashboard](#), using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

This is the first opportunity that faculty have to set degree and completion goals. Until the launch of the data dashboard, degree data were not readily or consistently available to faculty. The Psychology faculty will meet and discuss our strategies to improve degree completion. In the meantime, an aspirational goal of the Psychology Department is to align to the college wide goal of increasing degree and certificate attainment by 10 percentage points over the next five years.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

Strategies for increasing degree attainment for Psychology students at this time include the following:

- (1) Implement discussion about degree attainment across the curriculum
- (2) Provide additional opportunities for psychology majors to discuss degree attainment in Psychology Discussion Group

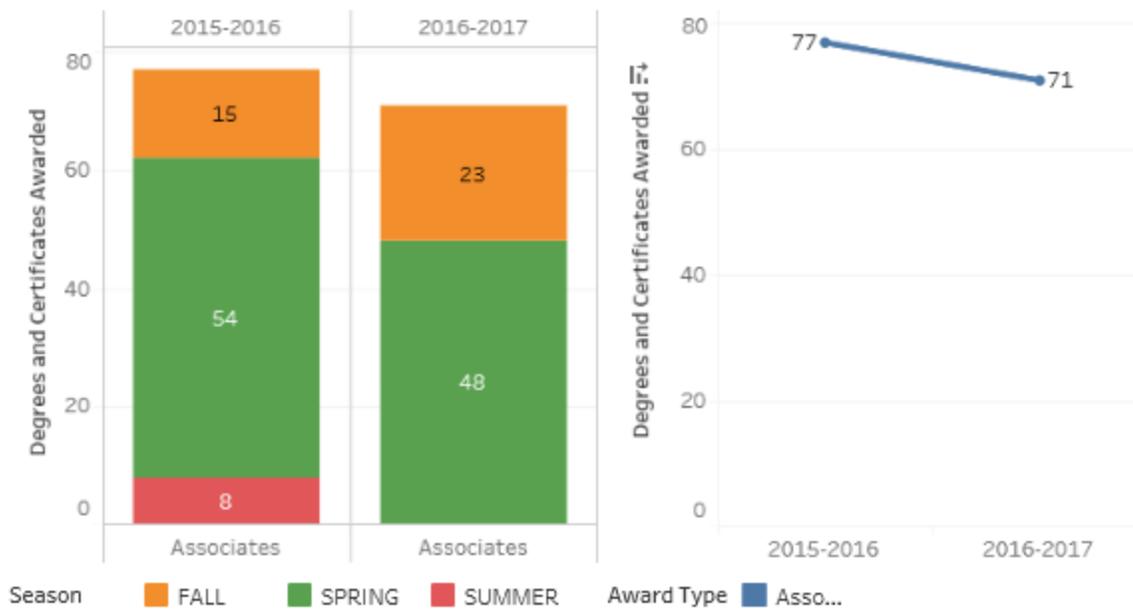
## Degrees Awards and Certificates - Trended

Academic Year: (Multiple valu...  
 Division ID: MBSS  
 Department ID: MPSYC  
 Academic Program: Psychology

### Academic Program Awards, 2015-2016 & 2016-2017

Select Dept, Division, or Program, or use dropdown filters to focus charts.

		Associates	Total
MBSS	Total	148	148
	MPSYC Total	148	148
	Psychology	148	148



## Degrees Awards and Certificates

Academic Year

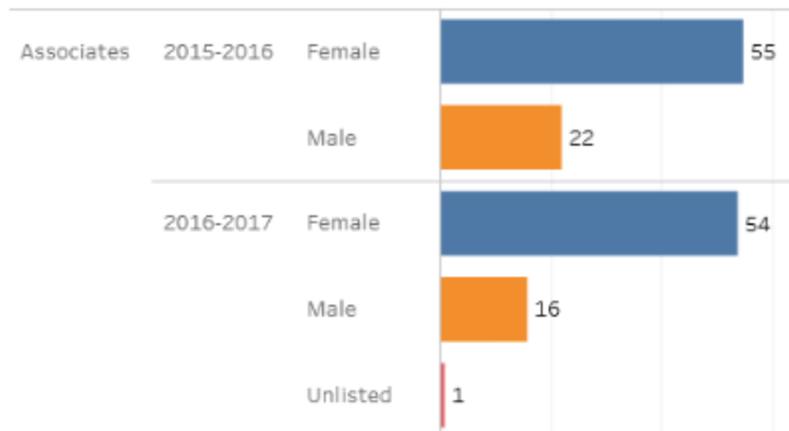
Division

Department

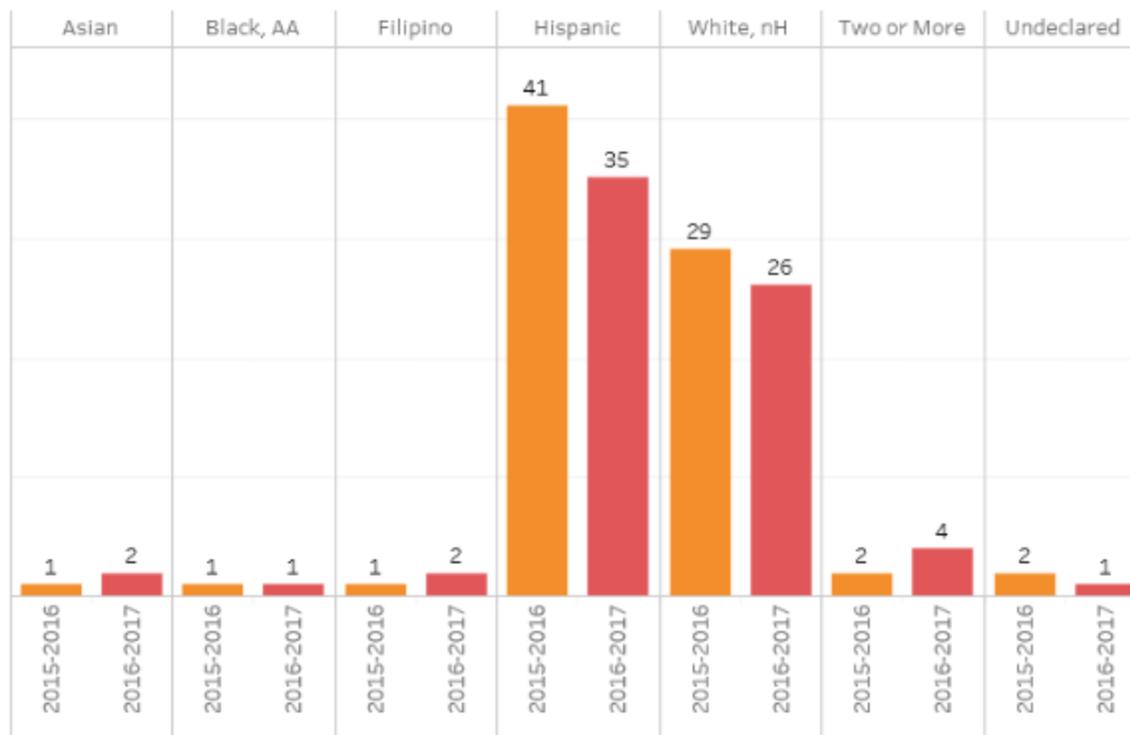
Academic Program

Award Type

2015-2016 & 2016-2017



### By Ethnicity



Academic Year  
■ 2015-2016  
■ 2016-2017

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# Student Learning Outcomes

## Instructions

This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the [Learning Outcomes Dashboard](#) website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and examine what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> [PLO, ILO, and GELO Assessment grids](#). For additional assistance, review [the Course Learning Outcome Assessment](#) web pages, or contact Nita Gopal at [gopaln@mjc.edu](mailto:gopaln@mjc.edu).

## Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

### Program Learning Outcomes (PLO)

What is your set goal for PLO success? Do your overall rates meet this goal?

The average PLO success rate for psychology is 86.4%. This is our first opportunity to set a goal for PLO success and we would like to see the rate improve by 1% in the upcoming year. Both Hispanic and Native American students scored below the average for each PLO. The Psychology Department intends to collaborate and discuss the meaning of the results and design an action plan to improve student achievement, especially among the lower performing groups.

### General Education Learning Outcomes (GELO)

If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

This is our first opportunity to set a goal for GELO success. After close review and analysis of our Psychology GELOs, we are satisfied with the level of student mastery, reported at an average of 86%. We would like to improve overall success by 1% in the upcoming year. Undeclared majors performed significantly lower than the average on both measure of program outcome. Implementation of guided pathways may result in greater success for these students

### **Institutional Learning Outcomes (ILO)**

What is your set goal for ILO success? Do your overall rates meet this goal?

We are very pleased with the overall results of these assessments. We were above 85% in all outcome categories, with a range of 85.4%–86.3%. We have met our previous goal to increase performance in Creative, Critical and Analytical Thinking (previously 80%).

### **Continuous Quality Improvement**

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

Although we are satisfied with the rates of success for PLO's, GELO's and ILO's, we are committed to ongoing excellence as we strive to meet the needs of our students, the institution, and other stakeholders such as transfer institutions.

With many of our students entering our courses under-prepared, we feel that the level of student mastery directly reflects our instructional efforts. While we are satisfied with the percentages, we continue to seek ways to assist our students succeed at even higher levels. We plan to continually evaluate and update SLOs on a course-by-course basis to ensure that the SLOs reflect the essential concepts students need to master to be successful in all areas of assessment. As part of this process, we will modify the assessment tools used to evaluate these SLOs to ensure consistency across faculty and courses.

In order to meet our goals of continued quality instruction and increased student success, it is necessary to receive additional department funding. The most important funding needed to support instruction is the hiring of new, full-time faculty. Many of our courses require specialty training and research backgrounds, and our continued success in meeting SLOs, ILO's and GELOs depends on funding from administration to support hiring of new full-time faculty. Additionally, in the ever-changing field of psychology, it is critical to stay current with research and new techniques of instruction. Resources to enable faculty to attend professional conferences and acquire fresh ideas about instruction are needed to maintain the current high level of quality.

### **Equity and Success**

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

In reviewing learning outcomes for our program, general education, and the institution, there are some apparent equity gaps. The goal of the department is that all students succeed and to address any disproportionate impact on our student populations. The foregoing data has prompted more questions than answers at this time. For example, this data is new to faculty and the department is still in the process of building capacity to read and interpret the results. We are aware of the differing performance levels and plan to collaborate and brainstorm deliberate methods to reduce the equity gaps.

We would also like to request that the college analyze data in terms of students who are college ready versus not college ready in math, reading, and English to determine if performance gaps are equity related or skill based. Departmental faculty believe that this additional information would be helpful in informing pedagogical strategies to increase student learning and success.

## Program Learning Outcomes

1) Division  2) Department

3) Program

### Program Learning Outcomes, by Ethnicity for MBSS division, MPSYC department, PSYCHOLOGY, AA-T program

Outcome	Ethnicity	Percentage
PSYCHOLOGY, AA-T Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Asian	83.6%
	Black, AA	87.9%
	Filipino	92.1%
	Hispanic	82.8%
	Native American	81.7%
	Pacific Islander	89.2%
	White	88.1%
Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.	Undeclared	80.5%
	Asian	86.4%
	Black, AA	87.1%
	Filipino	90.2%
	Hispanic	81.9%
	Native American	78.3%
	Pacific Islander	88.4%
Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	White	88.0%
	Undeclared	80.4%
	Asian	86.2%
	Black, AA	82.9%
	Filipino	89.5%
	Hispanic	82.0%
	Native American	66.7%
Understand and apply psychological principles to personal, social, and organizational issues.	Pacific Islander	90.0%
	White	87.4%
	Undeclared	72.2%
	Asian	83.6%
	Black, AA	87.7%
	Filipino	92.1%
	Hispanic	82.5%
Native American	81.7%	
Pacific Islander	89.2%	
White	87.9%	
Undeclared	80.5%	

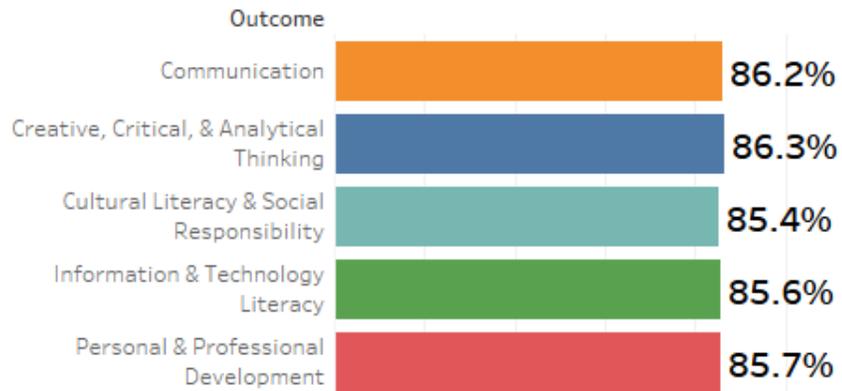
# Institutional Learning Outcomes

Use drop down boxes to focus on divisions, or departments.  
 Hover over chart elements for details.

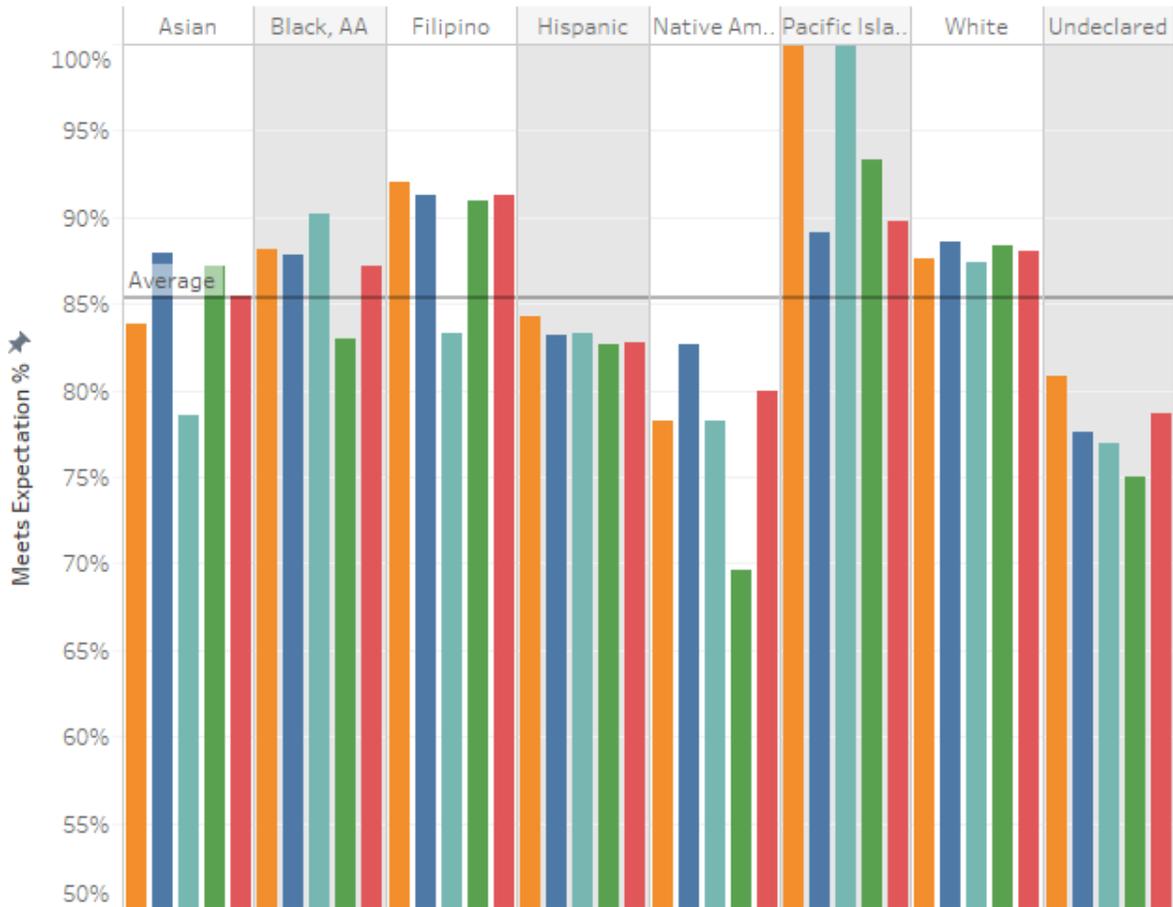
1) Division

2) Department

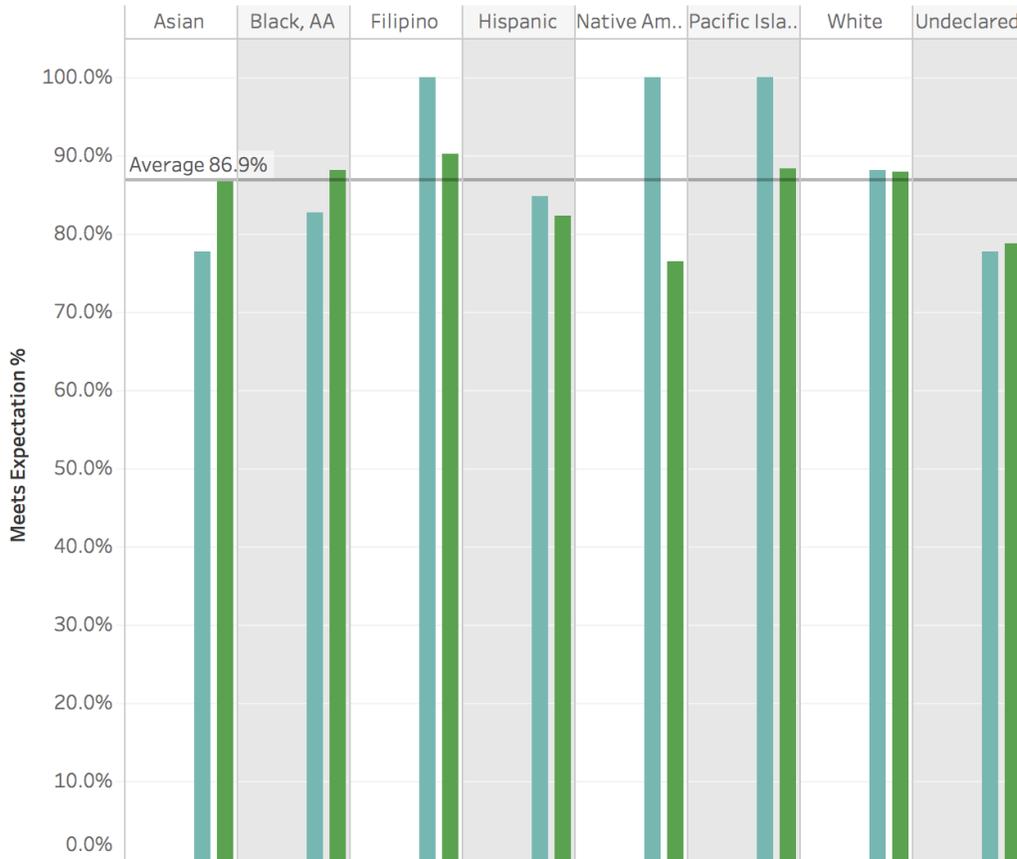
## Overall Outcome Results for MBSS, MPSYC (Select outcome to filter to ethnicity)



### ILO by Ethnicity, MBSS, MPSYC



### Overall Outcome Results by Ethnicity for MBSS, MPSYC



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# Curriculum and Course Offerings Analysis

## Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please [view this filtered spreadsheet](#), using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

All curriculum in the Psychology Department is compliant and in alignment with the 5-year review cycle. Psychology faculty is currently reviewing departmental curriculum during Fall 2017.

Provide your plans to either inactivate or teach each course not taught in the last two years.

NA

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

Based on a review of the Psychology curriculum and programs, the 2016-2017 catalog accurately reflects both courses and programs. However, beginning in Summer 2018, the catalogue should be updated to reflect the fact that psychology majors will have a choice between taking Math 134 and Socio 105 to fulfill the statistics requirement. The department will communicate with our division curriculum committee representative to make the change in the next catalogue.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

We do not currently have plans for new courses or educational awards in our program.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

NA

## Course Time, Location and Modality Analysis

Please follow this link and review the [Course Attributes](#) in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

### **Location/Times/Modality Trend Analysis:**

Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

In reviewing the course offering trend from the 2011-2012 to 2015-2016 academic years, the balance of course offerings have changed. Online course offerings have increased from 21% of the overall fall and spring sections to 25%. Both the day and evening face-to-face offerings have declined. Evening offerings have declined from 25% to 19%, while day offerings have declined from 55% to 47%. Although access to this data is new to the department, faculty have noticed that enrollments have softened for live evening classes over the past few semesters.

The Psychology Department is challenged by the increased student demand for online classes. It is difficult to find adjunct instructors that are qualified to teach online or that desire to be trained to teach online. Most adjunct are psychology professionals who desire to teach in a live setting; oftentimes, only available for evening classes. Many of the full-time faculty are already teaching overload classes now and

cannot add to their schedules. This challenge highlights the need for additional full-time psychology faculty to both replace a retired colleague and provide for growth.

## Course Distribution and Fill Rates

Division	Department	Season	Academic Year	Component
MBSS	MPSYCH	(Multiple values)	(Multiple values)	Core

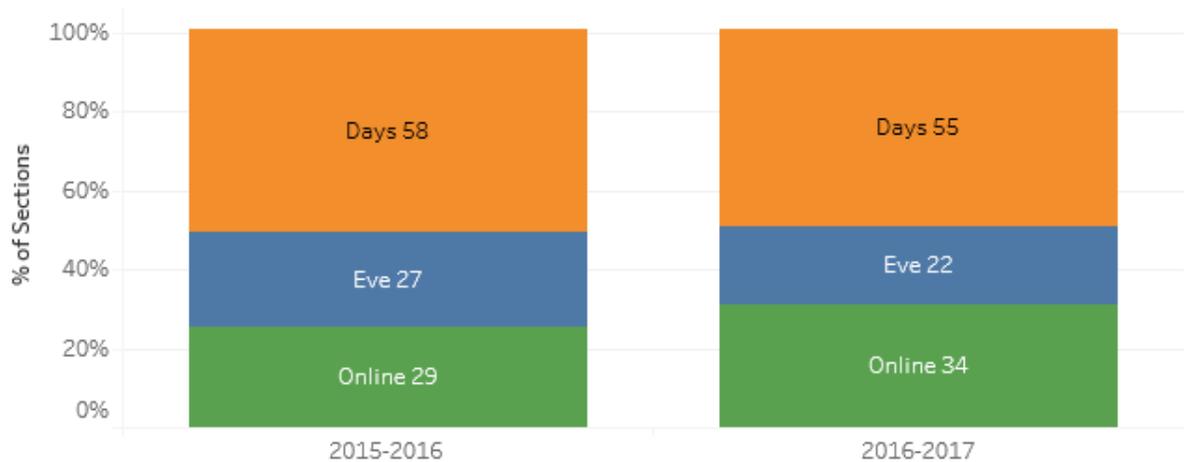
### Section Distribution

Academic ..	Season	Days	Eve	Online
2015-2016	FALL	55%	25%	20%
	SPRING	50%	23%	27%
	SUMMER	45%	23%	32%
2016-2017	FALL	53%	20%	27%
	SPRING	50%	22%	28%
	SUMMER	40%	15%	45%

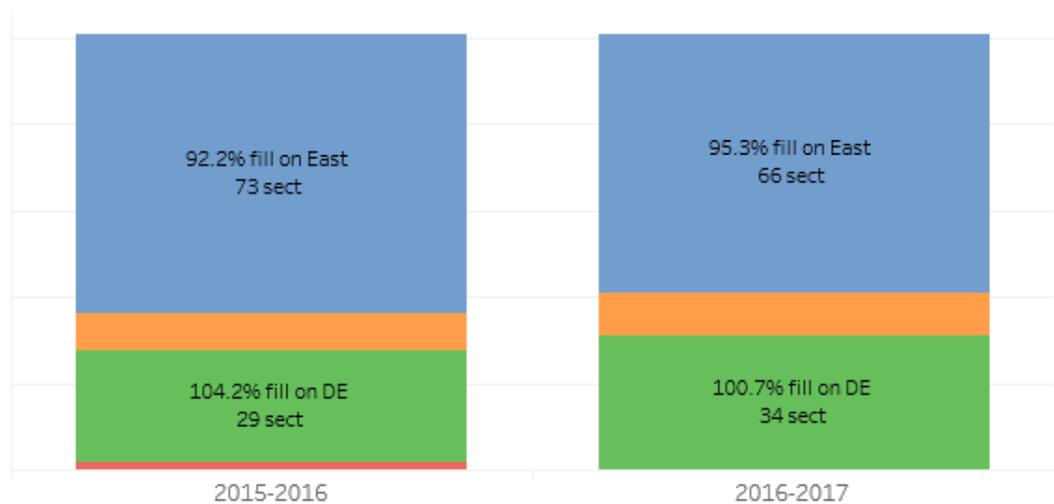
### Fill Rate Distribution

Academic ..	Season	<80%	80-89%	90-99..	>100%
2015-2016	FALL	6.8%	6.8%	22.7%	63.6%
	SPRING	12.5%	16.7%	20.8%	50.0%
	SUMMER	27.3%	18.2%	27.3%	27.3%
2016-2017	FALL	6.7%	4.4%	40.0%	48.9%
	SPRING	6.5%	10.9%	17.4%	65.2%
	SUMMER	15.0%	5.0%	45.0%	35.0%

### Sections Offered by Time of Day



### Sections by Location (Dual listed multiple)



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# Program Analysis

## Program Personnel

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

Faculty Name	Full-Time or Part-Time (adjunct)
<b>Carlstrom, Lisa K</b>	<b>Full Time</b>
<b>Fichtenkort, Shelly W</b>	<b>Full Time</b>
<b>Ganes, Rebecca L</b>	<b>Full Time</b>
<b>Hutchison, Bobby L</b>	<b>Full Time</b>
<b>Kooler, Lee D</b>	<b>Full Time</b>
Adams, Heather M	Part Time
Black, Erin L	Part Time
Charles, Ginger	Part Time
Corgiat, Michele D	Part Time
Craddock, Andrea	Part Time
Ford, Cindy A	Part Time
Garcia, Garrick D	Part Time
Greene, Joseph R	Part Time
Gupta, Suditi	Part Time
Ingraham, Richard L	Part Time
Lucey, Vicki P	Part Time
Morgan, Lynn S	Part Time
Newman, June M	Part Time
Rector, Frieda L	Part Time
Riggs, Esther R	Part Time
Snyder, Donnieau E	Part Time
Williamson, Linda S	Part Time
Youngblood, Brandon J	Part Time

This list accurately represents the full-time and adjunct faculty in psychology over the last two years. We have a need to expand the adjunct pool and are currently recruiting and interviewing candidates. At this time, several part-time instructors are teaching the maximum load, which leaves the department vulnerable in the case of illness or a change in job status. It should also be noted that it is difficult to find qualified psychology faculty who desire to teach given the pay differential. Yet another issue looming is the lack of qualified adjunct who are formally trained to teach online. This issue will limit the department's ability to expand online offering based on student demand. Additionally, many psychology adjunct have professional jobs off campus and are not available to teach during prime daytime hours.

## Faculty Assignments

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

Term	# Taught by FT Faculty	# Taught by Other Faculty	# Sections Offered / Term	Program Fill Rate %
2015MFA	19	25	44	103%
2016MSP	23	25	48	95%
2016MSU	1	21	22	87%
2016MFA	22	23	44	100%
2017MSP	21	25	46	99%

This data accurately represents the courses taught by both full-time and adjunct faculty over the last two years. Summer 2016 data primarily reflects part-time instruction because the term is outside of full-time faculty contract. The data dashboard did not differentiate full-time versus part-time summer assignments.

## Department Faculty and Sections Taught

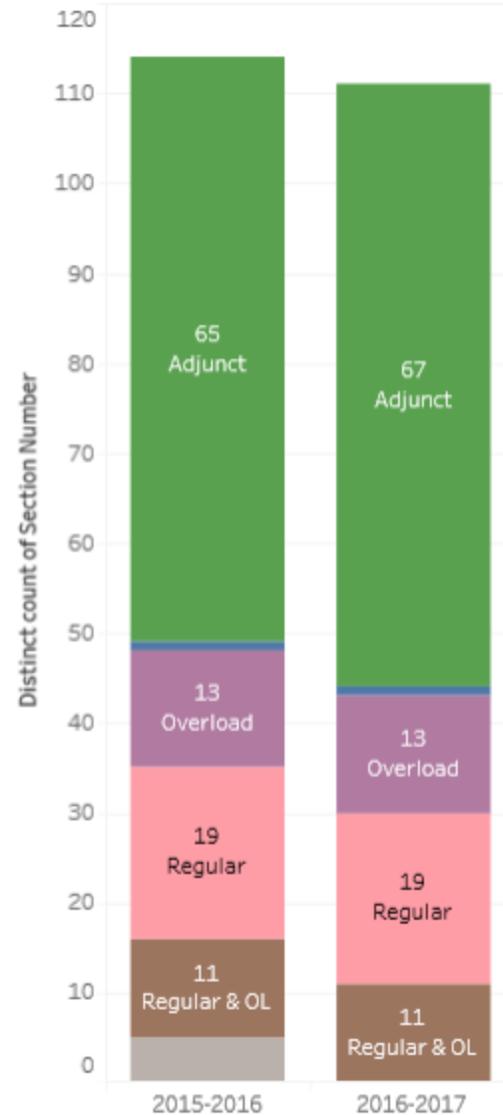
### Faculty Assignments

Division		Full Time	Part Time		# Sec	Fill Rate
MBSS	2015MFA	19	25	2015MFA	44	103%
Department	2016MSP	23	25	2016MSP	48	95%
MPSYC	2016MSU	1	21	2016MSU	22	87%
Academic Year	2016MFA	22	23	2016MFA	44	100%
(Multiple values)	2017MSP	21	25	2017MSP	46	99%
Season						
(Multiple values)						

### Faculty Teaching in Department

Instructor	Full Time	Part Time
Carlstrom, Lisa K	●	
Fichtenkort, Shelly W	●	●
Ganes, Rebecca L	●	●
Hutchison, Bobby L	●	
Kooler, Lee D	●	
Adams, Heather M		●
Black, Erin L		●
Charles, Ginger		●
Corgiat, Michele D		●
Craddock, Andrea		●
Ford, Cindy A		●
Garcia, Garrick D		●
Greene, Joseph R		●
Gupta, Suditi		●
Ingraham, Richard L		●
Lucey, Vicki P		●
Morgan, Lynn S		●
Newman, June M		●
Rector, Frieda L		●
Riggs, Esther R		●
Snyder, Donnieau E		●
Williamson, Linda S		●
Youngblood, Brandon J		●

### # Sections by Position Type



## Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the **Productivity Dashboard**. A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

Term	FTEF	FTES	FTES/FTEF	WSCH/FTEF
2015MFA	11.62	258.51	22.25	667.40
2016MSP	11.44	252.45	22.07	662.01
2016MSU	4.40	77.03	17.51	525.21
2016MFA	11.90	268.14	22.53	675.99
2017MSP	11.28	249.06	22.08	662.40

Our FTES/FTEF values are high, ranging from 22.07 to 22.53 during the fall and spring semesters. The psychology department has historically served a high number of students with a modest number of instructors through the use of large lecture sections and online classes. Additionally, we have minimal needs for specialized equipment; therefore, we are a low cost, highly productive department. Due to the significant number of underprepared students who enroll in our courses, our productivity could be significantly improved by appropriately placing students in our courses according to their skill level.

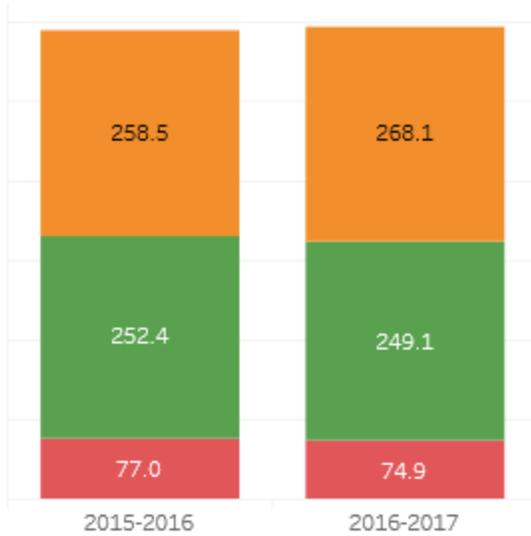
WSCH/FTEF: Our WSCH increased during the fall semester and remained stable in spring during the past two years, with a maximum value of 675.99 in Fall, 2016. Psychology is a highly productive and efficient program for MJC. To remain productive in the future, we must have more support from the college and district, specifically a full-time replacement for our faculty who retired in 2013, as well as a growth position.

## Productivity Measures

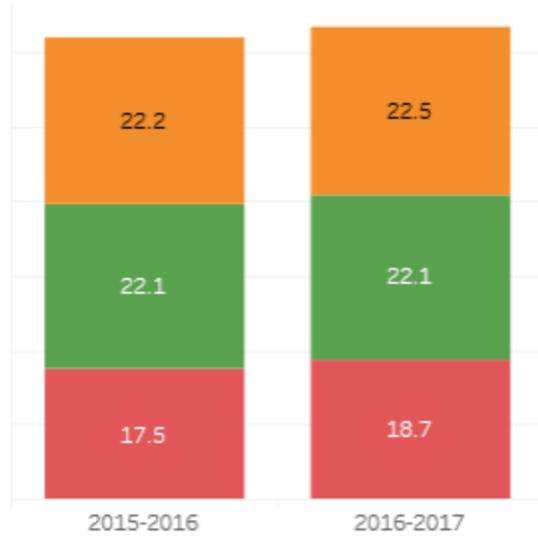
Academic Year: (Multiple values) ▾     
 Season: (All) ▾     
 Division: MBSS ▾     
 Subject: MPSYCH ▾

■ FALL     
 ■ SPRING     
 ■ SUMMER

### FTES



### FTES/FTEF



### Department Productivity

	Ftef	Ftes	FTES / FTEF	WSCH / FTEF*	Cost / FTES	1st Census Enrolled	Sections
2015MFA	11.62	258.51	22.25	667.40	\$1,532	2,532	44
2016MSP	11.44	252.45	22.07	662.01	\$1,746	2,455	48
2016MSU	4.40	77.03	17.51	525.21	\$1,181	768	22
2016MFA	11.90	268.14	22.53	675.99	\$1,730	2,614	45
2017MSP	11.28	249.06	22.08	662.40	\$1,675	2,422	46
2017MSU	4.00	74.87	18.72	561.51	\$1,166	754	20

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# Long Term Planning and Resource Needs

## Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

A member of the psychology department retired in the Spring of 2013 and was not replaced. We need a new full-time hire, especially to meet student demand in the areas of General Psychology, Psychology of Gender and Human Lifespan Development. Students entering the Nursing program are required to complete Human Lifespan Development to fulfill their requirements so it is essential to provide a strong offering in this subject. With the loss of a full-time faculty member four years ago, a majority of courses are now taught by adjunct faculty; additionally, all full-time faculty in Psychology carry an overload.

We are now offering a transfer degree (AA-T) in Psychology, a new "Statistics for the Social and Behavioral Sciences" course, and our classes continue to meet GE requirements for students across campus. The number of Psychology AA-T degrees earned increased from 40 in 2014/2015 to 71 in 2016/2017. This trend will continue provided we can hire more full-time faculty to meet demand. We hope to be a program with six or more full-time faculty, which continues to offer a comprehensive set of courses, taught across multiple teaching modalities & locations, that articulate with four year universities. Additionally, our psychology discussion group will continue to introduce students to psychology as a profession and provide opportunities to develop understanding of the multiple facets of the mental health field. We also anticipate that the recently developed statistics course, Socio 105, taught by a highly qualified full-time psychology professor, will increase offerings beginning in Summer 2018 when the course meets requirements for the AA-T degree.

It is important to note that the increase in non-teaching duties must also be addressed. Over the years, non-teaching duties at the college have increased significantly in order to meet accreditation standards and reporting. It is critical that faculty be creative and efficient with their time. Although important tasks, the opportunity cost is great in terms of the time that could be spent improving teaching techniques, mentoring new and part-time faculty, and providing increased student access to faculty through advising and mentoring opportunities.

## Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
1	Full-time faculty	Personnel	\$100,000	Replacement for full-time psychology instructor who retired in 2013. As stated through-out this program review report, the Psychology Department can only improve success rates, lessen the equity gap and meet student course demand if we have a sufficient number of full time faculty. We are a highly productive, low cost program that greatly benefits the college and the community.
2	Full-time Faculty	Personnel	\$100,000	As stated through-out this program review report, the Psychology Department can only

				improve success rates, lessen the equity gap and meet student course demand if we have a sufficient number of full time faculty. We are a highly productive, low cost program that greatly benefits the college and the community.
3	<u>Sheep Brain Lab materials</u> : sheep brains, dissection kits, latex gloves	Equipment	\$1000	Assist students in achieving Psychology 103 CLOs with hands-on neuroanatomy lab experience)
4	Desktop Computers	Equipment (Computers)	\$9000	Five computers are being requested to replace outdated and failing hardware currently located in the faculty offices. Lack of reliable computers is not only inefficient for faculty, but the cost-benefit should be considered in terms of the cost to maintain hardware that in many cases is over 10 years old.
5	Funding to attend professional conferences	Professional Development	\$5000	Attendance at professional conferences help faculty stay current in content areas and teaching methodology.

### Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?

<https://www.mjc.edu/governance/rac/documents/ielmallocationsummary20142015.pdf>

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

Resource Allocated	PR Year	Evaluation / Measured Effectiveness
Not Applicable		

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# Appendix

## Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

The psychology department does not directly recruit students; however, we support and refer students to the following services at MJC: the Umoja Multicultural Center, EOPS, Financial Aid, DSPS, the Library and Learning Center and Tutoring services.

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

Yes.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

Not applicable.

What factors serve as barriers to recruiting active faculty to your program(s)?

The department has a difficult time recruiting qualified faculty who want to teach part-time and who are available during the daytime hours. Further, because most of our faculty are working professionals, it is difficult to find qualified online adjunct faculty. Finally, adjunct pay is well below median for our cohort, which discourages qualified candidates from applying for a position at MJC.