

MODESTO JUNIOR COLLEGE

Program Review

Psychology - Spring 2016

Co-Contributors: Bobby Hutchison
Lee Kooler
Shelly Fichtenkort
Lisa Carlstrom

Primary Author: Rebecca Ganes

1. Program Overview

Review Title: Psychology - Spring 2016

Review Type: Instructional

External Regulations: Not External

Departments (Disciplines): Psychology

Mission of the Program:

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.

Overview of the Program:

The Psychology Program at MJC provides opportunities for students to meet their educational goals for transfer or requirements for the Associate of Arts Degree in Behavioral and Social Sciences.

We offer a broad range of courses in various teaching formats that prepare students for advanced coursework in psychology and related disciplines and provide a comprehensive introduction to the scientific study of behavior and cognition. Our courses are taught by program faculty with expertise in areas such as research methodology, statistical analysis, counseling, sexuality, psychological disorders, social interaction and group processes, and neuroscience.

Our program utilizes technology across our entire curriculum and web-based instruction for four out of eleven courses we offer. Program faculty provide stimulating in-class and out-of-class learning opportunities. Through various professional development activities, our program faculty remain current in classroom and distance education pedagogy as well as maintaining expertise in our respective areas.

Program Activities and Accomplishments:

According to Assist.org the MJC Psychology Department offers 10 courses that transfer to the California State University system and 8 courses that transfer to the University of California system. Our focus is on ensuring that students who complete these courses are well-prepared for work at the upper division level.

The psychology department participated in assessment and improvement efforts during this past year. We identified, publicized, assessed and evaluated our course learning outcomes and identified program learning outcomes that will be assessed in the upcoming year.

The psychology department has an active group of students who participate in the psychology club. In addition to exploring professional opportunities in the field of psychology, this club hosts speakers who practice in the mental health field or share their personal experiences with mental illness. The club also visits a mental health institution, participates in campus-wide activities and contributes to a food and clothing drive for those individuals who suffer from mental illness.

Faculty accomplishments and professional development activities included:

Lee Kooler:

- * advisor to the psychology discussion group
- * represents psychology to the First Year Experience
- * campus liaison to community mental health programs
- * licensed Marriage and Family Therapist, Lee completes 9 units of continuing education each year which includes a yearly course updating the legal and ethical practices in psychology.

Bobby Hutchison:

- * Completed additional academic degree: Master of Science in Biological Sciences at Clemson University.
- * Completed master's research project on biological prevention of HIV.
- * Completed additional post-master's degree coursework in biological sciences in the areas of medical microbiology, cell science and biochemistry at the University of Florida.
- * Completed postgraduate coursework in astronomy and physical science at Swinburne University.
- * Significant continuing education in ecology and evolution, including Yale University's course on evolution, ecology and behavior.
- * Regular Science Colloquium presenter on topics such as viruses and infectious diseases, HIV, evolution and biodiversity.
- * Participated on the Foster and Kinship Care Committee.
- * Member of full-time tenure-track hiring committees including: sociology, political science and philosophy.
- * Successfully put forward Senate Resolution on establishing an institutional review board (IRB) to protect human subjects.
- * Significant contributions to the MJC IRB manual approved by College Council and Academic Senate.
- * Faculty-co chair for IRB Committee development at MJC.

Shelly Fichtenkort:

- * Sabbatical Committee (YFA)
- * BBSS Shared Governance Committee & Division Council
- * Ad hoc reviewer for: Pharmacology, Biochemistry & Behavior and Psychopharmacology
- * Consultant for neurobiological studies on brain stimulation reward and drug dependence at The Scripps Research Institute, Department of Neuropharmacology
- * Online Education Initiative (OEI) for State of California Community Colleges

Becky Ganes:

- * Completed Forensic Psychology course at City College of San Francisco) - 3 units
- * Completed 3 @ONE courses in Online Certification Program
- * Presented at the Summer 2014 Online Instruction Academy
- * Recipient of the first MJC Online Instructor of the Year Award for 2014-15.
- * BBSS Division Representative on Yosemite Faculty Association (YFA) 2014-2016
- * Primary author of Program Review for the Psychology Department
- * Coordinated CLO assessment of Psych 51, Psych 104, Psych 141 & Psych 102

Lisa Carlstrom:

- * Scheduling coordinator for Psychology Department
- * Coordinator for hiring adjunct faculty in Psychology
- * Psychology representative to Division Council
- * Developed new course: Sociology 105 (Introduction to Statistics for the Social and Behavioral Sciences)
- * Applied for and received lottery funds to purchase site license for SPSS (Statistical Package for the Social Sciences)
- * Led new faculty orientation program for Spring 2016
- * Received approximately 15 hours of continuing education at the Center for Sexual Health and Rehabilitation in San Francisco

2. Response to Prior Year

Previous Program Review Commendations:

From Manager: The Psychology department at MJC has done an outstanding job in completing thorough assessments and working to meet C-ID and TMC demands. Faculty have worked well with Math faculty and researched other colleges and curriculum to propose a new social science course in statistics that will enable psychology students to complete transfer requirements in a timely manner.

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Previous Program review Recommendations:

From Manager: The psychology department lost a full-time faculty position to retirement in 2013. It is imperative to continue to replace full-time faculty in this area to ensure high productivity and meet student demand.

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Describe how your program has responded to these commendations and recommendations.

The Psychology Department petitioned for a faculty growth position in Fall 2015 and will continue to do so in the upcoming year.

In a previous year, the college funded the Resource Requests listed below. You provided a proposed measure of effectiveness at that time. Please "close the loop" by analyzing the actual effectiveness of each item.

Item Funded	Proposed Measure of Effectiveness	Analysis of Actual Effectiveness
-------------	-----------------------------------	----------------------------------

3. Program Personnel

Program Personnel:

Fulltime Tenure Track Faculty		
Name	Hired	Disciplines
Lee Kooler	1988	
Rebecca Ganes	1991	
Bobby Hutchison	1997	
Shelly Fichtenkort	2000	
Lisa Carlstrom	2008	

Fulltime faculty retirements or other departures last review:

1

Adjunct Faculty Spring:

13

Adjunct Faculty Fall:

13

Anticipated Staffing Changes:

Teri Nicol-Johnson retired in Spring 2013

4. Student Learning Outcomes

Institutional Learning Outcomes (ILO) Assessment Executive Summary:

We are very pleased with the overall results of these assessments. The only area in which we fell below 80% was #2 (Creative, Critical and Analytical Thinking). Seventy-four percent of students in this area demonstrated mastery. Our program is strong, with high levels of student mastery. We have met and exceeded our goals. In the future, the one area that we plan to address, based on these results is the Creative, Critical and Analytical Thinking. We have explored both the ways in which we have assessed this item and made changes to instructional strategies. For example, students are being asked to apply the principles of psychology to their lives and use psychological principles to evaluate current events in a more meaningful way in order to promote critical thinking. Many of our CLOs require students to do this type of application exercise now and we are seeing positive results. 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.

Program Learning Outcomes (PLO) Assessment Executive Summary:

Based on our outcomes we are satisfied with student performance in our courses and we are confident that our program is robust and successful for students and the college. Quantitative data analysis shows that students are consistently demonstrating learning outcomes mastery at 80% and above. We have refined and improved the assessment process. We intend to maintain this high level of mastery and success in our courses and program. We are committed to maintaining the highest quality of evaluation and assessment for our program as we are committed to student success. We support the college’s efforts to demonstrate program and institutional effectiveness. We very much look forward to support, both financial and administrative, in our efforts to maintain a quality instructional program in psychology.

General Education Learning Outcomes (GELO) Assessment Executive Summary:

After close review and analysis of our Psychology program’s CLOs and GELOs, we are satisfied with the level of student mastery, reported at 72-86%. 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 CLOs on a course-by-course basis to ensure that the CLOs reflect the essential concepts student need to master to meet the GELOs. As part of this process, we will modify the assessment tools used to evaluate these CLOs ensure consistency across faculty and course assessment. 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, well-trained full-time faculty. Many of our courses require specialty training and research backgrounds and our continued success in meeting CLOs and GELOs depends on support from administration to support the 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 conferences and acquire fresh ideas about instruction are needed to maintain the current high level of quality.

Has this program made adequate progress on assessing outcomes since the last program review?
 If not, provide a plan to meet the outcomes assessment expectations of the college:

All courses are up-to-date based upon the 5-year assessment cycle.

5. Curriculum

There are currently no courses in this program out of compliance with the five-year cycle of review

Courses not taught within last 2 years

Courses not taught within last 2 years		
PSYCH 111 - No Date on Record	PSYCH 118 - No Date on Record	PSYCH 400 - No Date on Record

Provide your plan to either inactivate or teach each course:

NA

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards overseen by this program?:

Yes

Are there plans for new courses or educational awards in this program?:

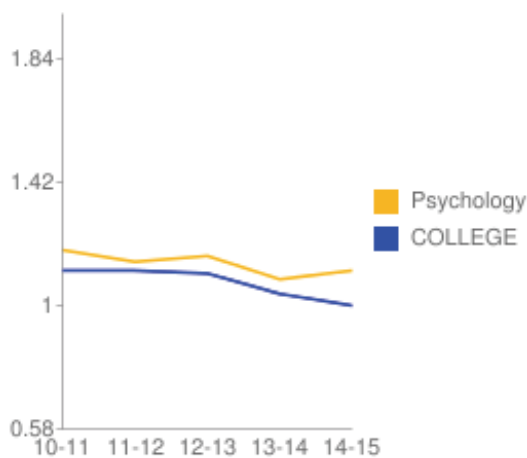
No

6. Trend Analysis

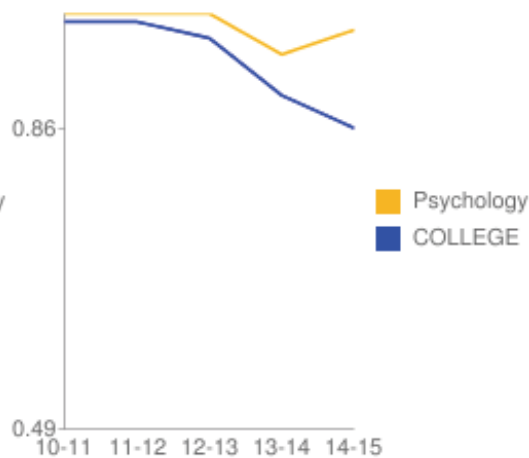
Enrollment, Retention, and Success Trends

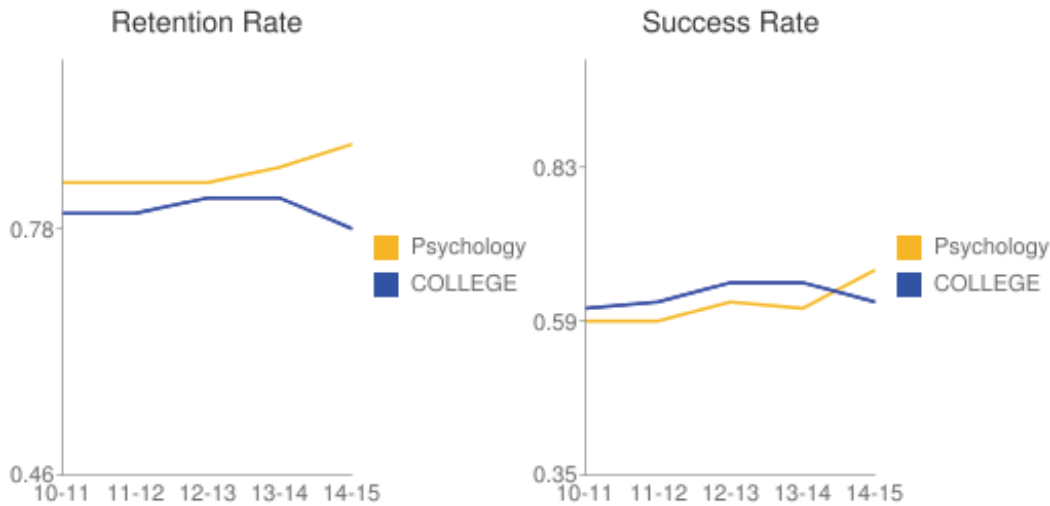
Enrollment, Retention, and Success Trends					
Psychology	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beginning Fill Rate	119%	115%	117%	109%	112%
Census Fill Rate	104%	101%	104%	95%	98%
Retention Rate	84%	84%	84%	86%	89%
Success Rate	59%	59%	62%	61%	67%
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beginning Fill Rate	112%	112%	111%	104%	100%
Census Fill Rate	99%	99%	97%	90%	86%
Retention Rate	80%	80%	82%	82%	78%
Success Rate	61%	62%	65%	65%	62%

Beginning Fill Rate



Census Fill Rate





Enrollment Trend Analysis:

Beginning Fill Rate: This rate decreased by 4% since 2011 and 7% since 2010 because we were instructed not to accept students beyond the 100% rate. However, our beginning fill rate was 3% higher than the college as a whole. From the 2011-2012 academic year to the 2014-2015 academic year, there has been a continuing decline in the college's overall beginning fill rate. From 2012-2013, psychology has experienced a 7% decline in beginning fill rate. The psychology department's beginning fill rate is consistently higher than the college's beginning fill rate.

Census Fill Rate: Census fill rate in psychology courses has dropped 6% since the 2010-2011 academic year. This pattern reflects the drop in the beginning rate. In the most recent academic year, Psychology's 98% census fill rate significantly surpassed MJC's fill rate of 86%.

Retention & Success: Regarding retention and success rates, it would be beneficial to compare to other transfer level courses to accurately assess success in our program. Our retention and success rates have remained consistent over time, with an increase of 5% over the past three academic years.

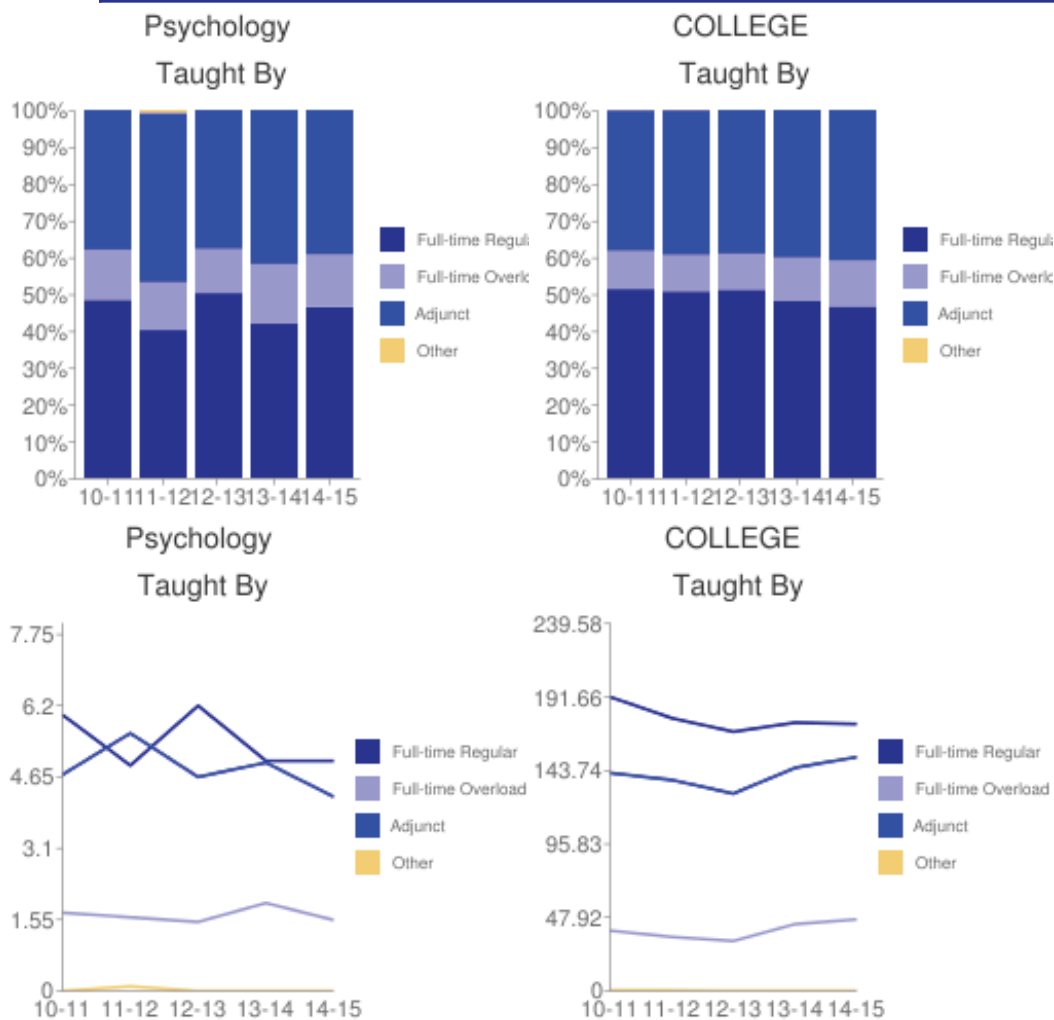
Has there been any changes in these rates since the last program review?

The changes discussed here mirror the trends experienced by the college. However, psychology's enrollment, retention and success trends are significantly better than those of the overall college.

One factor that we believe would significantly increase success in our transfer courses would be the addition of an English 101 eligibility pre-requisite. We are engaging in a college-wide discussion to investigate the implications of this curriculum change and believe that we will support the addition of the requirement.

Faculty Trends

Faculty Trends					
Psychology	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-time Regular	6.00	4.90	6.20	5.00	5.00
Full-time Overload	1.70	1.60	1.50	1.91	1.54
Adjunct	4.70	5.60	4.65	4.96	4.22
Other	0	0.10	0	0	0
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-time Regular	191.66	177.87	169.01	174.96	174.08
Full-time Overload	39.27	35.23	32.58	43.58	46.68
Adjunct	142.17	137.53	128.66	145.50	152.49
Other	0.48	0.40	0.05	0.05	0.05



Faculty Trend Analysis:

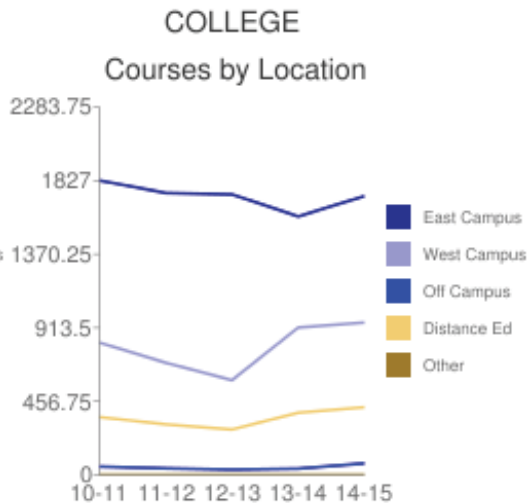
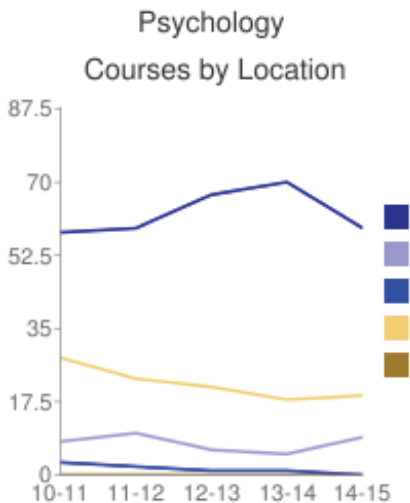
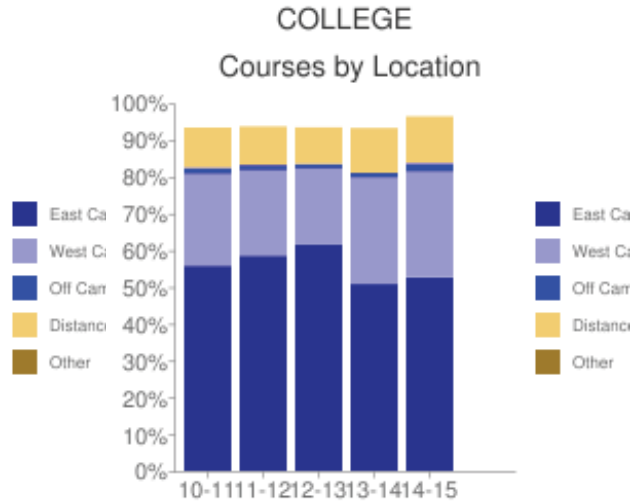
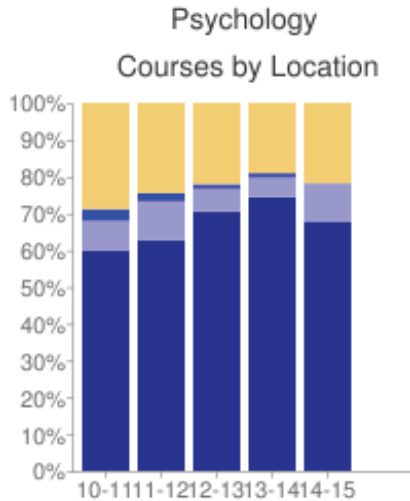
Our department has experienced a reduction in the number of courses taught by full-time faculty over several years, although with some fluctuations. Currently, nearly 40% of psychology courses are taught by adjunct.

The fluctuations experienced have been largely due to such factors as full-time faculty being on sabbatical or leave. We need the replacement of our full-time instructor who retired two years ago or this problematic trend may increase significantly over the upcoming years.

Location Trends

Location Trends					
Psychology	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
East Campus	58	59	67	70	59
West Campus	8	10	6	5	9
Off Campus	3	2	1	1	0
Distance Ed	28	23	21	18	19
Other	0	0	0	0	0
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015

East Campus	1827	1750	1741	1604	1730
West Campus	821	696	588	915	946
Off Campus	52	41	33	39	72
Distance Ed	359	314	282	386	420
Other	No College Value loaded	No College Value loaded	No College Value loaded	No College Value loaded	No College Value loaded



Location Trend Analysis:

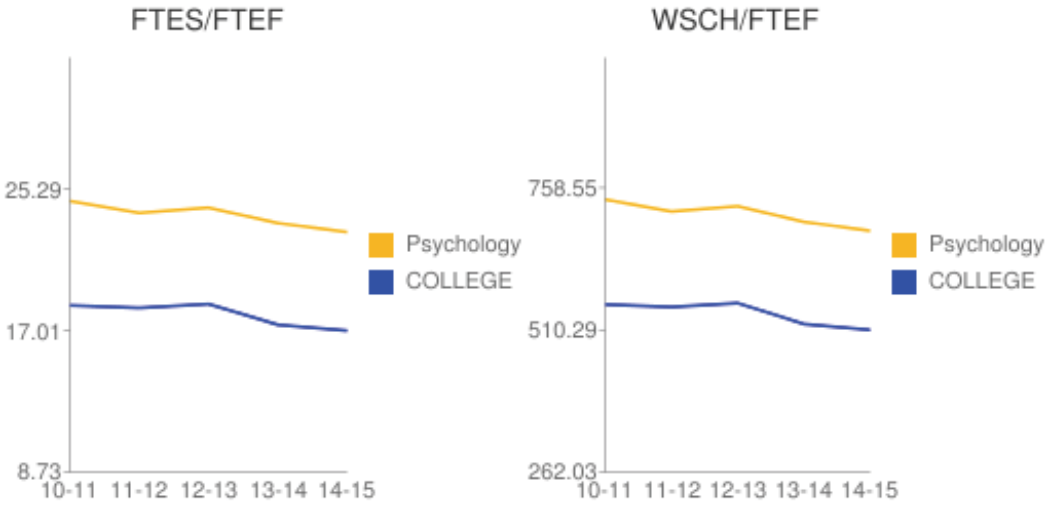
Most of our classes take place on East campus, but we do offer core courses like Psychology 101 and Psychology 141 on West campus each semester. In Fall 2016, we will begin offering Psychology 110 on West campus as well.

The number of distance ed and off campus classes that we teach in Psychology has declined while the number of these courses across the College has grown. The full-time person that retired taught online classes, and we haven't been able to replace her. We do have an adjunct instructor who will begin teaching Psychology 101 online in the Fall.

Productivity Trends

Productivity Trends					
Psychology	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FTES/FTEF	24.60	23.90	24.21	23.30	22.78
WSCH/FTEF	737.90	717.09	726.30	698.85	683.33

COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FTES/FTEF	18.49	18.34	18.57	17.35	17.01
WSCH/FTEF	554.60	550.34	557.00	520.43	510.29



Productivity Trend Analysis:

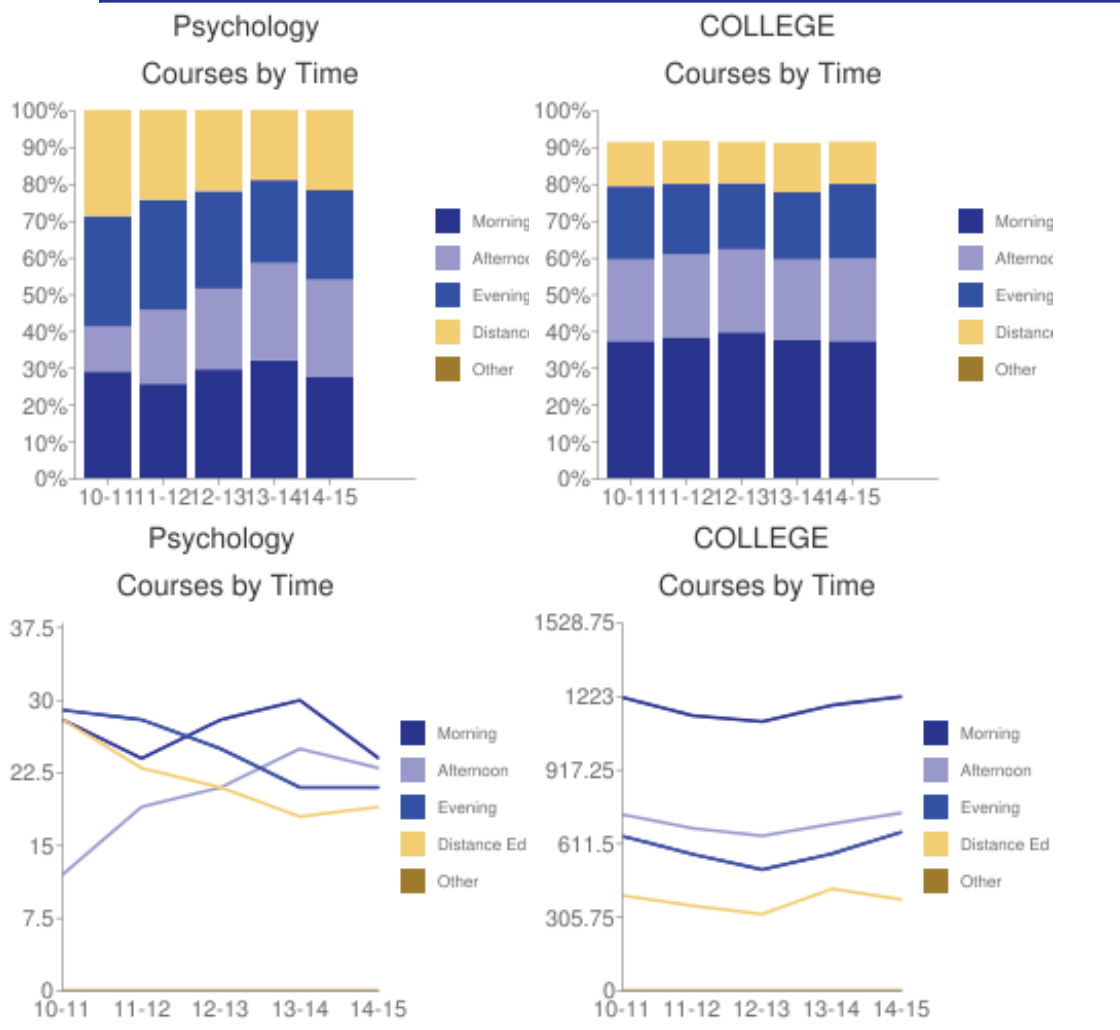
Our FTES/FTEF values are high (23.75) and significantly higher than the college average (17.95). The psychology department has historically served a high number of students with a modest number of instructors through the use of large lecture sections and online classes. Additionally, we have minimal 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 declined slightly during the past two years. However, production is still 33% higher than the college at large. The decline in our department is likely due to the loss of a full-time faculty member to retirement.

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.

Time of Day Trends

Time of Day Trends					
Psychology	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Morning	28	24	28	30	24
Afternoon	12	19	21	25	23
Evening	29	28	25	21	21
Distance Ed	28	23	21	18	19
Other	0	0	0	0	0
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Morning	1219	1144	1119	1187	1223
Afternoon	733	676	644	694	740
Evening	643	568	504	570	661
Distance Ed	397	354	319	424	380
Other	No College Value loaded	No College Value loaded	No College Value loaded	No College Value loaded	No College Value loaded



Time Trend Analysis:

We have increased the number of classes that we offer in the afternoon. We have also worked hard to make sure that classes with multiple sections (e.g., Psych 101, Psych 141, Psych 110) are offered on different days/times. For example, in Fall 2016, we will have one section of Psych 141 on Mon/Wed mornings, one on Mon/Wed afternoons, one on Tues/Thurs mornings, one on Tues/Thurs afternoons, one evening section, and one online section.

The number of evening and distance ed classes that we offer has declined, but we have done a better job of scheduling classes in a way that students who want to take a variety of psychology courses in the evening will be able to do so. For example, this Spring, we are offering both Psych 102 and Psych 130 in the evening. These are classes for which we have usually only had daytime offerings.

7. Long-range Planning

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

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, the percentage of sections taught by adjunct has increased from 48% to 58% with EVERY full-time faculty member in Psychology carrying an overload.

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.:

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 jumped from 3 in 2014 to 40 in 2015 and 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 that 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.

Because neuroscience is the frontier of psychology we anticipate that we will provide additional offerings in this area. We also anticipate that the recent Statistics course in the Behavioral and Social Sciences, taught by a highly qualified full-time psychology professor, will increase offerings as students realize it best meets the needs of our psychology transfer majors.

8. Resource Requests

Resource Requests:

Name	Resource Type	Sub type	Budget Object Code	Level	Est. Cost
Psychology Instructor	Personnel	Full-Time Tenure Track	Instruc-Reg(classroom faculty)	Mission Critical	\$100,000 Annual
Testing Proctor	Personnel	Part-Time/Overload Augmentation	NonInstruc-Reg (e.g. counselors)	Essential	\$50,000 Annual
Sheep brains, dissection kits, polyethylene, dissecting pan wit vinyl pad, latex gloves	Other	Supply Augmentation	Equipment	Essential	\$1,000.00 Annual
Funding to attend professional conferences and training	Other	Professional Development	Travel	Desired	\$5000.00 One-time

9. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

The Psychology program is very successful and highly productive for MJC. We offer a wide range of courses, in a variety of formats with highly skilled faculty using diverse and student-oriented teaching styles. Courses are offered

Monday-Saturday with morning, afternoon and evening start times, as well as offerings online and in a variety of locations.

We have high enrollment at the beginning of the semester as well as at census. We provide numerous support services for students to accomplish their goals within our program including a Psychology Discussion Group and instructor/peer tutoring.

With the introduction of the Psychology AA-T transfer degree and the new Statistics for Behavioral and Social Sciences, demand for our classes is increasing. We awarded 3 AA-T degrees in 2014 and that number jumped to 40 degrees in 2015. We need to grow our program with new qualified, full-time faculty to ensure student access, success, and completion of their college goals.

10. Managers Comments

Commendations:
Recommendations:

11. Instruction Council Comments

Commendations:
Recommendations:

12. Outcome Assessment Workgroup Comments

Commendations:
Recommendations: