

Annual report submitted to the Program Review Committee on **10-11-14**

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Signature of Department Chair/Lead Faculty Member:

Signature of Dean/Director/Administrator

Data and Analysis: Program Data for Social Sciences: **Psychology**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	2,717	2,464	2,588	2,303	3,308
FTEs:	268	247	256	229	315
FTEF30:	5.3	5.2	5.0	4.3	5.8
WSCH/FTEF:	825	783	844	884	886
Fill Rates:	89.4%	91.4%	94.2%	92.4%	88.0%
SUCCESS AND RETENTION DATA					
Success Rate:	70.3%	72.5%	70.6%	66.9%	62.0%
Retention Rate:	90.4%	90.2%	91.6%	87.1%	84.1%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	132	147	134	85	89
F-to-S Persistence:	14%	19%	18%	14%	17%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	4	5	6	12	20

Data Term Definitions available on last page of this report template.

Program Data Analysis

- 2013-2014 **enrollment** and **FTES** are the best they have been in 5 years and this is expected, because several additional courses were offered in 2013-14 and enrollments in telecourses were increased. STAR was started 2011-12, allowing additional courses in the program each semester (online and F2F), and NBC opened 2012-2013 allowing additional courses to meet there F2F, but the NBC courses and STAR F2F/cohort have the lowest enrollments in the psychology program. [2010-11 enrollments and FTES were low because fewer incarcerated students were allowed to enroll.] The **FTEF30** provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year; for 2013-14 it indicates there should have been 5.8 full time faculty teaching for the year, up from 4.3 the previous year; there are currently 1.33 full-time teachers in the program. **Fill rates** for 2013-14 are at 88%, lower than the previous 4 years, probably because some of the F2F courses primarily, the STAR program classes have been allowed to run with very low enrollments. The **WSCH** is the highest it has been in the last four years, at 886 far surpassing the productivity benchmark of 595. **Success rates** (an indicator of successful grades) continue to fall; it could indicate that instructors are dropping more students in an effort to meet SLOs, but it more likely indicates the effect of enrolling greater numbers of incarcerated students who are unable to finish their courses successfully within a regular 16-week time frame (however **retention**, an indicator of all grades, also continues to fall). The number of students in '**F-S in Subject**' has drastically reduced; it could reflect the loss of the students enrolling in the parent ed program (fall 2012). Many psychology students are taking psychology for general education credits or they are students from other colleges who are specifically seeking to take abnormal psychology or research methods online and it would not be expected for them to continue F-S in Subject. With ECHS starting fall 2014 again after a one-year hiatus, we may see F-S in Subject increasing (as there may be some psychology majors among this group). There was a modest increase in the percent rate increase in **F-S Persistence** in 2013-14 (17%, up from 14% the previous year). There are no certificates offered in psychology, but there were 20 psychology **associate degrees** offered in 2013-14, the largest rate in the past 5 years, and a 66% increase since 2012-13 (an effect of the STAR program, and likely the advertising for the Penn State BA program for CCC psychology AA graduates). *(Box will explain as needed)*

Curriculum Data -- Use data from the previous academic year (*Provide Numbers below*)

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:	0	2 (Psych 255,250)	0	0	8
Certificates 18 units or greater:	0	0	0	0	n/a
Certificates less than 18 units:	0	0	0	0	n/a
Degrees: (AA, AS or AA-T, AS-T)	0	0	0	0	1 (AA-T)

Curriculum Data Analysis

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Courses: Psych 100, 116, 118, 165, 250, 255, 260, 280 (Psych 170 is part of the Gerontology Program)

Certificates: 0

Degrees: AA-T

(Box will explain as needed)

Student Learning Outcomes Data from the Previous Semester (Provide Number & Percentage below)

Review the SLOs printouts for the previous semester's achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

Select:

- A. Coastline
- B. Statistical Reports by Term (previous semester)
- C. Click Submit
- D. Then select: Term
- E. SLO Level: (select Program)
- F. Select your discipline
- G. For Select Course Number (select "All")
- H. Wait 3-7 seconds for it to load

From the "Course Number" column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	8
From the "Fully Achieved" column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	3
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	37.5%

Discussions what can be done to improve the Percent of courses that meet PSLOs

- Two courses met at 79%; if they had achieved at 80%, then our course achievement rate would have been 62%, which is still not close to the 80% achievement level. One of our instructors did not distribute SLOs, which brings down our rates. Another problem is when telecourse students don't finish their courses within a 16-week timeframe, it depresses SLO achievement rates for the semester. An additional problem that depresses SLO achievement rates is then instructors distribute SLOs across quizzes.

(Box will explain as needed)

Progress on 5-year Goals from most recent Program Review.

Goal	100% Complete	Partially Complete	Not Started	Abandoned Provide Reason	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Develop Social Psychology and Psychobiology into online courses. Work closely with these instructors to be sure these courses are of excellent quality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social psychology was offered fall 2013; Psychobiology was offered spring 2013. Both courses are filling well with wait lists. Social psychology is offered in STAR so multiple sections are offered and it is still filling well.
At some point, add an additional section of Research Methods. Carefully collect student demographic data to keep track of the numbers of students who are Sociology majors at Coastline. Work closely with this new instructor to be sure this course is of excellent quality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The extra section will be offered for the first time in spring 2015. Not sure about checking for sociology majors is even necessary (we were worried about impact on enrollment). A large number of enrollees continues to be non-CCC psych majors, so this is a moot point.
Follow-up with the Unions to be sure they address the contract pay rate discrepancy for Psych 280; else we will never be able to get a teacher who is willing to teach this course in a quality manner for our military students, as enrollments build.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This has still not been resolved.
Ensure that all faculty members attend meetings so that the program can coordinate communication and course and program improvement. Send personal letters communicating this responsibility to faculty and if necessary, seek assistance from the dean.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting attendance has been better, but it is difficult for many faculty to get to general all-college meeting which starts at 2:30. This problem has been reported to the Senate. One member continues to have problems accessing the meeting due to disability issues (parking/walking). Several faculty do not live in the area.
Coordinate communication between Gerontology and Psychology departments to become aware of issues in both programs and to support the quality of instruction in each program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructors teaching psychology courses in the gerontology program are now included in psychology program communications, but they don't participate in psychology program meetings. Gero communications are not sent to psychology dept chair.

<p>Focus on peer-to-peer training and assistance to instructors who teach the Early College High School and College For Credits programs to make sure instructors are following the course outline and utilizing all features in the course management software. Reach out to faculty to be sure they understand the importance of attending faculty meetings.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>C4C may be starting again and the VP has stated that better enrollment management will occur, which will assist with previous problems. ECHS is being offered again starting fall 2014. Unfortunately, the instructor did not attend our faculty meeting this fall.</p>
<p>Provide training opportunities at faculty and discipline meetings.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The previous dept chair thought technology training by outside trainers would be a good thing; but current faculty are all doing OK and current dept chair can assist and direct to assistance on an as-needed basis. New faculty get 1-1 training developing their Seaport shells. It might be good for faculty to share what they do with each other to try to improve course quality.</p>
<p>Develop all courses in the program, including military, so they are “effective” or “exemplary” level of instruction and take active steps to encourage and assist peers to make sure this is happening.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>This is being addressed via the orientation and evaluation process. We also discuss this at each faculty department meeting.</p>
<p>Ensure that all faculty evaluations, including those in military and high school programs are up to date.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Previously, military and high school instructors were not being evaluated. High school program and contract ed is now being included by the current dept. chair and all evaluations are up to date.</p>
<p>With all faculty members present, review and update existing course, program and degree level SLOs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Completed</p>
<p>Ensure that all faculty members are submitting SLO data regularly. Follow up with faculty who are not submitting SLO data and provide training.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Existing faculty members know how to distribute SLOs. New faculty members need help learning how to do this. The SLO team assists faculty in getting SLOs distributed if they don't do it correctly. They all understand the need to do this. SLO outcomes are now included in evaluations as well. Some faculty need help writing assignments that measure SLOs in more valid ways.</p>

Coastline Community College
Annual Institutional Planning Report

Social Sciences: **Psychology**

Reporting & Planning Years:

Reporting for 2014 & Planning for 2015

<p>Review course requirements and assignments to maintain academic integrity with the telecourses to make sure that we appropriately accommodate incarcerated students taking these courses.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A review of psych 116 and 118 telecourse handbooks was done as part of instructor evaluations in fall 2012.</p>
<p>Consider developing Abnormal Psychology into a "correspondence" course, so that incarcerated students will have a greater number of psychology courses to take, since many of these students express a desire to continue their studies in psychology upon their release.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>This was started spring 2014. Enrollment has been very good.</p>

Action Plan and Resource Request Based on Annual Data

Action	Institutional planning goals*	How action will improve student learning	Type of Resource	Resource needs, if any	Department priority**	Approximate cost	Potential Funding Source
1 Explore whether Research Methods (Psych 280) can be developed into course that can be offered to incarcerated students [work with librarian, work with CDC]; it possible, develop course curriculum and write handbook to accompany textbook]	EMP 1- Student Success	<p>I.h. CCC will increase the number of students completing career certificates, A.A. / A.S. degrees, and transfer readiness.</p> <p>III.a. CCC will increase the number of complete online and hybrid programs.</p> <p>[this would greatly benefit incarcerated students].</p> <p>Many incarcerated students desire to earn their AA in psychology, but can't, bc research methods is not offered.</p>	Personnel	If the course can be offered, a reader would be needed to assist the instructor in reading student papers. \$15 hr x 10 week x16 weeks=\$2,400.	3	\$2,400	unk
	EMP 2- Access, Persistence, Completion						
	EMP 3- Innovation/ Imprvm't						
			Other	<p>The librarian would have to develop and get copyright for a different set of journal articles for these students to use each semester.</p> <p>A statistician would have to develop a database that can be manipulated by these students each semester.</p>			unk unk
			Equipment				

Action Plan and Resource Request Based on Annual Data

Action	Institutional planning goals*	How action will improve student learning	Type of Resource	Resource needs, if any	Department priority**	Approximate cost	Potential Funding Source
<p>2 Purchase classic psychology videos for use by all psychology faculty who are teaching face to face, but especially that can be used by faculty who will be teaching in the High School Programs (Credits for College and Early College High School).</p> <p>3 Research whether Open Educ. Resource Textbooks would be feasible for high school students (e.g., they may not be able to access online books) and online students (teachers may not feel there are enough instructor support materials in order to adopt the book). Pay one instructor to develop materials that can be used by a group of instructors in order to implement an Open Resource textbook in at least one course (e.g., test banks, PPT).</p>	EMP 1- Student Success	<p>I.h. CCC will increase the number of students completing career certificates, A.A. / A.S. degrees, and transfer readiness.</p> <p>I.e. CCC will increase its articulation agreements with service area high schools and regional occupation centers.</p> <p>IV.f. CCC will enhance outreach effort to high school students, parents and counselors, including outreach to alternative high schools (online and home-schooled).</p>	Supplies	Videos	2	\$3,000	Unk
	EMP 2- Access, Persistence, Completion		Personnel	OER textbooks are free to students; but many of these textbooks don't have instructor support materials. This request would allow one instructor to develop test banks and other materials that could be used by other instructors. But this instructor would need to be paid to work with the librarian in identifying all OER books; reviewing professional reviews, searching for support materials, developing materials, etc.	1	\$2,000, one semester	Unk
	EMP 3 – Innovation and Improvement						
	EMP 4 – Partnerships						

Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR from in the table below.

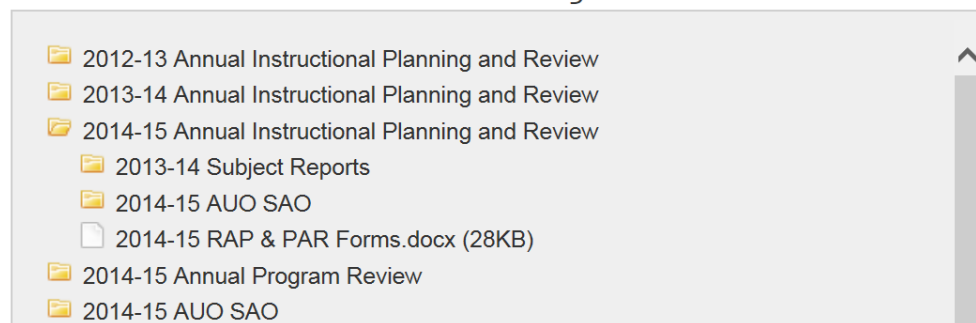
Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority
1	?	\$2,400			x		x			
2	?	\$3,000			x	x	x			
3	?	\$2,400			x	x	x			

The RESOURCE ALLOCATION PROPOSAL & the PRIORITIZATION ALLOCATION RUBRIC form can be found at the link below.

<http://www.coastline.edu/about/research-planning/>

Research and Planning Documents



GLOSSARY OF DATA TERMS

Enrolled (Census): The official enrollment count based on attendance at the 20% point in the course.

FTEs: Total **full-time equivalent students** (FTEs) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Fill Rate: A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring in Subject Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F-to-S Persistence Rate as Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.

Certificates: Number of certificates conferred per year.

Degrees: Number of Associate degrees conferred per year.