COASTLINE
COMMUNITY COLLEGE

2015
Annual Program Review

Psychology

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Section 1: Program Planning:

Internal Analysis

Enrollment and FTES:
Describe program performance over the past year.

Enrollment and FTES have increased in 2013-2014 because enrollments have been allowed to increase in large group courses (telecourses and online courses) and additional courses have been added to the schedule. They would be even larger, but a few courses in STAR and a handful of F2F courses at NBC have been allowed to run with very low enrolments. [2012-13 enrollment and FTES were also low at NBC bc this was its opening year and additional psychology courses were offered there.]

 Comparing 2012-13 to 2013-14:
- There was a 43% increase in <u>enrollment</u>
- There was a 37% increase in <u>FTES</u>

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	2,587	2,327	3,319
FTES:	256	229	315

Efficiency (FTEF/30 and fill rates):
Describe program performance over the past year.
[FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.]

The FTEF30 has increased slightly in 2013-14 because enrollments have been allowed to increase in large group courses (telecourses and online courses). The program runs with a FTEF30 of nearly 6 full-time faculty, when in actuality it has only two full-time faculty whose loads in psychology are not full-time.

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	2,587	2,327	3,319
FTEF30:	5.0	4.3	5.8

<u>Student Demographics:</u>
Describe population over the past year.

Psychology student demographics have changed. Students are now predominantly:
- male (56%)
- 20-24 years of age (25%).

From 2011-12 to 2013-14 there were the following changes in race:
- a 29% increase in Hispanic students
- a 23% increase in Black students
- an 18% decrease in White students
- no change in percent of Asian students.

The changes in race, gender, and age are likely the result of increased enrollments in our incarcerated student program.

STUDENT DEMOGRAPHICS			
Academic Year	2011-12	2012-13	2013-14
GENDER			
Female:	53.0%	47.6%	43.7%
Male:	46.2%	51.3%	55.6%
Unknown:	.8%	1.2%	.7%
AGE at TERM			
Less than 19	13.9%	12.0%	9.4%
20 to 24	21.5%	25.8%	24.8%
25 to 29	17.7%	17.4%	18.1%
30 to 34	14.5%	12.6%	12.8%
35 to 39	12.2%	11.1%	11.0%
40 to 49	14.6%	14.1%	16.4%
50 and Older	5.6%	7.0%	7.6%
RACE/ETHNICITY			
African American:	12.6%	12.5%	16.0%
Asian/Pac Islander:	16.9%	21.1%	17.1%
Hispanic:	17.2%	17.2%	22.0%
Multiple Race:	10.2%	9.5%	7.5%
White:	38.7%	30.7%	32.3%
Unknown:	6.4%	9.0%	5.0%

<u>Success and Retention:</u>
Describe student performance over the past year.
[**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.]

Regarding success and retention comparing psychology and the colleges, as shown in the table below:
- For <u>online</u> courses, psychology success and retention rates were always slightly better than overall college success and retention rates.

- For <u>telecourses</u>, psychology success and retention rates were always equal to or better than overall college success and retention rates.

- For <u>traditional</u> courses, psychology success and retention rates for were always equal to or better than overall college success and retention rates.

Note: success and retention have been declining in psychology courses and general college courses for the past 3 years.

Summary of "success" rates (the number of passing grades) in psychology 2013-14:
- Telecourse 55.8%
- Online 66.4%
- Traditional 77.6%

While these rates are no different from the college overall, the psychology department could consider ways to improve the success rates of online courses by dropping students earlier who are not participating. Telecourse success rates are difficult to tackle because many of those students are eventually successful as they turn their work in after the semester is over. Traditional course rates are satisfactory.

Program Review Data for Psychology by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	2,587	2,327	3,319
Online Enrollment	871	1,081	1,466
- Success Rate	69.6%	71.7%	66.4%
- Retention Rate	90.4%	88.4%	83.4%
Telecourse Enrollment	1,255	968	1,603
- Success Rate	64.3%	58.8%	55.8%
- Retention Rate	90.5%	84.1%	84.3%
Traditional Enrollment	461	278	250
- Success Rate	90.0%	77.7%	77.6%
- Retention Rate	97.0%	92.4%	88.0%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY

Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Persistence in Subject:

Describe student performance over the past year.

[**Fall-to-Spring 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.]

The change from 134 students who persisted in 2012 to 89 students who persisted in 2014 is a 33% decrease. This measure is not particularly important to psychology, since many students take introductory psychology as an elective and would not be expected to take another psychology course the following semester. Students in STAR would likewise be taking general education courses and they would not necessarily be re-enrolling in a psychology course in successive semesters.

FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	134	85	89
F-to-S Persistence:	18%	14%	17%

Awards (Degrees and Certificates):

Describe student performance over the past year

The change from 6 degrees in 2012 to 20 degrees in 2014 is a 233% increase, probably attributable to completions in the STAR program. Military psychology program completions do not seem to increase. Military students take psychology courses but very few take the required research methods course. The military staff state that the statistics prerequisite is a barrier.

Table 1.1 Program Review Data for Psychology

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	2,587	2,327	3,319
FTES:	256	229	315
FTEF30:	5.0	4.3	5.8
WSCH/FTEF:	844	884	886
Fill Rates:	94.2%	92.4%	88.0%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	134	85	89
F-to-S Persistence:	18%	14%	17%
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	6	12	20

Table 1.2 Program Review Data for Psychology by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	2,587	2,327	3,319
- Success Rate	70.6%	67.0%	62.1%
- Retention Rate	91.6%	87.1%	84.2%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	871	1,081	1,466
- Success Rate	69.6%	71.7%	66.4%
- Retention Rate	90.4%	88.4%	83.4%
Telecourse Enrollment	1,255	968	1,603
- Success Rate	64.3%	58.8%	55.8%
- Retention Rate	90.5%	84.1%	84.3%
Traditional Enrollment	461	278	250
- Success Rate	90.0%	77.7%	77.6%
- Retention Rate	97.0%	92.4%	88.0%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%

Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
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- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Program Student Learning Outcome(s)

Summarize PSLO findings and dialog from the spring All College Meeting event.

Impressions why CSLOS, PSLOS, or ISLOs were not fully met:

- Difficulty in matching the SLO's to course assignments
- Some faculty are distributing their SLOs across exams and quizzes (not a valid measure).

Intervention strategies, we currently have to ensure SLOs are being fully met:

- Dropping students who aren't participating so they don't remain in courses and depress SLO achievement rates.

How are the interventions assessed (e.g., how do you determine they are working)?

- Checking the Seaport SLO website; faculty word of mouth
- Exams analyzed and rewritten to meet 50% minimum per question grade achievement
- Students achieving 75% overall average exams grades for class
- Written assignments submitted versus not submitted
- Reworking written assignments to maximize submission and grades achieved

Is there a need to change intervention strategies:

- Assessing assignments submitted versus not submitted/change in Seaport

Progress on Forward Strategy Initiative(s)

Table 1.3 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
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.	This has still not been resolved.	Ongoing problem. Dept chair forwards all college emails to "save the date" and sends email reminders with an agenda of department meeting topics. Also, there is not enough time to cover all agenda topics. Perhaps a separate dept meeting at another time of year would be more productive.	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 and do not want to attend. ECHS and C4C faculty do not attend.
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.	In Progress	It would be very useful to address this while everyone is developing their new courses in Canvas,	This is being addressed via the orientation and evaluation process. We also discuss this at each faculty department meeting. This will be important as we move into new Canvas shells.
Ensure that all faculty members are submitting SLO data regularly. Follow up with faculty who are not submitting SLO data and provide training.	In Progress	Faculty who don't distribute depress overall outcomes. We discuss this in dept. meetings and Brenda works w faculty individually.	Existing faculty members know how to distribute SLOs. New faculty members need help learning how to do this. Brenda assists faculty in getting SLOs distributed if they don't do it correctly. They all understand the need to do this.
Improve SLO outcomes	In Progress	This is being addressed at every department meeting.	This may become a moot issue if Seaport is reprogrammed to delete students who don't turn in assignments.
Explore whether Research Methods (Psych 280) can be developed into course that can be offered to incarcerated students [work with librarian, work with CDC]; if possible, develop course curriculum and write handbook to accompany textbook]	Not resolved/don't drop	Not resolved; no solution visualized. Incarcerated students write letters asking for this class and a psychology major.	Librarian and department chair cannot determine how to develop the course. Articulation officer has also been involved in discussion.
Research whether Open Educ. Resource Textbooks would be feasible for students to keep costs down. If instructional resources are scarce, consider paying 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).	In Progress	Good progress being made	Evette tried Noba, and Gayle checked FlatWorld books and College Open Textbooks.com for psych 100 textbooks. Gayle was impressed with OpenStax and an email was sent to psych 100 teachers inviting them to review it. It would be free online and printed version would be $38. We would next look for free books for other courses, particularly telecourses.
Develop Alcohol & Drug Studies	Not resolved;	Counselor Eric Garcia reported	If any type of drug/addiction

Certificate Program [develop program, curriculum outlines, get approved through LOWDL, work with CDC for possible fieldwork opportunities, and develop the courses for incarcerated students]	drop this initiative.	there are too many colleges nearby who have this certificate program, including OCC and LBCC, so we are not allowed to offer it.	program is to be started at CCC, we are told it belongs in Human Services. Bob Nash was to have notified them.
Work on comprehensive program review scheduled for 2015-16 (update curriculum, review program, survey students, including military; videos need to be reviewed-they are getting old)	Have not begun	Have not begun/have not received notification or new template.	This will be undertaken during program review year, but program faculty need to be aware it is coming.
Review telecourse videos for currency.	Contacted Lynn Dahnke; she wants suggestions. Otherwise, have not begun	Copyright dates: Psychology 100: The Human Experience 2001; Child Development: Stepping Stones 2003; Transitions Through the Life Span 2003	Determine college policies for updating/priorities, etc.; involve faculty in providing suggestions
Psychology department could to try improve the success rates of online courses by dropping students earlier who are not participating.	Have not begun	Emailed Ross Miyashiro for permission to post paragraph in syllabus about students who would be dropped. He didn't reply.	For discussion at department meeting.
Encourage teamwork to spread out work when converting to Canvas OR have one or two teachers develop a model course that everyone can use.	Have not begun	Develop model materials and courses that could be shared; try to use free textbooks. Pay someone to do it.	For discussion among department members.
Develop more student life opportunities for online and on-site students.	Started	Have online club Pres and VP but they don't live locally.	Are planning activities to have more presence on NBC for STAR psych students. Are planning online speakers for online club members.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	n/a	n/a	2: •Evette Reagan 33% •Gayle Berggren 40%	**Spring 2014 (13)** Ralph Barnes Amy Escobar Scott James Phyllis Lembke Claire Mann Karen Mclucas Giselle Rocha Milatovic Heather Moeck Carol Schachat Kenneth Tangen Timothy Tran Darlene Wooten Michelle Worley	n/a	n/a
Current year	n/a	n/a	2: •Evette Reagan 33% •Gayle Berggren 40%	**Spring 2015 (14)** Ralph Barnes Amy Escobar Amanda Harris (C4C) Scott James Phyllis Lembke Claire Mann Karen Mclucas Giselle Rocha Milatovic (ECHS) Heather Moeck Carol Schachat (OEI) Kenneth Tangen Timothy Tran Darlene Wooten Michelle Worley	n/a	n/a
1 year	n/a	n/a	3: •Evette Reagan 33% •Gayle Berggren 40% (prob. retired) •Erin Johnson 100%	We expect adjunct staffing to remain the same although full time faculty may be teaching any of their courses to make their loads if STAR courses get cancelled.	n/a	n/a

Although it is likely one full-time faculty member will retire in 2015-2016, there are no requests for additional staffing.

Professional Development

Local faculty usually attend Summer Institute when it is offered. One full-time faculty member attends APA conferences. Some adjunct faculty attend staff development at other colleges. Most faculty maintain currency by reading professional journals and by maintaining membership in professional organizations.

Section 3: Facilities Planning

Facility Assessment

When research methods is offered as a traditional course, there may be a need for it to be offered in a computer lab setting.

Section 4: Technology Planning

Technology Assessment
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Since a large proportion of our courses are online we will need training and support to move our Seaport courses into Canvas.

Since research methods will occasionally be scheduled in traditional mode, we might need to purchase SPSS software, and install it in a lab ($225 per seat /license - Annual License Fee for SPSS Campus Edition Premium) OR install free PSPP software (http://www.gnu.org/software/pspp/).

Section 5: New Initiatives

<u>Initiative:</u>
Develop a model template psych 100 online course that uses a free textbook:
Pay one or two faculty members at non-instructional rate to develop materials for psych 100 courses using a free textbook to then be used by all psych 100 faculty members wanting to use the free textbook. Pay one instructor to place the materials into a Canvas account that can be copied by other instructors, online, F2F, or telecourse.

Describe how the initiative supports the college mission:
When the college moves to Canvas, the entire department will need to move its courses from Seaport to Canvas. I am proposing that one or two teachers be paid to develop new instructional materials (key terms, learning objectives for each chapter; summative quizzes; grading rubrics; midterm m/c; midterm essays; quizzes; final exams; written paper assignments; discussion board prompts; lesson lectures; etc. that match a free/open resource textbook for psychology 100 that can be used by all psych 100 teachers. One instructor would develop an online course that could be used by all instructors. The textbook will be embedded in the online courses and be available printed for a small cost to incarcerated students. This will save a lot of money for our students bc they won't have to purchase a textbook, and will assist teachers in moving from a professional textbook to one that has fewer instructional resources. More teachers will learn how to use grading rubrics. Using rubrics and assignments that are more valid measures will improve SLO achievement rates. Students using well-designed courses will be more successful.

What college goal does the initiative align with?
☒ Student Success   ☒ Partnerships
☒ Access, Persistence and Retention   ☐ Culture of planning, evidence and inquiry
☒ Innovation   ☒ Growth and efficiency

What College planning document(s) does the initiative align with?
☒ Educational Master Plan   ☐ Facilities
☒ Staffing   ☒ Technology *Textbook embedded in online course*

What evidence supports this initiative? ☒ Learning Outcome (SLO/PSLO) assessment *Because SLOs will be better aligned to assignments*
☒ Internal Research (Student achievement, program performance)
☐ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
SLO results for the past three years show that some instructors are not correctly distributing their SLOs and SLOs are not improving. If instructors in the department are using valid assessments and assessing from valid rubrics, SLO achievement would improve.

Recommended resource(s) needed for initiative achievement:
One or two instructors could develop basic materials that could be used by many instructors in their psych 100 online courses. He/She would be developing a "model" course. This instructor would need to work with others to develop assessments such as rubrics, essays, and written papers. A bank could be developed.

What is the anticipated outcome of completing the initiative?
Better developed courses with much less effort on the part of so many people. Better outcomes for the department. Better learning from students. Students don't have to buy an expensive textbook.

Provide a timeline and timeframe from initiative inception to completion.
Fall 2015 faculty member begins to develop resource materials. Spring 2016 assessment materials are ready for review and discussion. Textbook adoption ready for Fall 2016. Courses ready in Canvas in fall 2016.

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Pay one or two faculty to develop materials for psych 100 free textbook to then be used by all faculty members.	general	$2,000-$3,000	One time			Innovation	Summer 2016	