



2016-17
Comprehensive Program Review
Psychology

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Executive Summary

The psychology program is a high-FTE producing program (in fifth place, behind math, business, English, and biology), but produces relatively few degrees; this relates to the fact that many students take CCC psychology courses for GE elective requirements at CCC or for other schools. The majority of CCC psychology students take online courses or telecourses.

Success rates in distance learning courses are currently similar to the college overall DL success rates. Success rates in psychology have been declining; this is probably a result of enrollment increases in large-size courses, without an associated increase in instructor interaction. Success rates in psychology telecourses are poor (57%) and this is especially troubling because concomitant poor success rates in the overall psychology program seen in African American, American Indian, and Pacific Island students likely largely originate from students enrolled in telecourses. Telecourse students and online students overall express satisfaction but are dissatisfied with a lack of responsiveness with their instructors. Instructor interaction with DL students and poor success rates should be addressed.

There are three psychology telecourses and one independent study psychology course. These are all primarily attended by incarcerated students. The telecourses are dated and this needs to be addressed.

For such a large, popular program with multiple spin-off programs (STAR, Credits for College, Early College High School, military/contract education, telecourses), it is very difficult to hire qualified part-time faculty and maintain flexibility as well as consistently high standards, especially now that instructors must be trained in Canvas. Another full-time faculty member should be hired who has the capability and motivation to develop and teach exceptional courses and provide outstanding instructional behaviors in some or all of these programs.

Section 1: Program Planning

Mission Statement

The Psychology Program provides courses and programs that enable students to learn about psychology as a science, to apply psychological principles to their personal and social lives, and to transfer seamlessly to four-year colleges as psychology majors.

Overview

The psychology program consists of the following discrete elements:

- **General education courses** for non-psychology majors
- **AA degree** with psychology major or **AA-T Psychology** (transfer to CSU) are offered

- **Credits for College** program in collaboration with the Newport Mesa Unified School District; nearly each semester one Coastline psychology course is offered one evening a week at one of four different high schools (although about half the students who enroll are college-aged students). Introduction to psychology is the primary course offered but child development was offered fall 2015 at the request of the high school counselor (the students had already taken AP intro psychology). Students purchase their own textbook.
- **Early College High School**, offered at its own high school site in Costa Mesa, it enrolls students in one Coastline Introduction to Psychology each semester. ECHS purchases the textbooks for its students. Enrollment here is limited to high school students only. Age of textbooks can be an issue.
- **STAR program** – psychology is one of three degree subjects offered in guaranteed format each semester, with support services, so that students can complete necessary units to graduate and/or transfer in a four-semester timeframe. Potential full-time students are recruited to the program from local high schools. Not all recruited students are college ready and course sizes have been small.
- **Incarcerated Student Program**—three psychology courses are offered by telecourse and one independent study course (abnormal psychology) is offered. A psychology degree is not available to incarcerated students because the program has not determined a way to offer the required research methods course without Internet access.
- **Learning 1st**, a collaborative, online BA and BS psychology transfer agreement with Penn State World University for CCC AA-degree recipients <https://www.learning1st.org/>
- **Military and Contract Education**-psychology degrees may be achieved through military offerings. Occasionally introductory psychology courses are offered by contract education courses within the local community.

Psychology programs are core programs at many colleges and are popular majors. Psychology courses are interesting and can be applied to one's own life, and are often taken as electives by many non-psychology majors. Additionally, psychology courses at Coastline are taken by many students from surrounding schools to fulfill various program requirements in several therapy (e.g., occupational or physical therapy) and counseling programs (including bachelor's and graduate-level students). Online psychology courses at Coastline attract various professionals such as nurses, pastors, teachers, and police officers seeking to improve their educational attainment.

Since the last comprehensive program review:

- The Parent Education Program (composed of psychology courses) was retired and the full-time faculty member teaching that program (who was also the psychology department chairperson) was reassigned to a sister college.
- 1.33 new full-time psychology teachers were hired (one works full time in the DSPS office and has .33% assigned to psychology).
- .40 psychology full-time psychology teacher and department chair retired at the end of spring 2016; new department chair was elected
- Curriculum for social psychology and psychobiology were approved and they were developed into online courses.
- Curriculum for independent study abnormal psychology was approved and first offered summer 2014 as a way to present an additional course to incarcerated students
- Discontinued a Psychology Certificate on the advice of the articulation officer

- The Psi Beta Psychology Honor Society (affiliated with the national group) was discontinued in 2008 because of a lack of student involvement. It was reinstated by the National Psi Beta in May 2016 and was approved with “club” status by ASG in June 2016.
- An Online Psychology Club was started in April 2013; in May 2016 it had 160 members.
- An onsite Psychology Club was formed in fall 2015; it is open to all students but is primarily attended by STAR students and has a small membership.

Internal Analysis

In 2014-2015:

- 46.5% of psychology enrollments were in online courses
- 42.5% of psychology enrollments were in telecourses
- 11% of psychology enrollments were in traditional courses

Enrollment and FTES:

Enrollment and FTES increased in 2014-2015 because enrollments have been allowed to increase in large group courses (telecourses and online courses) and additional courses have been added to the schedule.

Comparing 2012-13 to 2014-15 (see Table 1):

- There was a 64% increase in enrollment
- There was a 66% increase in FTES

Table 1 Psychology Enrollment and FTES

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	2,240	3,113	3,682
FTES	209.2	290.0	348.3

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in psychology courses in 2014-2015 has been allowed to increase which also produces the increase in FTEF/30 rate. There has been a decrease in fill rate, because the STAR program psychology courses are allowed to run with very low enrollments (as low as 8). There are also smaller-size courses in the Credits for College program. Efficiency in 2012-13 was also lower because this was the NBC opening year and additional psychology courses were offered there to fill empty classrooms (and enrollment in these psychology courses was low). See Table 2.

Comparing 2012-13 to 2014-15:

- There was a 63% increase in number of sections
- There was a 11% decrease in fill rate
- There was a 62% increase in FTEF/30 rate
- There was a 4% increase in WSCH/FTEF

The FTEF30 (a measure of productivity that computes the number of full-time faculty loaded for the entire year at 30 Lecture Hour Equivalents and provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year) has increased in psychology because

enrollments have been allowed to increase in large group courses (telecourses and online courses). In 2014-15 the program had a FTEF30 of six full-time faculty. In actuality it currently has only one full-time faculty member who is dedicated to teaching full-time in psychology. See Table 2.

The WSCH/FTEF has decreased since 2013-2014, despite recruitment efforts to the STAR Psychology program.

Table 2 Efficiency Psychology (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF)

Academic Year	2012-13	2013-14	2014-15
FTEF30	3.7	5.0	6.0
WSCH/FTEF	915	961	949
Sections	32.0	44.0	52.0
Fill Rate	92.9%	90.9%	82.7%

Couse Success Rate:

The course success rate in psychology courses has been slowly declining and is slightly lower than the overall college success rate (64% overall in psychology in 2014-2015 compared to the college average of 65.4%). It is still higher than the institutional-set standard for course success (55.4%). The decline in psychology success rates is probably attributed to the increase in enrollment in large size courses. See Table 3.

Modality:

Regarding success (passing grades), comparing 2012-2013 to 2014-2015 (See Table 3):

- For online courses, a 7.3% decrease
- For telecourses, a 6.7% decrease
- For traditional courses, a 3% decrease

In 2014-2015 telecourse success rates in the psychology department dropped below 60%, probably reflecting the increased enrollments and a reluctance of the college to drop incarcerated students who do not appear to be actively participating. Reluctance to drop may be a subject that should be studied and remedied in the DL-department as a whole or by the college research department (not just the psychology department).

Table 3 Course Success Rates Psychology

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,224	3,078	3,671
Overall Psych Success Rate	68.8%	64.9%	64.0%
College Success Rate	-	-	65.4%

INSTRUCTIONAL MODALITY

<u>Success Rate Psychology</u>			
Online	73.3%	66.8%	67.9%
Telecourse	60.9%	60.6%	56.8%
Traditional	78.0%	77.8%	75.6%

Term Retention Rate:

The term retention rate in psychology courses in 2014-2015 showed a **2.9% decrease** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 (84.4%) was slightly higher than the college average (82.3%) and was **substantially higher** than the institutional-set standard of term retention (70.3%). This retention rate is probably a result of not dropping incarcerated students, and it actually results in poorer success rates (see definitions below the table). See Table 4.

Table 4 Term Retention Rate Psychology

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,224	3,078	3,671
Overall Retention Rate	86.9%	83.2%	84.4%
Retention Rate			
Online	88.2%	83.4%	84.3%
Telecourse	83.6%	82.0%	84.3%
Traditional	92.4%	87.9%	85.2%

[**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.]

Awards (Degrees and Certificates):

The change from 13 degrees (including majors and AA-T degrees) in 2012-2013 to 23 degrees (non-military) in 2014-2015 is a 92% increase, probably somewhat attributable to completions in the STAR program. Military psychology degree completions from 2012-2013 to 2014-2015 reflect an 83% increase. See Table 5.

Table 5 Psychology Degree and Certificate Completions

Academic Year	2012-13	2013-14	2014-15
DEGREES AND CERTIFICATES			
AA	5	7	13
AA-T	8	13	12
Military AA	10	19	17
Total Degrees	23	39	42

Demographics (2014-2015):

Psychology students are predominantly:

- male (57%)
- 20-24 years of age (23%).

From 2012-13 to 2014-15 there were the following changes in race of psychology students:

- a 16% increase in Hispanic students
- a 36% increase in Black students
- a 20% decrease in Asian students
- a 2% increase in White students

While demographics in both traditional and online courses do reflect a good mix of ethnicities (as observed by instructors), Table 6 shows equal representation of Hispanic, Black, and Asian students, which is not the actual representation of Asian students in online and traditional courses (there are over-representations of some races in telecourses).

The changes in race, gender, and age are likely the result of increased enrollments in our incarcerated student program. Table 7 compares Orange County demongraphics, Coastline enrollments, and psychology program enrollments. Of note is the substantial enrollment of African American students in psychology courses, and the smaller enrollment of Asian students in the psychology program.

Table 6 Psychology Student Demographics

STUDENT DEMOGRAPHICS			
Academic Year	2012-13	2013-14	2014-15
GRADED Enrollment	2,224	3,078	3,671
GENDER			
Female	48.3%	45.6%	42.1%
Male	50.5%	53.7%	57.2%
Unknown	1.2%	0.7%	0.7%
AGE at TERM			
Less than 19	12.4%	10.0%	8.3%
20 to 24	26.1%	25.9%	23.3%
25 to 29	17.3%	18.0%	18.1%
30 to 34	12.6%	12.5%	13.5%
35 to 39	10.8%	10.6%	11.4%
40 to 49	13.9%	15.5%	15.6%
50 and Older	6.8%	7.4%	9.8%
RACE/ETHNICITY			
African American	13.6%	16.4%	18.5%
American Indian	2.8%	3.6%	3.9%
Asian	23.5%	18.9%	18.7%
Hispanic/Latino	16.9%	20.0%	19.6%
Pacific Islander	1.0%	0.9%	0.8%
White	35.3%	36.7%	36.1%
Unknown	6.8%	3.4%	2.3%

Table 7

Comparison of Orange County Ethnicity by CCC Enrollment Ethnicity, by Psychology Ethnicity for Fall 2014

Ethnicity	Headcount Proportion by Ethnicity			Psychology Fall 2014
	Orange County	OC over 18	CCC Fall 2014	
African-American	2.1%	1.0%	11.1%	18.5%
American Indian or Alaska Native	1.1%	0.2%	0.7%	3.9%
Asian	19.2%	22.8%	23.9%	18.7%
Hispanic	34.2%	20.4%	17.1%	19.6%
Pacific	0.4%	0.4%	0.4%	0.8%
Two or More Races/ Other	3.2%	1.9%	10.3%	2.3%
White Non-Hispanic	42.6%	53.3%	29.7%	36.1%

Source: Banner Information Systems; U.S. Census Bureau CCC Research Office

Success and Retention Rates by Ethnicity

Compared to the college success rate of **65.4%** in 2014-2015, the only ethnic groups which surpassed that rate was Asian and White students. Hispanic students came close to meeting the college rate; a large group of **African American** (46%), **Pacific Islander** (52%), and **American Indian** (55%) students did not come close to the college overall success rate of 65.4%. See Table 8.

The 2014-15 College *Student Equity Plan* reported similar rates of overall success and retention for these same ethnic groups.

Table Psychology Success and Retention Rates by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,224	3,078	3,671
-Overall Success Rate	68.8%	64.9%	64.0%
-Overall Retention Rate	86.9%	83.2%	84.4%

RACE/ETHNICITY			
African American	303	506	680
American Indian	63	110	144
Asian	523	583	687
Hispanic/Latino	376	616	718
Pacific Islander	22	27	29
White	785	1,131	1,327
Unknown	152	105	86

Success Rate

African American	55.1%	47.4%	46.8%
American Indian	65.1%	55.5%	55.6%
Asian	73.0%	70.0%	72.5%
Hispanic/Latino	63.8%	64.1%	61.1%
Pacific Islander	68.2%	48.1%	51.7%
White	75.0%	71.7%	70.5%
Unknown	63.8%	66.7%	76.7%

Retention Rate

African American	85.8%	77.7%	81.0%
American Indian	85.7%	81.8%	84.0%
Asian	86.2%	85.2%	83.0%
Hispanic/Latino	83.8%	82.6%	84.3%
Pacific Islander	86.4%	96.3%	72.4%
White	89.4%	84.8%	86.9%
Unknown	86.2%	81.9%	89.5%

Success and Retention Rates by Gender

Table 9 shows that female students in each of the past three years have been more likely to be successful than male students, and have been slightly more likely to have been retained. This is most likely to be an artifact related to the larger number of male students in the Incarcerated Student Program who have greater risk to not be successful. (CCC Research Office data above by modality [Table 3] shows that success rates in telecourses in 2014-2015 was 56.8%; SLO success rates for psychology telecourse students are lower than in other courses in the psychology program.) Overall success rates and success rates for both genders have dropped since 2012-2013 (as mentioned previously is likely a result of larger class sizes).

Table 9 Success and Retention Rates by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,224	3,078	3,671
-Overall Success Rate	68.8%	64.9%	64.0%
-Overall Retention Rate	86.9%	83.2%	84.4%
STUDENT DEMOGRAPHICS			
GENDER			
Female	1,075	1,404	1,545
Male	1,123	1,652	2,099
Unknown	26	22	27
<u>Success Rate</u>			
- Female	72.7%	68.1%	69.3%
- Male	64.8%	62.3%	60.4%
- Unknown	84.6%	54.5%	51.9%
<u>Retention Rate</u>			
- Female	89.0%	85.5%	85.4%
- Male	84.8%	81.4%	83.8%
- Unknown	88.5%	72.7%	74.1%

Success and Retention Rates by Age Group

For the past three years, the largest age group has been the 20-24 year olds, but large numbers of students of all ages make up the entire program (see Table 10).

From 2012-13 to 2014-15 the following changes were seen in age of psychology students:

- a 10% increase in the less than 19 year-old group
- a 47% increase in the 20-24 year-old group
- a 73% increase 30 to 34 year-old group
- a 74% increase in 35 to 39 year-old group
- a 85% increase in the 40 to 49 year-old group
- a 137% increase in 50 and older group

Ironically, the smallest increase was seen in the age group in which the college is doing the most focused recruiting (for the STAR program).

Table 10 Success and Retention Rates by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,224	3,078	3,671
-Overall Success Rate	68.8%	64.9%	64.0%
-Overall Retention Rate	86.9%	83.2%	84.4%

AGE at TERM			
Less than 19	276	309	303
20 to 24	581	797	856
25 to 29	385	554	666
30 to 34	280	385	494
35 to 39	241	327	420
40 to 49	309	478	572
50 and Older	152	228	360

Success Rate			
Less than 19	74.3%	71.8%	71.9%
20 to 24	69.0%	65.2%	63.7%
25 to 29	64.7%	63.9%	64.9%
30 to 34	68.6%	62.6%	61.9%
35 to 39	66.8%	65.7%	62.4%
40 to 49	67.6%	65.1%	62.4%
50 and Older	75.0%	59.2%	64.2%

Retention Rate			
Less than 19	92.8%	86.7%	88.8%
20 to 24	87.3%	82.8%	83.1%
25 to 29	84.7%	82.5%	84.1%
30 to 34	86.1%	81.3%	83.8%
35 to 39	85.1%	84.4%	87.9%
40 to 49	85.1%	83.1%	83.2%
50 and Older	88.2%	82.9%	83.1%

Implications of Change

Awards and certificates—Despite high enrollments, the program has a surprisingly low number of awards.

- Based on an enrollment of 3,682 and the number of awards at 25, fewer than 1% of students earned a psychology award. (If the denominator were halved- to approximate head count, the awards percent would still be below 1%).
- Not all students take psychology courses to become majors (of 137 survey respondents, 66% reported they did not plan to earn a psych degree; 27% reported they planned to earn a psych degree at CCC and 7% planned to earn their degree at another college)
- Many students receive the Social Behavioral Sciences AA Degree Area of Emphasis in addition to, or instead of the psychology transfer AA Degree. They can earn the Social and Behavior Sciences AA Degree with only 18 psychology units and they don't have to take the research methods course (required for the psychology transfer AA) (this is what incarcerated students do).

- If the program were to offer the research methods course to incarcerated students, psychology awards would increase.

Declining Success Rates: The course success rates in psychology courses have been slowly declining and are slightly lower than the overall college success rate (64% overall in psychology in 2014-2015 compared to the college average of 65.4%). Success rates have been declining across all modalities, but especially in online and telecourses. The decline in psychology success rates is probably attributed to the increase in enrollment in large size courses, without an associated increase in instructor interaction. If large size courses are to be continued, additional training or support is needed so faculty can learn how to improve student success. **This area needs to be addressed.**

Incarcerated Students: We cannot generalize about “psychology program outcomes” without considering the needs of and success of incarcerated students who are ALSO enrolled in the program. The effect of their success and achievement of SLOs in Coastline’s psychology program cannot be ignored. **This area needs to be addressed, probably in conjunction with the Student Equity Committee or Student Success Committee.**

Vietnamese Students: The other area that may need to be discussed is the small, disproportionate enrollment of Vietnamese students in the psychology program. Is it appropriate that there is a 5% smaller within-college enrollment of Asian students in the Psychology program?

This question was asked of Coastline’s Vietnamese counselors. One thought was that Vietnamese students generally do not pursue psychology as a major because it will take them too long to get their license as a psychologist. It was also noted that the parents of the younger, college-aged students do not know what “psychology” necessarily is so they do not support it or encourage it as a field of study.

It was stated that, while the counselors actually do have family members who have graduated or are currently in graduate programs in psychology, a common element she notices is that Asian students are not aware of the many career avenues related to this major. Also, it seems that graduate school is not something that they have knowledge of or the belief that they can pursue it due to lack of information/support/other reasons.

The counselors admit that it is a well know generalization that most Asian students are most likely to seek careers and studies in science, computers, or engineering. A common theme is most are not considering an additional two years beyond an MS degree. If they need to take an additional two years of college past an MS, then they will need to feel that the extra work will be worth the effort in terms of time and money, such as needed in careers like pharmacy, medicine, physician’s assistant, physical therapy, etc. Additionally, these types of careers carry a status that brings honor to their family's name. Psychology is frowned upon because it is not a common or rational, concrete major that will lead to a secure, high paying career.

Given this line of reasoning, it is probably as likely that Asian students are not specifically spurning “psychology,” but they are just not interested in academic fields that are not perceived as “scientific.” If Coastline wants to try to increase the number of students in the psychology program, a greater effort needs to be made to educate parents and students that psychology is a broad major that can allow students to go into many different fields. Also, they need to be educated about graduate school, which is a requirement for a professional career in psychology.

Mental Health Issues and Psychology Students: Psychology instructors have long relied on anecdotal examples and confirmation bias to demonstrate that this subject area attracts students with mental health issues more than other majors. A recent study (Vedel, Anna, April 2016. Big five personality group differences across academic majors: A systematic review, *Personality and Individual Differences* Volume 92, p. 1–10) which questioned 13,389 students, concluded that students with specific personality traits do tend to major in certain subjects. It was found that psychology majors scored high on Openness (marked by creativity and a broad range of interests) and Neuroticism (marked by moodiness, irritability, and emotional instability). In light of these findings, it may be important to provide activities and assignments that allow students to demonstrate creativity, and to make services more readily available to assist students with possible emotional problems—in both face to face and online courses. Psychology faculty need to be aware of the college’s new Maxient Student Conduct Reporting Tool to report student behavior problems for which they need assistance.

Efficiency and Innovation: The program to could continue to grow larger courses, but this would probably be at the expense of success. Instructors would need to be trained in how to continue to provide good instructional service and academic quality to students.

Additional online courses could be added; this would likely continue to attract students from other schools and would not increase overall retention and award rates.

STAR program F2F courses are small and achievement is moderate. It is felt that students are immature and could benefit from interactions with college-age students. An online STAR program might increase award achievements.

Adding a certificate program like Addiction Studies Certificate that is available online or to incarcerated students might increase certificate completion rates for the college. The psychology faculty have forwarded this idea previously to the college and received the response that a substance abuse program “belongs” to the CCC’s Human Services department.

Similar programs are being offered nearby:

- Saddleback College has a program in the Human Services department: <https://www.saddleback.edu/hs/hs/alcohol-and-drug-studies>
- Cypress College has a program in the Humans Services department. Students completing this program will have the necessary academic requirements to apply for professional credentials in one or more of the following programs: CAADAC (California Association of Alcohol and Drug Addiction Counselors, Credentialing Committee); C.A.T.C. (Certified Addictions Treatment Counselor); CAARR (California Association of Addiction Recovery Resources); CADDTP (California Association of Drinking Driver Treatment Programs); or CANSA (California Association of Nurses in Substance Abuse).
<http://www.cypresscollege.edu/academics/academicPrograms/SocialScience/HumanServices/AlcoholandDrugStudies.aspx>
- Palo Verde College offers a program entirely online that is available to inmate students; students take all the courses but cannot get the certification for the face-to-face component for professional licensure; according to the school’s program review, they are working with the Department of Corrections and Rehabilitation for a remedy. A full time psychology faculty member oversees the program.

Survey Results

Two surveys were deployed in fall 2015. A Scantron paper survey was sent to incarcerated students, and an online survey was sent to the home addresses of current students enrolled in psychology courses of various types. There were 138 responses to the online survey and 274 responses to the Incarcerated Students Survey.

RESULTS FOR SURVEY OF PSYCHOLOGY STUDENTS TAKING THE SURVEY ONLINE

Students taking online courses were the largest group who returned the survey (74%); other respondents included STAR, students from Newport Beach, Le Jao, ECHS, and Credits for College. No military students were surveyed. Fifty-six percent reported they attended only CCC; 15% also attended OCC; 10% another community college; 9% a 4-year college, and 8% attended GWC.

In response to the question “Do you plan to earn an AA degree in psychology?” 27% replied “yes at CCC,” 7% “yes at another college,” and 66% replied “No.”

Table 11 shows why respondents are taking a psychology course. The largest percent of students (37%) are taking psychology courses to fulfill general education requirements. It is very interesting to note that 30% of respondents are taking psychology courses to transfer to graduate programs; 20% of those are transferring to programs other than psychology (probably occupational therapy and nursing).

Table 11 Why are you taking a psychology course?

Survey Question	%	N
To satisfy general education requirements	37.88%	50
To satisfy degree requirements for an A.A. in Psychology	23.48%	31
For personal interest	22.73%	30
To transfer to a 4-year school as a psychology major	20.45%	27
To transfer to a graduate program other than Psychology	19.70%	26
To satisfy A.A. degree requirements for a major other than Psychology	18.94%	25
To transfer to a graduate Psychology program	10.61%	14

Regular population students were largely *satisfied* or *very satisfied* with most of the survey elements such as quality of the program, success in the program, and facilities.

The survey elements that received the highest dissatisfaction ratings were:

- *How satisfied are you with the variety of classes?* 11% dissatisfied or very dissatisfied. At the end of the survey, when asked what courses they wanted in the psychology program, they listed other disciplines like computer science, microbiology, or courses that we already offer, like

abnormal psych and psychobiology. A question arises why students are unaware we offer abnormal psychology and maybe this is an area we could better advertise to existing students.

- *How satisfied are you with the quality of instruction?* 12% dissatisfied or very dissatisfied
- *How satisfied are you with the support you receive from your instructors?* 13% dissatisfied or very dissatisfied

In the distance learning format section, students were largely *satisfied* or *very satisfied* with everything. The elements with the MOST dissatisfaction were

- *Helpfulness of feedback on quizzes, assignments, and/or exams* - 9% dissatisfied or very dissatisfied
- *Speed with which the instructor responds to questions* - 8% dissatisfied or very dissatisfied
- *Amount of interaction with the instructor* - 10% dissatisfied or very dissatisfied

Currency of video material was a question in this section, but as there was only one telecourse student represented in this survey, those percents are not valid. There were two comments in the suggestions section that the videos were old and need to be updated.

In the face-to-face format section, there were about 45 respondents at a variety of locations who were largely *satisfied* and *very satisfied* with all elements. The elements with the MOST dissatisfaction were

- Organization of the course 10% dissatisfied or very dissatisfied
- Clarity of the syllabus 10% dissatisfied or very dissatisfied

Demographics of Psychology Students Taking the Survey Online

A surprising finding was that a large percent of survey respondents (30%) reported they did not work outside the home.

Table 12 What is your current employment status?

Working full-time	32.95% 29
Not working outside the home	29.55% 26
Working 20 hours or less per week	21.59% 19
Working between 21-30 hours per week	10.23% 9
Working as a volunteer (non-paid position)	5.68% 5

A large number of psychology student respondents already have a BA degree or higher (25%), and 13% already have an AA degree. See Table 13.

Table 13 What is your highest level of education?

Less than high school completion	1.12%	1
High school diploma (or GED)	60.67%	54
Associate in Arts degree	13.48%	12
Bachelor's degree	17.98%	16
Master's degree	5.62%	5
Doctorate	1.12%	1

Misc Survey Findings

- 26.44% were interested in joining an on-site Psychology Club or participating in Psychology related activities outside of class
- 68.97% had not visited the psychology home page
- 67.82% had not heard of the online Psychology Club (11.63% were members already)

Write-in Comments

In your own words, please tell us what you most want to learn or accomplish from taking courses in the Psychology program at Coastline? (Responses to OTHER):

- double credit high school
- MA for occupational therapy
- elementary education
- nursing
- the cause of & how to deal with mental illness
- I want to learn skills that can apply to my everyday life

Please tell us what your most positive experience has been in any Coastline Psychology classes you have taken.

- I appreciate the straight-forward grading rubrics and consistent grading scales.
- Assignments are clearly defined.
- The topic itself, and in how it directly applied to my life made it all the more interesting and enjoyable.
- Nice teacher.
- Professor X provides excellent feedback on written work. I feel that she truly cares about her area of expertise, and she took great interest in the work that was actually submitted to her.
- X psychology has been one of the best courses of the three I have taken. The teacher X is always attentive and gives great feedback.
- Interacting with my classmates and professor about our own mental health stories in the context of our course material was very touching.

- The knowledge of the professor, ready to answer all questions with the best knowledge demonstrates samples. Interacts by asking questions based on the learning subject for the day.
- The content was difficult but important to understand. Every piece of material had purpose.
- An opportunity to meditate in class.
- Grades access
- I love all the material we go over in class. It helps me better understand myself and people I come in contact with.
- The classes I've found were really helpful and educational I have learned a lot that I will take along the way. I am definitely going to continue attending Coastline for their great STAR Psychology Program.
- I enjoy online classes. That is why Coastline was the answer for me because being a Junior College and offering the classes I needed for my degree is just awesome especially when you are on a budget.
- Dr. X makes the class very enjoyable. I enjoy the assignments and look forward to learning more
- The combination of materials and discussion posts was a lot of fun. I like seeing how people reacted to my response and the prompt
- The most positive experience I've had in the psychology program is my professor. She is always engaged and keeps the students engaged in what we are learning by making us participate, asking us questions on whether we need qualification or not, and simply adding a joke every once in awhile.
- This online course has really offered a variety of ways to learn (audio, video, outlines, etc.) to go along with the traditional "book". Leave it to a psychology department to understand that individuals learn in a variety of ways. The other online classes I've taken at Coast have been horrible to tedious.
- Accessing course material has been an ease.
- Communication with other people
- This has been my favorite teacher this far!
- Wonderful, easy to navigate, online teacher was the best
- Learning from others in the discussion boards was a very positive experience.
- Understanding why people who are afflicted with a mental illness behave or think the way they do.
- The PSYC X class has been great. Very informative. Great Instructor. And I prefer the CANVAS system.
- PSYCH X with X has been an amazing experience. A super well designed course!
- The class helped me understand myself and others and opened my eyes about my life.
- Coastline offers the classes I need.

Summary of Regular Student Survey Results and Implications for Change

A large group of psychology students work (33%) full time but a large group (30%) don't work at all. A large group (27%) report wanting to get an AA in psychology at CCC but 38% report already having at least an AA, many have higher degrees.

Overall, respondents reported most dissatisfaction in support received from instructor, variety of courses, and quality of instruction.

In distance learning courses, respondents were most dissatisfied with helpfulness of feedback on quizzes, assignments, and/or exams; speed with which the instructor responds to questions; amount of interaction with the instructor.

In the face-to-face format respondents were most dissatisfied with organization of the course and clarity of the syllabus.

Remedies: Instructors need to provide a clear syllabus (use syllabus template on Canvas). Instructors need to develop online courses and online instructor behaviors at the level of “effective” on the new Coastline Academic Quality Standards Rubric.

RESULTS FOR SURVEY OF INCARCERATED PSYCHOLOGY STUDENTS

Incarcerated students were largely *satisfied* or *very satisfied* with most of the survey elements (overall quality of instruction, variety of courses, relevance of classes to academic or vocational needs; extent that class(es) meet expectations, success in the program, clarity of instructions for completing assignments, relevance of assignments and exams).

Incarcerated students showed the MOST dissatisfaction (*dissatisfied* or *very dissatisfied*) with the following three questions:

- Recency of videos (26.61%),
- Helpfulness of feedback on quizzes, assignments, and/or exams (23.74%)
- Speed with which the instructor responds to questions (21.95%)

Videos

Only 33% of incarcerated students report that they “always” watch the videos; 13% report they “never” watch the videos, and 51% report they “sometimes” watch the videos. Some of them report they are unable to watch the videos because of circumstances beyond their control. See Table 14.

Table 14 How Frequently Incarcerated Students watch PSYC 100, 116, or 118 Video Lessons

Always	33.06%	81
Sometimes	50.61%	124
Never	16.33%	40
Total Responses	100%	245

Demographics of Incarcerated Psychology Students

The largest group of incarcerated student survey respondents was Hispanic/Mexican (35%); the next largest group was white.

Table 15 Ethnicity of Incarcerated Respondents

African-American	24.39%	60
American Indian/Native Alaskan	0.81%	2
White	30.08%	74
Hispanic/Mexican	34.55%	85
Vietnamese	0.81%	2
Asian - Other	2.85%	7
Decline to State	1.22%	3
Other	5.28%	13
Total Responses	100%	246

Table 16 Gender of Incarcerated Respondents

Male	93.13%	244
Female	6.87%	18
Total Responses	100%	262

Table 17 Highest Level of Education of Incarcerated Respondents

Less than high school	1.90%	5
High school diploma (or GED)	87.07%	229
Associate in Arts/Science degree	8.75%	23
BA, MA, PhD	2.23%	6
Total Responses	100%	263

Table 18 Reasons Incarcerated Student Respondents Are Taking a Psychology Course

To satisfy A.A./A.S. degree requirements	78%	214
To satisfy transfer requirements	21%	57
To earn a certificate	21%	56
To prepare for a new job or improve job skills	34%	92
For personal interest	58%	159
To improve my parenting skills	27%	74
Other	09%	27

Write-in Comments from Incarcerated Students

If you answered "Dissatisfied" or "Very Dissatisfied" to any of the above items, please describe your concerns. (+ indicates there were more comments like this one)

- Received scores on quizzes after the midterm and final; poor timing on quiz results; too long to receiving quiz results; can't use quizzes for study bc don't receive results in time; finished final but never received scores on other quizzes or even the midterm. +++
- The quality of the program would be greatly improved with increased interaction between students and teachers.
- Assignments turned in but not graded
- Teacher not responding to email; instructors just ignore letters. +++
- No feedback on assignments, quizzes, or exams +++
- There is a systemic failure when it comes to meaningful feedback. Papers are just assigned a number.
- Wrote the instructor and never received a response; +++ speed of response is slow
- Never received midterm or final
- Coastline doesn't respond quickly to incarcerated students.
- Videos are outdated; would prefer to watch more recently produced information; no relevance to incarcerated people
- Want courses on addiction;+++ substance abuse classes
- Would like more variety of classes.
- Lack of TV/Video stations/TVs don't work/videos don't work/videos not shown in chronological order/can't access the video players bc of work schedule
- Put the videos in the e-readers
- More specific relevant material to study for exams
- Exam questions don't match the material; the midterm and final review in the handbook do not help, they do not match what was on the final exam.
- Would like a psychology degree offered.

If you answered that the class(es) are not as good as you expected, please describe your concerns.

- Lack of book availability
- Lack of higher courses once basic ones are finished
- Video lessons are unnecessary
- Need rehab classes
- Video series are out of date ++
- Provide some lectures on CD
- Communication is a problem +
- Need more feedback and instructor interactions +
- More teacher-student communications
- Limited number of majors
- We are expected to know material that is not in textbook or videos
- Bad quiz strategy; not forced to read but to just look for answers to MC homework
- Quizzes need to be more creative
- Need better response times

What do you most want to learn or accomplish from taking psychology courses at Coastline?

- Understand myself better
- Understand others better
- Help children/mentor youth/help struggling youth/advocate for at-risk teens +
- Help others deal with dysfunctional behaviors
- Understand myself to make changes in my life; degree in psych so I can help others when I leave
- Insight into self; learn more about myself and others
- Become a better parent
- Become a better person
- Help others
- Help others in prison therapy groups
- How to achieve my greatest potential
- Understand why people act the way they do
- Basic knowledge of human behavior
- Knowledge to apply in everyday life
- Understand what went wrong in my life!
- Knowledge of human development; Understand child development
- Prove my parenting ability to the courts
- Become anger management counselor
- Substance abuse counselor
- Become a counselor
- Understand why I acted why I did in the past
- Degree in psychology
- Satisfy AA degree requirements
- Transfer to 4-year college
- Earlier release from prison

What has been your most positive experience in any of the psychology classes you have taken at Coastline?

- Better understanding as a parent; how to raise my own children; improved parenting skills ++
- How to be a better son to my aging parents
- Come to understand my upbringing and why I have done certain things
- Understanding myself, why I joined a gang, committed my crime, why I can rehabilitate and help others
- Learning the reasons of my past behavior +
- Why I do things and how my development was impacted by various factors
- Being able to go back and identify my dysfunctional thinking in my early life experiences
- Learning that some of my worries growing up have been diagnosed and are not unique
- Self understanding ++
- The realization that I can still grow and heal
- Learned better social skills
- Insight I have gained on life
- Arming myself with the necessary tools to achieve my goal and make a difference

- Learning so much in which I wish to be my field of choice
- Learned so much about human behaviors/why people act the way they do ++
- Understand the impact of my crimes on individuals and society
- Learning about scientific evidence and to avoid common sense ascriptions
- The basis of commonly used phrases in everyday language
- I just really enjoy learning +++
- Knowing that I gave it my all bc I knew that this class would be a challenge for me
- Good text, well covered content
- When I am watching TV and this topic comes up I can relate to the material
- Feeling good about a test bc I know I did well and I absorbed the material
- Grades may not show all that I've actually learned
- How in-depth the textbook goes
- Fun applying what I've learned in the prison culture

If there are other psychology courses or programs that you would like Coastline to offer, please provide your suggestions below.

- More general options
- More advanced options
- Interpersonal relations
- Research methods ++ (for AA degree in psych)
- Psychology and literature
- Abnormal; more advanced abnormal +
- Sexual psych
- Family psychology
- Impulse control
- Childhood trauma
- Child development
- Counseling
- Drug, guidance, mentoring counseling classes
- Addiction studies ++; drug behaviors
- Alcohol and drug counseling +++; addiction +
- Drug and Alcohol counseling; studies +
- Dysfunctional family abuse treatment
- MFCC counseling
- Courses dealing with humanistic, behavioral, and cognitive perspectives
- Classes about psychotherapy
- Mental health classes
- Interaction psychology
- AA or AS in psychology ++
- Courses that apply to BA
- Entrepreneurial business psychology; business psych
- Social psych
- Sports psych
- Biological psych +
- Pathological psych

- Motivational psych
- Spirit centered psych
- Something specific to criminal behavior and the effects of incarceration
- Criminal behavior +
- Criminal abnormal psych
- Criminal antisocial behavior
- Criminal justice and rehab +
- Victimology +
- Domestic violence
- As many as possible

If you have any comments or suggestions for improving the psychology program, please provide your suggestions below.

(Only includes comments not mentioned in previous sections):

- Include a suggested reading or resource list
- Make the psychology program more relevant with more options for certificates or degrees, as these classes have real life applications and benefit society
- Put videos on tablets/e-readers ++
- More written assignments
- Fewer Scantrons
- Receive graded assignments back
- Internet access
- Skype service
- Have a professor visit us

Summary of Incarcerated Student Survey Results and Implications for Change

Incarcerated student respondents were mostly Hispanic, white, and black. They take psychology classes for AA degree fulfillment and personal interest. They would like more psychology classes and classes/programs that would enable them to become counselors in addiction or rehabilitation when they are able to leave prison. They are very dissatisfied with turn-around time and feedback on quizzes, exams, and assignments and would like more interaction with their instructors. They also point out that videos are not recent.

Remedies: Instructors need to develop telecourse instructor behaviors at the level of “effective” on the new Coastline Academic Quality Standards Rubric. This includes but is not limited to providing feedback on major assignments using a rubric, providing shorter quizzes in the handbook that give students the answers so they receive formative feedback, answering ALL student emails and hard-copy mail, picking up all student correspondence at least once a week, making sure the handbook matches the textbook edition. Include a list of suggested readings. Include assignments due sooner in the semester to aid in being able to drop students who are not participating earlier in the semester.

Summary and Suggestions for Survey Findings

Regular population and incarcerated students report dissatisfaction in the areas of helpfulness of feedback on quizzes, assignments and exams; speed with which the instructor responds to questions, and the amount of interaction with the instructor. **These are areas where the department can improve.**

Program Student Learning Outcome(s)

Improvements were steadily being made, but then leveled off in all levels of SLOs; now there is a ceiling effect and no matter what strategy is used, little change is seen. The best strategy seen is to drop students who are not participating; this improves rates in CSLOs for teachers who strategically drop, but does not improve overall rates for PSLOs or ISLOs (because some teachers do not drop). There are three telecourses that include students who are not dropped and/or students who do not turn in their assignments until after the semester ends and this depresses CSLO, PSLO, and ISLO outcomes for the department, overall.

Another problem is that several teachers continue to use objective exams to measure their SLOs; these are not valid measures and SLO outcomes are depressed as a result. One instructor in particular has been repeatedly asked to provide more written assignments and fewer multiple choice exams and to not measure SLOs with multiple choice exams but these practices continue.

We also feel that outcomes are depressed because the current SLO calculation includes the score of 0 for students who don't turn in assignments (we feel it would be better to ignore students who fail to turn in assignments).

At discipline meetings we have discussed intervention strategies and some instructors have made changes, but we cannot think of new intervention strategies. We have changed some SLOs as a result of program review which will make it easier to write clearer assignments. We do not want to make our assignments easier.

See Appendix A – Psychology SLO Outcomes for Fall 2015.

Curriculum Review

There is currently an **AA degree** with a psychology major and there is an **AA-T Psychology** degree (transfer to CSU) (the AA-T was developed in 2011). The Parent Education Program was discontinued beginning fall 2012 and all the courses related to that program were retired shortly thereafter.

Table 19 Curriculum Review

Course	Date Reviewed	Status
Psych 100-Intro to Psych	1-8-16	Approved at 3-18-16 Curriculum Mtg.
Psych 116-Child Growth and Devel	1-8-16	Approved at 3-18-16 Curriculum Mtg.
Psych 118-Lifespan Devel Psych	1-11-16	Approved at 3-18-16 Curriculum Mtg.
Psych 165-Human Sexuality	1-11-16	Approved at 3-18-16 Curriculum Mtg.
Psych 170 -Psych of Aging*	1-13-16	Debra Secord will review during Gerontology Program Review
Psych 250-Psychobiology	1-11-16	Approved at 3-18-16 Curriculum Mtg.
Psych 255-Abnormal Psych	1-11-16	Approved at 3-18-16 Curriculum Mtg.
Psych 260-Social Psych	1-11-16	Approved at 3-18-16 Curriculum Mtg.
Psych 280-Research Methods	1-11-16	Approved at 3-18-16 Curriculum Mtg but will need to be resubmitted if the new math statistics course will be allowed as a prerequisite (the statistics course outline needs state approval first). In summer 2016 psych 280 was submitted for a C-id number so the course could be included in OEI.

* Psych 170 is part of the interdisciplinary Gerontology program and while the course outline is under their control, it is also part of the psychology program's psychology major and psychology AA-T, so the following concerns were brought to the Gerontology department chair's attention; she was asked if she could make that changes for her own program review in 2018. These are the noted problems:

1. The course outline seems to cover more of the "sociological" aspects of aging than the "psychological." It is missing the following common themes that are covered in most psychology courses: Theory and Method in Studying Aging and Older Adulthood; Biological Aging and Health; Sensation, Perception, and Attention; Memory Intellectual Functioning; Cognition and Problem Solving in the Everyday World (these topics appear in the Table of Contents of the textbook used by two of the three instructors teaching this course in the Gerontology program).

2. The textbooks were also reviewed. One of the four of the textbooks appears inappropriate (Berger, Kathleen Stassen. *Psychology of Aging*, Custom Edition from The Developing Person Throughout the Lifespan); it is the same textbook used by several instructors of the Psych 118 Lifespan course—it accompanies our Lifespan telecourse, AND it also covers child and adult development (not adult development). The department chair states that textbook is no longer used, but we would like it removed from the Psych 170 course outline when it is updated.

3. Several of the textbooks listed on the outline have the wrong publisher, and one teacher is using a textbook that is not listed on the course outline.

Curriculum Development: At nearly every psychology discipline meeting we discuss possible new psychology-related programs and new curriculum/courses we might develop to offer in the future. Articulation officer Nancy Soto Jenkins has advised us to NOT offer any additional upper division courses. Nancy said that local transfer schools have agreed to accept courses from transferring juniors if the psychology course is part of the 60 units they are transferring and they won't ask them re-take it again as an upper division course. But sometimes students transferring to other schools (not local) will be asked to take these courses again (the case for psychobiology). The other problem is that sometimes students

take too many psychology courses and this impedes their completion of their other general education courses. Nancy feels that the primary courses we have now on our AA-T are all solid courses.

Regardless, suggestions for possible new psychology courses that were suggested by faculty at our fall 2015 discipline discussion meeting were: Cognitive Psychology, Personality, Industrial Psychology, and Critical Thinking/Reasoning/Problem Solving (this course was thought to be the first choice). The college president has also mentioned that she would like an introduction to cross-cultural psychology course offered at the college; one of the psychology faculty members has taught this and is very interested in submitting a course outline for this course.

The president has also mentioned she would like to see an honors psychology program in the future.

There is somewhat of a conflict offering psychology 250--psychobiology. In the AA-T plan students can take biology 100 instead of psychology 250 UNLESS they are transferring to CSULB (which requires psychobiology as part of their AA-T). Unfortunately, when the STAR program requires students to take psychology 250, students transferring to other schools will be required to re-take it at the upper division level.

External Compliance

Psychology does not have external compliance regulations. The Psi Beta Honors Society has joining criteria (GPA=3.25; completed 12 units; B in college psychology course).

Progress on Previous Forward Strategy Initiative(s)

Table 20 Progress on Forward Strategies (5-Year Goals from Previous Comprehensive Program Review)

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop Social Psychology and Psychobiology into online courses. Work closely with these instructors to be sure these courses are of excellent quality.	Complete		Social psychology was offered fall 2013; Psychobiology was offered spring 2013. Both courses are filling well with wait lists.
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.	Complete		The extra section was offered for the first time in spring 2015. A large number of enrollees continue 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.	Not Complete	This is outside the psych dept's ability to resolve but needs to stay on our list of "problems" to address.	This has still not been resolved and needs to be brought up with the Unions and Contract Ed administration from time to time.

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.	In progress	A difficult problem without an easy solution.	Not all faculty members live close to the college.
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.	In Progress	Ongoing	Instructors teaching psychology courses in the gerontology program are included in psychology program communications, but they don't participate in psych program meetings. Gero communications are not sent to psychology dept chair.
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.	Completed		C4C started 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 instructors have not attended our faculty meetings.
Provide training opportunities at faculty and discipline meetings.	Completed	Should probably be re-stated in light of new Canvas LMS	It might be good for faculty to share what they do with each other to try to improve course quality.
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	An ongoing objective. Perhaps faculty could review their own courses as part of their own self- evaluation.	This is being addressed via the orientation and evaluation process. We also discuss this at each faculty department meeting.
Ensure that all faculty evaluations, including those in military and high school programs are up to date.	Complete		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 have been turned in on time.
With all faculty members present, review and update existing course, program and degree level SLOs.	Complete		Completed, and new SLOs were updated at discipline meetings.

Review course requirements and assignments to maintain academic integrity with the telecourses to make sure that we appropriately accommodate incarcerated students taking these courses.	Complete	A new academic quality rubric for telecourses is being developed by the Academic Senate, so perhaps this goal should be continued.	A review of psych 116 and 118 telecourse handbooks was done as part of instructor evaluations in fall 2012.
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.	Complete		This was started spring 2014. Enrollment has been very good.

Forward Strategy

Table 21 Forward Strategies and Initiatives to Address over Next Five Years

Initiatives (in bold) and Strategies	2016-17	2017-18	2018-19	2019-20	2020-21	College Mission
1) Ensure that all psychology courses including military courses, and related instructor behaviors are at least at the level of “effective” on the Academic Quality Standards Rubric. This includes providing RSI, REC, and feedback to students in online courses and telecourses.	X	X	X	X	X	1 Success 2 Access
2) Update 3 telecourse videos, beginning with psych 100	X	X	X			2 Access
3) Hire a new full-time faculty member		X				4 Growth & Efficiency
4) Discuss with DL committee, research, Student Equity, and Student Success committees, strategies to improve poor success rates in telecourses and online courses, with a special focus on African	X	X	X	X	X	1 Success

American, Native American, and Pacific Islanders.						
5) Dedicate an office for full-time psychology instructor Erin Johnson and new hire full-time faculty.	X	X				1 Success 2 Access
Strategies below advance the department but do not rise to the level of "Initiatives"						
6) Start a Psi Beta Honor Society and hold meetings	X					1 Success
7) Ensure that all faculty members are correctly measuring and submitting accurate SLO data regularly.	X	X	X	X	X	5. Culture of Planning, Inquiry and Evidence
8) Consider developing model Canvas online psych 100 course with free textbook			X			4. Innovation & Improvement
9) Possibly add new psychology curriculum or programs		X				4. Innovation & Improvement
10) Explore starting a psychology club for incarcerated students	X					4. Innovation & Improvement
11) Work with college to improve STAR cohort recruitment, schedule development, and communication.	X	X	X			4. Innovation & Improvement
12) Follow-up with the Unions to be sure they address the contract pay rate discrepancy for Psych 280 in military.	X	X	X	X	X	2 Access
13) Consider starting an Addiction Studies Certificate (this is up to the college to decide).						4. Innovation & Improvement
14) Ensure that all faculty members attend department meetings so that the program can coordinate communication and course and program improvement.	X	X	X	X	X	4. Innovation & Improvement

Section 2: Human Capital Planning

Table 22 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	VP Instruction 1	Dean of Instruction 1	Psychology 1@40% 1@33% 1@100%	C4C=1 ECHS=1 Online, + Telecourse +, F2F=11	0	0
Current year 2015-2016	VP Instruction 1	Dean of Instruction 1	Psychology 1@40% 1@33% 1@100%	C4C=1 ECHS=1 Cont.Ed=1 Online, + Telecourse, + F2F=12	0	0
1 year 2016-2017	VP Instruction 1	Dean of Instruction 1	Psychology 1@40% -(retirement) 1@33% 1@100%	C4C=1 ECHS=1 Online, + Telecourse, + F2F=12	0	0
2 years 2017-2018	Position Title (# of positions)	Dean of Instruction 1	Psychology 1@33% 1@100% ADD 1@100%	C4C=1 ECHS=1 Online, + Telecourse, + F2F=12 (Probably a slight reduction in adjunct)	0	0
3 years 2018-2019	Position Title (# of positions)	Dean of Instruction 1	Psychology 1@33% 1@100% CONTINUE 1=100%	C4C=1 ECHS=1 Online, + Telecourse, +F2F=12 (Probably a slight reduction in adjunct)	0	0

Staffing Assessment

There is a great mix of ages, genders, cultures, ethnicities, and professional psychology expertise within the psychology faculty. At present, all regular faculty (not including contract ed, ECHS, C4C) have taught online or are training to teach online. There is a problem in that many part-time faculty get too close to their maximum LHE (for e.g., especially when the size of online or telecourse enrollment gets increased),

so the department needs to consistently hire new and train new faculty who are interested in teaching online.

An attempt is being made to have the newest FT 100% faculty member teach the on-site STAR psychology courses but it is difficult to fill her load with just STAR courses (the courses and the schedule change each semester) so she is also teaching online courses. Although psychology is a high-FTE producing program, these FTE are produced mostly in online (46.5%) and telecourses (42.5%). There is enough FTE to support hiring an additional FT instructor for fall 2017, especially one who is experienced in online education. This is reflected in Table 2, above.

Professional Development

As many psychology instructors are practicing professionals they are actively involved in maintaining CEU in a variety of conferences, courses, and workshops in psychology sub-fields specific to their interest and practice. Most instructors are also members of the American Psychological Association (APA) and/or Western Psychological Association which provide journal subscriptions and online research alerts in specific areas of interest. Many faculty belong to Psychology Teachers at Community Colleges (PTACC). One faculty member is a practicing researcher who presents at conferences and publishes juried articles.

Most faculty report staying up-to-date by reading journals, blogs, or online subscriptions related to psychology.

In addition to attending Coastline's Summer Institutes and other professional development activities, many faculty report completing staff development activities at other colleges where they also teach (UCI, CSUF, Cypress, Saddleback, Cypress, OCC). Topics reported taken include Coursera (data analysis), teaching techniques, Blackboard Learn, Blackboard, Access Database, Remark scanning data software, Instructional Design, Teaching Technology, TurnItIn Training, Research Proposal Writing, Institutional Research Compliance, Active Learning-Active Teaching, Applying Instructional Design Principles for Online Instructions, Designing and Developing Grading Rubrics, student diversity. One instructor attended the Online Teaching Conference, and several instructors have been involved in training through the Online Education Initiative. Several instructors use Lynda.com to learn about a variety of topics. All but one of the regular teaching staff (excluding ECHS, C4C and contract education) have taken or are currently taking Canvas training through the FSC.

At this time, most CCC faculty report needing additional training in Canvas, especially with regard to creating accessible documents and courses. They want more hands-on Canvas training. They also need ideas about how to engage in better reasonable and substantive interaction (RSI) with students.

Forward Strategy

Initiative 1:

Hire ONE full-time teacher who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2017.

Describe how the initiative supports the college mission:

Hiring a new full-time faculty member would support the following aspects of the mission: providing accessible, flexible, education that leads to the attainment of associate degrees and transfers.

What college goal does the initiative align with?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input checked="" type="checkbox"/> Innovation | <input checked="" type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input checked="" type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The following reasons support the hiring of another full-time faculty member:

1. In 2014-2015 the FTEF30 was the equivalent of six full-time faculty, when in reality the program only had one dedicated full-time instructor.
2. There will be a new STAR online psychology program, probably to start in fall 2017.
3. The psychology program should hire a full-time psychology teacher who is experienced in online education. Online psychology courses have poor success rates. A full-time instructor could devote full-time attention to his/her students.
4. Telecourse students have poor success rates. A full time teacher could address some of these issues and provide more feedback to telecourse students.
5. FTEs are produced mostly in online (46.5%) and telecourse (42.5%). Current part-time faculty are maxed out on LHE so more new adjuncts need to be hired and they all need to go through FSC Canvas training, which complicates the adjunct hiring process.
6. Online STAR program students will need special student support and college activities; and the full-time instructor can be responsible for advising with Virtual Psychology Club and/or Virtual Psi Beta Honor Society activities or club meetings. This would be an innovative practice.
7. If the college has an interest in starting an Addiction Paraprofessional Training program, staff qualified in that area would need to be hired. According to the Minimum Qualifications for Faculty and Staff in that area, the qualifications are: "Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience."

Recommended resource(s) needed for initiative achievement:

General education funding.

What is the anticipated outcome of completing the initiative?

Better student success and SLO outcomes, and innovative student support and club activities.

Provide a timeline and timeframe from initiative inception to completion.

The hiring of the full-time faculty member would have to take place in spring 2017 so the new candidate would have time to take FSC Canvas training and to prepare online courses ready to be offered fall 2017.

Forward Strategy

Initiative 2:

All psychology teachers be at least at the level of “effective” on the Academic Senate Academic Quality Rubric. This includes RSI and providing feedback in telecourses.

Describe how the initiative supports the college mission:

Providing psychology courses and instructor behaviors that are at least at an “effective” level ensures a uniformly high level of course offerings in the department, supporting the following aspects of the mission: providing accessible, flexible, education that leads to the attainment of associate degrees and transfers.

What college goal does the initiative align with?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input checked="" type="checkbox"/> Technology |

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The following sources document the need for high standards in technology and instructor behaviors to support student achievement. California Online Education Initiative (OEI); new Accreditation requirements and requirements from the Federal Department of Education related to compliance for Federal Financial Aid; pedagogy and insight from our own instructional designers here at Coastline, new regulations about accessibility; guidelines about quality from legislative bodies; ideas from our own faculty Senators.

Recommended resource(s) needed for initiative achievement:

General education funding, Summer Institute, FSC training.

What is the anticipated outcome of completing the initiative?

Better student success, retention, and completion rates.

Provide a timeline and timeframe from initiative inception to completion.

- Discussion at each discipline meeting.
- Review of courses at time of formal evaluation.
- Encouragement to attend all workshops related to using and improving with the Canvas LMS and all workshops related to the Academic Quality Rubric.

Section 3: Facilities Planning

Facility Assessment

All courses can be held in traditional classrooms. The department specifically had a discussion and came to an agreement about the following two courses that are sometimes scheduled for labs at other colleges.

1. Research Methods is adequately taught in a computer classroom using the National Opinion Research Center/General Social Survey (NORC/GSS) data set and using access to statistical software provided by UC Berkeley (it is free to the public and is used in our online courses). Since STAR research methods is not offered every semester it does not seem fiscally prudent to purchase SPSS software on a required yearly license for a computer lab installation (\$225 per seat /license - Annual License Fee for SPSS Campus Edition Premium).
2. Psychobiology is adequately taught in a traditional classroom as opposed to needing a lab, as long as Internet access is available for demonstrations.

The college has an unresolved problem with inadequate office space for full-time faculty at the Newport Beach Center that affects the psychology department's full-time instructor who is currently also the department chairperson and the primary STAR instructor. Her "office" is a study carrel in the middle of the NBC area office, which has no space or privacy for student conferences with the instructor, or a bookshelf or private area for storing private student records, as required by FERPA. She is also the advisor for the Psychology Club and needs space to store supplies for this club.

Forward Strategy

The college needs to dedicate an office for full-time psychology instructor Erin Johnson.

Initiative:

Identify an office for Erin Johnson ASAP. Any new full-time psychology faculty will need offices, as well.

Describe how the initiative supports the college mission:

Providing an office for a full-time faculty member who assists STAR psychology students, who serves as the Psychology Club advisor, and who is the department chair supports the following aspects of the mission: providing accessible, flexible, education that leads to the attainment of associate degrees and transfers.

What college goal does the initiative align with?

- Student Success
- Access, Persistence and Retention
- Innovation
- Partnerships
- Culture of planning, evidence and inquiry
- Growth and efficiency

What College planning document(s) does the initiative align with?

- Educational Master Plan
- Staffing
- Facilities
- Technology

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Section 4: Technology Planning

Technology Assessment

Technology Use

Technology and technology support for on-site courses has been consistently good.

Technology support for the Credits for College program has been hit or miss. Each course is assigned to a different school/classroom each semester that is clearly another teacher’s room during the day. One CCC teacher was told by the principal “you can’t have our sign-in” but another semester at the same school the IT person from the NMUSD came out in the evening to do a demo on a system for a teacher who wanted to use the overhead. *We need to work closely with our dean and be assertive in requesting technology support.*

Canvas Use

Technology support and training for Canvas courses has been somewhat frustrating but this is not unique to just the psychology program. Most psychology teachers have taken FSC training, but they need to be encouraged to consistently improve their courses and their ability to use features of Canvas for course quality and student success. They need to learn how to use features that will enable them to fulfill requirements of RSI such as rubrics and formative assessment.

Canvas Model Course-Intro to Psychology

It would be useful to have a team of faculty work on developing Intro Psychology into a model online course that would use a free textbook. Materials such as Power Points would need to be developed to accompany the textbook. Additional quiz materials would need to be developed. In this way, any new instructor or any instructor on staff could use the “model course,” without attribution, and students would benefit because the textbook would be free. [This “sounds” ideal, but we are worried that the free textbook may not be kept up to date with new information.]

Telecourses

Telecourses (videolessons), used primarily in our incarcerated program, but also as auxiliary video material in some of our online courses, are out of date. To produce new telecourses would be cost-

prohibitive and would need significant faculty involvement. It was suggested that the telecourses could be updated with simple video productions, mostly narrated shots and interviews in studio, and using some of our existing video. We can also incorporate public domain footage or acquire low cost videos. Even paid, we may not have enough faculty to be involved in telecourse updating.

These are the original development dates for our existing telecourses:

- Psych 100 Intro Psychology: The Human Experience 2001
- Psych 116 Child Development: Stepping Stones 2003
- Psych 118 Transitions Through the Life Span 2003

District Technology

The psychology department would like the ability to better communicate with students taking psychology courses. For example, as soon as a student enrolls, we would like for them to receive an email that invites them to our psychology home page, or that sends them a pre-term welcome email from the instructor.

Forward Strategy

Initiative:

Over the next five years update all three telecourses with simple video productions, mostly narrated shots and interviews in studio, and using some of our existing video. We can also incorporate public domain footage or acquire low cost videos. Even paid, we may not have enough faculty to be involved in telecourse updating. **Introductory psychology would be the first priority.**

Describe how the initiative supports the college mission:

Updating the telecourses provides access and a quality education experience to incarcerated students (and to some students using the materials in online courses), addressing the following aspects of the mission: providing accessible, flexible, education that leads to the attainment of associate degrees and transfers.

What college goal does the initiative align with?

X Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

X Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

What College planning document(s) does the initiative align with?

Educational Master Plan

Facilities

Staffing

Technology

What evidence supports this initiative?

Learning Outcome (SLO/PSLO) assessment

Internal Research (Student achievement, program performance)

External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Student surveys reporting the videos are dated and instructor reviews of the videos.

Recommended resource(s) needed for initiative achievement:

General education funding and funding from the telecourse office.

What is the anticipated outcome of completing the initiative?

Better student success, retention, and completion rates.

Provide a timeline and timeframe from initiative inception to completion.

- Hire faculty interested in participating in the project
- Review of video and determination of what needs to be replaced
- Identify faculty or experts to tape for each key subject area

Section 5: New Initiatives

Initiative:

Ensure that all psychology courses are at least at the level of “effective” on the Academic Senate Academic Quality Rubric. This include RSI and providing feedback in telecourses; Update telecourse videos; Hire one new full-time instructor; Improve poor success rates in DL courses; and Dedicate offices for full-time faculty

Table 23 Goals to Address over Five Years

New Initiatives	2016-17	2017-18	2018-19	2019-20	2020-21
1) Ensure that all psychology courses are at least at the level of “effective” on the Academic Senate Academic Quality Rubric. This include RSI and providing feedback in telecourses.	X	X	X		
2) Update telecourse videos	X	X	X		
3) Hire one new full-time instructor		X (Hire in spr 2017 to get Canvas trained			
4) Improve poor success rates in DL courses	X	X	X		
5) Dedicate offices for full-time faculty	X	X			

Describe how the initiative supports the college mission:

These new initiatives support the following aspects of the mission: providing accessible, flexible, education that leads to the attainment of associate degrees and transfers.

What college goal does the initiative align with?

X Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

X Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

What College planning document(s) does the initiative align with?

Educational Master Plan

Facilities

Staffing

Technology

What evidence supports this initiative?

Learning Outcome (SLO/PSLO) assessment

Internal Research (Student achievement, program performance)

External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The following sources document the need for high standards in technology and instructor behaviors to support student achievement: California Online Education Initiative (OEI); new Accreditation requirements and requirements from the Federal Department of Education related to compliance for Federal Financial Aid; pedagogy and insight from our own instructional designers here at Coastline, new regulations about accessibility; guidelines about quality from legislative bodies; ideas from our own faculty Senators and the FSC.

Recommended resource(s) needed for initiative achievement:

- General Ed funding is needed to hire the new instructor
- General Ed funding is needed to hire the faculty who will collaborate on the development of the model course (non-instructional rate)
- General Ed and contract ed funding is needed to pay faculty to work on updating the three telecourses

What is the anticipated outcome of completing the initiative?

- Better student access to quality courses
- Better student outcomes (success) in distance learning courses
- Better student completion rates

Provide a timeline and timeframe from initiative inception to completion.

See above timeline

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Dedicate an adequate office for Erin Johnson	Dean to provide reasonable offices for Erin Johnson and future full-time faculty to satisfaction of Union.	\$5,000	one-time		PSOs; Internal Research; External Research	Student Success, Completion, and Achievement; Student Retention and Persistence	2017-18	1
Hire one new full-time instructor	Human Resources	\$100,000	ongoing		College research and FTES comparisons	Instructional and Programmatic Excellence; Fiscal Stewardship, Scalability, and Sustainability	2017-18	2
Update 3 telecourse videos	Faculty to assist with material acquisition for updates	\$45,000	one-time		Internal Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Access and Student Support	2017-18	3
Ensure that all psychology courses are at least at the level of “effective” on the Academic Senate Academic Quality Rubric. This include RSI and providing feedback in telecourses	Faculty to review courses; FSC to provide training; dept chairs to provide feedback	TBA	ongoing		Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence	2017-18	4
Improve poor success rates in DL courses	Faculty may need training in Canvas, rubrics, or may need readers	\$5,000	ongoing		Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence	2017-18	5

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	The resource(s) are needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)

Evidence:	Specify what data type(s) supported the initiative
College Goal:	Specify what College goal does the initiative align with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of 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 Attendance Accounting Method 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 (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.

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.

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 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.

F2S 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.

Appendix A All SLO Levels and Outcomes for CCC Fall 2015 for Psychology

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Provided a case study that describes a particular behavior and context in which it occurs, students will accurately explain and interpret the behavior using 3 of the 7 major perspectives in psychology and will give examples of how each can be used to view and understand everyday behavior.	C	PSYC-C100	68.29 %	19.51 %	12.20 %
Provided a case study that describes a particular behavior and the context in which it occurs, students will accurately interpret the behavior using learning principles and give suggestions for how the individual can improve self-control of the behavior.	C	PSYC-C100	56.10 %	34.15 %	9.76 %
Students will demonstrate application of psychological principles to their lives for self-selected, contexts (e.g., managing stress, preventing suicide and evaluating rationale and options for psychotherapy and/or biomedical therapy).	C	PSYC-C100	58.54 %	29.27 %	12.20 %
Given various case studies, students will be able to analyze major developmental milestones across the lifespan in the areas of biological, cognitive, and psychosocial development. Given the various areas of development, students will be able to analyze how culture,	C	PSYC-C118	71.88 %	10.94 %	17.19 %
economics, political, and historical contexts, as well as the maturational processes, affect development from childhood to adolescence, adulthood, and the death and dying process. Using various investigative research methodologies such as observations, surveys, and/or	C	PSYC-C118	68.75 %	7.29 %	23.96 %
interviews, students will apply developmental theory to differentiate characteristics of typical and atypical development at various stages of development.	C	PSYC-C118	69.27 %	12.50 %	18.23 %
Given various theoretical frameworks that relate to the study of human development, students will be able to compare and contrast these theories.	C	PSYC-C118	69.27 %	15.63 %	15.10 %
Provided with research information about how parents differentially treat their male and female offspring, students will be able to evaluate the extent that this would be expected to influence gender roles.	C	PSYC-C165	78.05 %	9.76 %	12.20 %
Given a sexual behavior, situation, or case study, students will explain how they would handle themselves in such a situation, approach or solve the problem, make a decision, refer an individual, or guide their own children or friends.	C	PSYC-C165	58.54 %	12.20 %	29.27 %
Given project guidelines, formulate a hypothesis, conduct a proper literature review, and conduct a basic study to address a psychological question using appropriate research methods.	C	PSYC-C280	69.44 %	27.78 %	2.78 %
Conduct and summarize a research study in a 10-page research paper using proper APA style.	C	PSYC-C280	69.44 %	22.22 %	8.33 %
Demonstrate ethical civic, environmental, and social responsibility.	I	PSYC-C100	56.38 %	18.56 %	25.06 %
Demonstrate ethical civic, environmental, and social responsibility.	I	PSYC-C165	63.41 %	29.27 %	7.32 %
Demonstrate ethical civic, environmental, and social responsibility.	I	PSYC-C255	78.05 %	1.22 %	20.73 %
Demonstrate ability to apply critical thinking and analysis.	I	PSYC-C280	55.56 %	38.89 %	5.56 %
Demonstrate understanding and respect for cultural and global diversity.	I	PSYC-C100	44.08 %	27.38 %	28.54 %
Demonstrate understanding and respect for cultural and global diversity.	I	PSYC-C116	74.48 %	4.90 %	20.63 %
Demonstrate understanding and respect for cultural and global diversity.	I	PSYC-C118	68.75 %	9.90 %	21.35 %
Demonstrate information competency.	I	PSYC-C280	63.89 %	19.44 %	16.67 %

Use effective communication and interpersonal skills.	I	PSYC-C280	83.33 %	13.89 %	2.78 %
Use scientific and quantitative reasoning.	I	PSYC-C280	72.22 %	25.00 %	2.78 %
Apply major theories and principles to everyday life and determine the impact of these theories					
Apply major theories and principles to everyday life and determine the impact of these theories on the individual and/or society as a whole.	P	PSYC-C170	85.45 %	10.91 %	3.64 %
Apply the major theories of psychology in understanding social and psychological problems.	P	PSYC-C100	52.67 %	23.67 %	23.67 %
Apply the major theories of psychology in understanding social and psychological problems.	P	PSYC-C116	41.61 %	35.66 %	22.73 %
Apply the major theories of psychology in understanding social and psychological problems.	P	PSYC-C118	64.06 %	22.92 %	13.02 %
Apply the major theories of psychology in understanding social and psychological problems.	P	PSYC-C170	92.73 %	7.27 %	0.00 %
Apply the major theories of psychology in understanding social and psychological problems.	P	PSYC-C255	76.83 %	8.54 %	14.63 %
Apply the principles and concepts of psychology to everyday life.	P	PSYC-C100	76.33 %	6.96 %	16.71 %
Apply the principles and concepts of psychology to everyday life.	P	PSYC-C165	56.10 %	17.07 %	26.83 %
Apply the principles and concepts of psychology to everyday life.	P	PSYC-C255	79.27 %	0.00 %	20.73 %
Characterize the nature of psychology as a science.	P	PSYC-C100	55.45 %	12.30 %	32.25 %
Characterize the nature of psychology as a science.	P	PSYC-C280	80.56 %	13.89 %	5.56 %
Follow directions and apply effective communication skills in a variety of settings.	P	PSYC-C170	94.55 %	3.64 %	1.82 %
Support opinions/ideas using solid research principles.	P	PSYC-C170	94.55 %	3.64 %	1.82 %
Apply valid research principles, including the correct use and citation of sources, in the interpretation and application of psychological theories and principles of aging.	C	PSYC-C170	94.55 %	3.64 %	1.82 %
Interpret and apply psychological theories and principles of aging to determine their impact on and implications for the individual and society as a whole.	C	PSYC-C170	89.09 %	7.27 %	3.64 %
Analyze and critically evaluate the biopsychosocial components of behavior.	C	PSYC-C250	46.43 %	35.71 %	17.86 %
Students can apply neurological concepts and theories as these relate to everyday life.	C	PSYC-C250	82.14 %	0.00 %	17.86 %
Demonstrate knowledge of the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.	C	PSYC-C250	78.57 %	3.57 %	17.86 %
Analyze and explain how interpersonal, group, and cultural influences affect individual cognition and behavior.	C	PSYC-C260	54.41 %	10.29 %	35.29 %
Explain how social psychological theories and research apply to behavior in social settings.	C	PSYC-C260	55.88 %	14.71 %	29.41 %
Describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.	C	PSYC-C260	45.59 %	4.41 %	50.00 %
Given an example of pseudoscientific "finding," students will explain why the finding is not based upon science, identifying the features of science that distinguish psychology from pseudo-sciences.	C	PSYC-C100	60.98 %	26.83 %	12.20 %
Provided a case study that describes a particular behavior and context in which it occurs, accurately explain and interpret the behavior using 3 of the 7 major perspectives in psychology and will give examples of how each can be used to view and understand everyday behavior.	C	PSYC-C100	75.44 %	15.79 %	8.77 %
Given an example of pseudoscientific "finding," explain why the finding is not based upon science, identifying the features of science that distinguish psychology from pseudo-sciences.	C	PSYC-C100	75.44 %	19.30 %	5.26 %
Provided a case study that describes a particular behavior and the context in which it occurs,					

accurately interpret the behavior using learning principles and give suggestions for how the individual can improve self-control of the behavior.	C	PSYC-C100	75.44 %	12.28 %	12.28 %
Demonstrate application of psychological principles to their lives for self-selected, contexts Demonstrate application of psychological principles to their lives for self-selected, contexts (e.g., managing stress, preventing suicide and evaluating rationale and options for psychotherapy and/or biomedical therapy).					
Given various case studies, analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	C	PSYC-C116	57.14 %	25.97 %	16.88 %
Given the various areas of development, analyze how culture, economics, political and historical contexts, as well as maturational processes, affect children's development.	C	PSYC-C116	75.32 %	5.19 %	19.48 %
Given various theoretical frameworks that relate to the study of human development, compare and contrast these theories.	C	PSYC-C116	84.42 %	0.00 %	15.58 %
Given a case study about a person with a specific abnormal behavior (e.g., abnormal fear of dogs), use three of the "Models of Abnormality" (cognitive, behavioral, biological, psychodynamic, humanistic-existential, or sociocultural) to explain how a person could have developed the abnormal behavior.	C	PSYC-C255	N/A	N/A	N/A
Given a case study about a person with stress disorder, describe the conditions that make stress disorders more likely to occur, including biological/genetic, personality, childhood experiences, social support variables, and characteristics of the trauma that put people at risk for developing a stress disorder.	C	PSYC-C255	N/A	N/A	N/A
	C	PSYC-C100	78.95 %	10.53 %	10.53 %
Using their own personal experiences, identify themes and coping strategies, will analyze the effectiveness of their strategies in controlling symptoms of psychological or physical stress, and compare their own experiences to the role that stress may play in other people's psychological disorders.	C	PSYC-C255	N/A	N/A	N/A

Appendix B Job Description

**COAST COMMUNITY COLLEGE DISTRICT
invites applications for the position of:**

Instructor, Psychology

SALARY: \$47,158.00 - \$112,433.00 Annually

OPENING DATE: 01/16/15

CLOSING DATE: 03/04/15 11:59 PM

DEFINITION:

THE POSITION

Coast Community College District is currently seeking one full-time tenure-track psychology instructor commencing with the 2015 fall semester. The primary teaching assignment involves teaching five different courses; some courses will be online. This assignment also includes curriculum and program development; participation in department, division, college committees, and participatory governance activities; assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The teaching assignment may be at multiple locations within the college geographic area. The assignment may be day, evening, weekend, online or other distance or hybrid modalities and is subject to change as needed. The ideal candidate for this position embraces the overall mission of the Coast Community College District, with a clear, focused commitment to supporting teaching and academic excellence, and student learning and success.

Examples of Duties: Duties may include, but are not limited to, the following:

1. Provide instruction in psychology in accordance with established course outlines.
2. Provide leadership in the development and revision of psychology curriculum.
3. Participate in curriculum development, implementation, and evaluation; participate in and develop programs to measure student performance.
4. Maintain current knowledge in the subject matter areas.
5. Maintain appropriate standards of professional conduct and ethics.
6. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; submit student grades and student learning outcomes according to established deadlines; post and maintain scheduled office hours; participate in departmental meetings and college and/or

district-wide activities and committees as assigned.

7. Assignment may include day, evening, weekend, hybrid or online format; assignment may also include teaching college-level courses to high school students at local partner high schools.

QUALIFICATIONS:

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (d):
 - a. Possess the California Community College Teaching Credential for this subject area.
 - b. Possess a Master's degree in psychology.
 - c. Bachelor's degree in psychology and Master's in counseling, sociology, statistics, neuroscience, or social work.
 - d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.
2. Evidence of a sensitivity to, understanding of, and the ability to manage the classroom environment AND effectively provide instruction to community college students of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds.

Desirable Qualifications:

1. Master's degree or Ph.D. in Psychology from an accredited institution with a strong emphasis in general psychology and a strong experimental/research background.
2. College-level teaching experience in psychology, preferably in a community college setting, with a commitment to preparing students for a successful transfer to four-year colleges or universities. The candidate must demonstrate the ability to teach at least three of the following courses (face to face and/or online sections):
 - Psych 100 - Introductory Psychology
 - Psych 118 - Lifespan Development Psychology
 - Psych 255 - Abnormal Psychology
 - Psych 260 - Social Psychology
 - Psych 280 - Research Methods in Experimental Psychology
3. Evidence of an ability and desire to teach two of the following courses: (face to face and/or online sections):
 - Psych 116 - Child Growth & Development
 - Psych 165 - Human Sexuality
 - Psych 250 - Psychobiology
4. Evidence of current academic preparation in the discipline (within the last five years). Current academic experiences relevant to the discipline such as taking classes, attending workshops or seminars, or attending conferences will also be considered.

5. Evidence of participation in student success initiatives in post-secondary settings.
6. Evidence of an ability to address the instructional needs of a diverse and frequently underprepared student population.
7. Evidence of an ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences.
8. Evidence of an ability to adapt teaching pedagogy to the knowledge level (developmental through transfer) and personality of each individual and class.
9. Evidence of an ability to self-reflect and respond to an evidenced-based assessment of student learning.
10. Demonstrated ability to participate actively in department activities such as curriculum development, co-curricular activities (clubs), and assessment of student learning outcomes.
11. Evidence of innovation, scholarship, or leadership in the teaching of psychology.
12. Evidence of desire and ability to take on leadership roles both within the department and in the institution as a whole.
13. Ability to work with computers, and use the Internet and interactive technologies to engage students in on-campus and online courses; and intrinsic motivation and ability to develop and teach online courses.
14. Demonstrated ability and commitment to integrate new technologies into the learning process such as PowerPoint, Excel, SPSS (or any other statistical package), Smart Boards; skills to support on-line technologies - both hybrid and fully on-line instruction (e.g., websites, Black Board, Canvas, WebCT, Course Compass).
15. Evidence of an ability to communicate effectively both orally and in writing.

CONDITIONS OF EMPLOYMENT:

Contract (tenure track), full-time, two-semester per year position (175 days)

Start Date: Fall Semester - August 2015.

Assignment may include day, evening, weekend and summer hours.

For a full-time, two-semester position a maximum starting range of \$47,152 to \$80,390 is offered, based on the 2014-2015 salary schedule of \$47,152 to \$112,418. In addition, an annual stipend of \$2,781 is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

The deadline to apply is **11:59 p.m., March 4, 2015**. Application materials must be electronically submitted on-line at <http://www.cccd.edu/employment>. Incomplete applications and application materials submitted by mail will not be considered.

Physical Demands:

- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- A detailed list of physical demands and work environment is on file and will be provided upon request.

ADDITIONAL INFORMATION:

APPLICATION PROCEDURES: Applications must be received no later than the posted closing date. There are NO EXCEPTIONS.

APPLICATION PROCESS

- A Coast Community College District 'Certificated' Online Application.
- A cover letter outlining your education and experience relevant to this position.
- A letter of application addressing the desirable qualifications.
- A current resume or curriculum vitae.

Submit application on-line at
<http://www.cccd.edu/employment>.

- Individuals who need reasonable accommodations in accordance with ADA should notify the Human Resources Office for assistance or call 714.438.4714.

SELECTION PROCEDURE

1. All online applications received by the deadline date will be screened to determine which applicants meet the minimum qualifications as stated in the job announcement.
2. Applicants who meet the basic qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited to discuss their qualifications in an interview at the college. If any travel is required for an applicant to participate in person during the interview process, this will be done at the candidate's own expense. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.
3. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.
4. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.
5. The campus President will make the final recommendation for employment to the

Board of Trustees.

6. The successful candidate will be offered the position and placed on the current salary schedule based on their experience.

7. The start date will be determined by the Dean of the Division/Department depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

EMPLOYMENT INFORMATION

- To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.
- The District does not contact nor employ outside agencies or headhunters to assist us in the recruitment process for our vacant positions.
- Applicants wishing to apply for more than one position must submit separate application materials for each desired position.
- During the interview process, consideration will be given to factors in addition to education and experience, including but not limited to: professional development, ability to work with others, and commitment to meet student needs.
- Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.
- Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.
- The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.
- The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.
- The College does not return materials submitted in application for a position. (Copies of original supporting documents are acceptable.)
- Official transcripts will be requested by Human Resources during the 'new hire' process.

The Coast Community College District is a multi-college district that includes Coastline Community College, Golden West College, and Orange Coast College. The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs.

Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

THE COAST COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER:

The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

Coast Colleges is an Equal Opportunity Employer

APPLICATIONS MAY BE FILED ONLINE AT:
<http://www.cccd.edu>

Position #3-C-16
INSTRUCTOR, PSYCHOLOGY
SB

1370 Adams Avenue
Costa Mesa, CA 92626
714-438-4714

jobs@ccd.edu

Instructor, Psychology Supplemental Questionnaire

- * 1 Are you applying for equivalency? (An application for equivalency is required if you do not possess the minimum qualifications for this discipline.)
 - . No. I am not applying for equivalency. I already possess the minimum qualifications for this discipline area.
 - . Yes. I have attached the application for equivalency.
- * 2 Have you taught eight (8) or more semesters for the Coast Community College District? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)
 - . Yes No
- * 3 Have you taught a minimum of four (4) semesters for the Coast Community College District in the last three (3) years in the discipline for which you are applying? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)
 - . Yes No
- * 4 If you answered yes to any of the above questions, what was your start date and teaching locations? (Coastline College, Golden West College, and Orange Coast College) Respond with N/A if this does not apply to you.
- * 5 Please describe how you incorporate elements of student success in your teaching, as well as school and college-wide efforts.
- * 6 In your current or previous teaching job, what did you do to ensure that students from diverse backgrounds and learning styles would be successful?
- * 7 If you were assigned to teach an online course, what kinds of activities would you provide to foster an online learning community that optimizes student engagement and interaction among students?
- * Required Question