

Psychology PUR 2023-2024

Psychology:

Date: 09-11-2024

- Psychology PUR 2023-24 Self Study

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1.A. Program or Unit Description

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Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The Psychology program is housed within the Division of Business and Social Sciences/Department of Social Sciences. It is currently supported by 4 full-time faculty members. The Associate of Arts, Psychology degree is designed as a transfer degree for students seeking careers in psychology or related fields. Program curriculum provides students with contemporary theories, research methods, and beginning skills used to interpret and apply scientific psychological knowledge. Currently, the Psychology AA includes two tracks that have been developed to align with UNR's Psychology degree pathways. Specifically, TMCC students can pursue the Psychology, AA, BA track which aligns with UNR's Psychology BA degree; or, students can pursue the Psychology, AA, BS track, which aligns with UNR's 2 Psychology BS degrees.

Spanning AY 2018-2019 through AY 2022-2023, the average semesterly FTE for Psychology was 398.66. As of Fall 2023, the headcount by major for the Psychology AA, BA track is reported to be 156 and the headcount by major for the Psychology AA, BS track is reported to be 114. Thus,

Psychology stands as the second most popular program within the Division of Business and Social Sciences.

1.B. Program or Unit Mission

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State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

Psychology Program Mission: TMCC's Psychology program provides a breadth of quality undergraduate Psychology offerings to support a variety of student needs: general education, foundational coursework to pursue a degree in Psychology, core requirements for allied fields, and lifelong learning. The Psychology program emphasizes quality instruction and a sound curriculum that will expose students to contemporary theories, research methods, and foundational skills used to interpret and apply psychological science both in and outside of the classroom.

TMCC's Psychology Program mission underscores faculty commitment to providing contemporary curriculum and pedagogy, which supports TMCC's mission to provide "accessible, innovative educational opportunities".

The Psychology AA program learning outcomes (PLOs) state that students completing the degree will: 1) Define and identify key concepts, principles and theories in psychology; 2) Describe and evaluate basic research methods used by psychologists; including their respective advantages and disadvantages; 3) Identify aspects of individual or cultural diversity and the interpersonal challenges that can result from diversity and context; 4) Communicate ideas, supported by scholarly works, which reflect knowledge of basic psychological concepts and principles.

The Psychology AA PLO 1, 2, and 4 align with the Psychology program mission to "expose students to contemporary theories, research methods, and foundational skills used to interpret and apply psychological science both in and outside of the classroom". PLO 3 aligns with the program mission to support student needs in the areas of "general education, core requirements for allied fields and lifelong learning".

1.C. Program Learning Outcomes

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Program Learning Outcomes (PSLOs or PLOs)
Psychology
AA Psychology (100)
PSLO1: Define and identify key concepts, principles and theories in psychology. (Active from Spring 2022)
PSLO2: Describe and evaluate basic research methods used by psychologists; including their respective advantages and disadvantages. (Active from Spring 2022)
PSLO3: Identify aspects of individual or cultural diversity and the interpersonal challenges that can result from diversity and context. (Active from Spring 2022)
PSLO4: Communicate ideas, supported by scholarly works, which reflect knowledge of basic psychological concepts and principles. (Active from Spring 2022)

2.A. Progress on Previous Findings and Recommendations

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Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

- **Which findings and recommendations have the program/unit addressed?**
- **Which have yet to be accomplished? Which are no longer relevant, and why?**
- **Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?**

Within the 2017-2018 Psychology Program Unit Review, our former VPAA concluded that education within Psychology is an important part of a well-rounded knowledge base that supports student success in all aspects of work and life. The program was described as “well structured, has well-qualified faculty, and is rigorous. Although there is an enrollment decline, recruitment efforts and improved retention as well as strategic scheduling can help. This should continue.” Specifically, the following recommendations were made within the VPAA’s report:

- **Reduce Summer School offerings to offset Fall enrollment declines.**
 - In Summer 2015 and Summer 2016, our department was offering 10 PSY classes per summer (both sessions combined). Since Summer 2018, we have offered an average 7 PSY courses per summer. Thus, we have reduced our number of summer school offerings. Currently, our

enrollment patterns suggest that we are meeting student demand for summer school options, without saturating the summer schedule.

- **Connect with declared majors at least once per semester to provide support and any needed mentoring and advisement. Begin Spring 2018 and make an ongoing endeavor.**

- Since our last PUR, psychology faculty have maintained connections to declared PSY majors on a semesterly basis through emails, class announcements and advertising of: program changes, guest speaking events, UNR-hosted transfer events, Nevada ENDURE opportunities, and options to receive academic advisement from trained academic faculty members within PSY. Additionally, our program has shared a list of PSY faculty specialty areas with our academic advising office so that academic advisors can refer students to us for specialized mentoring within psychology.

- **Continue to promote Psychology Club and partnerships for bachelor's degrees at UNR and SNC to try to increase student engagement and persistence. Begin Spring 2018 and make an ongoing endeavor.**

- Our partnership with Sierra Nevada College (SNC) was brief and ended when SNC was absorbed by UNR. The Psychology Club was last recognized as an SGA club in Fall 2018. In Spring 2019, we began to struggle with student officer retention, and were unable to fill the required number of officer positions to maintain recognized SGA club status. As a result, this club has not been renewed. As the former advisor of this club, I was very sad to see it fizzle out. Unfortunately though, it is hard to sustain student clubs at TMCC for a number of reasons. Perhaps in the future we can reignite interest and enthusiasm for a Psychology Club. In the meantime, I believe it is wise to explore alternative methods of student engagement (to be continued in section VII).

- **Review all course offerings in PSY and determine if any others can be put forward to meet general education requirements. Complete by the end of FY19.**

- Currently, PSY 101 is recognized as a Social Science GE course for the AA/AS degrees, PSY/SOC 210 is recognized as a Mathematics GE course for the AAS degree, and PSY 102 is recognized as a Social Science GE course for the AAS and GS degrees. We have continued to review course offerings within PSY in an ongoing manner for purposes of determining GE candidacy. For instance, BIOL/PSY 105 was informally reviewed by teaching faculty to determine whether it would fulfill GE Science criteria. Ultimately, it was not identified as a good fit. At this time, we feel confident that the courses within our area designated for GE truly meet TMCC's GE criteria.

- **Research retention issue. Possibly poll students and try to find barriers to completion of degree program by end of FY19. Work to resolve barriers with a plan in place by end of FY20.**

- The 2017-2018 PUR analyzed completion rates for PSY students and showed that over a five year span, the Psychology AA program graduated a total of 107 students with a low of 17 students in AY 2013-2014 and a high of 27 students in AY 2016-2017. Comparatively, at the time of this PUR, we have awarded 276 degrees in the past 5 years, with a low of 32 in AY 2019-2020 and a high of 75 in AY 2021-2022. As far as what variables might account for the notable increase in degrees awarded, I would hypothesize the following: stronger alignment with UNR's Psychology program, increased WEB offerings allowing for 100% online degree completion, and an increase in reverse transfer rates. With respect to alignment, our PSY degree saw its first major revision that became effective in 2016; specifically, both PSY 275 (Undergraduate Research) and PSY/SOC 210 (Introduction to Statistical Methods) were removed as course requirements and became elective course options. As noted above, 2016-2017 was a good year for degrees awarded (relative to years past) and our degree completion rates have continued to climb as we've kept pace with UNR. In 2021, our psychology program was overhauled again to reflect UNR's BA and BS options. In AY 2021-2022 we recorded the highest number of degrees awarded for our program to date. Prior to the COVID-19 pandemic, courses such as PSY 240 (Introduction to Research Methods) and PSY/SOC 210 (Introduction to Statistical Methods) were not regularly offered in a WEB format. We have since added more WEB sections to our schedule, and both courses are offered in WEB format on a semesterly basis. Finally, Psychology is not alone when it comes to increased degree completion rates. A perusal of our data dashboard suggests that there are non-program specific factors at play accounting for some of our increased completion rates

within the college as a whole. Thus, I would hazard a guess that academic advising efforts to award degrees through the reverse transfer process and identify options for course substitutions have contributed to this upward trend as well.

2.B. Workforce Needs (AAS degrees and certificates, allied health programs only)

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Describe how your program(s) are meeting workforce needs, especially in the northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.

Nevada Department of Employment Training and Rehabilitation (DETR) (<https://www.nevadaworkforce.com/Home/DS-Results-Projections2>)

Nevada Governor's Office of Economic Development (GOED) Data Portal (<https://goed.nv.gov/why-nevada/data-portal/>)

U.S. Bureau of Labor Statistics (<http://www.bls.gov/>)

- **What is the evidence for the regional need for the program (DETR and EDawn data)?**
 - **What is the evidence that the program curriculum meets the latest industry trends or workforce needs?**
 - **What are advisory boards suggesting about workforce needs in your program area(s)?**

Not applicable for the Psychology, AA degree.

2.C. Accessibility and Cost of Instructional Materials

Psychology

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- **What are faculty in the department/unit currently doing to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, completing accessibility workshops, and working with publishers to ensure textbooks and materials are accessible.**

- **What are faculty in the department/unit currently doing to offer more affordable instructional materials to students. Examples include internal development of educational materials or utilization of low cost materials that our TMCC librarians are happy to assist you with finding (e.g. open educational resources (OER), archival materials, journal articles).**

- All full-time faculty and part-time WEB faculty within psychology have completed Canvas I, II, and III training as well as various professional development workshops (e.g. DRC's Accessibility Workshop) that emphasize how to develop dynamic and accessible content and curriculum. Further, these trainings teach faculty how to use the accessibility checker within Canvas, as well as how to resolve identified accessibility issues.

- Our department has established a strong working relationship and frequent dialogue with Disability Resource Center colleagues in an effort to proactively address student barriers in an equitable and student-focused manner. For example, in January 2023 Thomas Kearns attended our department meeting to review best practices for course accessibility and OER implementation.

- In an ongoing manner, teaching faculty within psychology review course materials to ensure the content we share with students emphasizes equity, diversity and inclusion.

- 3 full-time and 2 part-time faculty within psychology have participated in the VPAA's OER summer program to develop new curriculum that is of high quality, sustainable, and cost effective. To date, participation in this initiative has resulted in free OER materials being developed for PSY 240, PSY 102 and PSY 241.

2.D. Catalog Review

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- **Is the program information in the catalog correct, including program descriptions, PLOs, course offerings, course descriptions, and semesters that courses are offered?**

- **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students? Are there any hidden prerequisites?**

- **Excluding special topics courses, are there any courses that the department has not offered in 4 or more years? Please list them and indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

The Psychology AA program was last updated and approved in 2021, these revisions are reflected in the current catalog. The program description, PLOs and course descriptions are accurate.

Regarding terms offered, there are a few edits that could be made (email has been sent to Jeffrey):

PSY 205- Spring and Fall

PSY 240- Spring and Fall

PSY 275- AS NEEDED

PSY 234 is currently blank for terms offered, this course is new to our schedule and terms offered will be contingent upon enrollment patterns.

There are 4 PSY courses that are not regularly scheduled, yet are still reflected in the catalog: PSY 198, PSY 299, PSY 228 (Psychology of Dreams) and PSY 275 (Undergraduate Research). PSY 198 and 299 are Special Topics courses that provide flexible scheduling options for supporting specialized student interests. Both options have been retained as they differ in their course objectives and the # of credits students can complete. PSY 275 was identified as a low enrollment course in past years, and it is now retained for students requesting undergraduate research experience. PSY 228 will be discussed among colleagues to determine faculty interest in retaining this course.

The recommended course sequence supports 2 year completion for full-time students.

3.A. Curriculum Mapping

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- **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated? Are all PLOs measurable?**
- **Potential gaps and scaffolding: Are there any PLOs that are not addressed across the program curriculum? Are PLOs reflected in multiple courses in a way that scaffolds learning?**
- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
- **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**
- **Curriculum and learning opportunities: Is it necessary to**

introduce new opportunities to reinforce learning? These could be modules or assignments in specific courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.

• Do you need to make any changes to your curriculum map after this analysis?

Map Origin: Associate of Arts Degree in Psychology				
Associate of Arts, Psychology Courses CLOs	Associate of Arts, Psychology			
	PSYC1: Define and identify key concepts, processes and theories in psychology.	PSYC2: Describe an individual's basic research methods used by psychologists, including how research is organized and reported.	PSYC3: Identify concepts of individual or cultural diversity and the developmental differences that can result from diversity and context.	PSYC4: Communicate ideas, supported by scientific methods, about psychological concepts and processes.
PSYC101				
1. Students will analyze and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will explain and analyze key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS		X,PS	
PSYC102				
1. Students will explain basic principles of experimental research.	X,PS		X,PS	
2. Students will demonstrate communication of conflict resolution and ethics.				X,PS
3. Students will incorporate elements of integrative effectiveness.				X,PS
PSYC103				
1. Students will describe the basic symptoms, natural course and etiology of personality, mood, anxiety and related psychological disorders.			X,PS	X,PS
2. Students will identify and define the disease of the human nervous system.	X,PS			
3. Students will identify the connection between neuroanatomy and basic processes of human behavior and cognition.	X,PS			
PSYC104				
1. Students will demonstrate that use of human research methodology through written assignments requiring a literature search.				X,PS
2. Students will identify and analyze the psychological, biological and environmental aspects of human sexuality.	X,PS			
3. Students will identify basic research methods in human sexuality, as well as developmental trends and influences.		X,PS		
PSYC105				
1. Students will evaluate knowledge of the specific subfields of psychology being assessed.	X,PS			
2. Students will apply research knowledge, abilities and skills with practical work, using general knowledge and understanding of the subfields of psychology being taught.				X,PS
PSYC106				
1. Students will evaluate statistical procedures and discuss uses for the benefits of inferential statistics.	X,PS			
2. Students will compare, contrast, and evaluate different methods for measuring and changing behavior through application of behavior analysis project.		X,PS		
3. Students will discuss ethical issues related to changes in individual environment and behavior.	X,PS			
4. Students will identify relations between an individual's behavior and environmental events in daily life.	X,PS			
PSYC107				
1. Students will describe the appropriate statistical technique to use within scientific research situations.		X,PS		
2. Students will interpret statistical outcomes in relation to research questions and data analysis findings in terms of validity.				X,PS
3. Students will use various statistical analyses.		X,PS		
PSYC108				
1. Students will identify and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			X,PS
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will identify and explain key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS			
PSYC109				
1. Students will identify and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			X,PS
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will identify and explain key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS			
PSYC110				
1. Students will identify and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			X,PS
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will identify and explain key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS			
PSYC111				
1. Students will identify and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			X,PS
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will identify and explain key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS			
PSYC112				
1. Students will identify and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			X,PS
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will identify and explain key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS			
PSYC113				
1. Students will identify and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			X,PS
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will identify and explain key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS			
PSYC114				
1. Students will identify and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			X,PS
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will identify and explain key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS			
PSYC115				
1. Students will identify and explain the research question(s), variables, method, limitations, and significance of research articles from a peer-reviewed psychology journal.	X,PS			X,PS
2. Students will evaluate a literature source of behavioral and emotional psychological literature databases.				X,PS
3. Students will identify and explain key concepts in the field of psychology, including research methods (experimental) and learning, memory, intelligence, language development, history of psychology, abnormal psychology, and assessment.	X,PS			

The Psychology AA program learning outcomes (PLOs) state that students completing the degree will: 1) Define and identify key concepts, principles and theories in psychology; 2) Describe and evaluate basic research methods used by psychologists; including their respective advantages and disadvantages; 3) Identify aspects of individual or cultural diversity and the interpersonal challenges that can result from diversity and context; 4) Communicate ideas, supported by scholarly works, which reflect knowledge of basic psychological concepts and principles.

The above PLOs were intentionally developed to align with the American Psychological Association's Learning Goals for Undergraduate Psychology Majors. For example:

- PLO 1 Supports APA Learning Goal 1- Content Knowledge and Applications
- PLO 2 supports APA Learning Goal 2- Scientific Inquiry and Critical Thinking;
- PLO 3 supports Supports APA Learning Goal 3- Values in Psychological Science
- PLO 4 Supports APA Learning Goals 1- Content Knowledge and Applications; 2- Scientific Inquiry and Critical Thinking; 4-Communication, Psychological Literacy, and Technology Skills; 5- Personal and Professional Development

In addition to being relevant to our program, the above PLOs are measurable- emphasizing performance verbs such as define, identify, describe, evaluate, communicate, etc. Further, the performance verbs used reflect levels of Bloom's taxonomy that are appropriate for 100-200 level courses.

Within this map, we see that all PLOs are assessed within the program curriculum, with multiple courses contributing to each PLO. Importantly, each PLO is introduced and practiced within the core courses required for PSY students: PSY 101, PSY 240, PSY 241. Courses such as PSY 233, PSY 205, and other elective courses provide further opportunity for practice and reinforcement. A handful of our elective courses (e.g. PSY 102, BIOL/PSY 105) do not have a PSY 101 prerequisite and therefore contribute to PLOs at the introductory level. Within the map attached, PSY/SOC 261 has not been mapped to the PLOs; however, this course maps as follows:

CSLO1 PLO 1 (P, R)
CSLO2 PLO 3 (P, R)
CSLO3 PLO 3 & 4 (P, R)

Full disclosure- this PUR is being written during a semester in which new program changes have been submitted; thus, once fully approved, we will need to produce two curriculum maps: one for our AS Psychology degree and one for our AA Psychology degree. While the same program learning outcomes will apply to both degrees, the required courses for each degree will differ, and the AS Psychology degree, for instance, will reflect a greater emphasis upon practicing and reinforcing PLO 2.

Finally, the 2021 map used for purposes of this PUR does not reflect recent changes that have been made to some of the CSLO's within our program. These issues will be resolved within our updated maps.

3.B. Evidence of Program Learning Outcomes Assessment

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Summarize the most significant program assessment results since your last PUR. These will come from past CARS, APRs, and Action Plans and assessment data within eLumen. Please discuss course assessment findings as they apply to the program and program learning outcomes.

PSY Program- Evaluation of PLOs Using Core Curriculum						
			PSLO 1	PSLO 2	PSLO 3	PSLO 4
Fall 2018	PSY 101	CSLO 1		70		
		CSLO 2				80.7
		CSLO 3	67.9		67.9	
Fall 2021 + Spring 2022	PSY 101	CSLO 1		75.8		
		CSLO 2				88.9
		CSLO 3	45.7		45.7	
Fall 2020	PSY 240	CSLO 1		x		x
		CSLO 2				79.2
		CSLO 3		x		
		CSLO 4	x			
Spring 2021	PSY 241	CSLO 1	67.1		67.1	
		CSLO 2				67.1
Fall 2018	PSY 233	CSLO 1		95.7		95.7
		CSLO 2				100
		CSLO 3	x			
Spring 2022	PSY 233	CSLO 1		x		x
		CSLO 2				96.1
		CSLO 3	87.5			
Fall 2022	PSY/SOC 261	CSLO 1	69.7			
		CSLO 2			59.4	
		CSLO 3			81.8	
			67.58	80.5	64.38	86.81

For purposes of evaluating assessment results at the PLO level, I created the above table which shows how core curriculum within PSY maps onto our PLOs and the percentage of students meeting assessed learning outcomes. For both PSY degree tracks, PSY 101, PSY 240 and PSY 241 are required courses. From there, students are required to complete either PSY 233 or PSY/SOC 261. Then, students can select additional elective credits in PSY. The courses included in this analysis are those that make up the foundation of the Psychology, AA program: PSY 101, PSY 240, PSY 241, PSY 233, and PSY/SOC 261.

As seen above, our program has room for improvement when it comes to PLO 1 and PLO 3 as both PLOs are falling short of the 70% benchmark.

Related to PLO 1, which focuses upon key concepts, principles and theories in psychology, it is worthy to note that many of our elective courses map onto this program learning outcome which should provide a “safety net” of introduction and reinforcement for critical theories and principles within psychology. A quick review of assessment for courses such as BIOL/PSY 105 and PSY 102 demonstrate that other courses within our program area are supporting attainment of PLO 1 well.

That said, the reported mastery levels of CSLO 3 for PSY 101 students is concerning. In our last iteration of assessment for PSY 101's CSLO 3, we used a standardized pre/post test for all sections of PSY 101. The pool of PSY 101 faculty had varied experiences and reactions to this assessment process. While some received "expected" results (e.g. low pretest performance but average or above posttest performance for most students), others saw a high volume of failing scores for both the pre and posttest, and perceived an overall lack of student motivation to give their best effort on the assessment measures. Ultimately, those faculty who saw low or unimproved posttest performance within their classes relayed that those scores were not reflective of how their students actually performed on quizzes and exams developed for their respective classes. In other words, they did not feel the assessment provided an accurate reflection of student mastery of SLO 3. In sum, coordinated assessment efforts of PSY 101 has been a consistent struggle area due to the high number of faculty and philosophies involved. In future semesters, we'll need to either develop a credit system for standardized assessment completion that better incentivizes student motivation; or, allow faculty to simply average quizzes or exams already implemented within their courses as a measure of SLO3.

Regarding PLO 3, which relates to individual or cultural diversity and the interpersonal challenges that can result from diversity and context, assessment results from PSY 241 suggest that across course sections, students struggled in a few key areas relating to PLO 3, specifically: 1) Characteristics of bulimia nervosa, 2) Common features of schizophrenic hallucinations and 3) DSM Criterion for Intellectual Disability. Recommendations from teaching faculty included: reevaluation of course materials to ensure adequate coverage of these topics within course reading and activities, increased focus/time within their respective classes covering these topics, and coordinating with TLC tutors for PSY 241 to ensure students have support in and outside of the classroom. PSY/SOC 261 also contributes to PLO 3, faculty participating in assessment during Fall 2022 reported that low mastery scores for CSLO 2 were more a reflection of incomplete student work than mastery of the learning outcomes itself. Given that PSY/SOC 261 directly aligns with PLO 3 and covers cultural diversity comprehensively throughout the semester, it is recommended that teaching faculty create a composite assessment that factors in multiple assignments submitted over the course of the term.

Describe how department faculty implemented plans to improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

Please see above.

3.C. General Education Outcomes Assessment (if applicable)

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- **Describe which general education learning outcomes (GELOs) you assessed in your department/unit and summarize the most significant assessment results.**
- **Describe how department faculty implemented plans to improve students' achievement of GE learning outcomes. What changes did you make to general education based on assessment results and improvement plans? Do any CLOs need to be changed to align with GELOs?**

Currently, PSY 101 is recognized as a Social Science GE course for the AA/AS degrees. PSY 101 was assessed in Fall 2018 and Fall 2021/Spring2022 in the areas of: Critical Thinking (CT), People and Cultural Awareness (PCA) and Information Literacy (IL).

In both semesters, we assessed the following GELOs:

CT (Evidence) Identify, gather, and analyze the information /data necessary to address the problem or question.

PCA (Impact on Worldview) Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.

IL (Accurately Represent Sources) Synthesize information from multiple and/or diverse sources to produce a product (e.g., papers, literature reviews, informative brochures, lab reports, etc.) that accurately reflects relevant information

In 2018, 70% or more of students were scored as proficient or higher in GELO areas of PCA and IL. For CT, 67.41% were scored as proficient or higher, 83.14% were scored as marginal or higher. Within our debrief in 2018, faculty in attendance did not find this surprising. Our CT assessment tool was an evaluation of critical thinking about empirical research within psychology, which is introduced in PSY 101, and becomes reinforced throughout the remainder of the PSY curriculum. In 2021, 70% or more of students were scored as proficient or higher in GELO areas of PCA and IL. For CT, 69.65% were scored as proficient or higher, 83.14% were scored as marginal or higher.

In sum, our GELO assessment findings for PSY 101 illustrated a similar pattern across both assessment periods, with critical thinking being the most common struggle area for PSY 101 students, and people and cultural awareness being the strongest GELO area with a higher percentage of mastery.

These assessment findings spurred important dialogue amongst PSY faculty in 2021-2022. We ultimately concluded that we needed to shift our focus for this course a bit. For instance, PSY 101 is a good place to emphasize information literacy and use of reputable sources; however, critical analysis of empirical research is a bit beyond the scope of what can feasibly be achieved at the PSY 101 level. Given the broad and expansive nature of psychology, and as a result, the massive amount of content that is incorporated into this survey course, it is perhaps premature to expect mastery of critical thinking related to research methods and article analysis. PSY 101 should certainly build a foundation for critical thinking about research and human behavior, but expected mastery of this skill and objective should come at a later stage within psychology education (e.g. PSY 240). Curriculum changes resulting from GE assessment discussions were implemented in Fall 2022; specifically, we removed the GE-CT learning competency and reflected this within our curriculum through greater emphasis upon information literacy and use of reputable sources, rather than critical analysis of empirical research.

PSY 102 is recognized as a Social Science GE course for the AAS and GS degrees. PSY 102

was assessed during Fall 2022 in the areas of: Communication (COMM) and People and Cultural Awareness (PCA).

Specifically, the following GELOs were assessed:

COM (Thesis Development) Develop and express a thesis through an appropriate use of evidence/ logic/data. PCA (Critique Processes/Products) Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully. COM was evaluated using a final reflection paper, 85.29% exceeded expectations in their mastery of this GELO. Faculty reported that students could have performed better in the area of PCA, comparatively, 61.76% of students met or exceeded expectations.

PSY 102 faculty reported within their assessment debrief that many students simply failed to take an extra step of the PCA assignment of providing critical feedback to their peers. There were roughly 13 students who failed to go to the Discussions section in Canvas, view their peers' projects, and provide them with critical feedback. Changes that were made to curriculum/course materials following this GE assessment included development of student support materials; specifically, a WEB course video discussing the importance of the collaborative process of reviewing peers' work and more importantly, providing valuable and respectful criticism in an online environment.

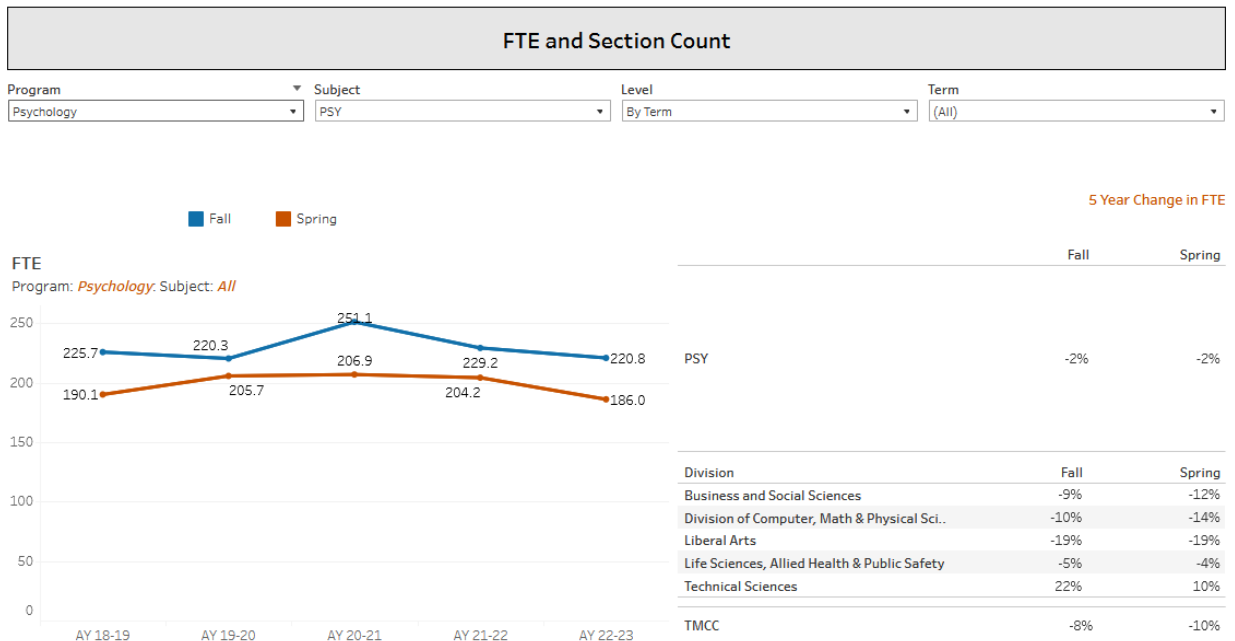
PSY/SOC 210 is recognized as a Mathematics GE course for the AAS degree.

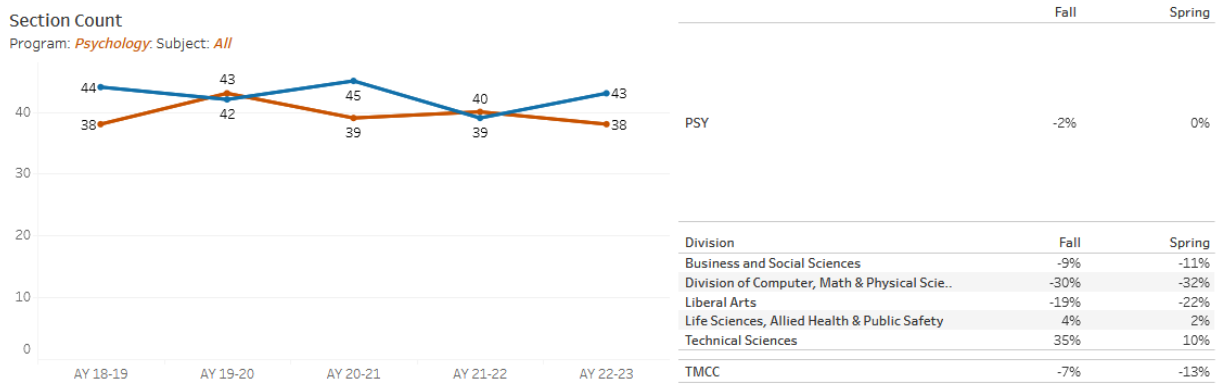
This course was last assessed in Fall 2021, prior to development of Quantitative Reasoning GELOs. At this time, PSY/SOC 210 has not been assessed for Math GE. This course will need to be updated in CIM to identify AAS GE areas that it satisfies.

4.A. FTE and Section Count

Psychology

Psychology PUR 2023-24 Self Study





Please analyze the trends in FTE and course section counts by academic year and by term. Discuss what these trends suggest about the viability of the program based on its enrollment.

Spanning AY 18-19 to AY 22-23, the Psychology program has seen a 2% drop in FTE. When analyzing the 5 year change in FTE by term, we see a consistent 2% FTE reduction in both Fall and Spring semesters. While not ideal, it is worth noting that the decline in FTE observed in Psychology is smaller than that observed in the Division of Business and Social Sciences (-10%) and the drop in FTE observed at TMCC generally (-9%). Also of note, FTE increased in PSY from AY 18-19 (415.8) to AY 20-21 (457.9); however, FTE then declined over the course of the COVID-19 pandemic.

On average, the Psychology program offered 82 sections per year over the 5 year span. With respect to change in section count, the Psychology program has seen a 1% drop in section count. Specifically, a 2% drop in section count during Fall and a 0% change during Spring. This is a smaller drop in section count relative to our division (-10%) and TMCC (-10%).

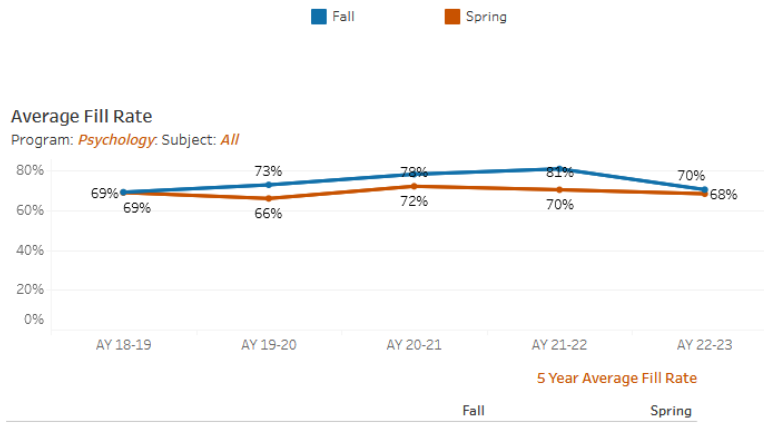
Collectively, these findings show that our Psychology program has largely held steady during a 5 year timeframe in which we've seen an overall decline in enrollment at the college. Thus, Psychology continues to be a viable and sought out program of study.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

Psychology

Psychology PUR 2023-24 Self Study

Psychology PSY By Term



5 Yr Avg Course Level Fill Rate

Program: *Psychology*; Subject: *All*

	Fall	Spring
PSY 101	84%	72%
PSY 102	71%	67%
PSY 105	40%	39%
PSY 130	63%	48%
PSY 205	33%	63%
PSY 210	47%	55%
PSY 233	61%	76%
PSY 240	92%	91%
PSY 241	80%	85%
PSY 261	57%	63%
PSY 275		13%
PSY 276	47%	49%

	Fall	Spring
PSY	74%	69%

Division	Fall	Spring
Business and Social Sciences	69%	63%
Division of Computer, Math & Physical Sci..	84%	79%
Liberal Arts	82%	76%
Life Sciences, Allied Health & Public Safety	79%	76%
Technical Sciences	45%	43%
TMCC	72%	68%

Unsuccessful Enrollment Attempts

Program: Psychology Subject: PSY

5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Course Level

Program: *Psychology*

PSY 101	20.91
PSY 102	2.43
PSY 130	1.00
PSY 233	3.14
PSY 240	16.00
PSY 241	6.50

Division & College Wide

Business and Social Sciences	4.08
Division of Computer, Math & Physical Sciences	18.00
Liberal Arts	8.99
Life Sciences, Allied Health & Public Safety	7.01
Technical Sciences	2.96
TMCC	7.53

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about meeting student demand for the courses offered in your program (s).

The 5 year average fill rate within PSY courses is 72%, with a slightly higher fill rate during Fall (74%) and slightly lower fill rate during Spring (69%). By academic year, our fill rate is slightly higher than that observed at the division (66%) and college level (70%).

As anticipated, our 5 year average fill rates for GE and required program courses have significantly higher fill rates relative to our elective courses. For instance PSY 101- General Psychology (79%), PSY 240- Intro to Research Methods (92%) and PSY 241- Abnormal Psychology (83%) have considerably higher fill rates compared to elective courses such as PSY 130-Human Sexuality (55%) and PSY 205- Elementary Analysis of Behavior (50%). As described in the AY 17-18 PUR for Psychology, reduced credits required in Social Sciences for general education over the years, elimination of all but PSY 101 to meet the Social Science requirement, as well as tighter constraints around financial aid have continued to affect demand and enrollment in some of our elective and "lifelong learning" courses.

It is also worth noting that fill rates for some PSY courses look deceptively low due to cross-listing; for instance, BIOL/PSY 105- Introduction to Neuroscience has a 5 year average fill rate of 40% under the PSY prefix, and a 5 year average of 56% under the BIOL prefix. Thus, collectively, BIOL/PSY 105 has an average fill rate of 96%. Similarly, PSY/SOC 276 has a 5 year average fill rate of 48% under the PSY prefix and a 15% average under the SOC prefix.

The 5 year average unsuccessful enrollment attempts for PSY courses demonstrate that demand for PSY 101 and PSY 240 sometimes exceeds course availability. For instance, PSY 101 has an average unsuccessful enrollment attempt of 20.91, which is considerably higher than what we see at the division (4.08) and college (7.53) level. PSY 240 also has a considerably higher average of 16. For both PSY 101 and PSY 240, there is high demand for WEB sections. WEB sections for these courses fill up fast, yet we're always left with seats available in our in-person sections. As a department, we try to be conscientious of the fact that when we oversaturate the schedule with WEB sections, in-person enrollment drops further and leaves our in-person section(s) at risk of cancellation.

Since PSY 101 is a course that can be adapted to a late start schedule, we can add an additional PSY 101 WEB late start section to our schedule. To support this change, we can run reports of failed enrollment attempts for PSY 101 at the start of the term and contact students alerting them to late start section availability.

While PSY 240 is not a course that we teach in an accelerated format, we could build a tentative 3rd WEB section for this course during fall semester and publish it as needed. BUT, I suspect that our 5 year average unsuccessful enrollment attempt for this course is high due to the low volume of WEB sections available prior to the pandemic. For example, in AY 18-19 and AY 19-20, our pattern of course offerings in PSY 240 included 2 F2F sections in the fall and 1 F2F and 1 WEB section in the spring. Presently, we offer 1 F2F section and 2 WEB sections each semester. While those WEB sections do get full, there are typically a couple of seats remaining during week 1.

4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, Age Range, Pell-eligibility, and First-generation status

Psychology

Psychology PUR 2023-24 Self Study

Demographics: Program Majors

Program ▼
 Psychology ▼

This section shows the demographics of the students who are declared majors in your program.

Headcount of Program Majors

Program: *Psychology*

Major	Fall 18	Fall 22	5 Yr Change
PSYBS-AA	0	93	
PSYCH-AA	306	192	-37%

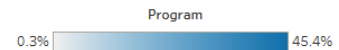
TMCC Headcount

Institution	Fall 18	Fall 22	5 Yr Change
TMCC	11,271	10,082	-11%

Term ▼ Demographics ▼
 Fall ▼ by Ethnicity ▼

Program Majors by Ethnicity

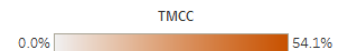
Term: *Fall* Program: *Psychology*.



	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
International	1.3%		0.3%	0.7%	0.7%
American Indian	1.6%	1.2%	1.0%	0.3%	2.1%
Asian	4.9%	4.0%	4.2%	4.1%	4.9%
Black	4.2%	3.7%	4.8%	5.4%	3.9%
Hawaiian or Pacific Islander					0.7%
Hispanic	36.6%	38.0%	38.3%	41.2%	40.7%
Caucasian	43.8%	45.4%	42.1%	41.8%	38.6%
Two or more races	5.2%	5.9%	7.7%	5.8%	7.4%
Unknown	2.3%	1.9%	1.6%	0.7%	1.1%

TMCC by Ethnicity

Term: *Fall*

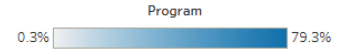


	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
International	0.4%	0.3%	0.4%	0.5%	0.5%
American Indian	1.3%	1.0%	1.0%	1.3%	1.1%
Asian	5.9%	5.8%	6.5%	6.1%	6.6%
Black	2.6%	2.8%	2.8%	2.5%	2.4%
Hawaiian or Pacific Islander	0.0%	0.1%	0.1%	0.1%	0.3%
Hispanic	29.9%	32.3%	31.1%	33.6%	34.2%
Caucasian	54.1%	51.7%	51.5%	49.6%	48.3%
Two or more races	3.7%	4.2%	4.7%	4.3%	5.0%
Unknown	1.9%	1.7%	1.9%	2.1%	1.6%

Term: Demographics:

Program Majors by Gender

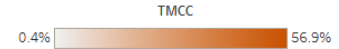
Term: *Fall* Program: *Psychology*.



	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
F	77.1%	75.0%	75.9%	79.3%	76.8%
M	22.5%	25.0%	24.1%	20.7%	23.2%
U	0.3%				

TMCC by Gender

Term: *Fall*

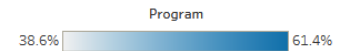


	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
F	53.3%	54.3%	56.9%	55.1%	54.0%
M	46.3%	45.7%	43.1%	44.9%	46.0%
U	0.4%				

Term: Demographics:

Program Majors by Credit Load

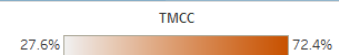
Term: *Fall* Program: *Psychology*.



	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Full-Time	47.4%	38.6%	48.2%	46.9%	49.1%
Part-Time	52.6%	61.4%	51.8%	53.1%	50.9%

TMCC by Credit Load

Term: *Fall*

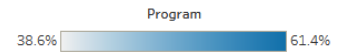


	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Full-Time	27.6%	28.2%	29.3%	29.1%	28.5%
Part-Time	72.4%	71.8%	70.7%	70.9%	71.5%

Term: Demographics:

Program Majors by Credit Load

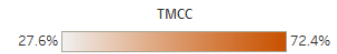
Term: *Fall* Program: *Psychology*



	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Full-Time	47.4%	38.6%	48.2%	46.9%	49.1%
Part-Time	52.6%	61.4%	51.8%	53.1%	50.9%

TMCC by Credit Load

Term: *Fall*

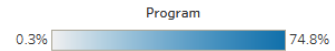


	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Full-Time	27.6%	28.2%	29.3%	29.1%	28.5%
Part-Time	72.4%	71.8%	70.7%	70.9%	71.5%

Term: Demographics:

Program Majors by Student Status

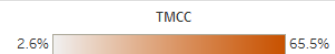
Term: *Fall* Program: *Psychology*



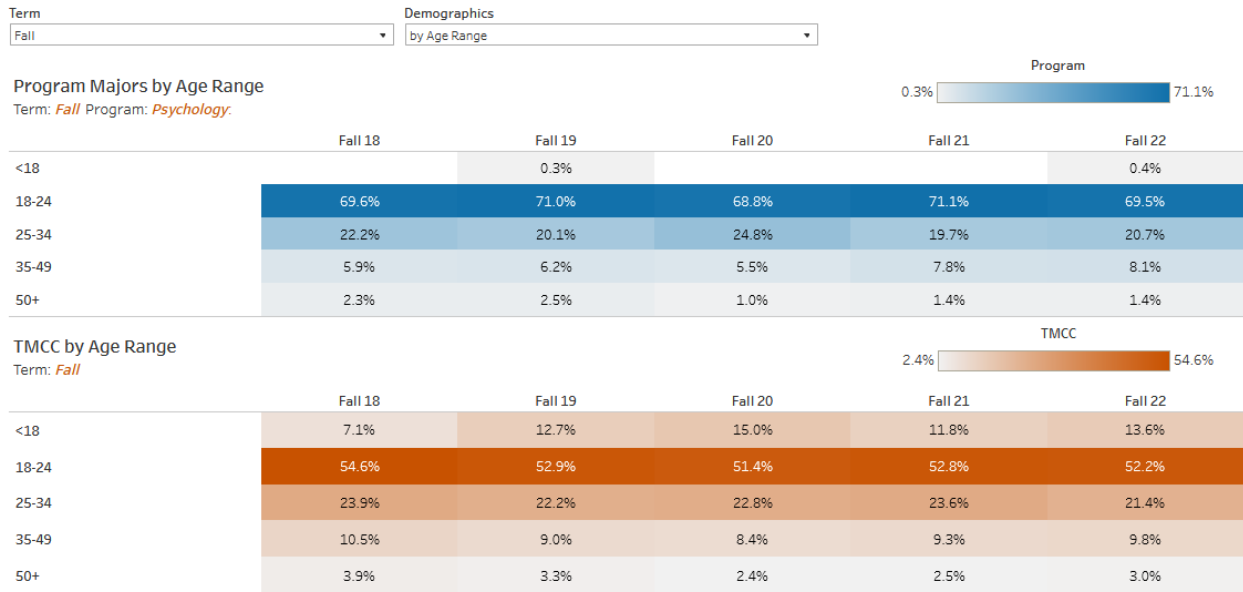
	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
New	20.9%	19.4%	19.0%	20.7%	23.5%
Continuing	70.6%	72.8%	73.3%	74.8%	71.9%
New Transfer	8.2%	7.7%	7.7%	4.4%	4.6%
New High School	0.3%				

TMCC by Student Status

Term: *Fall*



	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
New	15.2%	14.6%	13.5%	16.3%	17.2%
Continuing	65.5%	62.1%	60.9%	61.0%	57.2%
New Transfer	11.0%	8.7%	7.8%	8.1%	7.3%
New High School	5.7%	11.1%	12.4%	8.3%	12.0%
Continuing HS	2.6%	3.5%	5.4%	6.4%	6.4%



- Briefly describe the typical student in terms of ethnicity, gender, credit load, student status, first-generation students, age range, Pell-eligibility and first-generation status, including how they compare to demographics of the college. Please note any potential equity gap and discuss your plans for closing them. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.
- Describe the demographics of the program’s faculty compared to the demographics of the program’s students.
- Discuss teaching methods and other practices used by the program’s faculty to cultivate a welcoming, safe, and inclusive learning environment.

The predominant ethnicity of PSY program majors at TMCC has shifted slightly from Fall 2018 to Fall 2022. While in Fall 2018 we had a higher proportion of Caucasian students (43.8%) followed by Hispanic (36.6%), the proportion of Hispanic students in our program has steadily increased over the 5 year span. As of Fall 2022, PSY program majors were predominantly Hispanic (40.7%), followed by Caucasian (38.6%). Compared to the college as a whole, our program serves a higher proportion of Hispanic students. The majority of PSY program majors identify as female. This is consistent with national trends, which suggest that females account for 70% or more of graduates at each degree level within psychology. There are slightly more part-time students than full-time students; however, the balance between full-time and part-time students in PSY is more equitable

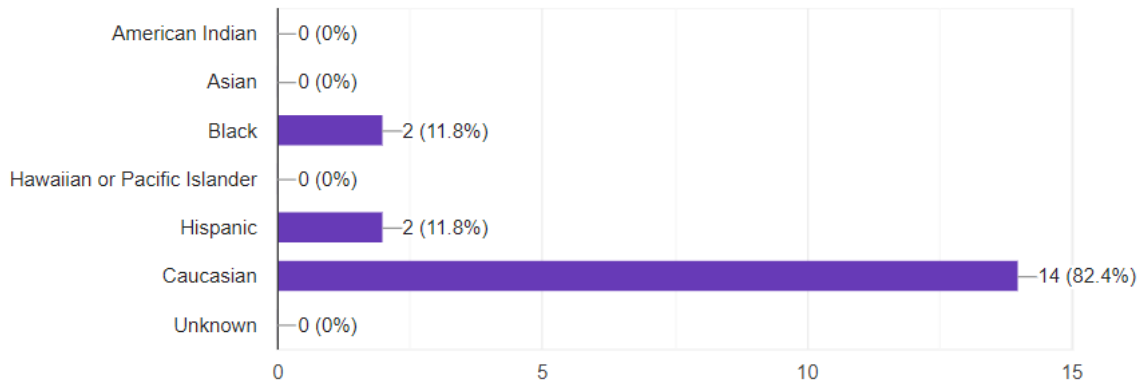
when compared to the college as a whole. The majority of our majors are continuing students. Further, we have a slightly higher proportion of first generation college students relative to the college. The common age range for PSY students is comparable to the average TMCC student, with the majority falling within the age range of 18-24, followed by 25-34.

During the Fall 2023 semester, part-time and full-time faculty were surveyed for demographic information. While this isn't a perfect reflection of faculty teaching in the past 5 years, it's better than a **WAG!**

Ethnicity

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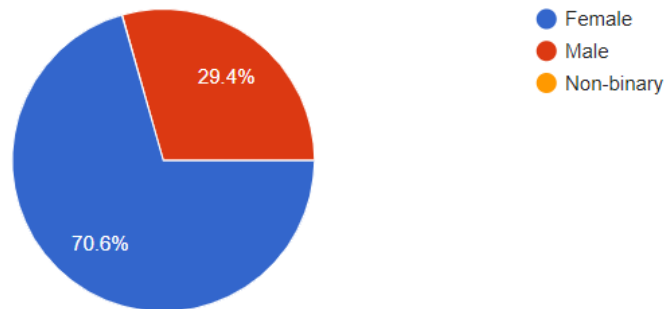
17 responses



Gender

 Copy

17 responses

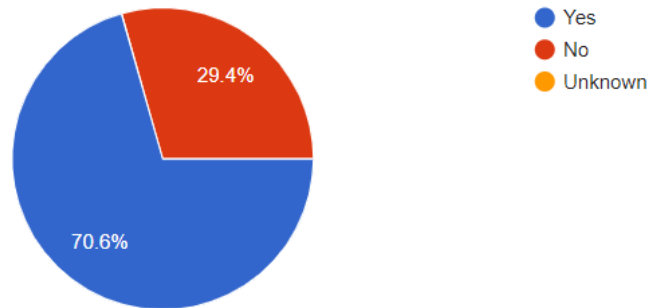


First Generation College Student



Defined as: neither parent/guardian has earned a bachelor's degree

17 responses



As the data above suggests, the majority of teaching faculty in PSY identify as Caucasian (82.4%) followed by Hispanic (11.8%) and Black (11.8%). With respect to gender, 70.6% identify as female. Further, 70.6% meet TMCC's definition of first generation college students.

With respect to gender identity and first generation college student status, our teaching faculty reflect the makeup of our PSY student population. That said, we could do better with respect to ethnicity.

Those who study psychology are trained to be sensitive to individual and cultural differences. Psychology curriculum emphasizes the value of diversity as well as the impact of biopsychosocial factors that influence human behavior, experience, and development. In addition to teaching these values, our faculty report being conscious of diversity and representation when selecting videos, images and other materials that get embedded into their curriculum and courses.

5.A. Course Completion Rates

Psychology

Psychology PUR 2023-24 Self Study

Program: Psychology Subject: PSY Level: by Academic Year

The tables below show the percent of students completing your courses. These numbers are compared to all divisions and to TMCC as a whole. The metrics can be disaggregated by the demographics below.

Completion Rate: The number of students who remain in a class until the end of the semester and receive A, B, C, D, Pass (P), Satisfactory (S), In Progress (X), Incomplete (I) or Audit (AD) grade notations.

Successful Completion: The number of students who completed a course with a C or better (A, B, C).

Gender: (All) Ethnicity: (All) Credit Load: (All) Age Range: (All) Student Status: (All) First Generation: (All) Pell Eligible: (All)

Avg Completion & Successful Completion Rates by Subject

Program: *Psychology* Subject: *PSY*

Subject	AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	AY 21-22 AY	AY 22-23 AY	5 yr Avg
PSY Completion Rate	77%	79%	81%	80%	81%	80%
PSY Successful Completion	67%	70%	74%	71%	73%	71%

5 Yr Avg Completion & Successful Completion Rates by Division

	Business & Social Sciences	Division of Computer, Math & Physical Sciences	Liberal Arts	Life Sciences, Allied Health & Public Safety	Technical Sciences	TMCC
Completion Rate	81%	71%	78%	85%	84%	79%
Successful Completion	73%	54%	70%	76%	74%	69%

Please discuss any trends or shifts that you see in the overall course completion rate, and successful completion (C or better). What might these trends or shifts mean?

Next, disaggregate the data by student demographics. Discuss any potential equity gaps and your plans for closing these gaps. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.

Within the Psychology program, the 5 year average for completion (80%) and successful completion (71%) rates are comparable to our division (81% and 73%, respectively), and slightly greater than the overall college completion (79%) and successful completion (69%) rates. Analyzing by gender, males have lower completion and successful completion rates (76% and 67%, respectively) relative to females (81% and 73%, respectively). This trend is consistent with college data.

Compared to PSY students as a whole, Hispanic PSY students have a slightly lower than average rate of completion and successful completion (78% and 68%, respectively). Compared to TMCC students as a whole, Hispanic PSY students have comparable, but slightly higher completion and

successful completion rates (77% and 65%, respectively).

Our first generation college students have a 5 year average completion (78%) and successful completion (69%) rate that is slightly lower than the population of PSY students; yet, these completion rates are in line with TMCC college trends.

Overall, I do not see red flags within this data, but there's room for improvement. As of Fall 2022, Hispanic students make up the majority of our program demographic. Our data suggests that Hispanic students, Hispanic males especially, are successfully completing at a lower rate than our PSY population as a whole. One solution would be to promote the resources and support services TMCC already offers in an effort to close the gap, build community, and connect students to tools that can aid their academic development. Increasing representation of Hispanic professionals within psychology through a combination of curricular examples, guest speakers, faculty hiring, etc. could create a sense of belonging and increased confidence in academic potential as well.

5.B. Graduation and Transfer

Psychology

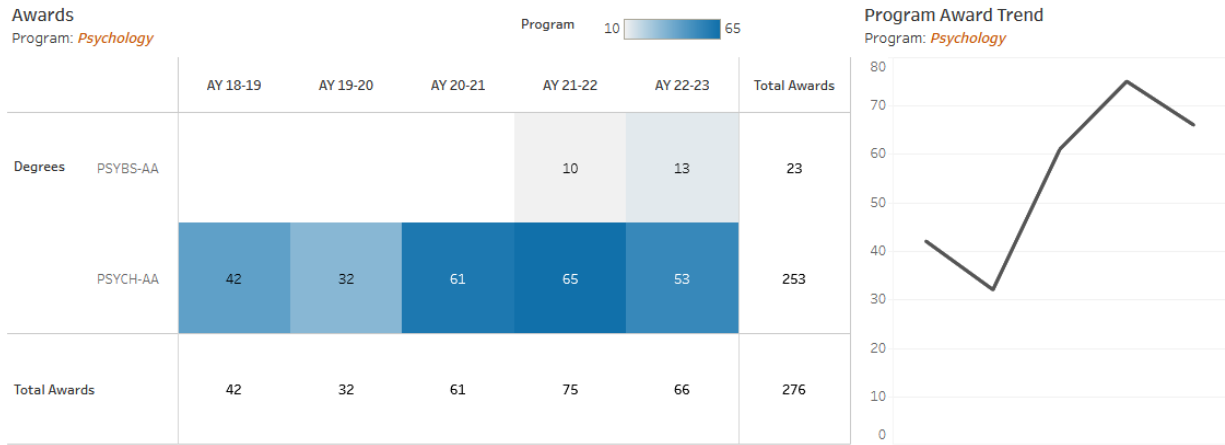
Psychology PUR 2023-24 Self Study

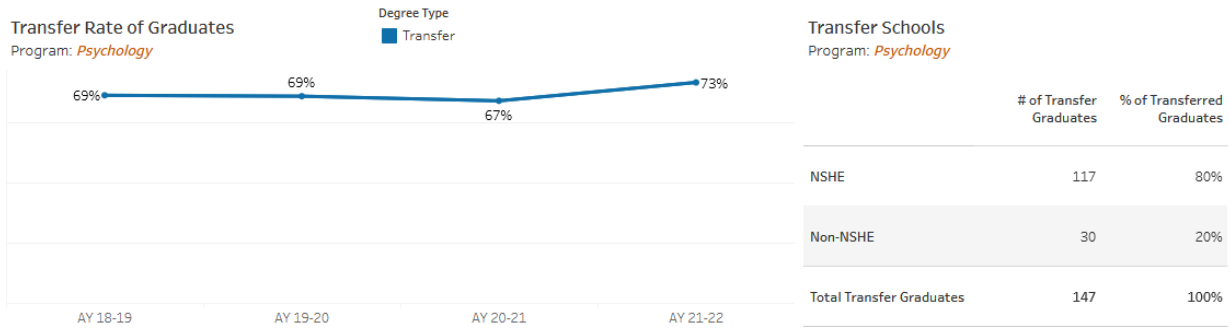
Outcomes: Awards & Transfer

Program

This section shows the number of degrees your program has awarded over the past 5 years. A second bar chart shows the rate at which students who graduate from your program transfer to other institutions.

Gender:
 Ethnicity:
 Credit Load:
 Age Range:
 First Generation:
 Pell Eligible:





Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years.

Next, disaggregate the data by student demographics, and discuss any potential equity gaps: Which student populations are earning degrees or certificates compared to the demographic makeup of the program? Do graduates resemble the student demographics of the program? If not, discuss ideas to mitigate potential equity gaps.

Between AY 18-19 and AY 22-23, we awarded 276 Psychology, AA degrees. Specifically, we awarded 23 Psychology, AA, BS Track Degrees and 253 Psychology, AA, BA Track Degrees. Our program award trends show an overall upward trajectory over the observed time frame; further, our transfer rate of graduates from AY 18-19 (69%) through AY 21-22 (73%) increased. Of those who transfer, 80% transfer to an NSHE institution.

Of degrees awarded, 43% were Caucasian, 37% of recipients were Hispanic, Remaining graduates identified as 2+ races, Black, Asian, International, American Indian, or unknown. With regards to gender, the majority (79%) of the degree recipients identified as female.

As described above, our program demographic has shifted in recent years. It will be important to the future of our program that we serve our Hispanic students well by promoting the resources and support services TMCC offers in an effort to close any degree award gaps, build community, and connect students to tools that can aid their academic development. Increasing representation of Hispanic professionals within psychology through a combination of curricular examples, guest speakers, faculty hiring, etc. could create a sense of belonging and increased confidence in academic potential as well.

6.A. Faculty Achievement

Psychology

Psychology PUR 2023-24 Self Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**
- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**

During the assessed timeframe for this PUR, the psychology program had 4-5 full-time faculty members. Turnover within the department related to retirement and a notice of nonrenewal have kept our number of faculty members in flux.

Currently, the Psychology program is supported by 4 full-time Psychology faculty:

- **Haley Orthel-Clark, 1.0 FTE**
 - BA, CSU Chico, Psychology; MA, Northern Arizona University, Psychology
 - Number of years teaching at TMCC: 9
 - Total number of years in academia: 13
 - Primary courses taught: BIOL/PSY 105, PSY 101, PSY 240, PSY 275
 - Significant activities or contributions made to TMCC (Please limit to 3): Current Chair of Social Sciences, Past Psychology and Sociology Coordinator (3 years), Past Faculty Senate Curriculum Review Committee Chair (2 years)
 - Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3): Trained Mental Health First Aid Instructor, Western Psychological Association Council Member Representative, Former Domestic Violence Advocate for Safe Embrace
- **Kevin Dugan, 1.0 FTE**
 - Licensed Psychologist; PhD, University of Nevada, Reno, Counseling Psychology
 - Number of years teaching at TMCC: 32
 - Total number of years in academia: 40
 - Primary courses taught: PSY 241, PSY 233, PSY 102, PSY 101
 - Significant activities or contributions made to TMCC (Please limit to 3): Previous Secretary to the Faculty Senate in addition to 2 terms as senator, Previous transfer coordinator and interim chair of psychology, Chaired two psychology faculty selection committees and one sociology selection committee
 - Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3): Co-taught family life curricula in middle schools

- **Bob Fletcher, 1.0 FTE**
 - BA Philosophy, CSU Chico: MA Psychology, CSU, Chico
 - Number of years teaching at TMCC: 28
 - Total number of years in academia: 38
 - Primary courses taught: PSY 101, PSY 102, PSY 241, CPD 116
 - Significant activities or contributions made to TMCC (Please limit to 3): Served as Social Sciences Department Chair for 9 years

- **Roxanne Moschetti, 1.0 FTE**
 - Degree(s) or professional certification(s) awarded, discipline, awarding institution: BA, CSU Chico, Psychology; MA, UC Santa Barbara, Education- Emphasis on Child and Adolescent Development; Ph.D., UC Santa Barbara, Education- Emphasis in Child and Adolescent Development
 - Number of years teaching at TMCC: 1 semester
 - Total number of years in academia: 17
 - Primary courses taught: PSY 101, PSY 233, HDFS 202
 - Significant activities or contributions made to TMCC (Please limit to 3): Fostering Student Success mentor, Recognition and Activities Committee member and the Student Resources Committee member.
 - Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3): Recognized as an expert in the field, earning an invitation from KOLO News for an exclusive interview related to the profound impact of extracurricular activities on children's development, Plans to meet with the Eddy House to discuss Volunteering and community service ideas.

Additionally, TMCC's Sociology Professor, **Marynia Giren-Navarro**, contributes to the psychology program through instruction of PSY 130- Human Sexuality and PSY/SOC 261- Social Psychology.

6.B. FT/PT Faculty and Student Credit Hours Taught

Psychology

Psychology PUR 2023-24 Self Study

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?

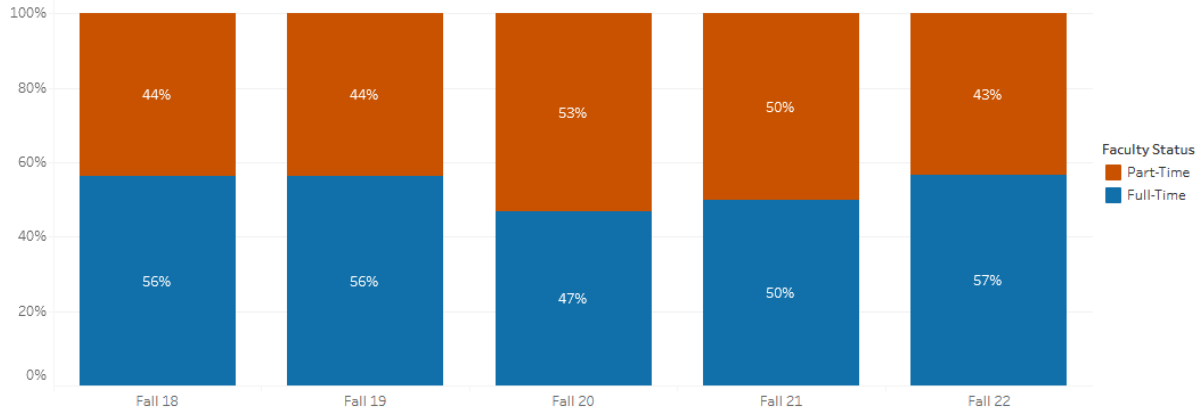
Spanning a 5 year period (fall and spring combined), 52.2% of PSY courses were taught by full-time faculty. Number of full-time faculty teaching PSY courses ranged from 4-6, and the number of part-time faculty ranged from 13-19. For full-time faculty, the lower FTE relative to headcount reflects that for the past decade, PSY faculty members have filled the role of Chair of Social Sciences. Additionally, PSY/SOC receives course release for its Coordinator. Currently, PSY is supported by 3 faculty that teach overloads on a semesterly basis, which may not be sustainable.

Faculty Workload

Program: Psychology
Term: Fall

Student Credit Hours

Program: *Psychology*



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE

Program: *Psychology*

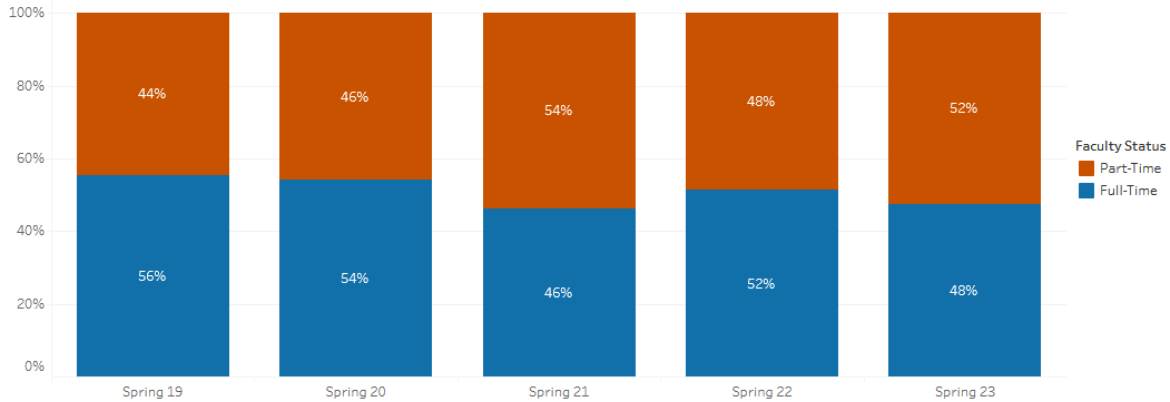
	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 18	6	4.2	14	4.7
Fall 19	6	4.6	14	3.9
Fall 20	5	4.0	19	5.1
Fall 21	5	3.8	13	4.0
Fall 22	5	4.4	15	4.2

Faculty Workload

Program: Term:

Student Credit Hours

Program: *Psychology*



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE

Program: *Psychology*

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Spring 19	6	3.8	14	3.9
Spring 20	6	4.2	16	4.5
Spring 21	5	3.6	15	4.3
Spring 22	5	3.6	15	4.4
Spring 23	4	3.2	16	4.4

6.C. Support Staff

Psychology

Psychology PUR 2023-24 Self Study

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

As part of the Social Sciences Department, the Psychology program has one full-time Administrative Assistant that assists with schedules, book orders, room assignments, contracts, and other duties. The Coordinator of Psychology and Sociology receives a 6 credit release and is responsible for scheduling, staffing, mentoring part-time faculty and course assessment. The Chair of Social Sciences supports the Coordinator of PSY/SOC with the aforementioned tasks (as needed), as well as in areas of curriculum development, program development and program review. There are no additional support staff dedicated to the Psychology program; no gaps in support staff have been identified.

6.D. Facilities and Technology

Psychology

Psychology PUR 2023-24 Self Study

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

Psychology courses at TMCC are primarily offered on Dandini campus, as well as remotely in WEB format. The psychology program does not have a designated lab nor computer classroom. The facilities currently available to our program are adequate to support our program.

7.A. Five-Year Plan

Psychology

Psychology PUR 2023-24 Self Study

Using your analyses from previous sections, develop a 5-year plan for the program(s). Include an estimated timeline of goal completion. Please address the following questions:

- **Using the most significant curriculum and assessment findings, describe strategies to sustain or improve student learning.**
- **After considering the most significant enrollment findings, discuss strategies, if needed, to improve enrollment and close equity gaps. These may include more efficient scheduling, streamlining pathways to completion, outreach to underserved students, addressing internal or external factors anticipated to impact future enrollment, etc.**
- **With respect to course completion rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, pedagogical changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc.**
- **Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline for completing goals. How does the**

department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?

- In the interest of **streamlining pathways to completion**, a new program proposal was submitted in Fall 2023 to replace our two existing PSY tracks with an AA in Psychology and an AS in Psychology. We initially created two tracks within our AA, Psychology program to support UNR transfer students who have the option of earning a BA in Psychology, or one of two BS degrees in Psychology. Prior to proposing a new AS degree within Psychology, we wanted to ensure that there was sufficient enrollment and matriculation from the BS track to avoid developing a program with low yield status. Program completion data pulled from Fall 2021 to Spring 2023, demonstrated we had sufficient degree awards to warrant an AS Psychology degree. Pending program approval, we anticipate this change to be effective Fall 2024.

- This change will require that we update our curriculum map for Psychology- creating two distinct maps for each program of study. In doing so, updates to CSLOs not reflected in this PUR will be updated and aligned to our PLOs. Updated curriculum map to be entered in eLumen in Fall 2024 pending new program approval.

- **Support students in career exploration**. Options within our Psychology program (AA vs. AS) require that PSY faculty support students in their career exploration by providing them resources to determine the path of “best fit”. Admittedly, these pathways boil down to graduate study candidacy which is really hard to field at the Associate’s level; however, career maps, academic faculty advising, “welcome to the major/emphasis” events, guest speaking events featuring working professionals, etc. would help students to recognize their options and formulate a goal. These efforts can be reinvigorated in Spring 2024 and should be an ongoing effort.

- **Refine assessment practices**. In reviewing CSLO assessment reports over the 5 year timeframe, the majority of faculty reflections (mine included) suggested that there was a disconnect between the CSLO measures used, and the student mastery results reported. Measurement error is a struggle for real- but I believe we can do better. It’s hard to identify a surefire solution, but I believe it boils down to: increasing faculty buy-in, developing common measures across courses that can be fine-tuned each assessment cycle, and reinforcers for time spent (e.g. stipends for PT participation, etc.).

8.A. Resource Requests

Psychology

Psychology PUR 2023-24 Self Study

Identify any resource requests. For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development. Address the following items:

- **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
 - **Estimated time to hire or time the request will be made.**
 - **Projected measurable outcomes. Which PLOs and/or student**

success metrics does the department hope to improve as a result of the request?

• Alignment to the Academic Affairs or College's Strategic Plan

Resource Request: A tenure-track hire for our Psychology program. Historically, our PSY program has been supported by 4-6 full-time faculty members. Currently, we have 4- two of which are expected to retire in the next 3-5 years. While Section 6.B. details that 52.2% of PSY courses were taught by full-time faculty during the assessed timeframe, it should be noted that 3 of the full-time faculty that support PSY teach overloads on a semesterly basis, which may not be sustainable. For the past decade, the Social Science chair position has been filled by a FT PSY faculty member with a course release. Further, our program area often struggles to staff in-person sections with our part-time pool. Ultimately, Psychology is one of TMCC's largest disciplines (both in majors and general education). In order to support high quality and innovative teaching, student mentorship, assessment efforts, and program development, we need a diverse pool of Psychology faculty. Given the breadth of the field and the high number of specialty areas, it benefits our program greatly to have varied skill sets and training.

Timeline: Our goal would be to conduct a tenure-track search in AY 24-25.

Outcomes: Increased student engagement and support as a result of faculty mentorship, high quality instruction, program leadership in areas of assessment and curriculum development.

Alignment: Objective 3 of the Academic Affairs Plan: "Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs." Objective 6 of the Academic Affairs Plan: "Improve student completion through curricular enrichment activities and academic support services."

Academic Standards and Assessment Committee Findings and Recommendations

Psychology

Psychology PUR 2023-24 Self Study

Academic Standards and Assessment Committee's Findings:

The psychology program has done an excellent job supporting student success at TMCC. This is modeled in their very deliberate mapping of how CSLOs map to achievement in the PLOs. Their growth is demonstrated in the soon to be implemented AS in Psychology program. This program along with the AA in psychology feed directly into the UNR Psychology program. In order to sustain this excellent programming, the Psychology program needs more FT faculty support. While moderate equity gaps are noted, the program is committed to resolving these.

Program Strengths:

- Program faculty have made considerable progress on past recommendations.
- The AA Psychology is among the most popular majors and enrollment in the program is steady.
 - The AA and impending AS Psychology are well aligned with UNR.
 - The department is proactive in ensuring that instructional materials are accessible.
 - Department faculty have actively participated in researching OER and have developed OER materials for PSY 102, 240 and 241.
 - PLOs for the AA Psychology are well scaffolded and aligned to APA Learning Goals for Undergraduate Psychology Majors.
 - Assessment has been considered in the context of PLOs.
 - Faculty actively engage and discuss both PLO and GELO assessment results. The table developed is a model example of how to analyze PLO assessment and should be shared with other faculty.
 - Course completion rates are comparable to the division and higher than those of the college. These high rates remained consistent during the pandemic.

Areas of Concern or Improvement:

- Many Psychology faculty continue to teach overloads in part due to taking on leadership roles and responsibilities; this is not sustainable.
 - Though reflective of national trends, there is an equity gap among males in the program enrollment.
 - The self-study notes slight gaps in course completion for males and hispanic students. Given the size of the program, these may be sizeable n's and warrant further attention.
 - The 5-year plan could do with more concrete actions and timeframes, especially around the 3rd goal.

Recommendations:

- Continue the excellent work at trying to keep costs down for students and investigate potential low cost, no cost, or OER materials for PSY 101, which is a popular GE Social Science course. The librarians are great resources to work with on this topic.
 - As identified in the self-study, develop a curriculum map for the AS Psychology, which has a different career trajectory and perhaps different PLOs than the AA Psychology.
 - *Please* share your summary table of PLO assessment with fellow faculty as a model example of how this can be done using the same course assessment data.
 - As identified in the self-study, implement noted improvement plans around

assessment. Faculty may want to specifically determine whether these implementations lead to improvements in PLOs 1 and 3.

- Discuss and brainstorm how to address the male equity gap.
- Develop more concrete actions and timeframes in the 5-year plan, especially around the 3rd goal.
- The ASA committee validates the request for an additional FT faculty member in Psychology, especially given existing overloads.

Other comments:

Excellent self-study with very an model demonstration of how course level student success aligns with achievement on the PLOs.

Dean's Findings and Recommendations

Psychology

Psychology PUR 2023-24 Self Study

Academic Dean's Findings:

I find the Psychology Program Unit Review to have been very well done. In general, this discipline is well organized, consistently evaluated for program alignment with UNR, and always striving for continuous improvement. It is an essential program at TMCC both as a major field of study and as a general education provider in the social sciences.

Strengths:

The Psychology discipline at TMCC has many strengths including:

- Psychology is the fourth largest discipline in terms of enrollment at TMCC after English, Math and Biology.
- Psychology is the second largest declared major at TMCC after Business.
- The program has a well educated, dedicated and strong faculty with varied interests and expertise in the field among both the full time and part time faculty.
 - Two of the full time faculty have stepped up to perform leadership roles serving as chair and coordinator. These roles are essential for a program of this size.
 - The program has strong alignment to UNR and has kept up with curricular changes to ensure students have a solid path to their next steps in higher education.
 - The program has been able to offer most courses both in person and online to meet student demand for both modalities.
 - The program has trended better than college averages on the data measured.
 - A new AS degree will begin in the coming academic year to better align with UNR and plans are in place to create new curriculum maps to go along with this new program.

Areas for Improvement:

In general the Psychology program is one of great strength but a few areas that could be improved include:

- Identify possible issues and explore ways to strengthen the outcomes of Hispanic students to match those of their peers.
- The program is too large to function with only four full time faculty, two of which are committed to leadership roles with release time and all of which have had to teach overloads every semester to meet student demand for courses. Additionally one of these full time faculty has FMLA approval to work entirely remotely and so it is difficult to cover all of the in person course needs, particularly during the high demand daytime hours, as most part time faculty also have other employment.
- There have been challenges with effective course assessment practices which need to be resolved.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

TMCC's Psychology program is a growing and successful program which should be continued. Changes were recently made to change the two tracks of the AA into an AA and an AS degree which further strengthens this program. This is an essential and important program at TMCC.

Recommendations and Implementation Timeline:

I am in support of the three items in the five year plan which include:

- Streamlining student pathways to completion: This is already underway and will be fully completed in 2024 with the revised curriculum maps and evaluation. Ensuring continual awareness of changes to the transfer pathway should be done on an annual basis thereafter.
- Supporting students in career exploration: This will be more important than ever as students have to different degrees to choose from starting in Fall of 2024 and so a plan should be in place for ways faculty can support students from that point forward in choosing their major and understanding their career options. Faculty connection to students will also support successful completion and retention of students.
- Refine assessment practices: Effective assessment is very important to ensuring program and student success and efforts should be made to improve this process for courses being assessed Spring 2024 and ongoing.

I suggest a fourth process recommendation to include analyzing where there may be issues that are contributing to Hispanic students not having the same outcomes as their peers and implementing possible solutions to support these students in their success. This is something that could be discussed for awareness purposes at an upcoming department meeting and then explored throughout the next few semesters.

Resources Necessary for Implementation of Recommendations:

Only one resource was requested in this program unit review and that was for a full time tenure track faculty position. I am in full support of this request and the suggested timeline of AY 24/25. This will require budget for a full time position and the associated fringe costs.

Please note, psychology has the fourth largest enrollment at the College. The three programs ahead of it are:

Biology: 12 full time faculty and 18 part time faculty in Fall 22 with 74% of their courses being

taught by full time faculty.

English: 22 full time faculty and 18 part time faculty in Fall 22 with 76% of their courses being taught by full time faculty.

Math: 17 full time faculty and 11 part time faculty in Fall 22 with 77% of their courses being taught by full time faculty.

In comparison, Psychology had 5 full time faculty and 15 part time faculty with 57% of their courses being taught by full time faculty.

Impact of Recommendations on Division Planning:

Having a full time faculty member will make it possible to plan in person course offerings to meet student demand on an ongoing basis and thus will have a positive impact on division planning.

Impact of Recommendations on Program/Unit Faculty:

The addition will support faculty who struggle to help with meeting student demand by taking more classes on as overload than they might ideally wish to teach. It will also support their efforts to work on program student support and advisement.

Vice President of Academic Affairs' Findings and Recommendations

Psychology

Psychology PUR 2023-24 Self Study

VPAA's Findings and Conclusions: (Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)

As at most colleges, TMCC's Psychology program is well-enrolled, has a strong curriculum, its students perform well, and they tend to transfer in sizeable numbers, chiefly to NSHE universities. The proportion of Hispanic students reflects that of the broader TMCC population, and the largest demographic is female students. This is an interesting shift from decades past.

Strengths:

The Psychology program has a strong team of faculty, led by a terrific Chair in Haley Orthel-Clark. Their focus on assessment is very well developed, and their attention to GELOs and PLOs puts them at the leading edge of this important work. Their efforts to assess PLOs in particular is something well worth showcasing to other programs, as many others are just starting to make this shift from focusing solely or largely on CLOs. While Psychology is chiefly a transfer program and not a direct-to-workforce program, their ability to point at what their students can do upon graduation is ideal. This surely sets them up very well for their university studies.

Areas for Improvement:

The Psychology program has developed OER materials for three courses, and the impact across multiple sections is ideal. In time, the program should incorporate further OER material where it can do so with quality. The recent hire of a FT faculty member who is a Hispanic male may prompt interesting shifts in the student demographic, particularly among majors, so this is an important milestone worth celebrating.

Recommendations and Next Steps for the Program Based on the PUR:

(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

This program should of course be continued. It serves as a vital transfer program, a service-learning program, and an avenue to a wide variety of future careers. Its recent participation in the undergraduate research poster day was a great step forward, and I applaud the program's support for this student opportunity.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

Having recently aligned a FT tenure-track faculty vacancy with Psychology, which resulted in a successful hire of the committee's preferred candidate, this program is well poised to grow and develop in exciting ways. I hope that the new hire will embrace student research and foster more participation in the college's poster day event.