



Southwestern Program Review Psychology Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
[Report Documentation](#) – myLakerLink on the Resource Center tab
Reports – must be on campus or access network to process reports
[Course Completion Report](#)
[Course Completion by Course Report](#)
[Course Completion by Degree Report](#)
[Course Enrollments Report](#)
[GL Unit Costs by Fund by Unit Report](#)
[Graduates by Major Report](#)
[OLMIS](#) – Employment Opportunities
Persistence Report – being developed
[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)
Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
 - I. [Enrollments](#)
 - II. [Financial Viability](#)
 - III. [Efficiency of Delivery](#)
 - IV. [Instructional Effectiveness](#)
 - V. [Program Student Success](#)
 - VI. [Program Relevance](#)
 - VII. [Graduate Student Success](#)
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

The Psychology Program provides educational opportunities for all students in the SWOCC community, particularly in fulfilling the social science requirements for the AA/OT, OTM, ASOT-BUS, AS, AGS, AAS degrees. The Psychology Program also meets the following Social Science student learning outcomes:

- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.
- Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- Demonstrate an understanding and appreciation of similarities and differences among and between individuals, cultures, or societies across space and time.

Administration

- **Faculty / Staffing:** Psychology has two full-time faculty members. These two faculty members do nearly all of the work in the program except for an occasional part-time instructor taking one or two courses a term.
- **Professional Development: N/A.**
- **Support Services used (or identified need):** The Tutoring Center on the Southwestern Oregon Community College Coos Bay Campus provides support services for students needing additional help with the Psychology program.
- **Advisory Committee (activities and membership): N/A**
- **Community Relationships / Partnerships: N/A**
- **Program Accreditation (if applicable): N/A**

Curriculum

- **Degrees/Certificates offered and changes since last review:** SWOCC does not offer a Psychology degree or certificate. However, nearly every degree does have a Social Science requirement which Psychology fulfills. In reality, a majority of SWOCC students take at least one course in Psychology.
- **Course list and changes since last review, including new and revised courses:** All Psychology course outlines have been updated and revised to incorporate limited and measurable student learning course outcomes. Two recent new Psychology courses include PSY 228 Introduction to Social Science Research including and introduction to statistical analysis, observational studies, survey research, and experimental design and PSY 232 Psychology of Humor including a theoretical discussion of humor from research in cognitive, social, biological, and developmental psychology.
- **Career Pathway/Program of Study Efforts:** N/A
- **Delivery Methods/Instructional Methodology:** Traditional Instruction is supplemented with online resources and curriculum. There is need for additional online offerings to ease the pressure of face-to-face classes and to increase capacity.
- **Articulation/Transferability:** In the past, SWOCC Psychology courses have had been reviewed to verify alignment with Oregon universities. There has not been a recent alignment verification. This review needs to occur regularly. However, the Psychology faculty have created an AAS proposal in Psychology to articulate with Oregon State University. OSU is interested in continuing articulation discussions.
- **Dual Credit offerings:** Currently SWOCC does not offer dual credit psychology classes.
- **Course scheduling issues:** Psychology course scheduling works well because the two faculty members coordinate courses and times.
- **Instructional Materials (textbook, software issues):** The full-time Psychology instructors select the psychology textbooks. The textbooks are available in the College Bookstore and from online sources, and are generally easily and readily available for students.

Students

- **Special Populations:** The Psychology program does not have any special populations specifically requiring psychology courses.
- **Recruitment:** The Psychology program does not actively recruit.
- **Advising:** To facilitate accurate advising, Psychology is developing advising sheet directing students to an AAPT and an AS Psychology degree as well direction for careers in the discipline.
- **Student Satisfaction:** Evaluations for the full-time instructors who teaches Psychology has an average student rating of instruction at 4.34 out of 5.0. Students comment favorably about the instructors, and the completion rates for 2014 are an impressive 86%.
- **Student Assessment Methods:** Student learning outcomes for psychology courses are assessed through class discussion, student projects, cooperative learning experiences, journaling, quizzes, homework assignments, and exams,

Facilities/Budget

- **Budget Changes over past 4 years:** The Psychology budget has been integrated into Psychology and Anthropology/Sociology for the last five years. The actual costs for the General Ledger in 2014 for both were \$306,439.00. Beginning the 2015-2016 budget year, Psychology and Anthropology/Sociology will have separate budgets.
- **Instructional Materials (software, supplies, etc.):** The psychology instructional materials need to be inventoried to determine what needs surplus, replaced, updated. This is the responsibility of the Psychology faculty.
- **Equipment lists and needs:** The psychology equipment lists and needs need to be inventoried to determine what needs surplus, replaced, updated. This is the responsibility of the Psychology faculty.
- **Facilities lists and needs:** The psychology facilities list and needs need to be inventoried to determine what needs surplus, replaced, updated. This is the responsibility of the Psychology faculty.
- **Student fees; N/A**

Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.

NOT REQUIRED FOR 2013-2014 PROGRAM REVIEW

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures – Criteria

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	80% of the class with a “C” or better on final exams	Final exam	Davies Psy 203 classes (online class excluded)	Fall '14-spring '15

Results:

Psy 201 ave. (3 classes) /50		Psy 202 ave. (3 classes) /50		Psy 203 ave. (3 classes) /50	
25.5	4/22	33.89	15/27	29.61	9/23
32.52	9/25	31.04	11/24	31.74	8/23
31.15	6/13	29.73	6/15	34.82	12/22
29.72	19/60 (31% passed)	31.55	32/66 (48% passed)	32.06	29/68 (43% passed)

Analysis:

In the school year 2014-15, <50% of general psychology students were able to demonstrate general concepts within the field of psychology.

Plan:

Continue to work on increasing this percentage.

Plan: Continue to emphasize the differences and similarities of the center of mass calculation for discrete points and a continuous region in a plane.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	80% of the class with a "C" or better on research article summary, analysis, and group roundtable discussion.	Roundtable Discussion guidelines and rubric	Mueller PSY 201-2013 classes	Fall '14-spring '15

Results: All students participated in the roundtable discussion which requires analysis of a peer reviewed academic journal. 90% achieved a grade of C and better.

Analysis: The task at hand is carefully guided and orchestrated. Any student who read the guidelines for this process could have accomplished this outcome. The high success rate is the result of careful planning. Learning objectives for the roundtable discussion including examining and analyzing an academic research article, and evaluating the appropriateness of conclusions derived from psychological research. Students write a summary of the article and identify hypotheses and variables, procedures to test hypotheses, major results of the study, researcher interpretation of the results, and implications of the study.

Students present their reviews and analyses in a roundtable discussion in which students actively participate showing a balance between listening, initiating, and focusing discussion, being assertive in keeping the discussion going and tending to dominate the group to involve everyone to keep the discussion going, and understanding the purpose behind the discussion.

Plan: Continue to use this tool.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.	80% of the class will earn a C or better on the research project/essay following the scoring rubric for essay questions.	Research project/essay	PSY 237 and PSY 239	Fall 2014 and Spring 2015

Results: 80% of the students successfully completed this task.

Analysis: Careful planning and preparation paid off. The essays and projects indicated good understanding of this outcome; although some essay/project topics missed the mark. By successfully completing this research project/essay, students were able to provide a clear and thorough introduction and background to demonstrate an accurate and complete understanding of the question to present arguments in a logical order and back arguments with examples and data that support the conclusion.

Plan: Provide students with specific topics.

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences	80% of the class with a "C" or better on their research essay/project	Research paper/presentation	Psy 201 to Psy 203	Fall 2014-Spring 2015

Results:

Psy 201 ave. (4 classes) /75	Psy 202 ave. (4 classes) /75	Psy 203 ave. (4 classes) /75
63.5 20/22	68.63 27/27	63 21/23
60.45 18/20	68.33 24/24	71.52 22/23
71.16 25/25	65.38 13/15	67.91 20/22
69 12/13	58.1 15/21	60.41 18/23
66.03/75 75/80 (93% passed)	62.22 /75 79/87 (90% passed)	65.71 /75 81/91 (89% passed)

Analysis:

In the school year 2014-15, > 80% of general psychology students were able to demonstrate how to analyze original social science research.

Plan:

Continue to teach how to read original research to make sure they are prepared for higher level academic research.

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences	80% of the class with a "C" or better on their research essay/project by adhering to the social science research criteria.	Research paper/presentation	PSY 228	Spring 2015

Results: The class of spring 2015 PSY 228 was a 100% success.

Analysis: The reason for the 100% success is the constant mentoring and guidance for this class. It was a small class and individual attention was possible. The grading criteria for the research paper/presentation includes a title page and abstract; introduction with background/literature search and hypothesis development; methodology including design, measures, procedure; results including discussion of analysis and variables, and direction of results; discussion of supported hypothesis, interpretation of result, limitations, and potential studies; and references following APA format.

Plan: Continue to teach how to read original research to make sure they are prepared for higher level academic research.

Outcome 4	Measureable Criteria	Measurement Tool	Courses	Time Frame
Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.	80% of the class with a "C" or better on their assignments.	Assignments (assignment 3)	General Psychology 201-203	Fall 2014-Spring 2015

Results:

Psy 201 ave. (4 classes) /20		Psy 202 ave. (4 classes) /20		Psy 203 ave. (4 classes) /20	
14.95	19/22	16.96	25/27	12.78	15/23
17.44	24/25	14.79	20/24	13.96	18/23
15.31	11/13	14.33	12/15	16.82	20/22
16.1	17/20	16.9	19/21	18.39	23/23
15.95	71/80 (89% passed)	15.75	76/87 (87% passed)	15.49	76 /91 (84% passed)

Analysis: In the school year 2014-15, > 80% of general psychology students were able to demonstrate the historical, cultural and individualistic decisions on behavior.

Plan: Continue to offer a wide variety of assignment choices in the discipline as students appreciate the diversity and tend to enjoy the learning process.

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – Program

Exhibit I.B: Number of Students in Major, if applicable

Exhibit I.C: Student Demographics (optional)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
The total enrollments in Psychology have steadily declined over the last five years with the highest enrollment in 2010 at 869 students and the lowest enrollment in 2014 at 638 students representing a 26.6% decrease.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects*
 - 1.
 - 2.
 - 3.

II. Financial Viability

Exhibit II.A: Student FTE

Exhibit II.B: Billing Credits

Exhibit II.C: Cost / FTE

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
The Social Science budgets have been split into two main budgets: Psychology and Anthropology/Sociology. History and Political Science has had its own budget. There is not a clear demarcation of budget for Social Science. For that reason, the data for the financial viability includes the actual budgets for Psychology and Anthropology/Sociology

The average Social Science annual student FTE is 158.6 with overall Psychology average annual student FTE at 51.71. The year 2010 had the highest student enrollments at 869 students, and the year 2010 had the highest student FTE at 58.2. The year 2014 had the lowest student enrollments at 638 students and the lowest student FTE at 43.4. The student FTE between the high 2010 year and low year 2014 shows that Psychology student FTE decreased by 14.83.

The annual average Social Science annual billing credits is 6322 with overall Psychology billing credits at 2308.2. Again, 2010 is the year of the most billing credits: science at 7032 billing credits, Psychology at 2566 billing credits. The year 2014 reflects the low levels of billing credits: Social Science at 5703 billing credits, and Psychology at 1957 billing credits.

Plan: *Respond to the data evidence – how will the data results be utilized to enhance and improve the financial viability of the program, list specific planned projects*

- 1.
- 2.

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments

Exhibit III.B: Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)

Exhibit III.C: Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Average Social Science annual enrollments are 2374.2 students. Average annual Psychology enrollments is 766.4 students. Average class enrollments for all Social Science are 18.18 students per class. Psychology class average enrollments are at 18.1 students.

Average student FTE to faculty FTE ratio for all Social Science classes is 21.64. Psychology average student FTE to faculty FTE ratio is 19.38.

Average course capacity (fill rate) for all Social Science classes is 66.74%. Psychology average course capacity is 76.8%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance the efficiency of delivery associated with the program, list specific planned projects*
 - 1.
 - 2.
-

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Average course retention-completion rate for all Social Science is 78.14%. Psychology average course retention-completion rate is 78.2%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve instructional effectiveness of the program, list specific planned projects*
 - 1.
 - 2.

V. Program Student Success

~~Exhibit V.A:~~ Program Persistence from Persistence Report (being developed)

~~Exhibit V.B:~~ Program Completers (Graduated) (unduplicated student count)

~~Exhibit V.C:~~ Program Awards (all certificates and degree, duplicated)

~~Exhibit V.D:~~ Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)

~~Exhibit V.E:~~ Transfer Figures from Transfer Report (being developed)

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
N/A
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance students success within the program, list specific planned projects
N/A

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <http://www.qualityinfo.org/olmis/OlmiZine>

Exhibit II.B: Advisory Committee Recommendations

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
OLMIS is not applicable.
- **Plan:** Respond to the data evidence – how will the data results be utilized to ensure program relevance of the program, list specific planned projects
 - 1.
 - 2.

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

Exhibit VI.A: 4 Year Achievement (if available)

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*

PART D: Systemic Program Review

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

Address systemic issues:

Proposed Systemic Project(s): Research and investigate alternative strategies and make appropriate changes.

Systemic Program Viability Analysis

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses -24%

Psychology -24%

>10 Growing Strong (20 pt.)

5-10% Growing (17 pt.)

0-5% Maintaining (14 pt.)

5-0% Dropping (10 pt.)

<-5% (5 pt.)

- **Program Outcomes Assessment:**

Assessment Category	No Evidence (1 pt.)	In Development <30% (2 pt.)	Implemented in Some Areas 30-80% (3 pt.)	Fully Implemented 81-100% (4 pt.)	TOTAL SCORE
Psychology					
Development of course outcomes			x		3
Mapping course to program outcomes			x		3
Multiple Assessment measures documented and mapped to program outcomes		x			2
Course Assessment data collected and analyzed		x			2
Assessment Data used to improve course teaching / learning and is documented	x				1
Total					11

- **Program Size:** Review of unduplicated student FTE (all terms) in discipline courses in prior year

Psychology 43.4

>50 FTE (20 pt.)

30-50 FTE (17 pt.)

20-30 FTE (14 pt.)

15-20 FTE (10 pt.)

10-14 FTE (7 pt.)

<10 FTE (5 pt.)

- **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week

Psychology 86%

>95% (20 pt.)

90-95% Growing (18 pt.)

80-90% Maintaining (16 pt.)

70-80% Dropping (14 pt.)

60-70% (10 pt.)

<10% (5 pt.)

- **Program Cost:** Cost of program per student FTE in prior year

Social Science \$5416.00

< \$1000/FTE (20 pt.)

\$1-2000/FTE (17.pt.)

\$2-3000/FTE (14 pt.)

\$3-4000/FTE (10 pt.)

\$>4000/FTE (5 pt.)

- **OVERALL PROGRAM VIABILITY SCORE:**

Psychology 54

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1. Social Psychology course development	C. Davies	2015		Learning & Achievement	AMP Articulation	
2. OSU Articulation and Alignment	C. Davies A. Mueller	2016		Learning & Achievement	AMP Articulation	
3. Conferences				Learning & Achievement	AMP	
4. Grant (purchase award for department)	C. Davies A. Mueller	2016		Learning & Achievement	AMP	
5. Honors Program Involvement	C. Davies A. Mueller	2016		Learning & Achievement	AMP	
6. Full-time Psychology faculty hire	Office of Instruction	2016	\$84,000	Learning & Achievement	AMP	

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.

PART C: Program Operational Data Review

Base Criteria: Activity codes- LDC

I Enrollments	Source*	2010	2011	2012	2013	2014
Exhibit I.A: Total Enrollments (all terms)	CER	869	840	775	710	638
II. Financial Viability						
		2010	2011	2012	2013	2014
Exhibit II.A: FTE						
Exhibit II.A: FTE for program courses	CER	58.23	57.06	52.2	47.69	43.4
Exhibit II.B: Billing Credits						
Exhibit II.B: Billing Credits for program courses	CER	2566	2553	2344	2121	1927
Exhibit II.C: Cost / FTE						
Actuals: Cost for GL Unit XXXX (including FT and PT Faculty)	<i>Budget</i>	\$268,910.00	\$285,845.00	\$313,025.00	\$311,722.00	\$306,439.00
Student FTE (from II.A above)	<i>II.A</i>	63.54	62.21	54.02	57.32	56.58
Calculated Cost per Student FTE	<i>Calculated</i>	\$4,232.14	\$4,594.84	\$5,794.61	\$5,438.28	\$5,416.03
III. Efficiency of Delivery						
		2010	2011	2012	2013	2014
Exhibit III.A: Course Enrollments						
Average Class Enrollments	CER	18.89	17.5	17.61	19.19	17.24
Fill rate	CER	85%	75%	70%	78%	76%
Exhibit III.B: Student FTE to Faculty FTE Ratio						
Student FTE for Program Courses (II.A above)	<i>II.A</i>	58.23	57.06	52.20	47.69	43.40
Faculty FTE (FT and PT Faculty)	<i>Deans</i>	2.73	3.13	2.91	2.27	2.36
Calculated: Student FTE / Faculty FTE	<i>Calculated</i>	21.33	18.23	17.94	21.01	18.39
IV. Instructional Effectiveness						
		2010	2011	2012	2013	2014
Exhibit IV.A: Course Retention – completion rate	CCR	72%	75%	75%	83%	86%
*Source Legend						
CER = Course Enrollment Report		Average total enrollments		766.4		
CCR = Course Completion Report		Average enrollment changes		-26.60%		
GBM = Graduates by Major Report		Average student FTE		51.71		
SER = Student Enrollment Report		Average billing credits		2308.2		
Calculated = Calculated by Excel		Average student/faculty FTE		19.38		
		Average class enrollment		18.1		
		Average fill rate		76.80%		
		Average retention-completion		78.20%		

Psychology Program Operational Data

Exhibit I.A: Total Enrollments

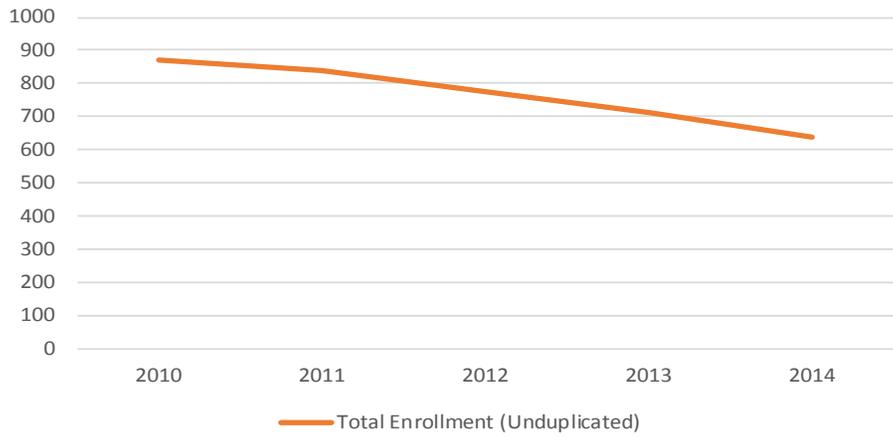


Exhibit II.A FTE

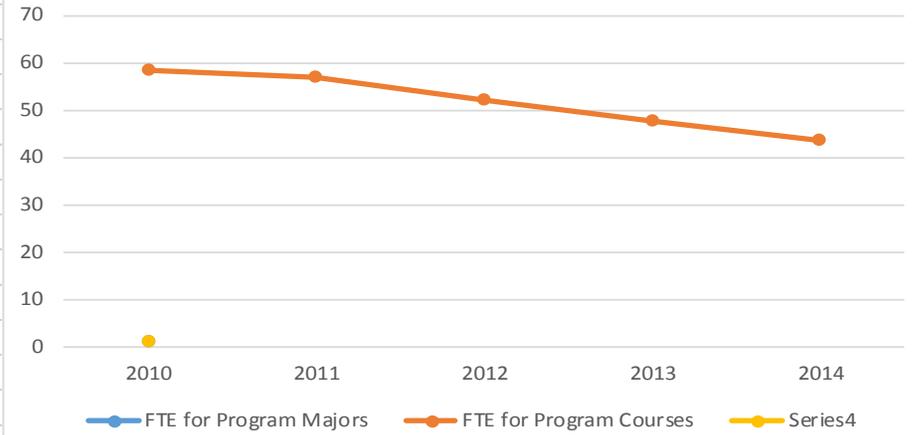


Exhibit II.B Billing Credits

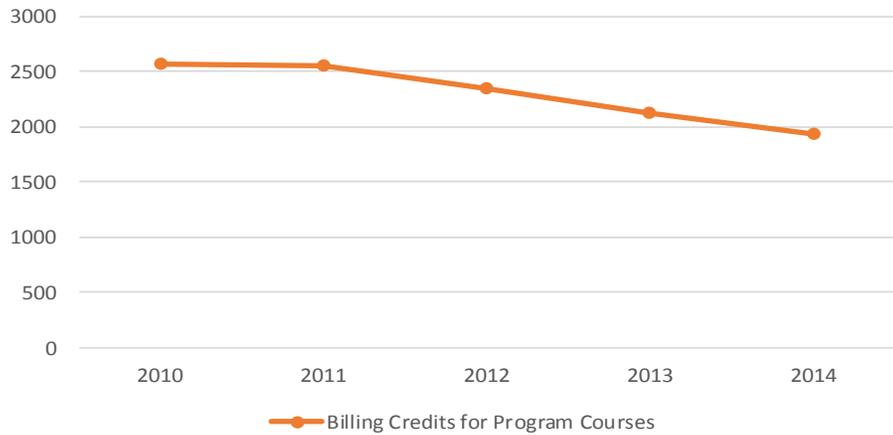


Exhibit II.C Cost / FTE

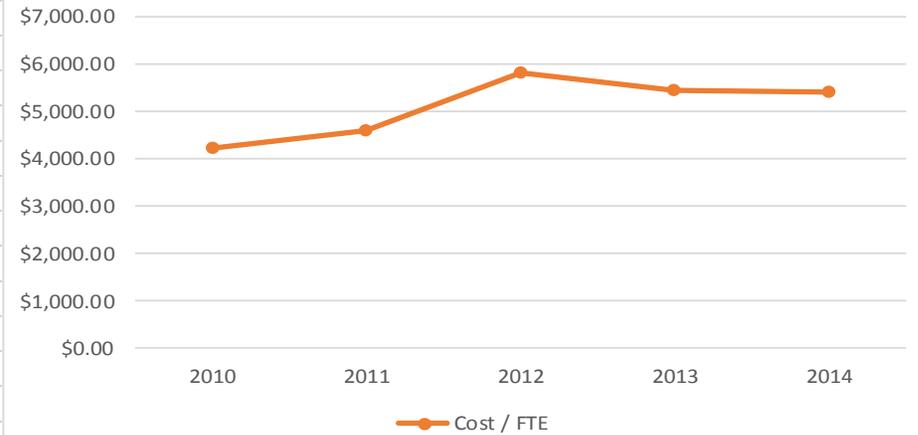


Exhibit III.A Average Program Class Enrollments

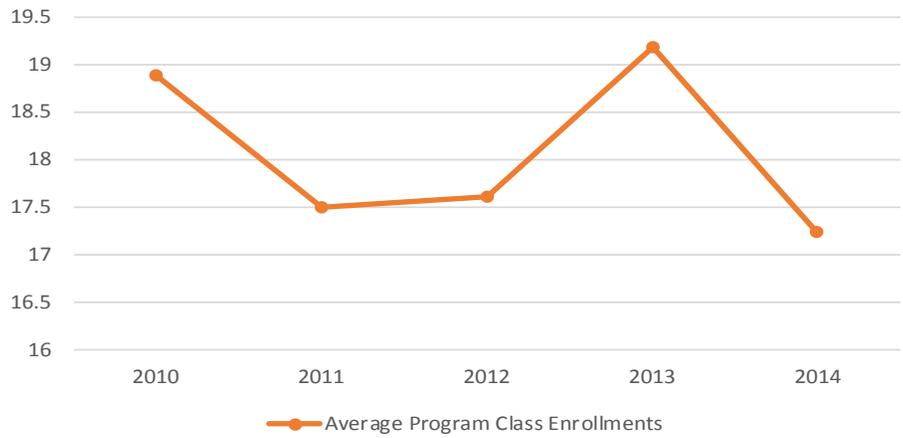


Exhibit III.A Average Class Fill Rate

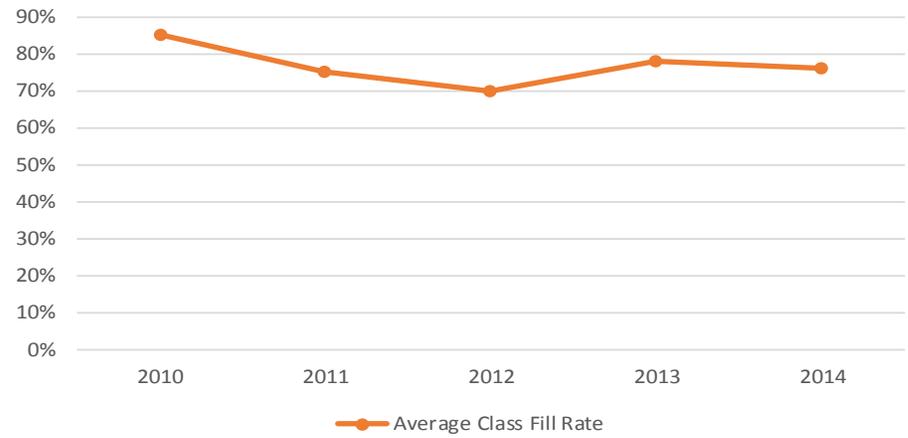


Exhibit III.B Student FTE / Faculty FTE

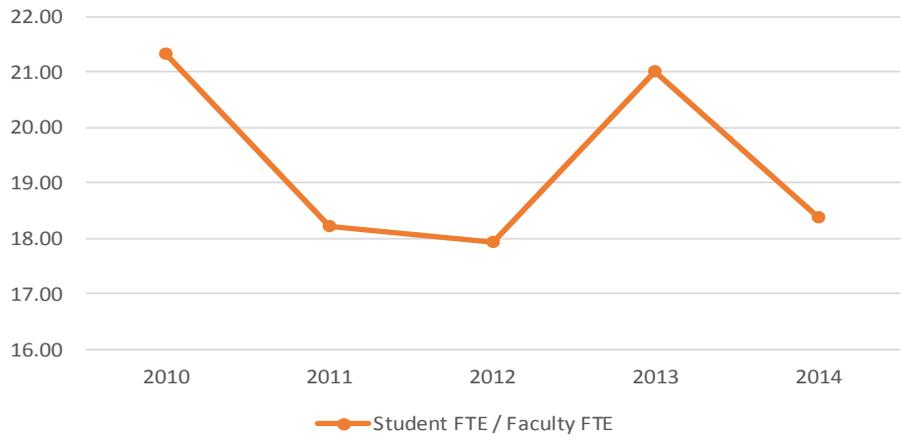


Exhibit IV.A Course Retention - Completion Rate

