Administrative Response
Psychology Discipline Review
April 19th, 2013

We thank you for your dedication to your discipline and students as you’ve created, maintained and improved the Psychology courses at PCC. Your presentations were also thoughtful, thorough and well organized.

Our administrative response contains three sections: Commendations, Administrative Response to Recommendations/areas of SAC needs and Closing.

Commendations

• Participation from diverse SAC members, full-time and adjunct in the Psychology Discipline Review.
• Continued use of distance learning which has increased the number of faculty trained and includes on-going efforts to monitor student success rates
• Course updates and resubmissions so that various courses meet general education and/or Cultural Literacy requirements.
• Assessment driven changes to the curriculum including the creation of new class activities that both accommodate different learning styles and connect course content and concepts to practical application/skill development.
• The mapping of courses to Core Outcomes and future plans to align them with APA Undergraduate Psychology Major and STEM, Degree Qualifications Profile and LEAP Guidelines.
• Integration of the following PCC initiatives (internationalization, diversity, sustainability and service-learning) into your existing courses.
• Creation of PSY 285 as a capstone course for students who want to major in Psychology at 4-year colleges and universities.
• Connections with PSU and other four-year institutions to align curriculum
• Membership in and presentations at numerous professional associations by both full and part time faculty
• Textbooks authored by department faculty that are used for PCC Psychology courses as adopted by the SAC.
• The use of the POGIL (Process Oriented Guided Inquiry Learning) to engage students in the learning process
• A high college-wide fill rate in Psychology classes
• Participation in APA’s Psychology Teachers in Community Colleges.
• Faculty participation in the Veteran’s Taskforce
Recommendations-- Related to Teaching and Learning

“Psychology SAC has created a Task Force (April 2013) to address aligning Course Outcomes with the newly published APA recommendations and national focus on STEM standards. This Task Force will include examination of the creation of a “Foundation Series” here at PCC, and is leading with the following suggestions:

- Explore offering PSY 218 (Introduction to Experimental Psychology) - already in the Oregon LDC Catalog
- Align the following course sequence with the APA guidelines: Psy 201/202/ and potentially 218/285 – given that these courses would make-up the appropriate sequence for students at PCC who plan to major in psychology.
- Explore articulation avenues for PSY 218 and PSY 285 to four year state universities to ensure transferability for psychology majors to programs in those institutions.”

We applaud the Psychology SAC efforts on the creation of this taskforce. This recommendation also aligns well with the Degree Qualifications Profile work underway in Oregon through the Lumina Grant especially as it relates to vertical alignment with 4 year universities in Oregon. For more information on this project, see: https://www.oregondqp.org/

We encourage the taskforce to get involved in this work. Please contact Craig Kolins, Dean of Instruction, Southeast, Kendra Cawley, Dean of Academic Affairs, Michele Marden, Chair, Learning Assessment Council or Wayne Hooke, Vice Chair, Learning Assessment Council.

Recommendations requiring funding
1 - More FT/permanent faculty in order to bring the FT:PT ratio to more effective levels for student success (as documented in national studies) and to more effectively address SAC tasks and goals. When considering the number of permanent full-time faculty on staff available to teach and aid in SAC duties, context is important. Three of the SAC’s full-time faculty are department chairs on their respective campuses. We have other faculty teach courses across disciplines and participate in other SACs. While 1-year temporary faculty are helpful, it is not realistic to expect these faculty to have the institutional knowledge to take on long-term tasks.

We understand and support the need for additional full-time faculty and its effect on student success and completion. We also appreciate Psychology faculty leadership as FDC’s and your willingness to teach courses across disciplines and your participation in other SACs. The decision to create full-time faculty positions is a result of campus discussion and is considered through an analysis of enrollment and campus needs within the context of our existing budgets.
2 - Smaller enrollment caps (30 was recommended) for more effective teaching. This will assist the Psychology SAC in contributing toward PCC’s Achievement Compact and will allow faculty more time to invest in other SAC-tasks and goals. The SAC will resume conversations about this and, for any courses which receive SAC approval for reduced enrollment caps, send those requests forward in accordance with PCC policies.

*We encourage the SAC to continue their conversations about course enrollments as outlined in the contract regarding enrollment limits. This could be discussed at the Social Science Leaders meetings as well. In addition, alternative assignments and/or in-class activities, which are less time consuming for instructors and students, should be considered.*

3 - More professional development opportunities, including consistency of opportunity across campuses.

*We encourage faculty to apply for professional development opportunities through the Staff Development process. Full-time and part-time faculty can apply for this funding.*

4 - Release-time for multi-campus SAC Chairs so that group goals and tasks can be more effectively coordinated. For large SACs, the additional workload for a conscientious Chair is significant.

*Increased demands for accountability and declining state and federal resources for PCC and our students are a reality. Other SACs have addressed these challenges by appointing SAC co-chairs or tri-chairs (for very large SACs) to help with these SAC responsibilities. The work that focuses on assessment of student learning should not be viewed as an administrative task, because it is work that should be done by faculty, is a faculty responsibility and should be integral to evaluating and improving teaching and learning in your discipline. We know that the SAC understands that this work is integral to addressing compliance issues and accreditation and we appreciate the effort the Psychology SAC has made in this direction.*

5 - Stable office space (desk, phone, etc) for adjunct faculty. At Sylvania, this may resolve itself with renovations to the Social Science Building in the next few years, but district-wide, any decrease in disruption for adjunct faculty from term to term was noted as a positive impact upon teaching effectiveness.

*Although each campus has bond projects that will provide faculty workspaces for both full-time and part-time faculty and meeting areas for students and faculty, this varies by campus and limited space within existing buildings that are not being remodeled with bond project funding. Please work with your division deans and Dean of Instruction to ensure that faculty have input for those workspaces and meeting spaces.*

SAC-based Recommendations

- Develop a Research methods class

*We encourage you to develop this class and to work with your four-year colleagues to make sure it aligns with a lower-division research course that students need as undergraduate psychology majors.*
• “Intro to the study of psychology” type course, 100-level, like History’s “HST 100: Intro to History” (3 credit). This would not be Psy 201A and 202A, but more basic introduction, and would include basic research methods and critical-thinking for social sciences.

We encourage you to reach out to the History SAC to investigate what they have learned. As we mentioned during the presentation, if the course would only transfer as a lower-division psychology elective, and would not be considered a general education course, it should not be a 4 credit course, which requires additional time and financial resources for our students on their path to transfer and degree completion.

• Include the STEM (Science Technology Engineering Mathematics) aspects of Psychology throughout our courses

We encourage your involvement in this as PCC expands our efforts in STEM. As part of the expansion of the Southeast Center to PCC’s fourth comprehensive campus, we are creating a STEM Center to engage our K-12, 4 year college and university and research and industry partners in this important work for our students. We encourage you to reach out to the four division deans identified as our STEM leaders group. We also would encourage you to reach out to Todd Sanders, who coordinates our National Science Foundation grants and Shari Rochelle who coordinates the Bridges to Baccalaureate program with PSU.

• Teaching Assistants

As was mentioned in the Q &A portion of the presentation, we have concerns about this approach. In our experiences, teaching assistants are graduate students who help faculty teach very large lecture sections and who have substantial non-instructional obligations, primarily research and service. Exploring this use of teaching assistants doesn’t seem justified or practical in the context of the community college teaching and learning environment.

• Funding for class field trips

Some, we are not sure all, Associated Students of PCC (ASPCC) offers classroom enhancement grants that faculty and staff can apply for each term that can help fund these learning experiences for our students. Faculty and staff are encouraged to apply for staff development funds as well. At some campuses, possible funding could be identified by working with your Campus Division Dean and Dean of Instruction through the use of margin enrollment funding for campuses that exceed their enrollment targets.

• More effective light controls in rooms (control at podium, control of light level)

We encourage you to work with your Division Deans and Deans of Instruction to ensure your concerns are shared with TSS, FMS and the Bond Project teams on your respective campuses. Not all classrooms are being touched by campus bond projects.

• Lab equipment related to brain and physiological measurements, psychological tests, etc.
We encourage your exploration here. As was mentioned during the presentation, it would be helpful if this equipment is portable so it can be used in general purpose classrooms and not require the creation of a dedicated lab.

- Checking with other SACs to see if what they require in their programs is actually what they want their students to have, and working on addressing any discrepancies.

We encourage this collaboration for you to determine if these courses are meeting other SACs needs.

Anecdotal evidence suggests that there is some confusion about the difference between Psy 101 and Psy 201A.

Is this a concern surfacing from students or advisors? A district-wide advising group meets every term. Sharing the differences with our academic advisors may help students with course selection. Please contact Mary Severson, Associate Dean of Student Development at the Sylvania Campus who is the administrative liaison with the district-wide advising group.

- More coordination & collaboration among all faculty (including PT) teaching the same course, improve teaching effectiveness and SAC-wide alignment with CCOGs

We support this goal. It will take patience and a significant amount of time to achieve as well as a willingness to get the entire SAC engaged.

- More coordination and support for PT faculty

If coordination means better connection within the SAC, we encourage this. We also encourage collaboration between part- and full-time faculty along with their participation in SAC meetings. We encourage part-time faculty to take advantage of the professional development opportunities offered by the TLCs and by the PT faculty in-services that are offered at each campus now during Spring term.

- More connections, greater visibility, more outreach with surrounding community -- possibly a “Signature Event” that the Psychology SAC did each year that would rotate among campuses.

These events could be done in collaboration with student services and your respective student leadership coordinators at each campus.

- “Psychology Fairs” on all campuses to better inform students about Psychology courses and careers

There are a few SAC in both Career Technical Education (CTE) and Lower Division Collegiate (LDC) who have engage in this work. History is developing a History Summit on WWII that will involve high school students completing dual credit History courses. A Psychology Fair could also be coordinated with other disciplines and with help from the Career Center Coordinators on each of the campuses. However, given limited faculty time and financial resources, we suggest you evaluate this along with other ‘outside of the classroom’ activities and projects through a prioritization process.
Closing

It was immediately obvious to us that you take great pride in your course offerings and have dedicated countless hours to continuously improve them. In closing, we want to thank you for a very thoughtful Discipline Review and an engaging presentation.

Administrative Response submitted by Craig Kolins on behalf of the Deans of Instruction and Dean of Academic Affairs.
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Jeff Trippett, Sylvania Campus
Craig Kolins, Southeast/Extended Learning Campus
Kurt Simonds, Cascade Campus
Kendra Cawley, Dean of Academic Affairs