

Psychology Program / Discipline Review 2017-18

Comments and questions should be directed to the Coordinator - Debi Cozzoli:
debra.cozzoli@pcc.edu

This Program Review was the product of joint effort among SAC members. FT members of the SAC authored specific sections of the document and every member of the SAC (FT and adjunct) was encouraged to review the document and provide editing where needed.

2017-18 FT members of the SAC

<u>NAME</u>	<u>CAMPUS and ROLE</u>	<u>CONTRIBUTION TO PROGRAM REVIEW</u>
Debi Cozzoli	SE (2 Term Temp)	Sections 3A, 3B, & 3C, Coordinator & Editor
Marlene Eid	RC	Section 3D
Ericka Goerling	CA	Sections 1 (all) & 4A (with Monica)
Cynthia Golledge	SY	Sections 2C (with Wayne), 8 (all), & Presentation Coordinator
Wayne Hooke	SY	Sections 2A & 2C (with Cynthia)
Vivian McCann	SY	Sections 3F, 4C & 4D
Fred Miller	CA	
Tony Obradovich	SY	Sections 3E, 5A, 5B, & 5C
Monica Schneider	CA (FDC)	Section 4A (with Ericka)
Tatiana Snyder	SY (SAC Chair)	Sections 6A & 6B
Rachel Stone	RC (FT job-share)	Section 2B & Consultant to Coordinator
Judy Zimmerman	RC (FT job-share)	Section 4B
Sabrina Schroerlucke	SE (left PCC Dec-2017)	Section 6C

Adjunct members who were co-authors of PR Sections

Ken Kraska

SE

Conclusion

1. Program/Discipline Overview:

A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

The PCC Psychology program strongly aligns with national standards. Since the last program review, the American Psychological Association has updated their guidelines for undergraduate psychology majors. The new version, *American Psychological Association's Guidelines for the Undergraduate Psychology Major Version 2.0* (2013) is commonly referred to as **Guidelines 2.0**. The revised version synthesizes the previous 10 specific domains and now focuses on five inclusive goals that “represent more robust learning and assessment activities.” Importantly, these broad goals for undergraduate psychology students parallel the vision of our psychology program, have informed our CCOG's, correspond to PCC's core outcomes, and complement PCC initiatives for student success and development.

Guidelines 2.0 includes four skill-based goals and one content-focused goal. To demonstrate the overlap between the APA's Guidelines 2.0 and PCC's Core Outcomes, at the end of each goal, specific PCC Core Outcomes will be noted (1 – Communication, 2 – Community and Environmental Responsibility, 3 – Critical Thinking and Problem Solving, 4 – Cultural Awareness, 5 – Professional Competence, and 6 – Self-Reflection).

Goal 1: Knowledge Base in Psychology – Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. *PCC Core Outcomes 3, 5.*

Goal 2: Scientific Inquiry and Critical Thinking – The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena. *PCC Core Outcomes 3, 5.*

Goal 3: Ethical and Social Responsibility in a Diverse World – The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions. *PCC Core Outcomes 2, 4, 6.*

Goal 4: Communication – Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. They should also develop flexible interpersonal

approaches that optimize information exchange and relationship development. *PCC Core Outcomes 1, 5, 6.*

Goal 5: Professional Development – The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. *PCC Core Outcomes 5, 6.*

Guidelines 2.0 was effective August 2013 and expires in 10 years. To read more about these goals, in detail, please go to <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>. For a handout showing a brief overview of the five goals check out <http://www.apa.org/ed/precollege/about/learning-goals.pdf>.

As an extension of our previous program review, the Psychology SAC remains focused on incorporating STEM aspects into curriculum, staying current and consistently aligned with APA standards (Goal 2, PCC Outcome 3). This consideration blends well with our emphasis on assessment and effective teaching practices at PCC. There is a SAC-wide, ongoing evaluation of teaching around a specific topic (correlation vs. causation in psychological research), which provides useful information for efficacy.

While there have been revisions in the national standards of this discipline since the last review, these changes reflect consistent growth within the Psychology SAC, as well as align with PCC's core outcomes. Looking forward, the APA will revisit their guidelines around the same time our SAC will engage in our next program review (2023). We are confident that any evolution in the focus of the Psychology SAC will remain informed by and consistent with national trends.

B. Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or administrative response. (The Administrative response can be found opposite your SAC's listing at the web page where the Program Reviews are posted – look for the "AR" pdf)

Recommendations Related to Teaching and Learning

Aligning with the Psychology SAC's last program review, a Task Force was created to synchronize course outcomes with APA recommendations (April 2013). The task force explored an option of offering PSY 218 (Introduction to Experimental Psychology) to expand elements of critical thinking, quantitative literacy, and research methods to students. Although this course offering is already available in the Oregon LDC catalog, no course creation occurred at PCC. Instead, the Psychology SAC determined that continuity with the existing foundational courses could be optimized to include elements of the APA guidelines, including a focus on STEM principles. Similarly, there was no addition of a stand-alone research methods course. Rather, the Psychology SAC is currently assessing and seeking to incorporate greater methodological approaches in our core classes.

Recommendations Requiring Funding

The request for additional full-time faculty was contingent of a variety of budgetary factors. Ultimately, the Psychology SAC was met with the addition of one full-time faculty, which was hired in 2016 (placed at Cascade Campus). During the same year a vacancy at the Southeast Campus was also hired. Unfortunately, in 2017 one full-time position at Sylvania was not replaced after a long-time faculty member passed away. Therefore as of the last program review the Psychology SAC still remains in need of additional full-time faculty.

Part-time faculty still make up the majority of PCC and, although this is not a preferable model, some shifts have been made since the last review that are intended to support part-time faculty. Within the Psychology SAC, continuous multi-year contracts have occurred for several part-time faculty, ensuring some continuity (for staff and students). Currently the MYCs at each campus are: Southeast Campus: 1 (was approved for an additional MYC but it remains unfilled at this time), Rock Creek Campus: 2 (with a 3rd starting in Fall 2018), and Sylvania: 3. Cascade does not currently have any MYCs but will be looking to hire one in the next academic year. Finally, district-wide there have been some additions of financial compensation for part-time faculty to assist in payment for their service to the college that goes above and beyond their teaching commitments. The Psychology SAC remains dedicated to ensuring that these options are utilized by our part-time colleagues and looks toward options for continued growth and support in this area.

There has been no change to course offerings since the last program review; we continue to offer 14 standard psychology courses. The Psychology SAC remains committed to student success and engages in consistent communications within PCC administration, as well as with local 4-year universities regarding course transferability. Representatives from the psychology SAC participate in a variety of PCC task forces, including the Education Advisory Council and Learning Assessment Council, which assist in navigating recommendations for course optimization. Currently, all 14 psychology classes are offered, Face to Face, throughout the PCC service area and the majority of the courses also have Distance Learning (DL) offerings available. The amount of DL trained instructors has increased, and most Face to Face instructors utilize the technological tools provided by PCC (such as D2L). In spite of a recommendation to reduce the enrollment cap for psychology courses, no changes were made and caps vary from campus to campus based on room capacity. Consideration and advocacy for enrollment cap reductions continue to be made for specific courses (e.g. PSY 240), however.

Other recommendations from the previous program review, which have been explored and incorporated in Psychology SAC efforts include enhanced coordination and collaboration between faculty. There is an ongoing focus on collegiality and collaboration, which greatly expands teaching efficacy, college service, assessment opportunities, and faculty engagement.

2. Outcomes and Assessment: Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. Course-Level Outcomes: The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes

i. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

We have been doing *ad hoc* course outcome assessment so far. We are moving toward a more organized and coordinated approach to course outcome assessment. We began this approach several years ago when the American Psychological Association published a new set of assessable outcomes for psychology majors. One feature of these outcomes was that they were created with both 2-and-4-year schools in mind. Our psychology faculty created a task force to create a plan to make our courses compatible with these outcomes. As the APA’s outcomes were for psychology majors, we had to determine what course potential majors should take at PCC, sequence the outcomes into the appropriate courses and then create appropriate rubrics. For example:

4.1: Written Communication Outcomes Assessment Schedule

201A	202A	285
4.1a Express ideas in written formats that reflect basic psychological concepts and principles	4.1a Express ideas in written formats that reflect basic psychological concepts and principles	4.1a Express ideas in written formats that reflect basic psychological concepts and principles
4.1b Recognize writing content and format differ based on purpose (e.g., blogs, memos, journal articles) and audience	4.1b Recognize writing content and format differ based on purpose (e.g., blogs, memos, journal articles) and audience	
4.1c Use standard English, including generally accepted grammar	4.1c Use standard English, including generally accepted grammar	4.1c Use standard English, including generally accepted grammar
4.1d Write in-text citations and references using APA	4.1d Write in-text citations and references using APA	4.1d Format a short paper using APA style formatting

style	style	guide
4.1e Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose	4.1e Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose	4.1e Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose
4.1f Interpret quantitative data displayed in statistics, graphs, and tables, including statistical symbols in research reports	4.1f Interpret quantitative data displayed in statistics, graphs, and tables, including statistical symbols in research reports	4.1f Interpret quantitative data displayed in statistics, graphs, and tables, including statistical symbols in research reports
4.1g Use expert feedback to revise writing of a single draft	4.1g Use expert feedback to revise writing of a single draft	4.1g Use expert feedback to revise writing of a single draft

We then created rubrics to assess these dimensions. For example:

Rubrics

4.1a: Expression of ideas

	Accomplished 3	Successful 2	Developing 1
4.1a Express ideas in written formats that reflect basic psychological concepts and principles	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

4.1b: Recognition of content/format/audience

	Accomplished 3	Successful 2	Developing 1
4.1b Recognize writing content and format differ based on purpose (e.g., blogs, memos, journal articles) and audience	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

4.1c: Use of standard English

	Accomplished 3	Successful 2	Developing 1
4.1c Use standard English, including generally accepted grammar	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

4.1d: APA Style

The PCC Library offers the following APA style links for our students. Expectations such as in-text citations and references in APA style in 201/202 and meets the APA short paper format guidelines in 218/285.

<http://www.wou.edu/provost/library/clip/citations/apa/>

4.1e: Organization

	Accomplished	Successful	Developing

	3	2	1
4.1e Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose	Demonstrates consistent use of important conventional organization particular to the discipline and/or writing task(s).	Follows expectations appropriate to the discipline and/or writing task(s) for basic organization.	Attempts to use a consistent system for basic organization.

4.1f: Interpreting Quantitative Data

Specific types of statistics (e.g., correlations, effect sizes, confidence intervals, p-values, etc.) and graphic/tabular formats (bar charts, scatter plots, etc.) to interpret will have to be identified/sequenced.

	Accomplished 3	Successful 2	Developing 1
4.1f Interpret quantitative data displayed in statistics, graphs, and tables, including statistical symbols in research reports	Provides accurate explanations of information presented in quantitative forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in quantitative forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in quantitative forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>

4.1g: Use of Feedback

	Accomplished 3	Successful 2	Developing 1
4.1g Use expert feedback to revise writing of a single draft	Makes accurate and effective use of expert feedback.	Makes accurate and effective use of expert feedback, but occasionally makes minor errors in implementation.	Attempts to use expert feedback to improve written work, but interprets or implements that feedback in ways that reduce the quality of the work.

Our faculty put this project on hold when it was clear that PCC was moving toward a substantial change in our general education program and core outcomes list. As we intend these courses to continue to be on the general education list, we were concerned that back-to-back substantial restructuring of many of our courses would be unduly burdensome.

Moving forward, we expect to create a task force to explore how best to approach a more organized and coordinated course outcome assessment program.

- ii. **Identify and give examples of changes made in instruction, to improve students' attainment of course outcomes, or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.) that were made as a result of assessment of student learning.**

Example 1: Psychology 201a

Course outcome: *Students will also demonstrate the ability to access, use, and critically evaluate library and electronic resources, including the internet and multimedia resources for the course.*

One instructor assesses this outcome as part of a term-length research project and noted the following during the assessment of this outcome:

- Student success on this outcome was high (83% of students complete the assignment with an average score of 94/100 after edits based on instructor feedback [grade based on outcome attainment]. The instructor noted two things: students paid more attention to brief ad hoc reviews of the technical information that was required background for the project when they were doing edits as

compared to when the information was presented in advance of the assignment. Further, 4.5 edits per student were required to attain this level of success.

- During the subsequent term, the instructor divided the assignment into smaller parts that functioned as rough drafts and provided focused instruction on the part of the project that was due each week. There was no significant change in either completion rate (83%) or average score (95%) but the number of edits per student was reduced to 2.5 (a reduction from 4.5).

Example 2: Psy 213

During the Fall 2015 quarter, I offered PSY 213 for the first time at Rock Creek. I designed the course loosely off of the courses I had taught at Lewis and Clark College where each week we discussed the following: a specific brain process (such as attention), then several examples of this process were discussed (such as attention during memory formation, attention during task performance, etc.), and then disorders in this process were explained at the end of each week (such as the impact of traumatic brain injuries and concussions on attention). I felt this would give students a great foundation for all the material while addressing all course outcomes. However, the results of the exam questions demonstrated that this may not have been the case. While students were successful in answering questions about the basic structures and functions of the brain, the short answer questions about brain disorders were frequently skipped, incompletely answered, and a frequent source of misinformation. Therefore the assessment did not demonstrate that students were achieving the course outcome *Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders*. Over the winter break, I researched the annals of *JUNE (Journal for Undergraduate Neuroscience Education)* to explore teaching pedagogy and activities that were validated to improve student attainment and success. I came across an informative article on the use of case studies in an introduction to neuroscience course as a means for exploring brain-based disorders. In Winter 2016, I added a project to the 213 course curriculum in which students were to select a case study, research the neurological basis of the disorder explored in the case (using peer-reviewed journal articles), and present the case and findings to the class during the term. The project requirements were spread throughout the quarter and culminated in a final research portfolio. Following addition of the case study project, student performance significantly improved on the assessment questions that focused on brain-based disorders.

B. Addressing College Core Outcomes

i. Update the Core Outcomes Mapping Matrix.

Members of the SAC reviewed the current Core Outcomes Mapping Matrix at the Fall In-service SAC meeting on October 25, 2018 and approved the current version moving forward. No changes were recommended.

For referral, the Core Outcomes are:

CO1 -Communication

CO2 - Community and Environmental Responsibility

CO3 - Critical Thinking and Problem Solving

CO4 - Cultural Awareness

CO5 - Professional Competence

CO6 - Self-Reflection

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
PSY 101	Psychology and Human Relations	2	1	2	1	2	3
PSY 201A	Intro to Psychology - Part 1	2	1	3	2	2	1
PSY 201A	Intro to Psychology - Part 2	2	1	3	2	2	1
PSY 213	Intro Beh Neuroscience	2	0	3	0	2	0
PSY 214	Introduction to Personality	2	0	3	0	2	3
PSY 215	Human Development	2	2	2	2	2	1
PSY 216	Social Psychology	1	2	3	1	2	2
PSY 222	Family and Intimate Relationships	2	2	3	2	2	2
PSY 231	Human Sexuality	1	2	2	1	2	3
PSY 232	Human Sexuality	1	2	2	1	2	3
PSY 236	Psych of Adult Dev and Aging	2	2	2	1	2	3
PSY 239	Intro to Abnormal Psychology	1	1	3	1	2	3
PSY 240	Personal Awareness and Growth	3	2	2	2	2	3
PSY 285	Psych Seminar and Practicum	3	2	3	0	3	2

C. For Lower Division Collegiate (Transfer) and Developmental Education Disciplines: Assessment of College Core Outcomes.

- i. **Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes. (If including any summary data in the report or an appendix, be sure to redact all student identifiers)**

Assessment 2013-14: Communication (“I-statements” in Psy 101 Human Relations)

An “I-statement” is a communication technique that is intended to both improve assertiveness while at the same time minimize the risk of a counter-productive defensive response in the listener. There are a number of variants, but the basic structure consists of:

- When you _____ (describe the problematic behavior)
- I feel _____ (identify the emotion)
- Because _____ (the interpretation or consequence of the behavior)

All students enrolled in Psy 101 classes for Winter and Spring terms 2014 comprised the data set.

The creation of the rubric in Fall 2013 and subsequent scoring in Winter 2014 led to lively discussion among the participating Psy 101 faculty. Although “behavioral statements” were fairly easy to agree upon, there was not complete agreement as to what constituted an ideal “emotion statement”, so what might get a score of 1 from one rater might get a score of 2 from another. (Despite this, very high inter-rater agreement of .8969 was achieved.) The creation of the rubric and subsequent discussion among the raters and other Psy 101 faculty was extremely useful in terms of sharing pedagogy and ideas in a very collegial manner. This project was probably most useful in terms of providing a platform for Psy 101 instructors to meet and discuss learning outcomes for Psy 101 students, with the teaching of “I statements” as the focus of that discussion.

“Perfect” performance (4 out of 4 pts possible), which is difficult for many people to obtain without sustained and continued practice, was achieved by 44% of the random sample pulled from 437 artifacts. “Good” performance (3 out of a possible 4 pts) was achieved by an additional 21.4% of the sample. Total “good” or “perfect” performance was achieved by 65.4% of the students in our random sample.

Although we were basically pleased with the results, we do believe that average student performance could be higher. This might be achieved with more consistent and focused pedagogy about this topic across all sections of Psy 101.

“Buy-in” among Psy 101 faculty, and the SAC-at-large, was extremely good. The SAC voted in Fall 2013 (no opposition) that all Psy101 instructors would participate in this

Assessment Plan, and out of 5 FT and 12 adjunct instructors teaching 25 sections of Psy 101 in Winter term, all but one FT instructor (one section) participated in this Assessment Project. As indicated earlier in this report, one of the most rewarding results of this project was the collegial sharing of pedagogy and ideas among Psy 101 faculty.

Assessment 2016-17: Critical Thinking (Understanding Correlations in Psy 201A Intro to Psychology Pt 1)

A pilot project conducted by two instructors during the 2015-2016 academic year suggested that our students may not be adequately understanding nor successfully applying introductory correlational concepts. Given that correlational research is fundamental and ubiquitous in the social sciences, we decided to take a broader, more comprehensive look at this issue.

All students enrolled in Psy 201A classes for Spring term 2017 comprised the data set.

Four multi-select questions assessed conceptual knowledge about correlations, and five mixed multi-select and multiple-choice questions assessed applied understanding of correlations. Multi-select questions enabled us to determine how well students understood the concepts, as opposed to the greater ease of a single-correct answer. A Qualtrics link to the pre-test was sent to instructors at the beginning of the term and was available for 2.5 weeks. Reminders were sent out two additional times. A link to the post-test (identical aside from the introductory statement) was sent out to instructors in the 6th week of the term and remained open for another three weeks; reminders were sent out an additional two times.

There were 24 sections of Psy 201A offered in Spring 2017, with student responses obtained from 11 of 17 (65%) Psychology 201A instructors (FT and adjunct) for the post-test analysis. Zero responses were obtained from 6 of 17 instructors (FT and adjunct). Responses by instructor ranged from one student to 53 students; one instructor represented 26.24% of the data set and had the highest percentage of student participation per course enrollment, and an additional two instructors also obtained higher student participation, contributing another 24.26% to the data set, resulting in 50.5% of the data representing students from three of 17 Psy 201A instructors for the post-test analysis.

>Pre-test: 357 responses; 325-338 students completed each question assessing knowledge about correlations. (Percentages in this report are based on total number of student responses to that particular question.)

>Post-test: 226 responses; 205-210 students completed each question assessing knowledge about correlations. (Percentages in this report are based on total number of student responses to that particular question.)

Although benchmarks were achieved for four concepts (another two concepts were within 2% of the benchmark, resulting in ~30% benchmark achievement), results may be compromised as two of those benchmarks were achieved on the pre-test. It is certain that some students completed the pre-test survey after receiving instruction in the course; many instructors teach this concept in the first week of the term. Despite

this, improvement between pre- and post-tests was demonstrated for 17 of 20 benchmark items, which is encouraging.

Assessment 2017-18: Reassessment of Critical Thinking (Understanding Correlations Reassessment in Psy 201A Intro to Psychology Pt 1)

This project has been continued and is now in the Reassessment phase (Assessment 2017-18). The assessment tool was redesigned and the release of the pre- and post-surveys were timed around content delivery to obtain more valid data. Emphasis on the mandatory nature of instructor participation was included, and instructors were encouraged to make this survey a nominal part of the students' grades (or offer extra credit) in order to boost student participation.

Student performance (pre- and post-test) was assessed during Winter term 2018, and is currently being analyzed. An intervention (if necessary) will be implemented during the Spring 2018 term. Pre- and post-tests will be used again to determine the efficacy of an intervention, if needed.

ii. Do you have evidence that the changes made were effective by having re-assessed the same outcome? If so, please describe.

The Psychology SAC is reassessing the "Understanding Correlations" project from 2016-17 in the 2017-18 assessment cycle.

iii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

The Psychology SAC's biggest challenge to effective assessment is consistent participation from all instructors. There are a number of factors that create obstacles to this: already-full faculty job responsibilities, the difficulty in coordinating actual times that many individuals can meet to discuss pedagogy within their courses (we are a large SAC with as many as 15 or more instructors teaching Psy 101 or Psy 201), and, finally, instructors who decline to participate.

iv. Are there any Core Outcomes that are particularly challenging for your SAC to assess? If yes, please identify which ones and the challenges that exist.

"Community and Environmental Responsibility" is probably the most difficult for us to assess, since this Core Outcome is not one that is emphasized in all our courses, and it is difficult to assess within the context of a classroom activity.

3. Other Instructional Issues

- A. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?**

Enrollment numbers are summarized in Appendix A. At the college level, PCC had a total credit headcount of 57,197 with a credit FTE enrollment of 30,186.9 in the 2012-2013 academic year. By 2016-2017, PCC had a total credit headcount of 49,500 with a credit FTE enrollment of 24,678.3. Therefore the college saw a 13.5% decrease in credit headcount and a 18.2% decrease in credit FTE over these five years (See Appendix A, Table 1). The Psychology SAC has experienced less decrease in enrollment than the college as a whole. The SAC had a total headcount of 8,107 with a college-wide FTE of 942.1 in the 2012-2013 academic year. By 2016-2017, the SAC had a total headcount of 7,270 with a college-wide FTE of 828.3. Therefore the SAC saw a 10.3% decrease in headcount and a 12.1% decrease in FTE over the five years (See Appendix A, Table 1). Total FTE in 2012-2013 was 942.1, with Cascade carrying 190.1, Rock Creek carrying 171.1, Southeast carrying 82.7, and Sylvania carrying 498.1. By 2016-2017 the total FTE was 828.3, with Cascade carrying 164.1, Rock Creek carrying 209.9, Southeast carrying 93.2, and Sylvania carrying 361.1 (See Appendix A, Table 2). Therefore, while the SAC is experiencing decrease enrollments, FTE at the Rock Creek and Southeast campuses are on the rise. Additionally, at the SAC-level the greatest decline in enrollment was a 4.5% decrease in headcount during the 2013-2014 year. However, current headcount trends also appear positive, with the 2016-2017 year having only a 1.7% decrease in headcount at the SAC level. Interestingly this same year (2016-2017), all campuses except Sylvania had between 2.2-6.3% increases in headcount (Sylvania had a 8.5% decrease).

As a SAC there are multiple steps we have taken to ensure we maintain enrollments that match (or exceed) the college trends. For one, as a SAC we work to ensure that instruction across sections is consistent and representative of the American Psychological Association (APA) standards. This ensures that students receive content-based instruction and attempts to limit instructor subjectivity. Secondly, the SAC adheres to high instructional standards at all times. Instructors, both part-time and full-time, remain active in the field, which allows them to engage students on current topics, keeping the course content fresh and pertinent. Additionally, psychology instructors are well-versed on providing inclusive classrooms while covering course topics that explore diversity and inclusion. As a SAC we also have a level of flexibility and cooperation with other SACs to support programs by giving them FTE for psychology courses. Lastly the SAC is mindful about the number and types of courses offered at PCC. By avoiding offering too many special topic based courses we can ensure that classes run with adequate enrollment. Psychology enrollments are also likely helped by college-wide requirements, as some programs also require psychology

courses as program prerequisites or requirements and psychology courses like 201 and 202 are included in the college's general studies degree requirements.

B. Please review the grades awarded for the courses in your program. What patterns or trends to you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, how is your SAC addressing this?

In general, courses in psychology tend to have pass rates of around 80%, with the remaining 20% falling into the withdrawal or D/F/NP category. There are a few courses that have consistently lower pass rates with less than 80% of students passing. Particularly, PSY 201A: Introduction to Psychology, Part 1, PSY 213: Introduction to Behavioral Neuroscience, and PSY 214: Introduction to Personality have the lowest pass rates of all psychology classes. Grade distribution in these courses is summarized in Appendix B. In reviewing the PSY 201 grades, the course tends to have a pass rate between 74.2-77.6% leaving 12.7-14.6% of students receiving a final grade of D/F/NP and 9.6-11.2% of students receiving a final grade of W. Additionally, there does not appear to be a campus-specific factor in the pass rate. Instead, PSY 201's low pass rate may be reflective of the course topic and of the fact that many students take this course to fulfill the AA requirements or to fulfill transfer requirements. Many of these students are new to the field of psychology as well, which may be impacting pass rates. As a SAC we have focused on PSY 201 in our assessment projects, working to ensure consistency in material taught and working to fully assess student understanding and attainment of course outcomes. On the other hand, both PSY 213 and 214 do not meet transfer or degree requirements and thus students who choose to take these courses are often interested in pursuing psychology degrees and have been exposed to psychology materials in previous courses. In looking at the data for each of these courses more carefully, PSY 213 grades have the following trends: 57.1-77.8% pass rate, 15.7-18.8% of students receive a final grade of D/F/NP, and 6.5-24.5% of students receive a final grade of W. PSY 213 has only been offered at a few of the campuses, with much variability in pass rates between campuses. Thus there may be pedagogical differences in the how the material is presented that may be influencing the pass rates. As a SAC, we recently have had a change in the instructors for 213 and a majority of the class offerings have moved online thus we will continue to monitor pass rates in the coming years. In reviewing the PSY 214 grades, the course tends to have a pass rate between 67.6-74.9% leaving 13.9-18.2% of students receiving a final grade of D/F/NP and 10.4-14.1% of students receiving a final grade of W. In looking at the data for PSY 214 more closely, it tends to be offered at multiple campuses with rather consistent pass rates across campuses. Thus the lower pass rates may be more reflective of the course outcomes. We have not yet considered grade trends for PSY 214 at the SAC level but potentially using a future assessment project to address this may be indicated.

C. Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.

Many of our classes are offered online. They include:

- PSY 101: Psychology and Human Relations
- PSY 201A: Introduction to Psychology, Part 1
- PSY 202A: Introduction to Psychology, Part 2
- PSY 213: Introduction to Behavioral Neuroscience
- PSY 214: Introduction to Personality
- PSY 215: Human Development
- PSY 236: Psychology of Adult Development and Aging
- PSY 239: Intro to Abnormal Psychology

Most of these classes have multiple online sections as well as multiple on-campus sections, with a few exceptions. PSY 213 has been offered on campus at Sylvania, Cascade, and Rock Creek intermittently over the past 5 years but tends to have low enrollments, thus oftentimes only a single online section of this course is offered most terms. Additionally PSY 236 is typically offered only as an online course with a single section running each term.

In reviewing the data available, when courses were offered at a single campus in both modalities there was not typically any differences in student success rates. However, two courses do have significant differences during the 2016-17 academic year. PSY 202 had a significantly higher pass rate when offered on campus compared to the online equivalent regardless of campus (Cascade: Web 79.9% pass rate vs. On Campus 94.9% pass rate; Rock Creek: Web 70.8% vs. On Campus 88.9%; Sylvania: Web 75.8% vs. On Campus 84.7%) while PSY 213 had a higher pass rate online vs. on campus (Sylvania: Web 81.8% vs. On Campus 60%). It is important to note that the Sylvania on campus section of PSY 213 was a summer course with low enrollment (15 students) which likely skewed the results. In looking more carefully at PSY 202, the higher pass rate for the on campus sections may be due to student retention throughout the term and variety of assessment opportunities in the on campus sections. As a SAC we will continue to monitor the situation to see if any patterns emerge that we can address to improve the student success in PSY 202 online sections.

D. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.

There were no changes done at the Psychology SAC level as far as the Education Initiatives are concerned, but at the individual level several instructors have implemented the initiatives either formally or informally. To determine more about instructors' efforts in their classes, the survey developed by two SAC members for the last program review was utilized (using Survey Monkey), with some modifications applied mostly to the first, second and last questions. The survey was sent to all 45 members of the Psychology SAC, both full and part-time, and 20 faculty responded to

the survey, which is the same response rate we had for the last program review. No specific question was presented to faculty to differentiate between formal/informal adoptions of initiatives, and the Inquiry Based learning was added as an extra initiative.

The Initiatives covered by the survey were:

- Internationalization Initiative
- Diversity Initiative
- Sustainability Initiative
- Service Learning Initiative
- Honors Program Initiative
- Inquiry Based learning (added to the current Survey)
- Other

The survey was more general in this program review versus the one in 2013, this time focusing on the initiatives the faculty members were aware of, have adopted, and the different ways they implemented them in their classrooms across the course(s). The following is a summary of the results of the survey. Complete details of the survey questions and the data analysis with graphs can be found in Appendix C.

1. Initiatives Implemented

The Initiatives most implemented by instructors are in rank order: Diversity (15 respondents), Internationalization (10 respondents), Service Learning (4 respondents) and Inquiry Based Learning (4 respondents), and, finally, Sustainability (2 respondents implemented). No respondents reported adopting the Honors Initiative. These results are in contrast to the last program review where the rank order of the most implemented initiative was: Internationalization, Diversity, and then Sustainability. The percentage of psychology faculty implementing the Diversity initiative has changed significantly in the last 5 years. It has increased from 9/20 to 15/20 a 66% increase. It remained the same for the internationalization, and dropped by 50% for sustainability.

2. Distribution of Initiatives Across Courses

The distribution of the Initiatives across courses, are affected by the topics and the course content addressed in each course. Some courses lend themselves to have several initiatives being introduced. Every faculty member out of the 20 who responded to the survey was implementing, at a minimum, one initiative in one course.

Summary of Courses Implementation of Initiatives:

- **PSY 201A, and PSY 202A:** These courses have had initiatives implemented by the same or several faculty members, a percentage of 60% in PSY 201A and 40% in PSY 202A. From our knowledge of PSY

201A, and PSY 202A course content, it seems that these courses are more amenable to the implementation of the initiatives.

- **PSY 215, PSY 101, PSY 239:** These courses have had initiatives implemented by the same or several faculty members at 30%, 25%, and 20% respectively.

3. Faculty Introduction of Initiatives

How faculty introduced the initiatives to their students varies. Most faculty (73.7%) introduced an initiative by formally established content, 63.2% introduced it through explanations and examples, as many as 42.1% introduced it through their syllabi, 36.8% through experiential learning, and as few as 26.3% by implementing modeling the initiative through their behavior.

4. Incorporation of Initiatives in Course Content

All faculty who took the survey made varying levels of changes to the amount of course content that corresponded with the initiative. The modes that were used to the highest degree were: changing portions of chapters, followed by changes to the whole course, then specific chapter changes and modules, and lastly changing specific course units. This makes sense, since changes have to be tied to CCOGs, or Course Content Outcome Guides.

5. Incorporation of Initiatives in Course Materials

The course material changes used by faculty to emphasize an adopted initiative shows that 70% of the faculty altered their lectures, 65% used supplemental readings and handouts, 55% added or developed class activities, and 25% changed textbooks.

6. Uniformity of Initiatives Across Courses

As to the nature of modification or change in courses identified by faculty, the results show most faculty recognize that modification and implementation varies by class, 15% identified with implementing “in-depth change” to their course, while a complete change of textbook was adopted by only 10% of the respondents.

7. Summary of the Tools Used in Applying Changes to the Course

At 68.5% the most utilized tools are articles, videos, films, and documentaries, followed by 58% of online links. Speakers were the least used in introducing changes to the courses.

8. Activities and Assessment of Initiatives

The number one activity implemented for each of the tools was verbal/written questions and answers. The other activity used by 50% of the faculty was asking students for a reflection paper. Applied and other activities were used less than 50% by faculty.

9. Core Outcomes and Education Initiatives

This question was presented differently in this program review (as mentioned in the introduction), in that the faculty were not reminded or given the different PCC Core Outcomes as was the case in the last program review survey. Instead, it was presented more as an open ended question for faculty to comment on. *Sixteen out of twenty faculty, 80% of the respondents answered this question.*

- 5/16 said PCC core outcomes can be met by the Initiatives.
- 4/16 mentioned a link between the initiatives and the outcomes.
- 3/16 linked the initiatives to particular core outcomes.
- 4/16 may reflect a weak link with outcomes for various reasons.

10. Significant curricular changes that have been made since the last review.

The Psychology SAC did not take any decision to adopt any of the initiatives in a formal way. Looking at the results of question number one, we can conclude that the curricular changes made to the psychology courses are significant for the diversity initiative. It is believed the curricular changes are a reflection of the times, the momentum, and the way in which PCC emphasizes the initiatives. Additionally, in light of the number of speakers, Fullbrights, international, and diversity speakers brought to the college by the different initiatives, the fact that guest speakers were the least used tool in implementing changes to courses raises questions about the communications faculty are getting regarding the different events. Some faculty reported that they feel communications come too late, therefore not allowing them to embrace guest speakers due to conflicts with their already created course schedules.

E. Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

The Psychology Department at Portland Community College has established a very positive Dual Credit relationship with Tigard High School, going back at least a decade. The specific psychology instructors at Tigard High School who teach their psychology courses in the International Baccalaureate Program have met the PCC Instructor Qualifications. Furthermore, these instructors teach psychology content that aligns extremely well with PCC's PSY 201A and PSY 202A. The Dual Credit arrangement for PSY 201A has existed for a decade, and the arrangement for PSY 202A has existed for at least five years.

The current liaison with Tigard High School from the PCC Psychology Department is Tony Obradovich. Over the past four years, Tony has visited the classes of Fred Holtz, Tigard High School teacher, at least three times, reviewed syllabi, and the two attended the PCC Dual Credit Conference together in November, 2017. The Dual Credit relationships for both PSY 201A and PSY 202A were recertified in 2017. Tony has been very impressed with the high-quality exposure to psychology that IB students receive at Tigard High School, and he looks forward to continuing the positive and collegial relationship with Fred for many years to come.

A newer addition to the Dual Credit roster for the Psychology SAC at PCC is the Dual Credit agreement for PSY 101 between PCC and Rosemary Anderson High School, a private alternative high school in Portland, Oregon. The current liaison with Rosemary Anderson High School is Monica Schneider-Anthony, and the PSY 101 instructor at Rosemary Anderson is Erika Briggs. Monica and Erika communicate regularly, Monica has reviewed syllabi, and together they have found a more appropriate textbook that allows Erika to teach material that more closely aligns with the PCC CCOGs for PSY 101. Monica, too, looks forward to continuing the collegial and positive relationship with Erika.

F. Please describe the use of Course Evaluations by the SAC. Have you developed SAC-specific questions? Has the information you have received been of use at the course/program/discipline level?

All Psychology faculty utilize PCC's standardized Course Evaluations as a valuable tool for gathering student feedback and improving curriculum. Additionally, some faculty have added individualized course questions to the Evaluations they administer to their students. Currently, the Psychology SAC is focusing on development of SAC-specific questions to add to Course Evaluations, in hopes they may provide insight into discipline-wide strengths and areas of improvement.

4. Needs of Students and the Community

A. Have there been any changes in the demographics of the student populations you serve? If there have been changes, how has this impacted curriculum, instruction or professional development?

Age

The most significant demographic change from our last Psychology SAC review is reflected in the age of our student population. There was a 2.6% increase in student enrollment among students 25 to 49. Additionally, there was a 34.6% *increase* in our

youngest students; those under 20. There has been little change in enrollment for students between the ages of 20 to 24 as well as students over the age of 50.

Age is one variable that influences what occurs in the classroom. Younger students may require more guidance and support due to lack of preparedness for college and being unfamiliar with navigation of higher education expectations. Variables that can affect success in college range from socioeconomic status to opportunity for mentorship to help with academic challenges. Access to support services and utilization of learning centers and academic advising can impact how well students perform. College Success courses are offered to better guide new students to college, especially in the Oregon Promise program that recruits high school age students and requires them to complete an online orientation before registering for their first quarter.

Consistent with the Psychology SAC's commitment to professional development in areas of technology and digital fluency, the majority of faculty use online support tools such as D2L Brightspace and publisher resources. Students under 24 are commonly digital natives; they experience a distinctive proficiency with technology due to a lifetime of media immersion. This younger set of students prefers to be engaged and discover course content through exploration, interaction, and collaboration more than non-digital generation students who may prefer a lecture format. Continued professional development can address some of these students' needs as well as collaboration between instructors on their best practices.

Race and Ethnicity

There have also been shifts in the race and ethnicity composition of psychology students at PCC, campus-wide. Generally speaking, the most notable increases occurred among multi-racial, Asian, and Hispanic students (57.8%, 25%, and 25.5% increases, respectively). Among drops in enrollment, the most significant declines were among Native American/Alaskan Native (30.8% decrease), Pacific (28.6% decrease), and white students (8.3% decrease). There was also an increase in the number of unreported students (27.9% increase).

PCC continues to celebrate our diverse student body. Diversity, inclusion, and equity are beliefs commonly emphasized in the PCC Mission, TLC trainings on campus, and course content. Multicultural centers on campuses provide education and opportunity to be better informed about cultural influence in cognition and behavior. Psychology instructors work to create inclusive environments for their students. This also involves including examples in course materials to show more diversity and better representation of minorities. There is also an understanding that the addition of culturally sensitive assignments can help improve awareness. Additionally, faculty are aware that the Internationalization Initiative offers faculty training to bring more global awareness/perspective to students, help to infuse courses with international perspectives and assignments, and encouragement in incorporating intercultural competence in curriculum.

Gender

There was one, prominent shift in gender reporting between the last program review to present day. Within the psychology demographic reporting, students who did not prefer to report their gender increased by 133% (from .9% in 2012-13 to 2.1% in 2016-17). This trend likely reflects shifting norms around gender identity. In 2013, PCC formed a district wide committee to address these population adjustments. Referred to as the Gender Inclusive Spaces committee, their focus is on issues of access and inclusivity that may arise for trans and gender diverse community members. All-user bathrooms have been added to campuses and Queer Resource Centers emerged on all the campuses by 2015 to educate, advocate, provide counseling services, support, and resources to LGBTQIA community. Within the classroom setting, it's important that instructors provide a safe, inclusive environment for their students full of education, respect, and responsiveness, including trans culturally responsive and gender inclusive policies and practices.

B. What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?

The Psychology SAC views disability as part of the natural spectrum of human experience. We understand disability as a way that human experience has been categorized. This categorization process is profoundly shaped by social-cultural and psychological processes that operate to diminish access to learning and education, and adversely affect academic success. We view education as essential to personal growth and transformation, and building communities of justice.

Psychology is an academic discipline that studies learning, cognition, memory, education, neuroscience, mental health and well-being. Though our faculty are well-poised through graduate education to promote success for students with disabilities, we recognize that learning is a lifelong process. Advances in technologies to assist students with disabilities are growing at an increased pace, challenging our ability to stay acceptably current. To address these concerns and support our ability to serve students with disabilities, both Kaela Parks, Disability Services Director, and Karen Sorenson, formerly the Accessibility Advocate for Distance Education, have offered presentations at our SAC meetings.

Members of the Psychology SAC have also advocated with publishers to make their materials more accessible for DL classes. Psychology 215 has been a particular focus, as this class has the largest number of online sections among our courses. One

positive outgrowth of this advocacy is that an audio text is now a standard part of the digital text used in the majority of our Psy 215 sections. Closed captioning is now a standard part of video modules in that digital text. The SAC acknowledges that course materials continue to lag behind in full accessibility. Instructors have been exploring alternative formats and OER resources in order to meet student accommodation needs.

Owing to the nature of our discipline and its focus on learning disabilities and mental health, we have a history of actively referring students to seek accommodations. Many students are not aware that a mental health diagnosis or the need to take psychiatric medications might merit accommodations that would promote their success. Likewise, as a discipline we are well-suited to notice patterns in academic performance that might suggest a learning disability. Conversation about these issues is part of our regular interaction in the SAC. Many of our faculty bring professional skills that enable building rapport with students that do have accommodations so that we can work effectively together to foster learning.

The DS office is to be commended for its work to improve the timeliness with which faculty are notified that a student has accommodations. Many students require alternate testing and assignment formats or note taking that may require instructor arrangements. The improvements noted above have supported us greatly. The current challenge that remains is keeping up with all the developments in technology and changes in how the DS office works with students. The DS website is a fantastic resource. We are grateful for how responsive the DS office and its counselors at each campus have been to questions we have had about how to meet students' accommodation requests.

C. What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?

Psychology offers a robust set of online offerings for students, backed up with use of proven strategies for successful learning. All of our online psychology courses meet or exceed the national Quality Matters standards. Many online psychology faculty members include the following best practices for learning and retention in their work with students each term:

1. Email students prior to the beginning of the term with textbook and class material information so students can acquire the necessary materials.

2. Email students at risk for non-payment drop prior to the beginning of the term, so students can make payment arrangements to remain in the class and avoid being dropped for non-payment.
3. Provide information on effective study strategies in the syllabus.
4. Provide individualized feedback on written assignments, with suggestions for improvement as well as recognition of excellence.
5. Respond within 24 hours to student communication, providing support, guidance, and individualized assistance as needed.
6. Include a wide variety of engaging and fully accessible material in the curriculum.

The biggest challenge faced by online faculty is the ongoing issue of authentic assessment. Traditionally, assessment for most classes has typically relied on some combination of objective exams, writing assignments, and other projects. In online classes, faculty are grappling with the reality that instant access to external online resources and an increased likelihood of unauthorized student collaboration, both of which are prohibited by academic integrity policies, pose a real threat to maintenance of fair standards for assessment. Many of today's students have found that they can seek out answers to objective test items with a simple online search, which could negate the ability of test bank based objective exams to truly assess learning. Although prohibited by PCC's Academic Integrity policy, it is almost impossible to identify and prove whether students are using online search tools to answer questions – and as a result, the probability of violations remains a concern. In the case of unauthorized collaboration, it is time consuming to collect evidence and meet with students in order to follow the Academic Dishonesty procedures at PCC.

Three possible solutions to this problem may be to create unique exam questions (the answers of which cannot be found through online searches), the use of timed exams to reduce the feasibility of looking up answers, or to eliminate objective exams in online courses, and replace them with additional written work and projects. This third solution, however, is not realistic in light of large class sizes and heavy faculty workloads. Faculty are already working many more hours than are required by contract in order to keep up with student needs and administrative demands. A reduction in enrollment cap for online classes from the current limit of 35 to a more reasonable limit of 25 would enable online faculty to investigate academic dishonesty concerns, write original objective exams, and/or eliminate objective exams in favor of assessment methods that are more authentic.

D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or

instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

PCC's Psychology department adheres to a philosophy of continual quality improvement, and relies on frequent feedback from students and other sources to improve our curriculum and the quality of our instruction. Equal attention is paid to online and to Face to Face classes; thus, details of the feedback and subsequent changes are embedded in other relevant portions of this document.

5. Faculty: reflect on the composition, qualifications and development of the faculty

A. Provide information on how the faculty instructional practices reflect the strategic intentions for Diversity, Equity and Inclusion in PCC's Strategic Plan, [Theme 5](#). What has the SAC done to further your faculty's inter-cultural competence, and creation of a shared understanding about diversity, equity and inclusion?

The Psychology Faculty at Portland Community College have engaged in a plethora of professional development activities in the past five years. The faculty have been motivated to participate in these activities for a number of reasons: a commitment to equitable student success, a desire to expand their teaching competencies, the fundamental purpose of providing quality education to their students, a profound sense of professionalism, a commitment to staying current in their areas of expertise, and basic intellectual curiosity. These activities have benefitted not only their students, but also the broader PCC and Portland metropolitan communities.

This section of the report summarizes these professional developments activities.

ACTIVITY CATEGORY	NUMBER
Diversity/Equity/Inclusion-Related Trainings/Workshops	36
Doctoral Degrees Earned	1
Earned/Renewed Professional Licensure	3
Authored Textbook	1
Published Professional Journal Articles	8

Professional Journal Reviewer	1
Gave Speeches/Posters at Professional Conferences	10
Gave Invited Talks	6
Attended Professional Conferences	33
Attended Continuing Education Seminars/Workshops	20
Attended Lectures/Lecture Series	8
Conducted Workshops	10

Furthermore, at PCC, Psychology SAC members either chaired or were/are members of at least 15 campus/college committees/task forces.

In the broader community, Psychology Faculty have volunteered as science fair judges, in elementary school classrooms, have been hospital visitors, worked at the Oregon Food Bank, taught classes, spoken to community and interfaith groups, consulted with businesses and nonprofit organizations, and have shared their expertise, talent, and time with numerous public and private entities. Psychology Faculty have also generously donated financially to the PCC Foundation, to various PCC Scholarship funds, and to a wide range of charitable and nonprofit organizations.

[A Final Note: The numbers listed above should be treated as extremely low estimates, as the data has been gathered from only 13 responding full and part time faculty members. The actual size of the Psychology SAC is much larger. Furthermore, due to the inescapable defects of human memory processes, responding faculty have quite likely underestimated their development, college-related, and community activities.]

B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. (Current Instructor Qualifications at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>)

No changes in General Instructor Qualifications for Psychology have been implemented for the Psychology SAC since 2012. However, changes were made for a specific course, Psy 236, the Psychology of Adult Development and Aging. Because of difficulty experienced by the Gerontology Program in finding qualified candidates to teach this course (a required course in the Gerontology curriculum), the Instructor Qualifications for Psy 236 were changed, and now read:

PSY 236: Psychology of Adult Development & Aging

Meet general instructor qualifications for Psychology,

OR

Master's degree in Gerontology AND at least 30 graduate credit hours in Psychology and/or Human Development.

C. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

Psychology Faculty at PCC regularly engage in professional development activities and actively participate in campus/college based events, committees, task forces, workshops, training, etc. The results of such engagement and participation have led to instructional changes that are, most often, subtle in nature but, quite likely, profound in the aggregate. A few such examples follow:

- Participation in Title IX workshops altering in-class discussions of harassment;
- Participation in “Whiteness History Month” events changing the nature of classroom treatment of the concept of “privilege;”
- Interactions with ESOL and Developmental Reading/Writing instructors leading to the alteration of wording on psychology exams;
- Attending continuing education workshops on “Psychopharmacology” (along with professional reading) altering in-class coverage of medication side-effects, serotonin discontinuation syndrome, and the interaction of marketing forces with medical education;
- Participation in DEI trainings leading to increased instructor sensitivity and responsiveness to the various meanings of “difference” for PCC students;
- Participation in DEI trainings causing the instructor to view in-class activities through an “equity lens,” and to become more patient in interactions with students;

- Participation in DEI trainings has led to more “peace building,” and greater frequency of in-class discussions about bullying, sex-trafficking, conflict prevention and resolution, and social justice activism;
- Attending continuing education workshops has increased classroom coverage of attachment and interpersonal dynamics;
- Attending ADA online learning training has changed how in-class media is described and explained, to account for possible student impairments that have not been expressed/identified;
- Participation in DEI trainings has led to “Inclusion” statements being added to syllabi, and altered wording/phrasing of lectures and during in-class discussions;
- Participation in DEI trainings leading to more active teacher modeling of inclusive and open language;
- Participation in multiple DEI activities leading to a greater awareness and understanding of both “white privilege” and the black experience in the US;
- Participation in continuing education courses leading to a conscious inclusion of the “growth mindset” and neuroplasticity into the content of all the teacher’s courses;
- Participation in continuing education workshops has altered and improved coverage of the brain, with increased awareness of pacing, media, and interactive experiences;
- Participation in DEI trainings leading to greater awareness of classroom power dynamics (and power dynamics at PCC in general), and how students’ “multiple identities” influence their interactions with the courses they take, the students and teachers they interact with, and their overall experience at PCC;
- Participation in DEI trainings leading to spending more class time exploring the differences between anecdotal and empirical evidence and the prevalence of confirmation bias and other cognitive biases (like the availability heuristic);
- Participating in “accessibility” training leading to creation of course readings and assignments in various formats;
- Participation in DEI trainings leading to inclusion of more cultural elements in lectures and discussions, especially regarding gender and social conditioning;
- Participation in DEI trainings leading to the use of more inclusive language during class, and asking for preferred names and pronouns on “get to know you” information sheets;
- Participation in DEI trainings leading to in-class use of a broader range of examples, including people with a wider range of lived experiences and backgrounds;
- Participation in DEI trainings has deepened the classroom discussions surrounding cultural difficulties and has expanded instructor “comfort zones;”

- Participation in DEI trainings has changed how instructors address students and how instructors manage classroom discussions.

6. Facilities, Instructional and Student Support

A. Describe how classroom space, classroom technology, laboratory space and equipment impact student success.

Overall, most of the classrooms are well-suited for effective teaching. All classrooms across campuses are equipped with a user-friendly technology, which is widely used by faculty to deliver lectures enhanced with PowerPoint presentations, videos, and various internet resources and documents. The installation of additional whiteboards in Sylvania Campus classrooms have been helpful in facilitating small group work and activities.

Nevertheless, Psychology instructors still experience some difficulties related to classroom settings. First of all, courses that are at the capacity level are often in the classrooms that are too small to accommodate 35 students comfortably (the current enrollment caps for most campuses). There is not enough open space needed for successful learning and students may feel confined and restricted, especially in classrooms with no windows. Some classrooms don't allow for seating flexibility, and as a result, are not very conducive to small group activities. Additionally, cramped classrooms pose particular challenges for accommodating students with mobility issues, including crutches, wheelchairs, etc. Lastly these small spaces create particular challenges during examinations as students may more easily view the answers of those around them due to the tight seating arrangements.

Since the last Program Review, there was some improvement in the light controls. However, some classes have dimmable lights that are difficult to control and in some classrooms there are only two options for lighting (ie, "on" or "off"). This may interfere with the image-quality on projected screens when power point presentations or other web resources are used by instructors.

Climate control can also pose unique challenges. Often classrooms can be uncomfortably warm or cold creating discomfort for students and faculty. There are also noise considerations that have occurred on multiple campuses due to construction and other activities. This could be easily remedied by coordinating class and construction schedules when possible.

B. Describe how students are using the library or other outside-the-classroom information resources(e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

Many of the Psychology courses contain assignments for students' papers, presentations, or group projects that require use of library and other outside the classroom sources. The Psychology faculty take an active role in helping students broaden their awareness of how to use the library system at PCC. Some faculty incorporate library instruction into their curriculum by organizing formal library sessions with a research librarian. The number of instruction sessions in the library and the students reached in those sessions has almost doubled since 2012. However, most Psychology instructors provide a more informal and ongoing support to their students on how to use library materials and services.

The most referred library resources are online databases and streaming videos. Library reference services are available for online and Face to Face students through multiple channels, with chat (24 hours a day), email, in person guidance, and telephone reference available. All psychology D2L Brightspace supported courses include the psychology library resource widget on the course home page which facilitates student access to library resources. In addition, instructors use the library to place required textbooks on reserve, providing an alternative to students who are in financial need and cannot buy textbooks. The SAC makes a deliberate effort to create an ongoing dialog and collaboration with the library staff. Library staff visit Psychology SAC meetings to raise instructors' awareness of how students can use library services, how instructors can incorporate Open Educational Resources, as well as to inform faculty about recent changes and upgrades in the library system. The SAC intends to maintain this meaningful relationship with the PCC library and it should be noted that Tony Greiner, the Psychology SAC Library Liaison, is doing a wonderful job of facilitating this.

It is important to note that relative use for printed psychology materials in the library is 65% higher than the collection as a whole in 2017. In other words, psychology items are 65% more likely to be used than items in the library collection as a whole. This may be partially attributed to the expansion in the selection of the of the psychology materials in the library. Use of the PsycInfo and PsycArticles databases is still strong, but has declined in the last 3-4 years. This is possibly do to the decline in the student enrollment in the last few years or due to the increased availability of resources online (ie. Google Scholar).

C. Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership and Student Resource Centers (e.g., the Veterans, Women's, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

In general students do not self-report their contact with the resources on campus outlined above. Students disclose contact with Disability Services more than other services through the accommodation process. No clear numbers are available to relay usage of these services/resources.

Academic advising

Academic advising is available to psychology students through the Academic Advising Centers at each PCC campus. Students get assistance in short- and long-term academic planning and guidance on the requirements for degrees or transfers to four year institutions. Although general academic advising is fundamental for student success, it is meant to provide only basic information to psychology students. Because PCC academic advisors typically do not have expertise about the specifics of psychology as a discipline or rapid changes that take place within the field the SAC has made considerable changes to our website.

The Psychology web page (<https://www.pcc.edu/programs/psychology/>) was completely redesigned under the stewardship of Tatiana Snyder, psychology faculty, in collaboration with academic advising and the PCC Media Production team to make it informative, engaging, and user friendly. The webpage was designed to accommodate both students who are majoring in psychology and students who are only interested in taking our classes. When students think about a psychologist they typically think of a mental health professional who diagnoses and treats psychological disorders. Although counseling and therapy are common practices for clinical and counseling psychologists, mental health is only one area in the larger field of psychology, but PCC students do not realize that there are many subfields in psychology that are unrelated to clinical practice. Although many of our students are interested in a major in psychology, they don't realize that the majority of careers in the field require an advanced degree (MA, MS, PhD, or PsyD).

Several short film clips were also produced and professionally filmed. The first set of films inform students about various types of psychologists: sport psychologist, biological psychologist, eco-psychologist. Psychologists were filmed in their actual work setting. In their interviews, psychologists specified the exact nature of their work and how it differs from what other psychologists do. Many instructors take advantage of these films and use them in their classes. We also filmed a clip titled "How to prepare for graduate school while you are at PCC" in which we outlined step by step what students should

do. There is another clip that we filmed for the web page titled “What do our PCC students say about our psychology classes?”

Additionally a link to the American Psychological Association was added to the webpage which elaborates on the careers in Psychology as well as giving students overall information about the field of psychology. Our front page displays information on: What is psychology, what do psychologists do, degrees that students should obtain in order to work within the field of psychology, other useful and practical information to assist our students in better understanding psychology as a field, and guide them on their academic path. Lastly, all videos and pictures used in the webpage had a strong multicultural emphasis and representation.

The Psychology SAC has also collaborated with Portland State University’s psychology department to encourage students interested in majoring in psychology to speak to discipline/institution specific advisers to address the unique requirement from institution to institution.

Counseling

In terms of counseling services, instructors are well-informed of the free, confidential, short-term service for currently enrolled students. Some instructors have invited PCC counselors during the first week of class to introduce themselves and discuss the type of support offered to students which include personal, crisis, and career counseling. In addition, they have also invited counselors to the classroom to discuss their career path and answer any questions students may have about how to academically prepare for a career in counseling, graduate work, and licensing after attaining a graduate degree.

Student Leadership

ASPPCC actively reaches out to faculty to do “class raps” promoting their activities on campus including the annual voter registration drive.

Student Resource Centers (Veterans, Women’s, Multicultural, and Queer Centers)

Students are encouraged to visit the resource centers for support, a place to meet with other students, relax, get a snack or use the computers and printers. As far as collaboration, some instructors have taken initiative to develop assignments and/or projects within their classroom that incorporates knowledge of the work of the Multicultural Center and Queer Resource Centers. For example, one instructor developed a project in partnership with the Multicultural Center in which students teamed up to create a portfolio of photographs and written reflections to increase awareness and visibility of student diversity. The project was a way for students to apply psychological concepts in overcoming stereotypes, analyze and interpret demographic data, and build confidence through interacting with others while expressing personal identity. Additional benefits of this project included potential boosting of retention and increased student and faculty engagement.

Disability Services

Psychology faculty would like to praise the work of Disability Services and acknowledge their essential role in assisting students needing accommodations. Overall, psychology instructors feel well-informed about Disability Services and agree that students receive effective support from Disability Services. There are members of the SAC committee that have utilized the Testing Center for facilitating testing accommodations for many students during the academic year. In addition, SAC members report that they list Disability Services as a resource for students that request accommodations in the classroom.

In the past, the SAC has invited Disability Services and Advising to present at SAC meetings, and has also had educational opportunities focused on inclusive classrooms related to LGBTQ populations. However, collaboration with these resources are mostly done on an individual instructor basis. Future collaboration opportunities will continue to be explored.

8. Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

The Psychology SAC has put forth good effort toward the goal of further increasing its effectiveness in assessment of Course Outcomes and PCC Core Outcomes. The SAC is participating in the process, and aspires to increase its level of coordination, collaboration, and results-driven changes.

Currently, the Psychology SAC is in the Reassessment phase of our Critical Thinking assessment project, ie, assessing and improving student understanding of correlations (and what they do and do not imply). This project began in 2016-17, and further analysis is being conducted in the 2017-18 academic year. Depending on the results of the current assessment project, a standardized teaching module will be explored. Progress on this module began during a “Teach-In” workshop during the April 2017 SAC Inservice meeting.

B. What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support.)

1. Ensure equity of education at both SE and Rock Creek campuses by attending to FTE/Faculty ratio discrepancies. To this end the SAC suggests that the FT faculty position (not filled after the passing of Kitty Stromholt) be reinstated and that the FT faculty position at SE (currently occupied by a temporary hire) be maintained. Based after FTE loads at each campus, current data suggests that the position not filled after Kitty's passing should be allocated to the Rock Creek Campus.

Campus	Current FT Faculty	Current FTE Enrollment	FTE/Faculty
RC	2	209	104.6
SY	5	361	72.2
CA	3	164	54.6
SE	1	93	93

The Psychology SAC teaches multiple sections of many courses, and it is not ethical nor practical to ask adjunct faculty to conduct the work of revising CCOGs, creating assessment projects, etc. The FT to PT ratio in our SAC is not a sustainable one for accomplishing our goals.

2. Compensation for any PT faculty who engages in the creation of SAC-wide assessment materials (ie, assignments or rubrics) or participates in evaluations of artifacts using approved rubrics.
3. Professional development considerations.
4. Portable classroom technology carts with computers that allow for multimodal teaching opportunities for faculty and to enhance data collection for assessment.

Carryovers from our 2013 list of requests include:

- Smaller enrollment caps for more effective teaching (30 is/was suggested). Currently class capacities for face to face classes range from campus to campus (for instance Sylvania and Rock Creek classes are set to 35 students while Cascade and SE classes are set to 30 students) and are additionally influenced by room capacities (For instance, some Rock Creek classrooms only hold 32 students). Discrepancy

also exist in the distance learning classes where class capacities range from 30-35 depending on the campus. These discrepancies create inequity for both students and faculty.

- More FT/permanent faculty - to bring FT:PT ratio to more effective levels (translates to higher student success rates), and to better distribute SAC-related tasks workload (Assessment, curriculum overview, Program Review, etc)
- Release-time for Chairs of multi-campus SACs
- Professional development: more opportunities, consistent policies across campuses, support for pursuit of higher degree
- “Intro to the study of psychology” type course, 100-level, like History’s “HST 100: Intro to History” (4 cr). This would not be Psy 201A and 202A, but more basic introduction, and would include basic research methods and critical-thinking for social sciences. 2018 - This may be revisited with the development of a General Education pathway.

In the Psychology SAC 2013 Program Review, we outlined a number of goals we had for our development as colleagues and for improved student outcomes. However, as we noted at the time, “despite strong interest in these recommendations, many of the recommendations would require more investment of time and effort among faculty members, however, faculty availability is limited considering the demands on their time...”

Conclusion to Psychology PR 2017-18

PCC’s Psychology Program goals and objectives are aligned with national (APA) standards. The Psychology SAC is currently assessing and seeking to incorporate greater methodological approaches in our core classes. Other changes include enhanced coordination and collaboration between faculty with an ongoing focus on collegiality and collaboration.

We plan to create a task force in Fall 2018 to further organize and coordinate assessability of course outcomes, as well as rubric and research design projects, in tandem with anticipated college-wide changes in order to further improve students’ attainment of core outcomes. We have implemented several effective assessment projects evaluating core outcomes in Communication and Critical Thinking, including reassessments.

District-wide student enrollments are down since the last program review, however the Psychology program has experienced less of a decrease in enrollments than the college overall. Since the last review, there has been a significant increase in the enrollment of

psychology students under the age of twenty, and notable shifts in the race and ethnicity composition of our students, as well as in student gender reporting. We are responding to these changes through commitment to professional development in technology and digital fluency, creation of more inclusive educational environments, and further development and integration of culturally sensitive course materials, assignments and initiatives, as well as gender inclusive learning environments.

Courses in Psychology are offered for high school dual credit, and are based upon the development and maintenance of strong relationships with high school faculty. We ensure consistency in material taught and work to fully assess student understanding and attainment of course outcomes.

During this review period, the Psychology SAC conducted a general survey of faculty adoption of various educational initiatives and the resulting curricular changes in support of student success. Our faculty employ a myriad of strategies to facilitate success of students with disabilities, including adoption of accessible texts, building rapport with students and frequent referrals to Disability Services, as well as presentations by DS staff at our Subject Area Committee meetings.

Our online courses meet national standards and incorporate best practices for student learning and retention. The ability to accurately assess online student learning may however be compromised by instant access to external online resources and/or student collusion in taking exams. A reduction in enrollment caps for online courses would enable faculty the time necessary to address these challenges.

The psychology faculty at Portland Community College have engaged in a plethora of professional development activities in the past five years. We have been motivated to participate in these activities for a number of reasons: a commitment to equitable student success, a desire to expand our teaching competencies, a profound sense of professionalism, a commitment to staying current in our areas of expertise, and basic intellectual curiosity. These activities have benefitted not only our students, but also the broader PCC and Portland metropolitan communities.

Psychology students, both face to face and online, are active users of the college libraries. Faculty-initiated library instructional sessions have nearly doubled since last program review. Faculty also incorporate library instruction into the curriculum by organizing formal library sessions with research librarians. As of last year, psychology items are 65% more likely to be used than items in the library collection as a whole, and

online students have access to the same library resources as students in face to face classes.

The Psychology program has created several opportunities to promote student success through collaboration with Student Services. The Psychology web page has been completely redesigned in collaboration with PCC's academic advising and media services departments to make it informative, engaging, and user friendly. In addition, several film clips have been professionally produced by faculty informing students about the various types of psychologists, how to prepare for graduate school, and student impressions of our classes. The Psychology SAC has also collaborated with Portland State University's psychology department to encourage students interested in majoring in psychology to speak to discipline/institution specific advisers to address unique institutional requirements.

Instructors have invited PCC counselors to their classes to discuss personal, crisis, and career counseling supports, as well as how to academically prepare for a career in counseling. Instructors have also taken initiative to develop assignments and/or projects within their classroom that incorporate knowledge of the work of the Multicultural Center and Queer Resource Centers. Additionally, we have invited Disability Services and Advising to present at SAC meetings, and have had educational opportunities focused on inclusive classrooms related to LGBTQ populations.

The Psychology Program is actively planning to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students. We are currently in the Reassessment phase of our Critical Thinking assessment project, which began in 2016-17, with further analysis being conducted in the 2017-18 academic year. Depending on the results, a standardized teaching module will be explored.

In the Psychology SAC 2013 Program Review, we outlined a number of goals we had for our development as colleagues and for improved student outcomes. However, as we noted at the time, "despite strong interest in these recommendations, many of the recommendations would require more investment of time and effort among faculty members, however, faculty availability is limited considering the demands on their time..."

Supports needed from administration in order to carry out our planned improvements include reinstating the recently vacated unfilled FT faculty position and ensuring the continued FT faculty position at Southeast campus, as the FT to PT ratio in our SAC is not a sustainable one for accomplishing our goals. Bringing the FT:PT ratio to more

effective levels translates to higher student success rates, and would allow us to better distribute the workload of SAC-related tasks. Additional needed supports include smaller enrollment caps for more effective teaching, compensation for PT faculty who engage in the creation of SAC-wide assessment materials and/or participate in evaluations of artifacts using approved rubrics, and more opportunities for professional development.

Appendix A. Table of Enrollments in SAC & College

Table 1. Enrollment Numbers College vs. District-wide SAC

Summary of college and district-wide SAC enrollment numbers discussed in section 3A.

	2012-13	2016-17	Percent Change
College Credit Headcount	57,197	49,500	13.5% ↓
College FTE Enrollment	30,186.9	24,678.3	18.2% ↓
SAC Headcount	8,107	7,270	10.3% ↓
SAC FTE Enrollment	942.1	828.3	12.1% ↓

Source of data: Student Facts. 5 Year Annual FTE and Headcounts Totals. The 2017-18 Institutional Effectiveness web site:

<https://www.pcc.edu/ir/factsheet/Factbook/201617/swr5yrt2012-2016.pdf>

Table 2. SAC FTE Enrollment Numbers by Campus

Summary of SAC enrollments by campus discussed in section 3A.

	2012-13	2016-17	Percent Change
Sylvania	498.1	361.1	27.5% ↓
Rock Creek	171.1	209.9	22.7% ↑
Cascade	190.1	164.1	13.7% ↓
Southeast	82.7	93.2	12.7% ↑

Source of data: Program Review Data Profiles. Campus Grade Distribution by Percentage. The 2017-18 Institutional Effectiveness web site:

https://www.pcc.edu/ir/program_profiles/201718/gradespercentcampus.html

Appendix B. Collegewide Course Grade Distributions in PSY 201, 213, and 214

Summary of collegewide course grade distributions discussed in section 3B. Data collapsed over the 5 years and displayed as a range with highest and lowest rate per 5 years included.

	Average A/B/C/P Rate (Pass Rate)	Average D/F/NP Rate	Average W Rate
PSY 201 - Introduction to Psychology, Part 1	74.2-77.6%	12.7-14.6%	9.6-11.2%
PSY 213 - Introduction to Behavioral Neuroscience	57.1-77.8%	15.7-18.8%	6.5-24.5%
PSY 214 - Introduction to Personality	67.6-74.9%	13.9-18.2%	10.4-14.1%

Source of data: Program Review Data Profiles. Course Grade Distribution Percentages Collegewide. The 2017-18 Institutional Effectiveness web site:
https://www.pcc.edu/ir/program_profiles/201718/gradespercentcw.html

Appendix C. Educational Initiatives Survey Results

Summary of Survey Results discussed in section 3D. Data collected from a survey circulated to SAC members via SurveyMonkey.

