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## Psychology

Cycles included in report:  
Cycle #3 8/1/14 to 7/31/15

Program Name: Psychology

Program Cycle: #3 8/1/14 to 7/31/15

## 1 Program Summary

HandbookProgramReviewFall2014 [PDF 2,136 KB 9/3/14]

Psychology [PDF 703 KB 9/3/14]

Women's Global Studies [PDF 595 KB 9/22/14]

### 1.1 Degree Offerings

Psychology is a highly productive department in the Arts, Humanities, and Social Science Division at Johnson County Community College. Women and Gender Studies is currently a part of the Psychology Department. There are no degrees offered at the associates level for Psychology or Women and Gender Studies but the department offers courses that are required in both AA and AS programs here at Johnson County Community College. The JCCC Psychology Department offers three courses that meet the General Education requirements for the college, PSYC 121 Applied Psychology, PSYC 130 Introduction to Psychology, and WGS 201 Global Womens Studies. Four courses meet the JCCC Cultural Diversity Requirement, PSYC 205 Human Sexuality, PSYC 220 Social Psychology, WGS 201 Global Womens Studies and WGS 220 The Many Women of Islam.

In addition, most of the courses in psychology transfer to 4-year institutions. Three of our courses, PSYC 130 Introduction to Psychology, PSYC 215 Child Development, and PSYC 218 Human Development fall under the seamless transfer agreements through the Kansas Board of Regents. PSYC 130 Introduction to Psychology, PSYC 209 Statistics in Psychological Research, PSYC 210 Research Methods in Psychology, and PSYC 218 Human Development are requirements of the University of Kansas psychology major.

During the Fall and Spring Semesters Psychology offers approximately 34 sections of PSYC 130 Introduction to Psychology, 14 sections of PSYC 218 Human Development, and 6 sections of PSYC 215 Child Development. These classes are always full. In addition, in a typical semester the department offers three PSYC 205 Human Sexuality courses, one PSYC 209 Statistics in Psychology or PSYC 210 Research Methods in Psychology, as well as one course each in PSYC 121 Applied Psychology, PSYC 220 Social Psychology, PSYC 221 Environmental Psychology, PSYC 225 Educational Psychology, and PSYC 250 Health Psychology.

### 1.2 Certificate Offerings

There are no certificate offerings in Psychology or Women and Gender Studies.

## 2 Program Resources

We consider our faculty to be one of the primary resources for the department. Of our six full-time faculty members, five have earned doctorates in the field while the sixth has dual masters degrees. All of the 19 part-time faculty have at least a masters degree and many hold doctoral degrees in psychology as well.

Faculty provide innovative and engaging teaching to our students. For example, Professor Klinger teaching style uses peer-driven cooperative and collaborative activities to develop conceptual and applied understanding of content. Her innovative approaches to teaching have been published in peer-reviewed journals and she has presented at many conferences on higher education teaching. In addition, Professor Klinger pioneered online learning at JCCC.

In addition, the faculty bring to the classroom not only their academic knowledge but also real world experience. For example, Dr. Michelle Salvato has provided expert consultation services as a school psychologist in nearby school districts. Dr. Michael Rader is a Licensed Professional Counselor with experience in community mental health, mid-management training, sports psychology. Dr. Jim Pettitt served as the national director of marriage and family counseling services for the Nazarene Church. Dr. Pete Peterson works with children with autism and their families, including a large number of military families. These varied experiences allow faculty to relate course material to real world

situations, something students find helpful in the learning process.

In addition to excellent teaching, psychology faculty are very involved in program development and innovation here at the college. For example, Professor Toby Klinger has developed our Women and Gender Studies program. In addition to the two courses already established, Professor Klinger is working toward expansion of the program into a degree program. She organized a very successful conference series called 360 Degrees of Womens Lives: Across History, Comparative Culture, the Arts, Media, Ethics, and the Personal here at Johnson County Community College. This interdisciplinary series involved a number of departments across the college including philosophy, journalism, history, English literature /poetry, graphic arts, women and gender studies, and psychology. The series included presentations by a well-known author, a film director, a nutritionist, and a counseling psychologist on a range of important topics. Students also participated in both poetry and art competitions. This program is an excellent example of a thematic, cross-disciplinary program engaging students, faculty, and community in intellectual and applied thought.

Professor Michael Rader has been instrumental in developing a close partnership with the psychology program at nearby University of Kansas Edwards Campus. He designed and teaches both Statistics for Psychology as well as Psychological research that are offered at KU Edwards for both JCCC and KU undergraduates majoring in psychology.

In addition, the entire full-time psychology faculty, Professors Klinger, Rader, Salvato, Redburn, and Pettitt collaborated in the development of our innovative outcome assessment for Introduction to Psychology. Because psychologys primary focus as a discipline is in conducting and interpreting research, it is important for students to begin to compare descriptive and experimental methods. By understanding the differences in these methods in actual studies students can then demonstrate competency with JCCC Student Learning Outcome #1: Access And Evaluate Information From Credible Sources. The department designed a two part assessment for students to complete at the beginning of their Introduction to Psychology course and at the end in a pre-test, post-test format to determine improvement in understanding and critical thinking as a result of the course. The first part involves content knowledge measured by multiple choice questions regarding research methods. The second part assesses the students ability to apply that content knowledge to an article reporting a study in the popular press.

### **3 Reflection on Institutional Data**

Program Resources: Full-time to Part-time Faculty Ratio and Student Credit Hours and Enrollment by Faculty Type.

The FT/PT ratio is 6/19. Only 25% of the psychology faculty are full-time. In 2013-2014 full-time faculty accounted for 38%of the teaching for Student Credit Hours. This percentage is consistent for the previous two academic years. It would be beneficial to our students and the college to add two more full-time faculty to the psychology department.

Student Success/Completion: Institutional data show a 92% completion rate (includes A,B,C,D, P, and F grades) and an 83% success rate (A, B, C, D, and P grades). The success rates are similar for face-to-face and online courses. The addition of a permanent dedicated psychology tutor position could improve the success rate.

Comparing Cost Per Credit Hour with Revenue this program generates revenue for the college. For example, in Fiscal Year 2014 Psychology Department expenditures were \$910, 757 while Department revenue was \$1,434, 483. This means that the Psychology Department produced an additional \$523, 726 for Johnson County Community College.

## **4 Student Success**

### **4.1 Define Student Success**

Student success in courses offered by the Psychology Department can be measured in terms of

course completion by the percentage of A, B, C, and P grades by course. Insofar as a degree in psychology is not offered at JCCC we cannot measure success in terms of graduation with a degree in psychology. Successful transfer to a four-year institution would be another measure of success if such data were available. Unfortunately, this data is difficult to track.

#### **4.2 Achieve/Promote Student Success**

The psychology faculty promote student success through their availability during established office hours and their involvement in campus organizations (e.g., Michael Rader and Brad Redburn co-advise the Psychology Club, Toby Klinger advises the AAUW club as a part of the GWS program, and Suzie Sympton is the advisor for Active Minds). Research suggests that student engagement is an important factor related to student success and retention. Involvement in campus organizations is one way that has been shown to help students feel a sense of connectedness to the campus and, thus, is related to student success and retention.

Psychology courses often offer insights into how students develop physically and mentally (e.g., PSYC 130 Introduction to psychology and PSYC 218 Human Development). Quite often the course content relates to how individuals learn, achieve, establish goals, relate to others, and improve memory. All of these concepts have been shown to be related to student success and retention.

Because the courses often are related to personal awareness, faculty are often sought out by students to assist them with connecting to campus resources (e.g., student advising, campus organizations, and personal counseling). All of these resources have been shown to be related to student success and retention. It should be noted that the impact on student success as it relates to student interaction with psychology faculty is hard to directly measure. Considering the large number of students who take psychology courses, over 4,000 per year, this could be quite an impact.

The psychology department was able to provide a psychology tutor one academic year at no cost to students or the college. The department would like to offer this service to students again in our effort to further promote student success.

#### **4.3 Successful Transfer**

Most of the courses offered through the JCCC Psychology Department transfer to 4-year institutions to fulfill degree or program requirements or may transfer as electives in a major. Multiple transfer agreements, as well as KBORs KCOG process, have helped facilitate this (e.g., PSYC 130 Introduction to Psychology transfers to all major Kansas universities).

Four of the courses offered, PSYC 130 Introduction to Psychology, PSYC 209 Statistics in Psychological Research, PSYC 210 Research methods in psychology, and PSYC 218 Human Development are requirements of the University of Kansas psychology major.

### **5 Assessment of Student Learning Outcomes**

Assessment&#38;CurriculumChart [XLS 41 KB 9/3/14]

Psyc Program Review 2014 [XLS 31 KB 11/30/14]

#### **5.1 Reflection on table provided on assessment.**

Recently, one of the main projects for the JCCC Psychology Department has been the development of an innovative assessment tool, the Psychology Department Assessment, to assess Psychology General Education Outcomes as well as JCCC Student Learning Outcomes.

The psychology Department Assessment addresses the following Student Learning Outcomes:

1. Access and evaluate information from credible sources.
6. Comprehend, analyze, and synthesize written, visual, and aural material.

## 8. Use technology efficiently and responsibly.

The Psychology Department Assessment consists of 25 multiple choice questions. The assessment consists of two parts. The first part consists of 15 multiple choice questions that are related to general psychology and psychological research methodology concepts. The first 15 multiple choice questions came from several standardized question banks created specifically for introductory psychology courses.

Part two asks students to read an article that students might come across while perusing the internet. The article was chosen from several articles that are used by psychology research methods courses to teach students about accuracy in reporting information. After reading the article, students are then asked to complete 10 multiple choice questions related to the article with an emphasis on the research methodology found within the article.

The department chose to administer the assessment to all Psyc 130 Introduction to Psychology sections. Much discussion led to administering the assessment via electronic format rather than in class, paper administration. The administration was done through the colleges learning management system, Desire2Learn (D2L).

The following are some of the initial descriptive data:

### Trial Run-Spring 2014

Over 400 submissions for pre-test

Less than 100 submissions for post-test

Total pool of around 1100 students

### Fall 2014

798 submissions for pre-test

396 submissions for post-test

Total pool of around 1200 students

### Spring 2015

531 submissions for pretest

Total pool of around 1000 students

Additional statistical analysis will be run to compare the pre- and post-test overall average responses and the average responses to individual questions.

## 5.2 Significant Assessment Findings

In regards to the significant assessment findings, there are no results to speak of at this time. With that said, it should be noted that there was concern regarding the number of submissions that would be received using an electronic administration of the instrument. So far, the department has been pleased with the number of submissions, at times exceeding 50% of the pool. The expectation is that with some fine-tuning of the administration protocol, the numbers could continue to improve.

## 5.3 Ongoing Assessment Plans

The JCCC Psychology Department plans on continuing to use the Psychology Department Assessment that was created. Some specific modifications in the administration protocol have been identified and will be used in future administrations with the goal of an increased response rate.

Course outlines (the goals and objectives for each course) are regularly evaluated revised as needed.

## 6 Curriculum Reflection

The Psychology Department offers a range of courses suitable for a two-year institution. Courses such as PSYC 130 Introduction to Psychology and PSYC 218 Human Development are required for certain

degree programs here at the college (e.g., the RN program). Many of our courses transfer to four-year institutions throughout the state of Kansas. Review of all courses is an ongoing process.

Professor Klinger is planning expansion of the WGS program with new courses.

### **6.1 Honors Contract(s)**

Psychology offers Honors Contracts for the following courses: PSYC 130 Introduction to Psychology, PSYC 215 Child Development, PSYC 218 Human Development, PSYC 220 Social Psychology, and PSYC 250 Health Psychology.

### **6.2 New Course Offerings**

Although now in the third year for both, PSYC 209 Statistics in Psychological Research and PSYC 210 Research Methods in psychology are still fairly new courses that were created/designed to meet a specific need of the psychology program at the University of Kansas, specifically the program that is being offered at the University of Kansas Edwards Campus. Both courses continue to meet or exceed enrollment expectations. There has been some discussion of adding additional sections of these courses.

The department has recently added a Special Topics course option to the psychology curriculum. This course specification can be used to teach a variety of topics related to some of the faculty's specializations. For example, Dr. Rader would like to teach a sports psychology course; Dr. Peterson would be interested in teaching a course on autism.

Additional online sections of PSYC 130 Introduction to Psychology and PSYC 218 Human Development have been added to meet student needs.

## **7 Faculty Success**

### **7.1 Departmental Accomplishments**

In addition to ongoing teaching excellence, the JCCC Psychology Department has recently developed a very successful assessment tool to assess students' knowledge of psychological concepts, research methodology, and to address three of the JCCC Student learning outcomes.

The department has added several new successful courses including Global Womens Studies the many Women of Islam, Statistics in Psychological Research, and Research Methods in Psychology. By successfully creating and offering PSYC 209 Statistics in Psychological Research and PSYC 210 Research methods in Psychology on the University of Kansas Edwards Campus the JCCC Psychology Department has shown how a collaborative effort can benefit both institutions of higher education.

### **7.2 Faculty Accomplishments**

The psychology department is very fortunate to have outstanding full-time and part-time faculty. This faculty has been very productive.

The entire full-time faculty developed the psychology department Assessment. Faculty proved to be very innovative in their thinking about the assessment. This assessment is considered a model across the college. Michael Rader has presented on the development and administration of the assessment to his peers during JCCC's Professional Development Days, Brown Bag Brownie Breaks, and at the Regional Community College Assessment Conference.

The full-time faculty has been productive in other areas as well.

Professor Toby Klinger established the Women and Gender Studies program here at JCCC. The program currently offers two classes, Global Women's Studies and The Many Women of Islam. Professor Klinger is working toward expanding the program into a degree program. Professor Klinger also organized a very successful conference called 360 Degrees of Women's Lives: Across History, Comparative Culture, the Arts, Media, Ethics and the Personal held here at JCCC. She also founded and is faculty advisor of the American Association of University Women Student Affiliate here at JCCC.

Professor Klinger recently attended the United Nations National Women's Conference. She also sits on several committees here at the college. Professor Klinger's research on key elements in the teaching of Introduction to Psychology was the impetus for development of the department's student outcome assessment.

Professor Brad Redburn is instrumental in the department's textbook adoption process and has organized a number of book fairs as a part of this process. His focus has been on balancing quality textbook adoption with the cost of the books (something students have reported as a concern). In addition, Dr. Redburn established a scholarship for JCCC students through the JCCC Foundations.

Dr. Michael Rader has been instrumental in developing a close partnership with the psychology program at the University of Kansas--Edwards Campus. He designed and teaches both PPSYC 209 Statistics for Psychology and PSYC 210 Psychological Research Methods. These courses are held at the KU Edwards campus for both JCCC students and KU undergraduate students are KU psychology majors.

Professor Rader is also a member of the AHSS Division Curriculum Committee and is the advisor for the JCCC Psychology Club.

Dr. Jim Pettitt represents the Psychology Department at the annual KBOR KCOG meetings.

The Psychology Department is fortunate to have an outstanding adjunct faculty as well.

This year Adjunct Professor Ryan Darrow won a Lieberman Award for excellence in adjunct teaching.

Adjunct Professor Diane Kappen serves several division- and college-wide committees.

Adjunct Professor Susie Sympson is the founder and advisor of Active Minds, advisor for Invisible Children, and a member of the Veterans Team as well as a member of the Mental Health Forum Committee here at JCCC. She also published the Domain Specific Hope Scale.

Adjunct Professor Lori Schwartz has recently had a chapter published titled Inhibited Sexual Desire in Women in Grossman and Walfish (2013) Translating Psychological Research Into Practice.

### **7.3 Innovative Research, Teaching or Community Service**

The aforementioned development and administration of the psychology Department Assessment is a good example of innovative research by members of the psychology faculty.

Psychology faculty are very involved in service to the community.

Dr. Michelle Salvato has provided expert consultation services as a school psychologist in nearby school districts.

Dr. Michael Rader is developing a practice in sports psychology.

Dr. Jim Pettitt has served as the national director of marriage and family counseling services for the Nazarene Church.

Dr. Pete Peterson works with children with autism and their families, including a large number of military families.

## 8 Goal Setting and Action Plan

### 8.1 Long-term Goals

1. The primary long-term goal for the Psychology Department is to add two more full-time faculty. This would help meet all five of the Key Performance Indicators: Student Persistence, Graduation/Transfer Rates, Student Satisfaction, Transfer Performance, and General Learning Outcomes.
2. Expansion of the Global Women's Studies program is another goal of the department. This would include adding more courses and possibly becoming an interdisciplinary degree program. This would satisfy the Key Performance Indicators of Student Satisfaction and General Learning Outcomes.

#### 8.1.1 Actions/Resources Required

1. Request authorization for two new positions in the Department of Psychology.
2. Support Professor Klinger in the continued development of the WGS program.

#### 8.1.2 Updates on Long-Term Goals

None at this time.

### 8.2 Short-Term Goals

1. Provide tutors for psychology students. This would satisfy all five of the KPIs: Student Persistence, Graduation/Transfer Rates, Student Satisfaction, Transfer Performance, and General Learning Outcomes.

#### 8.2.1 Actions/Resources Required

1. Secure funding to hire qualified tutors in psychology. We believe that funding for this could be made possible through the Federal Work-Study Program.

#### 8.2.2 Updates on Short-Term Goals

None at this time.

## 9 Accreditation Standards

Two initiatives within the Psychology Department align nicely with the HLC AQIP accreditation categories. These are the provision of a psychology tutor as well as the General Education Outcomes Assessment for Introduction to Psychology.

HLC AQUIP Category-Department Initiative

Helping Students Learn-Psychology tutor

Measuring Effectiveness-GenEd Outcomes Assessment Psychology

Planning Continuous-GenEd Outcomes Assessment Psychology Improvement

### 9.1 Specialized Accreditation



None.

## **10 Resource Request/Adjustment**

BudgetChart [XLS 2,000 KB 9/3/14]

Psychology Program Review 2014 Budget [XLS 1,997 KB 11/30/14]

### **10.1 Long-range Adjustment to Resources**

### **10.2 Educational Technology Support**

End of report