INSTITUTIONAL EFFECTIVENESS REVIEW

~ PSYCHOLOGY / 2009-2010 ~

The purpose of the review is to:

Assess the currency, scope, strengths, weaknesses, and needs of the psychology department.

The process will involve the following steps:

1. Review the Institutional Effectiveness Review process – Division Chair
   - October 2009

2. Collect data – Director of Institutional Research & Planning
   - November 2009

3. Schedule meetings to discuss research, timeline, and process
   - December 2009
   - February 2010

4. Submit final document to Dr. Mindy Selsor, Dean of Arts and Science Education for feedback
   - March 2010

5. Assess status of Learning Goals and Action Plans
   - Annually with Performance Reviews

Time frames/timeline for the review will be:

1. The initial meeting with the Division Chair took place in October 2009.

2. The institutional review document was submitted to the Dean of Arts and Sciences/CAO March 1, 2010

3. The follow-up meeting with the Dean took place in March 2010

4. Dean of Arts and Science Education reviewed and gave final feedback April 2010

5. Final IER accepted and Official Course Syllabi posted May 2010

Program/Service: Psychology
Date of Review: February 2010
Review Participants: Amy Kausler, Leslie Buck

Overview

Purpose of the program and how it relates to college mission, values, and vision:

The Department of Psychology is a part of the Social Science Division at Jefferson College. The Social Science Division goal is to develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. The goal is for students to understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others.

The Department of Psychology's mission focuses on the knowledge, skills, and values of psychology. Psychology is the scientific study of human and animal behavior and the practical application of that knowledge to improve functioning in individuals, organizations, and communities. The goal is for students to learn psychological principles and apply them to personal, social, and organizational issues.

The Department of Psychology supports the Mission, Values and Vision of the College by providing quality instruction in a student centered learning environment that allows students the opportunity to develop essential skills such as communication, higher-order thinking, managing information, and valuing (http://vega.jeffco.edu/jkuchar/acadprog/gened/course-credit_hours.htm).

The Department of Psychology supports all of the Jefferson College Associate of Arts general education objectives:

I. Writing and speaking clearly and concisely using edited American English.
II. Analyzing the themes of human experiences through exploration of great works and ideas.
III. Analyzing scientific and mathematical concepts and their uses and impact in the modern world.
IV. Examining diverse historical and social events as well as personal experiences in order to determine possible sequences, relationships and causes.
V. Demonstrating the use of computer information systems for personal, cultural, intellectual, occupational or social development.
VI. Addressing the issues of proper preparation of first year students in the areas of academic skills, reasonable expectations, and behaviors. These courses will also explain how to navigate the processes and procedures of Jefferson College.

Present Status

Learning/Service and Action from 2005 Institutional Effectiveness Review:

Students will:

Learning/ Service Goal	Assessment Measurement/ Action	Person(s) to Implement	Time frame	Resource Implications	Use of results
Goal 1 To continue to promote the use of technology in learning and to begin to use the SMART equipment in ASI203 when it becomes available during the Spring 2005 semester.	Increase in technology	Amy Kausler Leslie Buck Cheryl Hale	On-going	Course Development funds	Amy Kausler, Leslie Buck and all eleven current adjunct faculty members use the technology resources available through the SMART Board to engage students in the learning processes. The number of distance learning course has grown over the past five years from two online courses to five online courses. Amy Kausler and one adjunct faculty member currently use the Student Responses System (Clickers) to engage students in their classes.
Goal 2 To continue to strengthen the relationship between full-time faculty members and adjunct faculty members teaching psychology.	Adjunct faculty mentoring & development	Amy Kausler Leslie Buck Cheryl Hale	On-going	Faculty time and mileage	Leslie Buck and Amy Kausler strive to foster a close mentoring relationship with all eleven adjunct faculty members. Both full-time faculty are involved in syllabi development, scheduling, and adjunct faculty observations. Both full-time faculty participate in the Fall Adjunct Orientations, and during the 2008 – 2009 academic year both Leslie Buck and Amy Kausler organized and participated in the first "Conversations in Psychology" meeting with members of the adjunct faculty.

Innovative Changes (in last 5 years):

Amy Kausler developed three online courses that are offered on a regular basis. PSY202 Adolescent Psychology was first offered during the Fall 2005 semester and is offered each semester. PSY201 Child Development was first offered during the Spring 2008 semester, and is also offered each semester. PSY120 Psychology of Personal Adjustment is currently being offered for the first time during the Spring 2010 semester, and will be offered one to two semesters per year online. Leslie Buck assumed the teaching of PSY101 General Psychology online during the Spring 2008 semester, and has increased the offerings to include multiple sections each semester. Amy Kausler has also increased the online offerings of PSY205 Human Development.

Leslie Buck, Amy Kausler, and many of the eleven current adjunct faculty members web-enhance classroom instruction by providing resources, learning activities and online tests through the Blackboard Course Delivery System. All full-time and adjunct faculty members use technology in the face-to-face courses to further engage students. Video segments available through Intellicom Video Repository and YouTube are also used by several of the faculty members.

Faculty (Degree to which faculty/staff are qualified, effective, and supported.)

Faculty Qualifications and Professional Development:

Amy Kausler, Ph. D.: Amy Kausler earned an Associate of Arts degree from Jefferson College, a Bachelor of Arts degree in Psychology from Saint Louis University, a Master of Arts degree in Psychology from University of Missouri-St. Louis, and a Ph.D. from the University of Missouri-St. Louis. A graduate of Crystal City High School, Dr. Kausler is a lifelong resident of Jefferson County and enjoys working with students from the community in which she resides.

Dr. Kausler employs a variety of teaching and learning strategies in both the face-to-face and online classes that she teaches. In recent semesters, she has been involved in service learning and using the Student Response System (Clickers) in her classes.

In recent years, Dr. Kausler has served on the Library Committee, Distance Learning Institutional Effectiveness Review Committee, the Furniture Committee, the Student Learning and Retention Committee, and the Criterion III Committee for the Higher Learning Commission Self-Study. She is currently serving as co-chair of the Academic Dishonesty Committee (a subcommittee of the Academic Affairs Committee), and is a member of the Teacher Education Advisory Board, the Center for Teaching and Learning Advisory Board, and the COL101 Introduction to College Advisory Board. She is also active in presenting with colleagues at conferences and workshops. Dr. Kausler has been included in "Who's Who Among College Teachers," "Who's Who of American Women," and was the 2008-2009 recipient of the Jefferson College Linda Johnston Excellence in Assessment Award.

Leslie Buck, M.Ed.: Leslie Buck earned a Bachelor of Science in Psychology from Southeast Missouri State University and a Master of Education in Community Counseling from the University of Oklahoma. She completed all requirements (except for the dissertation) for Ph.D. in Counseling Psychology from the University of Oklahoma-Norman. She has a total of 128 graduate hours. At Jefferson College, Ms. Buck has incorporated numerous technological and pedagogical innovations in the classroom. She has mentored new faculty and has served on the Global Education, Go Green, and Technology, Telecommunications, and Computing Committees. She continues her education through self-study, participation in CTL events, and the Missouri Great Teachers Seminar. She is a member of the Missouri Community College Association and American Psychological Association.

Prior to joining the Jefferson College faculty, Ms. Buck was an instructor at McKendree University in the Masters in Counseling program. At the University of Oklahoma, she taught undergraduates about career and life planning. Ms. Buck has worked in a variety of applied psychology settings to include community and hospital-based centers providing psychological treatment to both children and adults. She has also supervised the training of Masters-level counseling students. Her most recent applied position was in the United States Air Force as staff psychologist at a military medical treatment facility.

Faculty Data:

**Faculty Indicators for Psychology Instructional Program Review, School Years 2005-2009
School Terms 200501 through 200903 (Summer 2004 through Spring 2009)**

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours (A to F grades)	Average Students	Average GPA	Annualized 5-Year Program FTE
272	7,133	626	8.8%	19,515	---	---	---
					26.2	2.643	130.1

Notes: Attrition % represents the number of "W" grades conferred as a percentage of ALL students.
Annualized Program FTE is the number of graded credit hours divided by 150 (30 hours/yr for 5 years).
Graded Credit Hours are "A to F" only, not "W, I, H, P/F, or Other".

Students (The degree to which student needs are met.)

1. Flexible, responsive scheduling for students with:
    a. Courses offered during day, evening, and weekend
    b. Courses offered Fall, Spring, Intersession, and Summer semesters
    c. Courses offered at all three locations as well as in Hybrid and Online formats
    d. Sections added in response to students need
2. Course materials kept current and accessible with delivery of course materials via print and online
3. Course expectations and requirements given at the beginning of the semester
4. Instruction methods updated as new research is available on most effective techniques
5. Students receive feedback on their performance throughout the semester and have the opportunity to discuss progress one-on-one with instructor

6. Students are informed (and referred to as needed) about campus learning resources such as ARC, peer tutoring, and disability support services
7. Full-time faculty available to all students for course and career guidance
8. Faculty members promote student achievement and persistence by actively utilizing the Advising and Retention Center
9. Faculty members are flexible in responding to student needs (i.e., students are allowed to sit in on a different section of the same instructor's class if they miss a class meeting due to illness, etc.)
10. The following chart represents a steady increase of 55% in enrollment since the last Institutional Effectiveness Review.

Psychology Student Credit Hours Generated by Academic Year						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Hours	3873	3711	4161	4488	5166	6021

Student Satisfaction and Feedback:

Students completing psychology courses at Jefferson College report that the courses are both engaging and meaningful. Comments are optimistic about the course resources, teaching methodology, and assessment practices used in classes. Students appreciate when a variety of resources (study guides, etc.) are available online through the Blackboard Learning System. Students enrolled in the online courses through the department report that they are pleased with the organization of the courses (including the online orientation), and they are satisfied with the thorough, timely, and personal communication received from the professors. Students enrolled in the face-to-face courses that use the Clickers report that they are engaged by the use of this technology.

Curriculum (The degree to which curriculum is thorough, current, and supported.)

Curriculum (Scope, Currency, Changes):

The Department of Psychology offers the following courses:

PSY101   General Psychology
PSY101H   Honors General Psychology
PSY120   Psychology of Personal Adjustment
PSY201   Child Development
PSY202   Adolescent Psychology
PSY205   Human Development

Official Course Syllabi have been reviewed and revised for currency and scope. Revisions are on file in ASI 110 and on the web
http://www.jeffco.edu/jeffco/index.php?option=com_content&task=view&id=134&Itemid=119.

- PSY101 General Psychology has been aligned with the Missouri Department of Higher Education's Exit-Level Course Competencies for Introduction to Psychology from the Curriculum Alignment Initiative Report for the Coordinating Board for Higher Education http://www.dhe.mo.gov/files/bb0608_caireport.pdf and the American Psychological Association's Guidelines for the Undergraduate Psychology Major. http://www.apa.org/ed/graduate/psymajor_guideline.pdf.
- All course materials to include textbooks and supplementary materials are kept current with textbooks updated every 2-3 years.
- All course use current media (internet and video repositories) to enhance the curriculum.

The following web address provides links to the general education distribution matrix of courses identifying the state-level goals and associated institution-level competencies http://vega.jeffco.edu/jkuchar/acadprog/gened/course-credit_hours.htm. Individual course reporting matrices are provided by faculty and support documentation for the general education program, specifically the Jefferson College Long Range Plan and the Jefferson College Assessment Plan. Assessment documentation is on file in ASI 110.

Curriculum Issues (Support, Technology, Equipment)

Psychology courses utilize technology in instruction and assessment to include SMART classrooms, course management system (Blackboard), and other internet based resources. Courses also utilized web and library research tools to include academic journal databases. Some instructors also utilize Clickers as a learning and assessment tool.

Community (The degree to which the program contributes to the community and responds to community needs)

Both Leslie Buck and Amy Kausler are involved in the community with service learning projects. Amy periodically provides training for the Jefferson County Juvenile Office Mentor and Tracking Program. In Spring 2008 she co-conducted a workshop about Clickers for select teachers from the Fox C-6 Public School System. She has also served as a judge for the FBLA Regional Competition and serves as a member of the Crystal City CCEP committee. Both Amy Kausler and Leslie Buck actively participate in the Jefferson County A+ Night Open Houses and are both involved in supporting a variety of programs and activities at schools in the Jefferson County area.

Cost

A summary of the psychology budget for 2005-2009 is on file in the Office of the Art & Sciences Division Chairs. The cost per FTE for PSY courses is $1,856.59.

Summary (SWOT)

Strengths	Weaknesses

• Accessible courses at all three locations and online
  ✓ Number of sections of PSY101 General Psychology increased regularly in response to student needs
  ✓ Number of courses and sections offered online increased regularly in response to student needs
• Diverse teaching methods and technology used in instruction
• Transfer data from UMSL shows Jefferson students are competitive with their classmates after transferring
• Strong mentoring relationships with enthusiastic adjunct faculty members
	• Two full-time faculty members restricts program. Over half (53%) of all psychology courses are taught by adjuncts.
	• Additional resources needed for adjunct faculty members (training, common guidelines, evaluation, etc)
	• Limited range of psychology courses offered. Psychology is one of the most popular bachelor's degrees and is part of the requirements for education and health/medicine students.
	• Limited data on transfer students at institutions other than UMSL

Opportunities	**Threats**
• Multitude of social service agencies in community presents opportunity for collaborative educational experiences • Increasing student enrollment offers opportunities for growth to include increasing number and range of courses as well as formation of an extracurricular Psychology Club for students • New technology allows for increasing innovation in instruction	• Unaccredited programs offering degrees in psychology • Ratio of full-time to adjunct faculty threatens quality and breath of program. One in two students takes a psychology course taught by an adjunct instructor. • Funding for education

Future (Proposed Learning and Service Goals and Action Plan)

Proposed Learning/Service Goal	Proposed Assessment Measurement/ Action	Person(s) to Implement	Timeframe	Resource Implications
Goal 1 Increase course offerings to include Abnormal Psychology	Official Course Syllabus approved by members of the Academic Affairs Committee	Leslie Buck	2011 – 2012	NA
Goal 2 Increase course offerings to include Psychology Practicum I and Psychology Practicum II	Official Course Syllabi approved by members of the Academic Affairs Committee	Amy Kausler	2011 – 2012	Additional Faculty
Goal 3 Grow relationships with high school general psychology faculty members	Foster relationships with general psychology faculty members at area high schools	Leslie Buck Amy Kausler	Beginning 2011 – 2012	Transportation costs to visit local high school faculty/ Stipend for luncheon or refreshments for annual meeting with area high school psychology faculty
Goal 4 Change name of PSY120 "Psychology of Personal Adjustment" to "Applied Psychology"	Official name change on syllabus approved by members of the Academic Affairs Committee	Amy Kausler	2011 – 2012	NA
Goal 5 Addition of Psychology Club	Increase student opportunities for involvement outside of class	Leslie Buck Amy Kausler	2011 – 2012	Stipend for faculty sponsors/meeting space/minimal expenses for distribution of marketing and recruiting of members
Goal 6 Development of a departmental-wide common multi-section assessment instrument for PSY101 General Psychology and PSY205 Human Development	Develop test questions consistent with expected learning outcomes	Leslie Buck Amy Kausler	Beginning 2010 - 2011	Technology and/or printing costs/Instructional Support Services
Goal 7 Development of a Psychology Adjunct Faculty Manual and webpage	Develop a document that provides guidelines, assignments suggestions and instructional strategies	Leslie Buck Amy Kausler	2010 - 2011	Technology and/or printing costs
Goal 8 Development of a Psychology Course Brochure and website	Develop a brochure/website that provides departmental, degree and career information	Leslie Buck	2012 - 2013	Printing costs

DISCIPLINE STATUS

_____X_____	Satisfactory
_____	Requires Immediate Attention
_____	Unsatisfactory

___M.K. Selson_____   __April 30, 2010_____
Dean   Date