

I. Program's Purpose

a. Mission

The primary mission of the on-campus psychology program is to provide current, relevant, psychological material that meets the educational goals of a diverse population.

b. Purpose

The psychology program provides courses that meet the needs of both transfer and occupational students. The AA degree plan is designed to provide the first two years of a baccalaureate program in psychology, but this department also teaches service classes for various other majors. Many health sciences, criminal justice and education majors require students to take psychology courses as part of their programs of study.

II. Learning Goals

a. Primary Program Goals

- i. Provide quality instruction in the basics of human behavior.
- ii. Utilize teaching methods that emphasize the relevance of learning psychology and encourage application of knowledge to real world situations. Methods include project design, encouraging critical thinking and writing.
- iii. Serve the needs of students who take psychology courses for personal interest and/or to fulfill requirements for other majors.
- iv. Meet the advising and transfer needs of students who plan careers in psychology.

b. Goals for Student Success

Program's Primary Learning Goals	Outcomes	WWCC Goals for Student Success
Provide quality instruction in the basics of human behavior.	<ul style="list-style-type: none"> • Ability to speak the language of psychology during class discussions and class exercises. • Express ideas clearly when participating in discussions and when writing papers. • Understand the difference between cognitive and affective factors. • Use proper terms for psychological phenomenon and to have the ability to differentiate between subjective and objective evidence. 	Communicate Competently
Utilize teaching methods that emphasize the	<ul style="list-style-type: none"> • Analyze personal assessments and complete critical thinking questions. 	Solve Problems, Develop Life Skills

<p>relevance of learning psychology and encourage application of knowledge to real world situations. Methods include project design, encouraging critical thinking and writing.</p>	<ul style="list-style-type: none"> • Interpret real-world solutions from theory, students will assess relevancy of source information and directly apply meaningful solutions. 	
<p>Serve the needs of students who take psychology courses for personal interest as well as to fulfill requirements for other majors.</p>	<ul style="list-style-type: none"> • Ability to read the text, integrate text information with class lectures, discussions and exercises. • Use the library and Internet to gather information from print media, professional and journals, and conduct interviews of experts in the field. • Cite sources in-text and prepare reference pages at the end of written assignments using proper APA formatting. • Express ideas and opinions and discuss various topics such as personality, self-identity, behaviors, beliefs and attitudes, and relationships. • Listen to classmates as they share their ideas opinions and experiences. 	<p>Solve Problems, Retrieve Information, Develop Life Skills, Communicate Competently, See Issues from Multiple Perspectives</p>
<p>Meet the advising and transfer needs of students who plan careers in psychology</p>	<ul style="list-style-type: none"> • Understand the impact of physiology on behaviors and the environment in which we interact. • Understand the complexity of psychological research, including its methods, design and execution of all forms. • Understand the ethical concerns and privacy needs 	<p>Develop Life Skills</p>

	<p>of experimental subjects and clients who receive mental health services.</p> <ul style="list-style-type: none"> • Practice using the skills learned through textbook reading and in-class discussions. • Directly apply these skills, which may positively change their lives. 	
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Although our courses address all five of these goals, our focus is on communicating competently, retrieving information, and developing life skills.

Assessment Measures of Current Students:

Assessed Skill of Current Students	Method of Assessment	Outcome	Benchmarks	% of Students Who Reached Benchmark
Use of correct terminology and ability to integrate concepts	Subjectively rated by instructor	Rating of 1 – 5 with 1 as unacceptable and 5 as excellent	60% of students will reach this benchmark	75.45%
Ability to differentiate between objective and subjective evidence	Student-produced examples	Subjectively graded by instructor with ratings of correct or incorrect.	85% of students will reach this benchmark	86.52%
Application of content	Demonstrated knowledge through project design and execution	Graded by instructor as communicated on grading sheets and rubrics. (See appendices for examples of grading rubrics for Developmental Psychology, Psychology of Adjustment, Social Psychology and Research Methods)	70% of students will reach this benchmark	92.95% Note: 20-25% of the final grade on written assignments is based on proper APA formatting. Although most of our students can write adequately, APA is a problem for our students

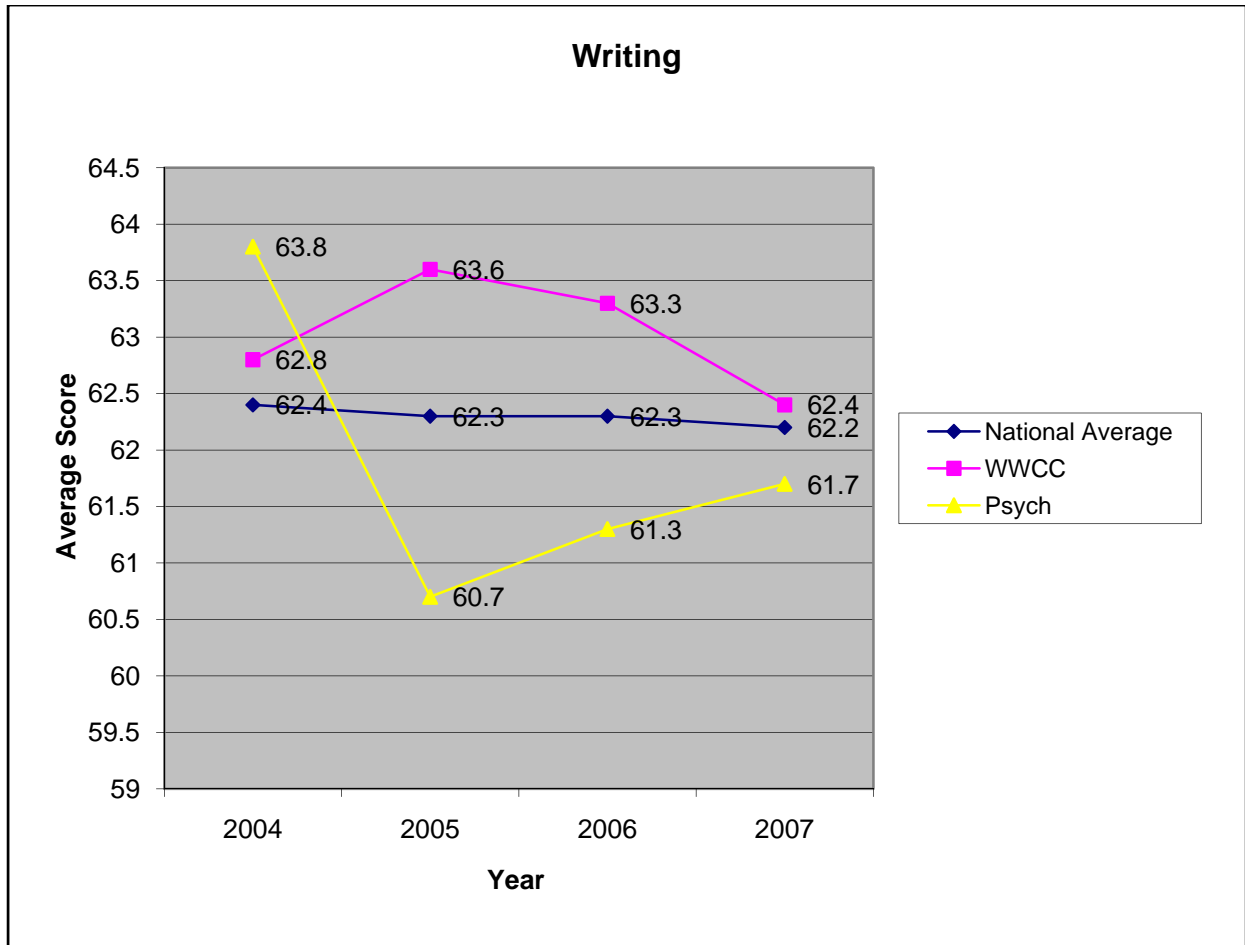
Assessment Measures of Finishing and Graduated Psychology Students:

Assessment of program level outcomes for finishing students of psychology (students who will graduate in May 2008) and graduated psychology students included the following external assessment tools:

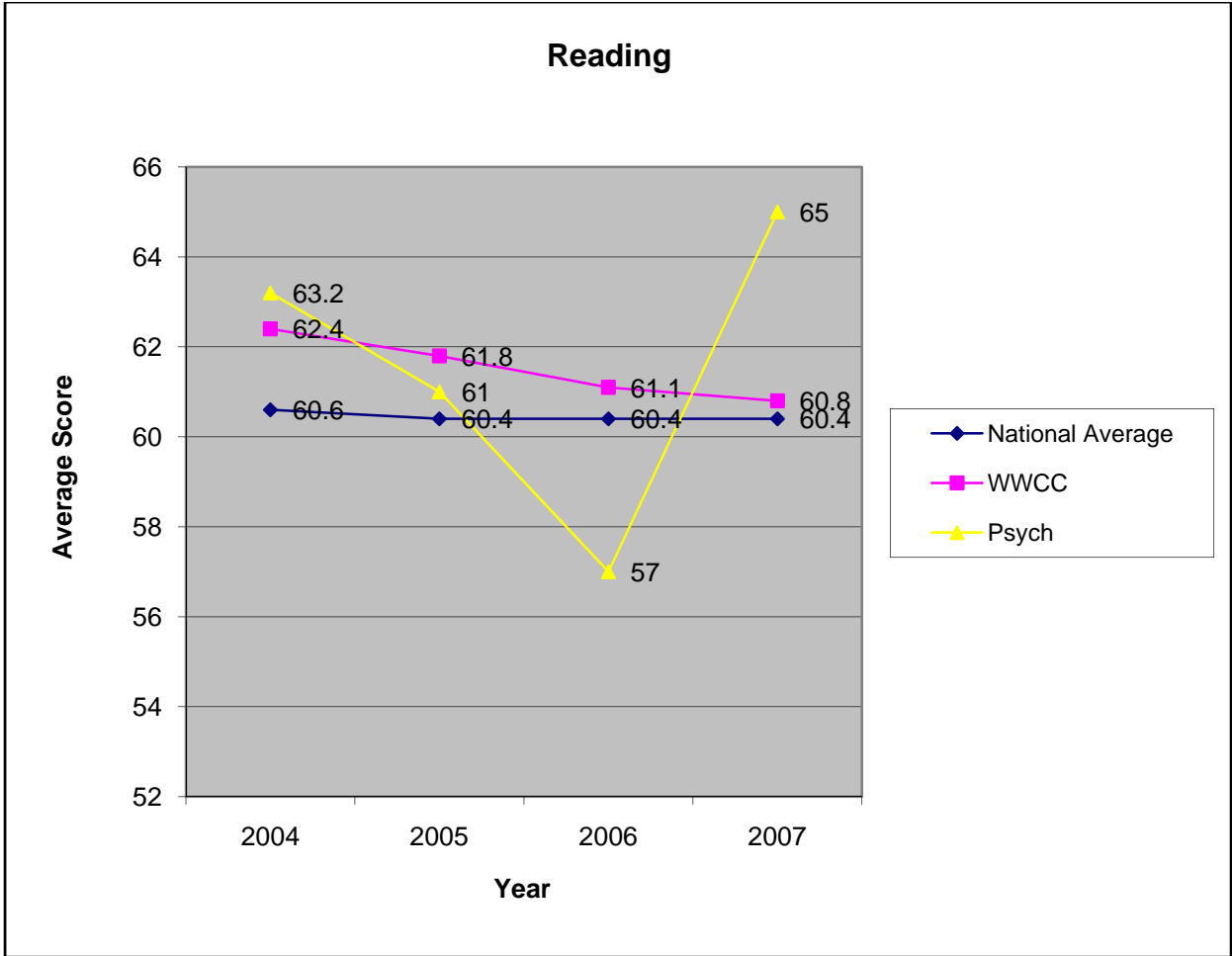
- WWCC Collegiate Assessment of Academic Proficiency (CAAP) scores
- University of Wyoming transfer data
- Survey

WWCC CAAP scores were obtained for students of psychology for the academic years 2004, 2005, 2006, and 2007. Scores were obtained in the areas of writing, mathematics, reading and critical thinking. Because the assessment of students of psychology focuses on the primary learning goals of communicating competently, retrieving information, and developing life skills, this program review will include CAAP scores for writing, reading and critical thinking, which relate directly to the three primary goals mentioned above. Since the psychology program does not emphasize mathematics skills and does not teach mathematics as part of the curriculum, the faculty does not consider it a priority in the psychology program.

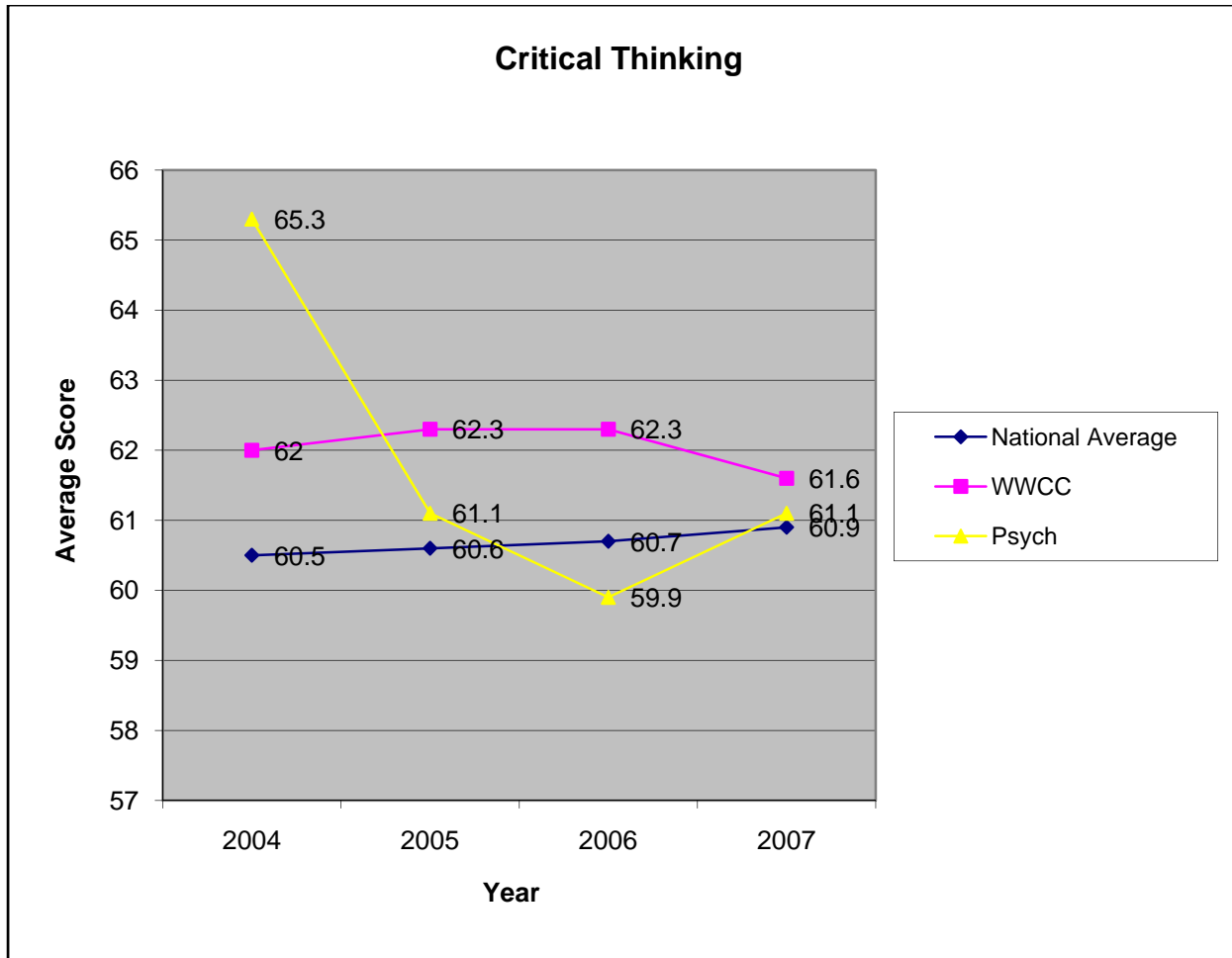
A compilation of scores for these three areas are shown below. Detail of each area's annual scores for the years of 2004 through 2007 is located in Appendix A. It should be noted that the psychology program students comprise a small CAAP sample group. Therefore it is difficult to evaluate the reliability of the CAAP results.



Although this data shows a dramatic drop in writing scores from 2004 to 2005, the trend toward higher writing scores among WWCC psychology students has been steady since 2005. Writing scores are slightly lower than the national average.



This data is skewed and inconclusive since the 2006 group was represented by only two students. Future data will be collected to help determine how the reading skills of WWCC psychology students compare with their peers.



Although this data shows a sharp drop in critical thinking scores of WWCC psychology students from 2004 to 2005, The scores have been showing a steady increase between 2006 and 2007, and they have been hovering very closely to the national average during the last three years.

The University of Wyoming has provided transfer data for the academic year 2006-2007. The information below is University of Wyoming tracking data for seven WWCC graduates who transferred to the University of Wyoming in 2006.

- 3 were students of psychology at WWCC and became psychology majors at the University of Wyoming.
- 2 were not students of psychology at WWCC (1 was a student of elementary education and 1 was a legal assistant student); however, after completing psychology courses at WWCC, they became psychology majors at the University of Wyoming.
- 2 were students of psychology at WWCC and became sociology and elementary education majors at the University of Wyoming.

This qualitative data shows that students' interest in psychology was piqued by participating in psychology classes at WWCC. Of the 7 University of Wyoming students tracked, 5 are pursuing 4-year degrees in psychology. The 2 students who are not pursuing 4-year degrees in psychology are pursuing degrees in related fields.

Finishing and graduated students of psychology were surveyed to evaluate the effectiveness of the WWCC psychology program. This committee believes that the survey tool used to assess program outcomes has provided the most valid results because it gathered both objective data (via a five-point Likert Scale) and subjective data (via students' comments). The survey (found in Appendix A) was administered to 11 finishing WWCC students and 25 recent WWCC graduates. Surveys were conducted in the classroom, online through Survey Monkey and via the U.S. mail. Of the total 36 selected individuals, 23 responded to the survey. Thus, the response rate was 64%. Although this is considered to be a high response rate, it must be noted that the sample of students surveyed cannot be considered to be a random sample. Finishing students were identified individually by the two full-time psychology teachers, and the only graduated students surveyed were those with whom the two full-time psychology teachers have maintained contact via email and U.S. postal addresses.

Regarding the survey's objective data results, this committee hoped to achieve a 65% positive rating in the top two categories on all questions. Results of the survey were strongly positive in all categories. Some highlights of the survey's findings are:

- Able to apply psychological theory outside the classroom: 95% positive response
- Prepared for upper-division coursework: 100% positive response
- Mutual respect between faculty and students: 100% positive response
- Quality instruction in the basics of human behavior: 100% positive response
- Advisors helped make decisions about transfer or career: 95% positive response

Student comments were obtained regarding strengths and limitations of the program. Highlights include:

- 55% cited the skill, expertise, experience, and genuine care of faculty members in both their instructional and advising roles.
- 33% suggested increased availability of sections and times for courses, including online offerings, and more instructor variety in the courses offered.
- 46% "loved" the exceptional program and challenging courses.

Program Chair's Note: Although individual student comments are not included in this program review, it must be noted that those comments were overwhelmingly positive about the WWCC psychology program and its faculty.

Use of Results

Following the 2002 psychology program review, assessment measures were gathered by one full-time psychology professor over a three-year period. This data was not reviewed by the staff of the assessment office; thus, the professor discontinued the practice. Going forward, both full-time psychology teachers will reinstate the practice of gathering this data. Assessment measures will be consistent among the two current full-time teachers.

There is a movement within the psychology program to include more applied learning and practical application of program content. This emphasis is reflected in our program goals.

c. Review of Courses Included in the Suggested Program

All course outlines for on-campus psychology courses have been reviewed. Course outlines for distance education courses have not been reviewed. General Psychology is a required course for psychology, education, criminal justice and nursing majors. Developmental Psychology is a required course for psychology and education majors. Students majoring in psychology typically enroll in the following additional courses:

- Research Methods
- Psychobiology
- Drugs & Behavior

Psychology courses which are considered electives for majors or considered service classes are:

- Abnormal Psychology
- Social Psychology
- Human Psychology
- Psychology of Adjustment
- Domestic Violence and Sexual Assault
- Social Science Internships.

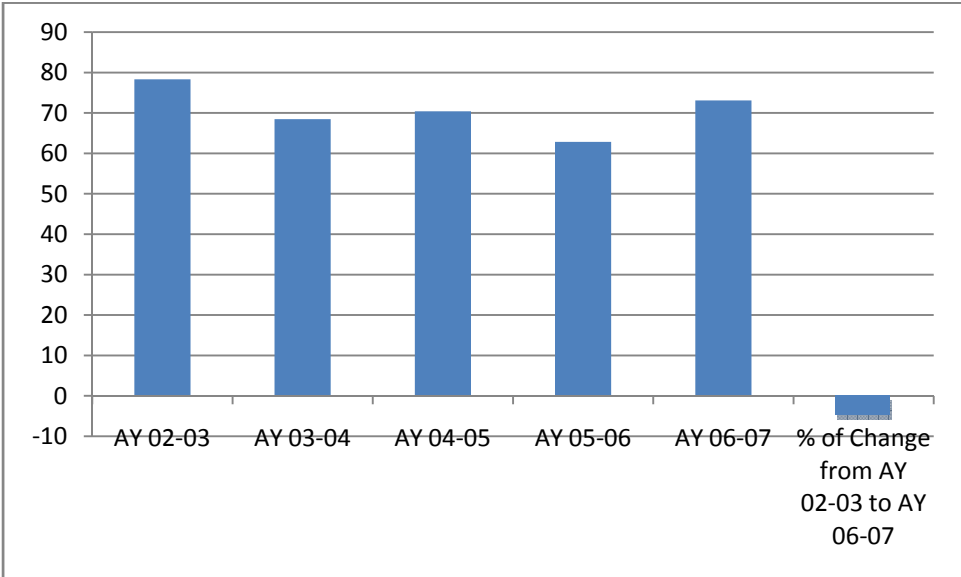
III. Enrollment and Audience

- a. The following table summarizes the growth in enrollment over the past five years in terms of annualized FTEs. In each category, except for local psychology classes, the psychology program has experienced modest growth rates over the past five years. Although the local psychology classes have experienced an overall decrease of 5.67%, it is important to note that these classes have experienced a 16.31% growth over the past two years.

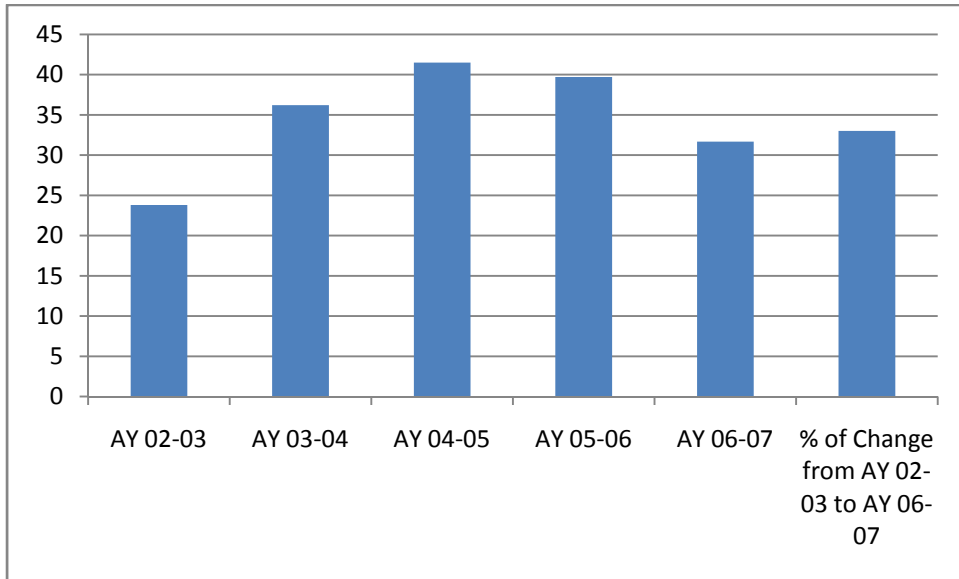
Annualized FTEs	AY 02-03	AY 03-04	AY 04-05	AY 05-06	AY 06-07	% Change from AY 02-03 to AY 06-07
Local Psychology classes	78.34	68.46	70.41	62.84	73.09	-5.67%
Outreach /Distance Ed. Psychology classes	23.80	36.21	41.50	39.71	31.67	33%
All Psychology classes	102.14	104.67	112.21	102.55	104.72	2.53%
All College classes						13.61

The above data are represented in the following bar graphs to better illustrate the growth in enrollment over the past five years:

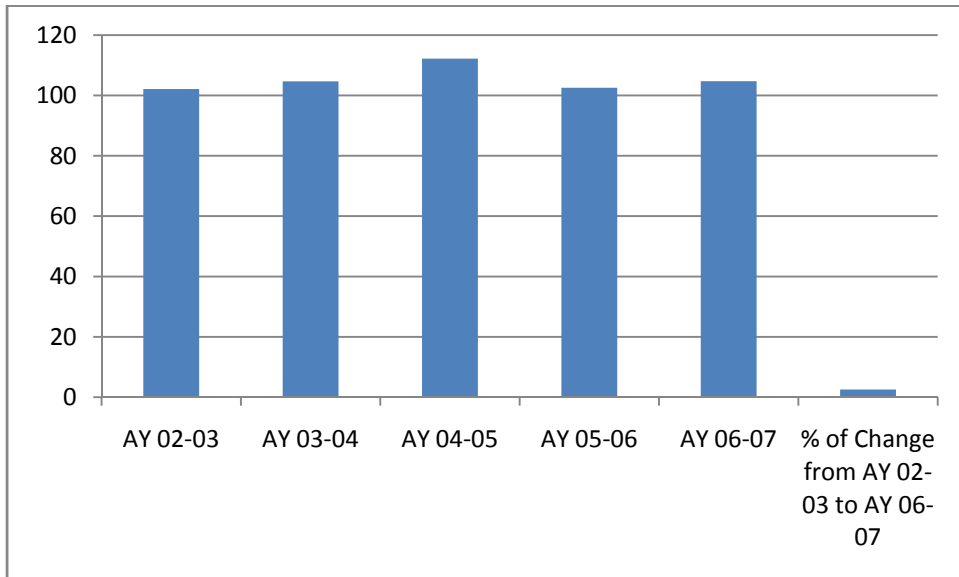
Local Psychology Classes



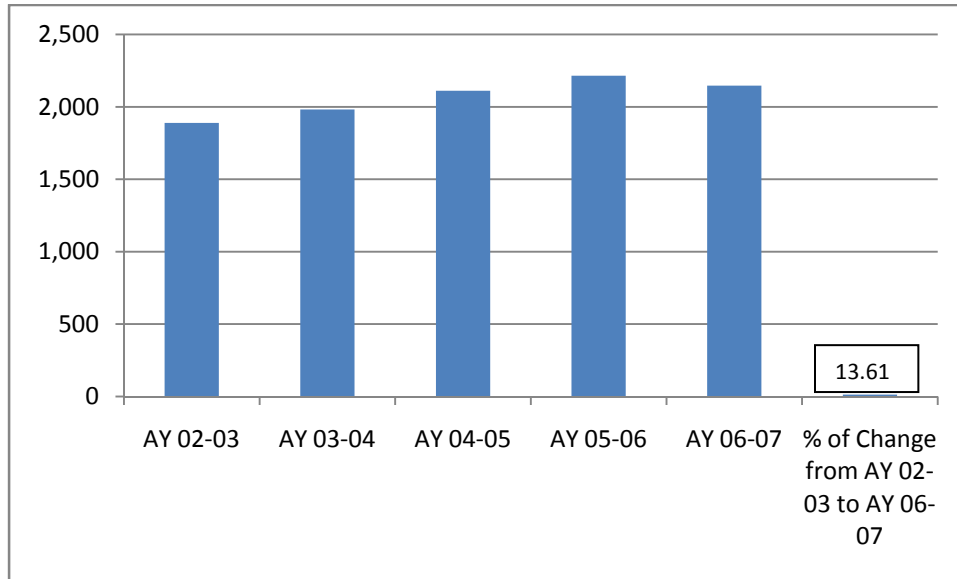
Outreach/Distance Ed. Psychology Classes



All Psychology Classes



All College Classes



Although psychology is not required for graduation (with the exception of nursing students, who are required to take General Psychology), the psychology program generates approximately 5% of the total College FTEs. During AY 05 and AY 07, psychology generated the College’s fourth annualized highest FTEs, with English, math, and biology being the only programs generating more FTEs than psychology. (The complete set of enrollment data for the past three years can be **found in Appendix A.**)

IV. Staff Development

There are two full-time psychology faculty and approximately seven adjuncts who teach in the on-campus program.

Jan Torres, who has taught fulltime since 1990, is actively involved in community mental health issues and is a Licensed Professional Counselor. Her certificate requires 45 hours of training every two years and she has continually upgraded her skills and level of knowledge. In addition, she will be on leave during the fall '08 semester to pursue further training in gerontology issues. Ms. Torres is currently the Chair for the local mental health agency Board of Directors, Treasurer of the Wyoming State Board of Education, and serves as a Secretary for the Wyoming Council of Women’s Issues – all of which directly relate to the courses she teaches.

Susan Bates has been teaching full time since fall 2006. She has completed 11 credits of graduate-level courses through the University of Wyoming and has been accepted into the UW Master’s in Counselor Education program. This cohort program will officially begin in the fall of 2008. In January of 2007, Ms. Bates attended a conference sponsored by the National Institute on the Teaching of Psychology in St. Petersburg, Florida. This conference is held annually with the mission of enhancing and broadening teaching skills in various areas of psychology instruction. Ms. Bates currently serves as Chair of the Big Brothers Big Sisters program advisory board.

V. Facilities and Equipment

Overall, the facilities are appropriate but remember 1445 has been our primary classroom because no one else wants it. There are no windows, the lighting is inadequate and historically, students wore hats and gloves throughout the class period. The amount of chalkboard is still not sufficient.

In the past 5 years, there have been a number of improvements, detailed in Section VII. However, there are still some problems. There is very little equipment used but as is common on campus, the TV/VCR is placed at a position that is uncomfortable to view and the transparency projector is probably 20 years old. Because of the built-in podium, wheeling in a video projector or computer-generated graphics is unwieldy and a little dangerous. Room 1445 is scheduled to add a computer/projection system within the next year.

The desks may be originals and need replacement but the faculty are opposed to the tables that have appeared in other rooms. Many of our sections are 30+ students and we can't spread them out enough to administer tests with one person to a table. Students appear uncomfortable when doubled up and don't have enough personal space. We would like padded seating but will stay with what we have if forced to use the new college standard.

VI. Printed Materials & Website

This fall, the catalog descriptions for all Psychology courses were reviewed and updated and should be reflected in the 2008-2009 catalog. There were some minor revisions in the course descriptions and the mandated computer course was added to the recommended degree program. In addition, the psychology faculty reviewed and changed the degree requirements for the AAS in Human Services. This degree included a course that had never been offered, and was specific to students in the Evanston Outreach. Therefore, that class requirement was deleted, and more appropriate course choices were added.

The letter sent to prospective students is updated annually and seems to meet the needs of Prospective Student Services.

The website was reviewed by six users who found it easy to navigate and attractive. Overall, they thought the site was informative and helpful.

VII. Recommendations from 2002

Program Review & 2003 Update

Actions

Assessment plan implemented	There have been two personnel changes in full-time faculty since the last review. Faculty evaluations and student surveys continue to show positive outcomes. One full-time instructor followed the proposed plan while the second refused to participate. When the
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	incomplete data was never analyzed, the plan was abandoned until a clear method of use was communicated by the Assessment Office
Participation in the Social Science Internship Program	Psychology has participated with mixed results. In 2003, we placed and supervised 7 interns. The number and quality of students applying has declined. In 2006, there were no qualified applicants and in 2007, the two who were successful graduated in December and declined to pay tuition to volunteer their time
Improvements in 1445	The unused sinks have been removed, replaced by usable countertops. The room has been re-carpeted and faculty has requested new desks from 2008 Spend Out. The podium has not been removed. The college's energy-savings plan to automatically extinguish overhead lights was abandoned after an adjunct member fell. An additional heating unit was added in 2005 which has helped to stabilize the room's temperature during the winter.
Quality Instruction	Following a national search, the college hired an internal candidate conditionally. Her teaching evaluations and work performance were so remarkable that the President authorized the search be abandoned. That addition has resulted in high quality teaching and a seamless transition. Both fulltime teachers receive outstanding evaluations and students are benefiting from instruction. Qualified adjuncts have stabilized with little turnover in the past 3 years.
Curriculum -- Addictions	Despite widespread interest and employment opportunities for students, no addictions courses have been added. This is a specialized "certification" program and one faculty member applied for Academic Year Leave to take and subsequently add courses but the leave was not approved
Curriculum Changes	The Human Services Associate of Applied Science degree has been modified. One of the

	<p>required courses was to have been offered only at the Wyoming State Hospital and has never been taught. That course was deleted and appropriate substitutions have been made in the degree plan</p> <p>Last Fall, the addition of a computer class was made to the AA degree program, effective Fall '08.</p>
Curriculum Concerns	<p>There is no coordination with the Outreach office in planning which courses are offered via the internet or compressed video. On-campus faculty have no input about what is offered or when it is scheduled until the formal schedule is released each semester</p>

VIII. Strengths, Limitations, and Opportunities

Strengths

- Full-time faculty consistently receive excellent teaching evaluations from students
- As the importance of advisement is considered in the College's retention efforts, it must be noted that advising is one of our strengths as evidenced by student comments on the survey administered as part of this report. Students responded 95% positive to the survey question: "My academic advisor was able to help me make informed decisions about transfer or career issues." Students responded 100% positive to the survey question: "My academic advisor cared about my experience at WWCC."
- Full-time faculty has responded to community interests by facilitating the delivery of certain courses. For example, each spring the psychology program now offers the Culture of Poverty course and Mental Illness in the Media course. Faculty has also cooperated with the Humanities Council to present the Faces of Poverty series. All of these offerings are popular with WWCC students as well as community members.
- Both full-time faculty are connected to and involved in community mental health and human services endeavors. This enables the psychology program faculty to easily place students in jobs, internships and directed study situations.
- Both full-time faculty are involved in campus committees.
- Full-time faculty work very well together as a team.
- The psychology program is a low cost/low overhead program.

Limitations

- Full-time faculty has little say in which distance/outreach psychology courses are offered. The quality of these courses is not monitored by full-time faculty.
- While WWCC offers more psychology courses than any other Wyoming community college, the faculty is stretched. This decreases the ability to offer alternate classes, (i.e., Ethics & Diversity, APA Writing).

Opportunities to Improve

- Full-time faculty will re-establish the process of gathering assessment measures data. This data will be consistent among the two full-time faculty.
- Program content should include more applied learning and practical application program content. Full-time faculty will make this an on-going priority.
- Room 1445 is on the “short list” to receive updated technology by the beginning of the fall 2008 semester. The addition of a computer with 3-in-1 destination system will enable faculty to more easily offer power point presentations as well as interactive computer-based activities.

Action Plan

<i>First Year: 2007-08</i>			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Begin gathering assessment measures data of program learning goals	Assess whether or not students are achieving the program learning goals	Success will be measured by utilizing Assessment Measures of Current Students listed on page 3 of this program review	Full-time psychology program faculty
Complete a comparison of first and second years of study at recommended psychology programs outside of Wyoming	Better inform students of transfer options	Ensure the psychology transfer program is viable outside of Wyoming	Full-time psychology program faculty
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?

Update technology in room 1445 by installing a computer and projection system	Many faculty resources are on CD's which means a computer is needed in order to utilize them. Consequence of not funding means that if faculty wants to use these resources, a special request must be made to the Media Dept.	Dean of Student Learning
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<i>Second Year: 2008-09</i>			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Continue gathering assessment measurement data and begin analyzing data from 2007-2008	Assess program goals	Success will be measured by utilizing Assessment Measures of Current Students listed on page 3 of this program review	Full-time psychology program faculty
Consider appropriate program changes based on data gathered and analyzed during 2007-08 year	Utilize teaching methods that emphasize the relevance of learning psychology and encourage students' application of knowledge as a science-based discipline	Students should have the ability of students to apply psychology to their personal lives	Full-time psychology program faculty

Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding	Who is responsible?
None		

<i>Third Year: 2009-10</i>			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Facilitate increased monitoring of Outreach/Distance Education course content and comparable standards to on-campus courses	Ensure quality and consistency of courses across the psychology program	Course content and standards will be comparable to on-campus courses	Dean of Student Learning
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
Re-establish the Ethics and APA courses	Broaden the choices of psychology courses offered (as suggested by student comments obtained from our external survey) and improve students' understanding of APA formatting		Dean of Student Learning and full-time psychology program faculty