2016-17 Academic Department Annual Report

Academic Department: Psychology
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Annual Report Submission Instructions:

This Annual Report of your Academic Department is intended to serve as a summary of departmental activities over the past year and as an outline of plans for the upcoming year.

Please note that responses are limited to the space provided below for each prompt and do not need to be written in narrative form (you are welcome to use bullet points/lists, as appropriate).

Please submit your Academic Department 2016-17 Annual Report to your Dean via email by May 31st.

For your reference, prior year reports (2011-2015) can be found on the Instructional Support website, http://www.grcc.edu/instructionalsupport/departmentyearendreports. If you have any questions about the 2015-16 reports entered into WEAVEonline, please contact Sheila Jones, Dean of Instructional Support, sheilajones@grcc.edu or x4289.

Part I: Report on 2016-17 Progress

Part I is intended to provide a "big picture" overview of your department's activities during this past academic year. When completing the sections below, please consider the main points/highlights of each category.

Current Year Goals & Outcomes

This section asks you to provide details about the status of your department's goals and outcomes for this past year. Please limit your response to the space provided in the text boxes below.

Expand the PY-201 Assessment – Last year we developed a comprehensive final exam given in all sections of General Psychology. In our analysis of these data, we focused on the content areas scored lowest by students. This year our goal was to compare the results of these outcomes to faculty grades. A deeper analysis of this outcome is included in the Assessment section of this document.

Rewrite the PY-100 Assessment – Our current assessment tool for PY-100 focused on a few general learning outcomes of the course. We wanted to rewrite the outcomes into a comprehensive final exam similar to that used in PY-100. We accomplished this task. More detailed results are found in the Assessment section of this document.

Develop a Comprehensive Assessment of SW-150 – In the past Social Work students were assessed through their participation in PY-201, a required class. This year we wanted to develop and implement an assessment specific to SW-150, similar in philosophy to that given in PY-201. We accomplished this task. More detailed results are found in the Assessment section of this document.

Develop an assessment tool for Gerontology – With the revision of the gerontology certificate a couple years ago, the internship where we had historically done our assessment of the program is no longer part of the curriculum. To that end, we need to develop a new tool and process. This did not get accomplished. This program is still in flux and we could not develop a good model for the best place to assess student learning outcomes for the entire program. This will continue to be a goal for this upcoming school year. To do this however first requires a clear focus of the program and how these classes fit into a whole. Additional details on this process is outlined in the section on goals for next year.

Psi Beta – While an ongoing activity, keeping this group vibrant is also an ongoing goal. Recruiting members, in particular a good group of leaders requires continuous effort. We were again successful this year. A few accomplishments include – two psychology related movies with a faculty panel, providing psychology related inventories to students during our transfer-fair, collecting food and personal items for two area agencies, offering tutoring to psychology students, and leading what has now become a college-wide initiative by building the first student food exchange on campus.

Student Awareness of Psychology Curriculum – Our transfer schools continue to emphasis students coming to them need to have three core classes – General Psychology, Statistics for Psychology, and Research Methods. This is why we added the Research Methods class. However, most students don't seem to understand this expectation. Part of it comes from other areas of the college not communicating this expectation (see what we need from other departments outlined later in this report), but part of it is helping psychology students understand that they are pursuing a degree in science and these classes are foundational to their program.

Acclimating New Faculty Member to Department – With Judy's retirement, we had the opportunity to hire a new psychology professor (Dr. Sam Wolfe). It was our goal to be intentional in bringing her into the goals and expectations of the department. Sam has met all of our expectations of a new faculty member. We as a department have made ourselves open to her, providing guidance and support as needed.

Selection of New PY-201 Textbook – The selection of a new textbook for General Psychology has always been a very important task for the department. Over the years we have developed a very structured and objective process for this activity. With the rising cost of textbooks and the emergence of Open Education Resources, we made these two variables key to the selection. This remains one of the most difficult selections of a text in remembered department history. The availability of OER's has had a dramatic effect on lower the cost of commercial books. The publishers now provide very high end learning resources in their digital components not yet available in the free resources.

Transfer Fair & Job Fair – Once again the department hosted a Transfer Fair at the same time as our Fall advising day. During that time we invited all of our primary transfer schools to attend an afternoon event sharing information specific to Psychology or Social Work. Most of our transfer schools sent a representative. This year we added to this event by inviting some area employers to talk about career opportunities either now or after a student completes his or her degree. We will be evaluating the value of this to our transfer schools and area agencies with a survey to see if this event should continue.

Speakers Series – Once again the department planned and offered the Psychology Department Speakers Series. We had four speakers. The topics included – *The Psychology of Political Affiliations: Are Donkeys and Elephants Really that Different, The Emergent Use of Virtual Reality in the Treatment of Psychological Disorders, Understanding the Neurobiology of Drug Addiction in Humans Through the Student of Animals, and Introduction to Mindfulness: Exploring the Science and Practical Applications.* As always, it is our goal to have a broad spectrum from theory to practice.

Departmental Professional Development

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

The department had two faculty-wide levels of professional development.

The first was connected to our evaluation system. We reviewed those broad areas where students performed at the lowest rate. We then had sessions with both full time and adjunct faculty were we shared ideas, concepts, and methods to enhance student learning in these area.

The second was a full day session on Mindfulness by April Hadley from the Grand Rapids Center for Mindfulness. The morning session was on how faculty might integrate mindfulness into their own lives. The afternoon session was on how faculty might assist students in the use of mindfulness. This was again open to full time and adjunct faculty.

Departmental Advising Plan & Outcomes

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

We offered two one-on-one academic advising days for students majoring in Psychology, Social Work, Gerontology, or those currently enrolled in PY-097 in the Fall and Spring Semester.

The purpose of these sessions was to meet with a professor in the Psychology Department to: Develop a schedule for the following semester, Plan for future classes, Determine what classes are needed to graduate, Decide which classes are best for a student's transfer or career goals, and/or Ask questions about career options in Psychology, Social Work, Counseling, Gerontology, or related fields.

We also provided all faculty (including adjunct) with PowerPoint slides on the recommended classes for the department's three programs. Encouraged all faculty to allocate a few minutes in every class to share this information with their students. At the same time, to use this as an opportunity to encourage students to come to the scheduled advising days listed above.

To complement the Fall Advising, we held a transfer and career fair. During this time we invited our primary transfer schools and area agencies that employee individuals within Psychology, Social Work, or Gerontology to staff a booth to share career opportunities within their organization of the domain as a whole. This was held in the Reading Room of White Hall.

Psi Beta also had a table in the White Hall offering snacks and providing simple psychology inventories to students.

Program Accreditation Updates

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

N/A – Although we do benchmark all of our programs against professional standards such as the American Psychological Association, National Association of Social Works, and Gerontology Association of America

Perkins & Key Performance Indicators

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

N/A

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Learning Outcomes Assessment Data & Findings on Past Year's Projects

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

PY-100 – This year the assessment tool for PY-100 was revised to a more rigorous evaluation of student learning. For Fall 2016 we had 353 students complete the assessment with an average score of 74%. This number is typical for a developmental education class, in particular since this is an end-of-year assessment and students who had dropped the class would not have taken the test.

In addition to the overall percentages, we also have a breakdown of student success on each individual question as well as student success in the grouping of these questions around specific learning outcomes. All of these data are shared with the entire department and all faculty teaching PY-100. As a community, the PY-100 faculty discuss the results of the assessment and consider ways to improve student performance both on the individual learning outcomes and the overall score.

The data for Winter 2017 have not been analyzed but will be shared in Fall 2017 and documented in next year's report.

PY-201 – This year is a continuation of the revised comprehensive final exam given in all sections of PY-201. In this process we report 1) an average score, 2) a Pearson Correlation Coefficient between average student performance on the comprehensive final exam and the average class GPA, 3) individual section performance in comparison to the average of all the section through the identification of which sections are one standard deviation above or below the class means, 4) the consistency of individual section grades by using a regression analysis on GPA to predict a percentage performance on the assessment which is compared to the actual section outcome assessment, identifying those sections which have a difference between the predicted and actual assessment that are one standard deviation above or below the mean, and 5) a ranking of the learning assessment sections.

While these data are too vast to report, all of these data are shared with the entire department and all adjunct faculty. Faculty who teach PY-201 discuss the results of the assessment and consider ways to improve student performance both on the individual learning outcomes and the overall score. Individual faculty who teach sections that are regularly above or below the mean by at least one standard deviation are ask to consider what circumstance may have led to this difference.

SW – 150 – The Social Work faculty developed and administered a comprehensive final exam similar to the PY-201 assessment tool. This work began in the 2015-2016 academic year with the guidance of the department chair. Implemented in the Fall of 2016, Dr. Sam Wolfe worked with the social work faculty to collect, analyze, and learn from the data. In this process, after giving the exam, the faculty reviewed the questions that were flagged as being missed by at least 25% of students. They also discussed the correlations between the final exam scores and overall grades. At this time they indicated after reviewing the statistics they can apply some changes to their teaching in order to increase the correlation between these two scores.

In addition, based on the outcome, the faculty determined that it is highly likely they will need to make some edits to the final exam for the Fall 2017 semester. Once the Winter data are analyzed, the faculty are going to meet over the summer in order to review the statistics and identify the final exam questions that need to be edited. The goal is to continue this process every year, allowing us to gradually improve the SW 150 final exam and increase student learning outcomes as measured by this exam.

Gerontology – The department currently does not have an assessment process for the Gerontology program. As mentioned in this year's goals and next year's goals, the overall program is under revision. During this process, an assessment tool and procedures will be developed.

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Part II: Plan for Upcoming Year

Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans. When answering the questions or completing the sections below, please consider the main points/highlights of each category.

A. Operational Goals and/or Plans

What are your departmental goals and plans for 2017-18?

Speakers Series – Once again the department will bring in four speakers as part of the Psychology Department Speakers Series. The purpose of this activity is to share with student and community a broad overview of the science and practice of psychology and social work. It is our goal to have speakers representing everything from research to applications within our field.

Update and Revitalize Gerontology – A big area of concern within the department is the Gerontology program. While we see a trend in the offering of these certificate programs growing within the larger academic community and a real need within our community, our program seems to be languishing. To that end, Dr. Byerwalter has agreed to lead this effort to evaluate our curriculum, current faculty, program assessment, and community outreach. We have already made some connections with community members within this service area and have received positive support in assisting us in this endeavor.

Market Social Work Program – Last year we developed a Social Work Pre-major. However, it is the department's belief that few students (and the community at large) are unaware of the opportunity to begin your pursuit of a Social Work degree at GRCC. We plan on finding ways to better communicate this message.

Implement General Psychology Textbook – The implementation of a new PY-201 textbook is always a big endeavor for the department. We have selected the book and will begin the training in June. Additional activities will be identified as needed.

Transition Psi Beta to Dr. Samantha Wolfe – With Dr. Byerwalter adding her expertise to the Gerontology program, Dr. Wolfe has agreed to now be the advisor for Psi Beta. The department chair, who has been advisor or co-advisor since the inception of Psi Beta, will work with her to make that transition.

Recruit Psi Beta Students – One of the most difficult of maintaining a student honor program at a community college is the loss of membership that occurs every year. We will continue to promote and recruit students as members of Psi Beta.

Evaluate Transfer and Career Fair – For the last two years the department has held a Transfer and Career Fair in concert with Fall advising. We will be reaching out to past participants in this activity to see if there is merit in its continuation. The department likes the idea, but wants to make certain the area agencies and college that participate find it of value as well.

Hire new pool of adjunct – Through attrition, the department has lost several adjunct faculty over the last several years. We are now at a point where the existing number of adjunct make it difficult to cover our available classes. To solve this problem, the chair will be working with the associate dean to interview and develop an expanded pool of adjunct.

What new information from external sources has influenced your planning for next year?

Gerontology Community – Over the last couple years we have received informal feedback from students and agencies that our gerontology program was not meeting the needs of either of these groups. We have started collecting formal data and while it appears our classes are correct, the offering and faculty teaching these classes may need to be updated or better aligned with current practices and community resources.

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

What resources do you need to accomplish your departmental goals for the upcoming year?

Gerontology Support – A primary goal of revitalizing the gerontology program is closer involvement with area agencies. To do this, we plan on having a few breakfast and/or lunch meetings. While we believe we have sufficient funds in our budget to cover these meetings, we may needs some financial assistance.

Do you need support from other departments to accomplish these goals? If yes, please explain.

Advising – As we try and make these curricular changes and/or communicate existing curricular options such as the need for students to take statistics and research methods, the role of advising at the college is imperative. We need to find a better way to assure the advising that happens outside of the department mirrors the curriculum we have developed in concert with our community and transfer schools.

Do you need professional development in order to accomplish these goals? If yes, please explain.

For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

Speakers Series - Conner
Update and Revitalize Gerontology – Byerwalter & Conner
Market Social Work Program - Conner
Implement General Psychology Textbook – Conner, Wolfe, Rubin
Transition Psi Beta to Dr. Samantha Wolfe – Wolfe, Conner, Byerwalter
Recruit Psi Beta Students – All faculty
Evaluate Transfer and Career Fair - Byerwalter
Hire new pool of adjunct - Conner

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

Speakers Series – Speakers Identified; Sept 2017, Series complete; April 2018
Update and Revitalize Gerontology – December 2017
Market Social Work Program – December 2017
Implement General Psychology Textbook – September 2017
Transition Psi Beta to Dr. Samantha Wolfe – April 2018
Recruit Psi Beta Students – All year
Evaluate Transfer and Career Fair – October 2017
Hire new pool of adjunct – August 2017

B. Curriculum Goals and/or Plans

What are your departmental curriculum development goals and plans for 2017-18?

Update Psychology Pre-Major – Now that the Psychology Pre-Major is two years old, we have data on how its working and what needs to be changed. Based on feedback from students, we will be considering the removal of Applied Behavior Analysis from the program. We will not remove the course from our offerings, but we now believe there are too many required courses in the program. Since ABA is only required by WMU, this seems to be the best class to remove. In addition, since MTA does not allow PY-281 to be used to fulfill a student's math requirement, we need to evaluate if this is still the best option for students. While our transfer schools (in particular GVSU) want students to take this class and while it transfers to senior institutions as a math class, it does place an additional burden on students trying to complete the pre-major. We will consider dropping this class and explicitly requiring MA-215.

PY-100 Integration – With the development of the new IRW classes we will be working with faculty in that area to better align PY-100 as an informal (or maybe formal) co-requisite class. It has always been the department's goal to have us develop the language and tools associated with PY-100 and then see them applied within the students other developmental classes. This new curriculum may provide the opportunity needed to see this come to fruition.

Course Updates – As required every year, we will update the list of course up for revision during this academic period.

Review of Department's Curriculum Transferability

Please note: this section should be completed by all SAS Departments, Business, and CIS.
Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

All PY and SW class transfer to our primary transfer schools within their respective departments. All gerontology classes transfer, however some transfer as sociology classes and others transfer as general credit.

The department will continue to only offer psychology and social work classes that transfer to our primary senior institutions. As we evaluate the gerontology curriculum we will determine if any changes are needed in the gerontology classes to aid in their transferability.

What new information from external sources has influenced your curriculum development planning for next year?

The inability to allow PY-281 to count as a statistics/math class by MTA has had a negative impact on our students and their ability to receive the psychology pre-major designation. This class transfers as a math class to our major transfer schools and is the preferred statistics class of many of these schools (including GVSU). However, since it does not count as a math credit, students must take an additional math class beyond what they would need if PY-281 did count as a math class or they take MA-215. While MA-215 is an acceptable class, it does not prepare students as well for research methods nor does it have the same level of pre-requisites as does the equivalent class at GVSU. Because of this, while it make it easier for our students to receive their degree with GRCC, psychology majors actually end up with one less required math class when they transfer to GVSU.

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

What resources do you need to accomplish these curriculum development goals?

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

Statistics & Research Methods – We continue to receive input from our transfer schools on the need for students to have these two classes. Our struggle is the impact of MTA on our department statistics class and the inability to communicate to our students this real need in their curricular planning. To that end, any location within the college where psychology and social work students receive information on class selection could be instrumental in helping students make better decisions around taking these classes.

For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

Update Psychology Pre-Major - Conner

PY-100 Integration – Lancaster & Young

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

Update Psychology Pre-Major – November 2017

PY-100 Integration – December 2017

C. Learning Outcomes Assessment Plan for 2017-18

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

Update PY-201 Assessment – With the selection of a new textbook, this affords the opportunity to revisit and update the PY-201 comprehensive final exam. We will continue the level of rigor present in the current tool but will revise it to align with the new textbook in content and structure.

Expand PY-100 Assessment – Now that we have an assessment that better represents the learning outcomes of PY-100, we will expand our analysis to include the same type of detail provide in the PY-201 assessment.

<u>Develop Gerontology Assessment</u> – As identified earlier, as we update and revise the gerontology program, we will identify and develop the assessment tool and procedures.

<u>Continue Social Work Assessment</u> – With only one year using the current assessment tool and with such a small group of faculty, we expect to continue using the process developed last academic year and implemented during the 2016-2017 academic year. However, as noted earlier, we will continue to evaluate and change individual questions as needed.

D. Departmental Advising Plan for 2017-18

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

We will hold one-on-one academic advising for students majoring in Psychology, Social Work, Gerontology, or those currently enrolled in PY-097 in the fall and spring semester. These will be over two days during the week registration for new classes begins.

We will provide all faculty (including adjunct) with PowerPoint slides on the recommended classes for the department's three programs. To that end we will encourage all faculty to allocate a few minutes in every class to share this information with their students. At the same time, to use this as an opportunity to encourage students to come to the scheduled advising days.

To complement the Fall Advising, we will offer some time of event at the same time as the scheduled advising. In the last two years we held a transfer and career fair. The previous few years we held an event with speakers. Based on our assessment of the transfer and career fair, we will decide on this coming year's activities.

Part III: 2016-17 Faculty & Staff Accomplishments/Awards

Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.

I recognize this is important but frankly I didn't keep a record, nor did I ask, what folks did this year. I'm happing to ask and file an addendum if needed.

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Thank you for completing this report. Please submit to your Dean via email.