



Annual Program Review 2022

Program Name: **Psychology**

Semesters Reviewed:

AY 2020: Fall 2019, Spring 2020, and Summer 2020 AY

2021: Fall 2020, Spring 2021, and Summer 2021

AY 2022: Fall 2021, Spring 2022, and Summer 2022

Completed by: DeAnna Huffman

Date: 1/31/2023

Assessment Committee Recommendation:

The committee agrees with the Program Vitality Statement; Category 2.

President's Council Recommendation:

Council agrees with the Assessment Committee's recommendation of Category 2.

1.0 Program Summary

Provide a descriptive summary of the program.

Narrative:

Psychology is the study of the mind and behavior. The Psychology department at Labette Community College teaches the foundations of the discipline from the psychological, biological, and social perspectives, beginning at conception and continuing throughout one's lifespan. The department offers courses that provide a general knowledge of the field of psychology and meets the Kansas Department of Higher Education General Education requirements. The Psychology courses teaches students to utilize research to prove theories within the field. The Psychology Department through courses offered promotes self-growth and applying psychology methods in day to day life to enhance academic achievement.

The Associate in Science Degree in Psychology is designed for a student planning to transfer to a four-year institution and concentration in Psychology, Human Services, Counseling, and Social Work. The degree also helps students to advance in their career within the area of Psychology and Human Services.

2.0 Student Success

Provide a definition of how student success is defined by the program.

Narrative:

The department promotes student success through the utilization of a variety of teaching strategies to meet each learning style and help students to retain the course material being taught. The department assesses the needs of the students and accommodates course offerings to meet the demand such as offering additional online sections within the discipline. The department also provides community service opportunities through Psychology Club involvement.

The department defines students' success as the mastering of each outcome that has been established for the course by Kansas Core Outcome Group (KCOG) at 70% or higher. The courses, General Psychology and Developmental Psychology are both Kansas Core Outcome Group (KCOG) aligned which means both courses are fully transferrable to any Kansas college or university.

The Psychology Department graduation rates rose significantly from 4 students in 2020, to 6 students in 2021 and 20 students in 2022. Of those that graduated with their Associate in Science in Psychology, 12 students transferred to a 4-year institution.

2.1 Achieve/Promote Student Success

Describe how the program achieves and promotes student success. Focus on those activities and innovation that are within the three-year comprehensive cycle.

Narrative:

The department promotes student success through the utilization of a variety of teaching strategies to meet each learning style and help students to retain the course material being taught. The department assesses the needs of the students and accommodates course offerings to meet the demand such as offering additional online sections within the discipline. The department also provides community service opportunities through Psychology Club involvement.

3.0 Reflection on Current Curriculum

Please describe curriculum holistically, speaking specifically to the breadth, depth, and level of the discipline. Additionally, provide narrative on the coherence of the curriculum and the processes by which the program updates and keeps curriculum relevant.

Narrative:

The Psychology Program Outcomes for each of the courses that are offered are established by KCOG (Kansas Core Outcome Group). Instructors develop curriculum to ensure each core outcome is met successfully at 70% and higher for the courses, General Psychology and Developmental Psychology. This is measured through assessments given by the instructor and reported at the end of the semester. The course Psychology of Adjustment is not currently KCOG aligned but is encouraged for Psychology majors to take as an elective. General Psychology has maintained utilization of an OER textbook. This helped to reduce the cost of textbooks for PSYC 101 and has had positive feedback from both students and instructors. Developmental Psychology and Psychology of Adjustment do not have OER options.

In the wake of globalization, the acceptance of the field of psychology varies greatly by culture. The department curriculum identifies cultural differences/similarities in the field. General Psychology and Developmental Psychology meets the General Education requirements for the Social and Behavioral Science component of all LCC Associate of Science and Associate of Arts Degrees.

3.1 Degrees and certificates offerings

List what degrees and certificates are offered and describe how the program curriculum supports other degrees and certificates awarded by the college (if applicable).

Narrative:

Associate of Science in Psychology

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<p>This degree is designed for a student planning to transfer to a four-year institution and concentration in psychology, human services, counseling, and social work. Please consult an advisor for guidance about electives.</p> <p>Credits Required: 60-62</p> <p>Major Advisor: Deanna Huffman 620-820-1265 deannag@labette.edu</p> <p>Recommended Course Sequence SEM 1: PSYC 101 SEM 2: PSYC 201 SEM 3: PSYC 202, SOCI 101 SEM 4: ECON 101</p> <p>After Graduation LCC has an articulation agreement with Kansas State University. According to the Bureau of Labor Statistics an Associates in Psychology provides a student the jump start they need to transfer to a four year bachelor's degree program. Once a student completes their bachelors they can move on to a Master's Degree and even a PhD but it all begins with the Associates in Psychology. Additionally, the Associates in Psychology could mean about \$130.00 extra a week in wages, more than a person would earn with only a high school diploma. Students who complete an Associates in Psychology may be eligible for social and human service assistance jobs. In these jobs the student might provide client services to individuals and/ or families from several different fields including: psychology, rehabilitation, and social work; assisting other workers such as social workers whose clients are seeking assistance or benefits from community programs/services.</p>	<table border="0"> <tr> <td colspan="2">Concentration Requirements</td> <td style="text-align: right;">6</td> </tr> <tr> <td><input type="checkbox"/></td> <td>PSYC 101 General Psychology</td> <td style="text-align: right;">3</td> </tr> <tr> <td><input type="checkbox"/></td> <td>PSYC 201 Developmental Psychology</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2">Pathway Requirements</td> <td style="text-align: right;">33-35</td> </tr> <tr> <td colspan="3">Written Communication</td> </tr> <tr> <td><input type="checkbox"/></td> <td>ENGL 101 English Composition I</td> <td style="text-align: right;">3</td> </tr> <tr> <td><input type="checkbox"/></td> <td>ENGL 102 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4.0 Faculty Success

Faculty success over the three-year comprehensive cycle should be highlighted in this section. The accomplishments can embrace academic achievement in the discipline, national or regional honors, campus activities that support student success, or other innovations, research, teaching, and community service.

Narrative:

Full time faculty implemented a Psychology Club that encouraged discussion of current mental health issues/concerns and to increase knowledge of careers in the field. The club established in 2022, one student was able to participate in a volunteer/career shadowing project with the Children's Advocacy Center in Pittsburg, Ks. The opportunity is given to club members to have a job shadow opportunity in the field of Psychology. Community service activities are also completed by psychology club members such as the "Underwearness," campaign that partnered with KVC (Kaw Valley Center) gathering socks/underwear for children in foster care as well as ringing the bell opportunities to partner with the Salvation Army at Christmas time.

Faculty participated in global community service acts by traveling to El Salvador in 2021 and Brazil in 2022 to help impoverished families with basic needs and education. Faculty utilizes cultural experiences in the lessons when appropriate to increase education in cultural diversity.

5.0 Program Accomplishments and Reflection on Data/Trends

In this section, departments should highlight noteworthy program accomplishments over the past year. Programs should also provide thoughtful reflection on the data provided on student success, attrition, completion, etc. Programs should also report on findings from course and program assessment data. Programs should also provide context of any trends in the data, as well as external trends that may have affected the data.

Narrative:

In the academic year 2022, 489 Students were enrolled in 28 sections of General Psychology- PSYC 101. Of those enrolled, 94% students who initially enrolled completed the course with 88% student success of a grade of 70% or higher. The student enrollment increased from the 477 students that were enrolled in 20 sections in 2020 which I believe was a result of COVID. Also, the addition of more online course sections allowed for additional flexibility for students when creating their course schedule.

Developmental Psychology, PSYC 201, decreased enrollment numbers from 288 in 2020 to 244 in 2021 and rose to 245 students in 19 course sections. Of completion in the course, 95% who initially enrolled remained in the course with 90% student success of a grade of 70% or higher. I feel that the numbers were lower in 2021 and 2022 as students may have taken a leave from school during the COVID pandemic and readjustment of schedules Post COVID.

Psychology of Adjustment, PSYC 202 seen a growth in enrollment since 2020. One section was offered in the year 2020 with 12 students enrolled with only a 67% success rate of a grade of 70% or higher. Two sections were offered in 2021 with 18 students enrolled. Of those enrolled, 67% achieved success with a grade of 70% or higher with 89% students retained from the initial enrollment for the course. During the academic year of 2022, student enrollment increased to 34 students in two sections. The student success rate was 97% with a grade of 70% or higher with 97% retained from initial enrollment for the course. I believe the academic success in 2022 for PSYC of Adjustment was due to the students increase in motivation to learn Post COVID and desire to further their education in the field of Psychology. I believe the numbers increased for PSYC of Adjustment because students wanted to gain further knowledge about their own mental health.

Online enrollment has also seen an increase from 358 students in 2020, 392 students in 2021 to 476 students in 2022. I believe this is due to the flexibility in schedule that online courses offer and also that students may have become accustomed to completely online course work during the COVID pandemic and prefer to learn in that format.

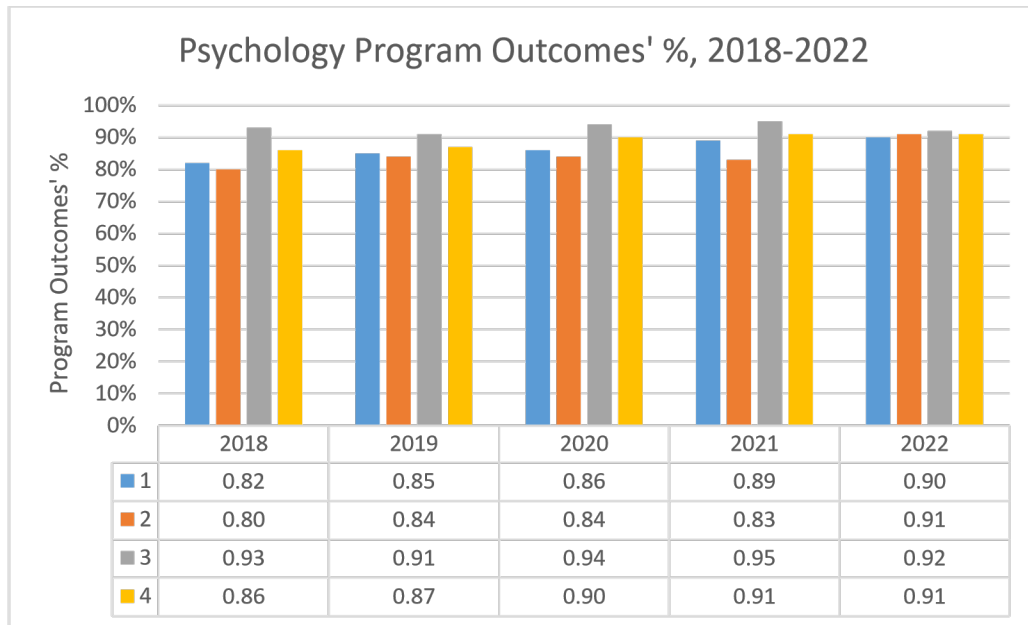
The main campus saw a decrease in class enrollment for the department to 147 in 2020, down to 111 in 2021 and up to 132 in 2022. I feel the numbers have increased with on campus enrollment due to the increase in recruiting done by Admissions and students returning to campus Post COVID.

The Cherokee Center had 78 students enrolled in the program in 2020 and reduced to 50 students in 2021. The department reduced further to 40 students in 2022. Unfortunately, I feel that the number of students declined at the Cherokee Center because of the lack of evening course availability in Psychology and the increase in the number of students wishing to complete online courses.

Some national trends to consider when evaluating the program numbers include the presence of COVID in 2020 and how that impacted student success. This also should be considered when witnessing the shift of the preference of online courses to on ground.

The Psychology Department graduation rates rose significantly from 4 students in 2020, to 6 students in 2021 and 20 students in 2022. Of those that graduated with their Associate in Science in Psychology, 12 students transferred to a 4-year institution.

Since 2020, there is one full time faculty position in the Psychology Department with 9 Adjunct Instructors.



1. What did you learn from this past year's program data?

- I learned that the Psychology Program Outcomes' ranked on average 91 percent in all 4 outcomes. I also learned that the percentage of students who met the program outcomes had increased from the previous 4 years.

2. What did you not learn from the data?

- I did not learn the number of students that were assessed within the Department of Psychology to meet the program outcomes.

3. What to you hope to learn and/or do for this upcoming school year?

- I hope to be very specific in my monitoring for the number of students who achieve each outcome to increase accuracy in the data being collected.

6.0 Mission Alignment

Programs should indicate how the program's offerings align with the LCC mission: Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.

Narrative:

The Psychology Department aligns with LCC mission: Labette Community college provides quality learning opportunities in a supportive environment for success in a changing world. This is seen with the department adapting to the students' needs by adding additional online courses each semester. Faculty also worked with students when absences were a result of COVID to get caught up on missed work and maintain academic success.

7.0 Fiscal Resource Narrative

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the DOI/VPAA and other decision-makers and to inform financial decisions made throughout the year. In the narrative below, please explain any requests for additional dollars over the current academic year budget, then include the budget amounts on the budget worksheet.

Narrative:

The Psychology Department is requesting 200 dollars for FY 23 to be used to supplement supplies used for lessons in the classroom. Some of these hands-on lessons include: Creating stress release bottles and homemade play-dough which can help students learn how to regulate a child's behavior.

8.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section.

Program Advisory Committee:

None

Other External Constituencies:

The Psychology Department participates in the Concurrent program partnering with area high schools to help students enroll in college. In 2020 the department had 182 students enrolled in 10 course sections. Of those 10 sections, 97% students completed successfully with a grade of 70% or higher with 99% student retained from the total number initially enrolled in course. In 2021, 161 students were enrolled in 10 course sections with 89% students completed successfully of a grade of 70% or higher with 93% student retained from the total number of students enrolled. In 2022, concurrent enrollment declined to 108 students in 9 sections. The success rate was 97% of a grade of 70% or higher of the 99% students retained from the total number of students enrolled in the course.

Significant Trends:

According to the Occupational Outlook Handbook (2022), Overall employment of psychologists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations.

About 14,100 openings for psychologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Psychologists held about 181,600 jobs in 2021. Employment in the detailed occupations that make up psychologists was distributed as follows:

Clinical and counseling psychologists	65,400
School psychologists	57,900
Psychologists, all other	55,400
Industrial-organizational psychologists	2,900

The largest employers of psychologists were as follows:

Elementary and secondary schools; state, local, and private	27%
Self-employed workers	27
Ambulatory healthcare services	21
Government	9
Hospitals; state, local, and private	5

9.0 Program Vitality Assessment

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans.

Vitality Category Chosen: Category 2—Maintain Current Levels of Support/Continuous Improvement

Program will be consistent in ensuring learning outcomes in each course established by KCOG are successfully obtained to the best of the department's ability. The psychology department will continue to work on increasing the graduation rate in upcoming years.

10.0 Program Goals

Each program should set 1-3 short-term goals and 1-3 long-term goals. These goals should be SMART goals that can be reflected upon in the upcoming annual or comprehensive review.

Short-Term:

1. Continue the availability of Psychology Club for students to get more involved on campus and increase knowledge/opportunity in field by giving the students the opportunity to attend the annual Kansas City Community College Research Symposium by May 2023.

Long-Term:

1. Have Psychology Club participate in at least 2 Community Service opportunities by May 2024.
2. Faculty will attend a Conference in the field of Psychology to improve instruction for courses offered by May 2025.



Note: All Definitions of data pulled for this summary can be found in Appendix 1 of the Academic Program Review, Planning, and Development Handbook.

Subject: Psychology

Average Class Size, Completer Success, and Attrition

Year (AY dates)	Subject Prefix	Course Name	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	PSYC 101	General Psych	477	20	24	94%	85%	6%	1,431
2021			487	29	17	95%	89%	5%	1,461
2022			489	28	17	94%	88%	6%	1,467
2020	PSYC 201	Develop Psych	288	20	14	96%	87%	4%	864
2021			244	18	14	95%	91%	5%	732
2022			245	19	13	95%	90%	5%	735
2020	PSYC 202	Psych of Adjustment	12	1	12	92%	67%	8%	36
2021			18	2	9	89%	78%	11%	54
2022			34	2	17	97%	97%	3%	102

Course Completion, Success, & Attrition by Location

Year (AY dates)	Location	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	Online	358	19	19	91%	85%	8%	1,074
2021		392	22	18	93%	86%	7%	1,176
2022		476	25	19	94%	88%	6%	1,428
2020	Main Campus	147	11	13	97%	80%	3%	441
2021		111	9	12	94%	89%	6%	333
2022		132	10	13	93%	88%	7%	396
2020	Cherokee Center	78	8	10	96%	79%	4%	234
2021		50	5	10	92%	90%	8%	150
2022		40	4	10	93%	80%	7%	120
2020	Concurrent	182	10	18	99%	97%	1%	546

2021		161	10	16	93%	89%	7%	483
2022		108	9	12	99%	97%	1%	324
2020	Other (Arrangement, Off-campus, etc.)	12	1	12	92%	83%	8%	36
2021		15	1	15	87%	73%	13%	45
2022		12	1	12	92%	92%	8%	36

Declared Awards, Transfers, and Placements

Year (AY Dates)	# of Degrees/Certs Awarded	# of Graduates Transferring from previous AY year	% Placement Rate for Graduates (CTE Only)
2020	4	4	N/A
2021	6	6	N/A
2022	20	12	N/A

Student Credit Hours by Faculty Type

Year (AY)	Number of Faculty		Student Credit Hours by Faculty Type				Total Credit Hours
	Full Time	Part Time	Full Time	% for Full Time	Part Time	% for Part Time	
2020	1	11	690	28%	1,755	72%	2,445
2021	1	10	831	35%	1,569	65%	2,400
2022	1	9	888	37%	1,539	63%	2,427

Faculty Name by Type for Most Recent Academic Year

Full Time: DeAnna Huffman

Part Time: Michelle Bernd, Misty Burke, Claudia Christiansen, Sally Clay, Tammy Fuentez, Lynette Goddard, Casey Mayfield, Megan Smith, Stephanie Spitz