



KLAMATH
Community College

2022-23

Instructional Program
Review

Social Science

Denise Russell & Thomas Nejely

CONTENTS

- 1. Program/discipline mission/goals and link to strategic plan 4
 - 1A. Describe progress toward goals set in previous review, annual budget presentations, and/or strategic budget planning..... 4
 - 1B. Have you met your previously set goals? If not, how do you plan to meet them? 5
- 2. Program/discipline description and overview 6
 - 2A. Provide the catalog description of the program..... 6
 - 2b. Describe how and to what degree the program description reflects the program’s overall goals. If it does not, revise program description. 7
 - 2C. Community labor market need analysis and projection 7
 - 2C.i. Has the demand for graduates changed in the past five years? If so how and to what degree?. 8
 - 2C.ii. What is the expected market demand for the future? How might the labor market need projection affect the program? how might the program adjust to these projections? 9
 - 2D. Describe the specific curricular, instructional, or other changes made in the previous five years.. 10
- 3. Resources 11
 - 3A. Describe faculty composition, qualifications, and professional development..... 11
 - 3A.i. What percent of faculty are full-time? Part-time? 11
 - 3A.ii. Describe faculty degree attainment. What are the minimum degree qualifications? What percent of faculty exceed minimum degree qualifications? 12
 - 3A.iii. List the specific professional development program faculty attended including both on-site and off-site trainings; how did the professional development impact instruction, design, and delivery? 12
 - 3A.iv. Are faculty composition, qualifications, and professional development meeting instructional needs? If not, describe any plans that will address this. 13
 - 3B. Describe the specific facilities, equipment, and materials used by the program. 14
 - 3B.i. Are facilities meeting instructional needs? If not, describe any plans that will address this..... 14
 - 3B.ii. Is equipment meeting instructional needs? If not, describe any plans that will address this. .. 14
 - 3B.iii. Are instructional materials meeting program needs? If not, describe any plans that will address this..... 14
 - 3C. Describe the instructional support services the program uses..... 14
 - 3C.i. Review LRC holdings for relevancy and currency to program..... 14
 - 3C.ii. Review program student use of tutoring and e-tutoring. 15
 - 3C.iii. Review program student use of testing services. 15

Klamath Community College Instructional Program Review:

3C.iv. Review other instructional support services (student clubs, advising, TRiO, Veterans Services, etc.) if applicable..... 15

3D. Describe to what degree the program uses the College’s learning management system (Canvas) for all methods of delivery (face-to-face, online, synchronous, hybrid)..... 15

4. Effectiveness 15

4A. Student learning outcomes assessment 15

4A.i. Course learning outcomes (CLO) 15

4A.ii Program learning outcomes (PLO) 17

4B. Student success 18

4B.i. Describe enrollment trends and plans to address them. 18

4B.i.a Describe student success rates..... 20

4B.ii. Describe degree awarded trends and plans to address them..... 20

4B.iii. Review transferability of program. 20

4C. Student engagement and satisfaction 20

4C.i. Course evaluations data and analysis..... 21

4C.ii Job placement data and analysis (if available) 23

5. Budget 23

5A. Provide five-year cost margin data and analysis..... 23

5B. Summarize previous annual program viability study results and explain how changes impacted student learning outcome proficiency. If this has not occurred, describe plans to address this. 23

5C. Explain any budgetary challenges and any plans to address them..... 23

6. Conclusion 23

6A. Describe program strengths..... 23

6B. Describe program weaknesses..... 24

6C. Describe support needed. 24

6D. Create new goals and link them to the strategic plan. 24

7. Appendices..... 26

7A. Appendix A Courses Assessed for CLO, ILO..... 26

Appendix B PowerPoint Slides..... 29

Instructional Program Review Rubric 33

1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

Strategic Plan 2.0 – Social Sciences

Goal 1 (Access): Explore and implement possible programs, or certificates

Measurable Target: New psychology degree with an ADS certificate option (additional options potentially in the future)

None of the social science disciplines currently contain degrees or certificates. The department would greatly improve student access if technical certificates such as in archaeology or an AAS degree such as in Psychology were developed.

Goal 2 (Access): Increase enrollment in chronically low-enrollment classes

Measurable Target: Increase number of M DE classes over three years. Target roll out 1 or more M class each year.

Increase enrollment in HST, GEO, ATH over three years. Target 10% annual growth

ATH HST and GEO have become chronically low enrollment with new restrictions on financial aid and various programs developing their own "social science" requirements. Since resistance to eliminating CTE core-related so-called social sciences, new avenues of garnering enrollments is very important. Online courses serving the Air Force seem by far the best avenue; 2nd-best is online classes serving university transfer programs such as the EDU program with SOU

Goal 3 (Prosperity): Explore and potentially develop additional Psychology transfer options

Measurable Target: getting our AGS in Psychology graduates into the new SOU remote bachelor degree.

Because of KCC's geographical limitations, psychology transfer opportunities are also limited. A fabulous improvement would be a remote bachelor degree with SOU (a liberal arts institution).

Goal 4 (Prosperity): Improve retention within a term

- Measurable Target: make changes to DE classes to improve success rates.

2nd week to 10th week retention improvement. Can't improve term-to-term retention since soc sci courses are not series, not in a program.

Goal A (Prosperity): Wellbeing- the faculty members of the social sciences department will participate, coordinate, or lead wellness activities for staff or students on campus

Measurable Target: Increase over three years the number of wellness activities created or participated in by 10% annually.

Lead by example: the college can only lead the community by example if individual departments take the initiative to create or participate in healthy activities. Faculty members of Social Sciences will use their responsibilities and committee memberships to participate in wellness-related activities.

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

Yes

No

Over the past five years, the department has had many outstanding successes in fulfilling its goals.

Social Sciences has had excellent success in meeting its previously set goals in the following:

- Goal 1 implement possible programs, or certificates** – Accomplished in 2019 AGS-Psychology.
- Goal 2 Increase enrollment in chronically low-enrollment classes** – online delivery has solved the problem described in this goal. Examples HST201, HST 101 Fall terms. In the following charts, F2F classes were chronically low, and as soon as an online version was offered, enrollment skyrocketed.

| HST201 | | | | |
|--------|--------|-----|--|----|
| FA2016 | HST201 | F2F | | 13 |
| FA2017 | HST201 | F2F | | 15 |
| FA2018 | HST201 | F2F | | 13 |
| FA2018 | HST201 | ONL | | 30 |
| FA2019 | HST201 | F2F | | 9 |
| FA2019 | HST201 | ONL | | 27 |
| FA2020 | HST201 | F2F | | 6 |
| FA2020 | HST201 | ONL | | 28 |
| FA2021 | HST201 | F2F | | 11 |
| FA2021 | HST201 | ONL | | 27 |
| FA2022 | HST201 | ONL | | 30 |

| HST101 | | | | |
|--------|-----|--|----|--|
| FA2016 | F2F | | 20 | |
| FA2017 | F2F | | 13 | |
| FA2018 | F2F | | 15 | |
| FA2019 | F2F | | 8 | |
| FA2020 | ONL | | 39 | |
| FA2021 | ONL | | 36 | |
| FA2022 | ONL | | 36 | |

- Goal 3 Develop additional Psychology transfer options** – OIT agreement revised/updated in 2022; SOU agreement did not proceed due to Dan Sheahan leaving and SOU internal troubles.
- Goal 4 Improve retention within a term** – The goal was to improve student success rates, persisting from 2nd week to last week. Data provided by IR was not conclusive, there may not actually have been a problem here. The Student Success rate in our Budget data is high.
- Goal A the faculty members of the social sciences department will participate, coordinate, or lead wellness activities for staff or students on campus** – Trails in 2019, Wellness Center in March 2020 (right when COVID happened), healthy snacks and other events ongoing; Wellness has matured during this time with help from social sciences faculty.

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

Social Sciences Mission

The Social Science department promotes student success with rigorous training in communication, research/enquiry, and critical thinking skills. As part of General Education, our courses are foundational for career-technical degrees. Our department also offers access to specialized instruction in subject areas not encompassed in other programs including Anthropology, Economics, Geography, History, Sociology, Political Science, and Psychology. By combining skills development and interdisciplinary instruction with avenues for transfer to university degrees, the General Education Departments support students' successful futures.

Social Sciences consists of the following disciplines:

- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

The Social Sciences area also includes an AGS degree with a focus in Psychology (AGS-Psychology). The description is below.

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

AGS Psychology

For anyone hoping for a career in counseling, teaching, research, mental health and human services, business, human relations, parole and probation, career and school counseling, marketing, and many other careers, the KCC psychology program is a great place to begin. The versatility of this degree program is unmatched.

In addition to expertise in a wide variety of psychological concepts, the curriculum is designed to help students achieve in-depth critical thinking, group dynamics, interpersonal communication, public speaking, and professional competency skills. Students will participate in the synergy of a cohesive program working together to achieve each of their educational, career, and life goals. Via visits from professionals in the field, field trips, and a wide variety other of hands-on experiences, students will gain real access to resume building volunteer, part-time, and potentially full-time satisfying career opportunities.

Students who complete the degree and wish to further their education will then discover the continuity that ties the KCC psychology program to other higher education institutions for seamless, no loss of credit, transfer options.

2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.

Social Sciences – Potential changes may be driven by the Common Course Numbering project going on statewide. The program description may need revising at that time.

AGS – Psychology – The program description written by a previous Lead, reflected extracurricular activities that were lost upon his departure. Therefore, the description does not accurately reflect the activities and skills development in courses currently offered. We will revisit the language and the courses to ensure that the description remains accurate regardless of who is program lead. Potential changes may be driven by the Common Course Numbering project going on statewide.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

Psychology careers typically relate to Counseling, Social Services, Private practice, Psychiatric hospitals and clinics. These require a range of degrees from Associate's to MSW to PsyD. However, we are finding that careers are available to students with training that KCC offers.

Careers that potentially match KCC students are discussed in section 2C.

Educational Requirements

There are a wide variety of other jobs that students with an Associate's Degree in Psychology are employed in. These include management positions, community and social service, education, healthcare and administrative assistant or office work. Up to 60 percent work in these fields after receiving a degree or certification.

Careers in Psychology

Median Annual Salary

» United States: \$36,320 » Oregon State: \$48,022 » Klamath Region: No Data

2021-2030 Employment Projection **Entry Level Educational Requirements:**

✓ **9% Growth** ✓ **High School Diploma**

Prospective Jobs

| | | |
|--------------------------------------|----------------------------------|-------------------------------|
| Behavioral Technician | Mental Health Technician | Psychiatric Aid |
| Behavioral Disorder Counselor | Substance Abuse Counselor | Psychiatric Technician |

All data was gathered from the [State of Oregon Employment Department](#) and [Bureau of Labor Statistics](#).

Data is provided for a **psychiatric aide** position. For a different employment forecast, visit the [State of Oregon Employment Department](#).

2C.I. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

- Yes
 No

Traditionally, the explanation is that for any social science career, a student would be expected to transfer to a University for a Bachelor’s and then to a graduate program in the field. However, post-COVID staffing shortages have opened new opportunities.

Psychology careers typically relate to Counseling, Social Services, Private practice, Psychiatric hospitals, teaching, and clinics. These require a range of degrees from Associate’s, BA, MS, PsyD, or PhD. Careers that potentially match KCC students include social or human services assistant, family advocate, teacher’s aide, home care aide, youth counselor, research assistant, psychiatric or mental health technician, behavioral health specialist and many other public service careers. During the next 10 years, growth in the field of psychology and associated careers is predicted to rise between 6 and 16 percent, depending on the job itself.

With an AGS with an emphasis in psychology, a KCC student could find employment in the following:

Teacher Aides or Assistants

Degree requirement: High School Diploma at the very least preferred to have an Associates or higher degree and experience working with children. Some jobs require a certificate in education as well.

Description: Teacher's aides assist teachers with a variety of student's needs and learning situations. These may include helping in the classrooms and on field trips or working with individual children with disabilities or learning challenged. The state of Oregon requires a high school diploma and six months of experience working with children or two years of college courses in education preferred although an associate's degree in psychology is also often accepted. Currently, there are over one million jobs in this field in the United States with an estimate of 5 percent growth by the year 2031 and has an annual average pay of \$29,360. Each year it is estimated that about 152,700 openings for teaching assistants becomes available.

Psychiatric Technicians and Aides

Degree requirement: Depends on the place of employment. High school degree required, college degree preferred.

Description: Psychiatric technicians usually work in psychiatric hospitals, or residential psychiatric facilities or a related healthcare setting. They work with assisting patients in a variety of activities including daily care, assisting the physicians and psychologists with treatments and therapies. They may also simply observe patients (overnight facilities) or transport patients to different areas of the facility where they are located. The median annual salary in 2021 was \$30,260 to \$36,570 depending on the level of responsibilities. Expected growth is 9 percent from now to 2031 and there are approximately 16,500 job openings per year on average.

Social Service and Human Service Assistants

Degree requirement: Depends on the place of employment. High school degree required, college degree preferred. Salary is often dependent on experience and education level.

Description: The typical duties include working with clients and other professionals to develop treatment plans or help clients find assistance with their daily activities. They may also help clients apply for federal and state aid programs such as food stamps or Medicare. The assistant also performs necessary check-ins with their clients to ensure they are receiving their needed services. This field is expected to grow at least by 12 percent by 2031 with about 55,900 openings projected each year on a national average. There are 420,600 in this field as of 2021 and the median pay is \$37,610 per year. <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm> (visited March 17, 2023)

2C.II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE LABOR MARKET NEED PROJECTION AFFECT THE PROGRAM? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

For market demand data, refer to each career field listed in section 2C.1

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

The Psychology AGS was launched in 2019. The leadership of a full-time faculty lead for this program is vital; the program suffered enrollment loss with the departure of Dan Sheahan and is beginning to recover with Denise here.

History, Geography courses:

The course offerings in US History, Cultural Geography, and Western Civilization progressively switched to DE beginning in 2013, becoming all DE in 2020. (reference enrollment graphs in section 1) All ECO, HST and GEO courses are currently offered as distance education every year to accommodate the needs of Education and Military student. The number of students who work full time, take college classes, and have children at home is eye-opening. DE allows working students, military students, and students with children to have access to higher education at KCC when otherwise, they would take these courses at another college offering it online, or choose to not complete a degree. High online enrollment patterns in ECO, HST, GEO continue.

Changes to Anthropology happened in 2018 or 2019. Course offerings were reduced to one class: ATH 101. The decision was to focus on core offerings of History, Geography, and Psychology.

Courses offered in person often have to be canceled due to low enrollment which creates a challenge for students needing specific courses to graduate. Being able to offer all Social Science courses online each year eliminates the risk of a course being canceled. Staffing issues have made offering ATH, SOC in person difficult; however, access to entirely online instructors may be the future solution.

Physical Geography GEO105 was identified as not transferring directly to OIT or SOU in 2017. The decision was made to convert it to a Lab science. This has been a work in progress, and is scheduled to launch Fall 2023.

Economics Courses: The oversight of Econ has transitioned from the Business Administration lead to Social Sciences, primarily due to CMA. ECO is now offered exclusively online; the last ECO 201 that was in-person was Winter 2020 The last ECO 202 that was in-person was Spring 2016 data source: <https://info.klamathcc.edu/IR/layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/Reports/Course%20Outcomes/COURSE%20GRADES%20BY%20TYPE%20TERM%20AND%20YEAR.rdl>

Political Science, Anthropology, Sociology Course were last offered:

POL 201 Spring 2015

POL 203 Winter 2011

ATH 101 Fall 2016

ATH 102 Winter 2017 Cultural Anthropology removed for the 2020 Catalog

ATH 103 Summer 2018 Cultural Anthropology removed for the 2020 Catalog

SOC 204 Winter 2019

SOC 205 Spring 2018

Psychology courses:

PSY 225, 226, and 233 enrollments increased dramatically in 2022 when offered DE instead of in person.

PSY101, Human Relations, was not offered between fall 2020 and winter 2023. We are now offering one online class each quarter and enrollments are doing well. It mostly consists of CTE students which is a better class for students who do not plan on continuing their education to a university.

PSY 225 and 226 has added PSY201, 202, or 203 as recommended prerequisite.

PSY 216 Social Psychology will be added to the catalog next year.

The general electives for someone majoring in Psychology have been opened up to allow for most classes to count as a general elective. More science classes were also added to the science options for the degree.

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

<https://info.klamathcc.edu/IR/ layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/ Reports/Academic%20Affairs/Instructor%20email%20List%20by%20CMA%20code.rdl>

For the last five years, KCC has employed three full-time faculty (one former Psychology program lead, one current Psychology program lead, and one current History/Geography faculty) and 13 part-time faculty. 279 HST, GEO, ECO, ATH, PSY, and SOC courses were offered over the last 5 years. 134 or 48% of those classes were taught by adjunct instructors, while 145 or 52% were taught by full-time instructors. All HST and GEO courses have been taught by full-time faculty. ATH, ECO, and SOC classes have been exclusively taught by part-time faculty.

SOCIAL SCIENCE INSTRUCTORS

| | FIRST NAME | LAST NAME | EMAIL ADDRESS |
|--------------|-------------------|------------------|-----------------------------------|
| Adjunct PSY | Melanie | Carter Arias | Melanie.CarterArias@klamathcc.edu |
| Adjunct ECON | Corri | Ellis | Corri.Ellis@klamathcc.edu |
| Adjunct PSY | Juliet | Fenyk | Juliet.Fenyk@klamathcc.edu |
| Adjunct PSY | Gaylyn | Maurer | Gaylyn.Maurer@klamathcc.edu |
| FT CJA* | James | Gravley | gravley@klamathcc.edu |
| FT MTH* | Joni | Hansen | hansen@klamathcc.edu |

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FT HST/GEO Thomas Nejely nejely@klamathcc.edu
 FT PSY Denise Russell russell@klamathcc.edu

*Not part of program but teach one course each with a PSY prefix.

SOCIAL SCIENCE INSTRUCTOR QUALIFICATIONS

| Instructor Name | School | Degree | Major |
|----------------------------|-------------------------|----------------|------------------------|
| Thomas Nejely | UC Riverside | Master’s | History |
| | Vermont College | Master’s | Geography |
| Denise Russell | East Tennessee State | Master’s | Clinical Psychology |
| Juliet Fenyk | University of Minnesota | Master’s & PhD | Educational Psychology |
| Corri Ellis | Marylhurst University | Master’s | Teaching |
| | Concordia University | Master’s | Administration |
| Gaylyn Maurer | University of Denver | Master’s | Counseling Psychology |
| Melanie Carter Arias | Lee University | Master’s | Counseling Psychology |

3A.II. DESCRIBE FACULTY DEGREE ATTAINMENT. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

The social science faculty bring a variety of depth and breadth of formalized educational experience and work experience to the program. The minimum degree requirement for program faculty is a Master’s degree. One hundred percent of the program faculty exceed the minimum requirement, each holding master’s degree or higher.

3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

Professional development opportunities for all faculty are readily available and continuously offered in both live and distance education formats. Faculty are invited throughout the term and between terms, to participate in trainings provided by KCC’s Center for Teaching and Learning. In addition, CTL drop-in office hours, individual appointments, and one-on-one training sessions either face-to-face or through Zoom or Teams are available.

The Faculty Senate offers quarterly teaching circles, led by Tom Nejely. Senate also provides over \$20,000 in funding to support both full- and part-faculty with external professional development

Klamath Community College Instructional Program Review:

opportunities each academic year. The Faculty Senate also subscribes to the 20-Minute Mentor which makes short video trainings available to all faculty for no charge.

Tom Nejely – attended distance learning conferences pre-COVID. Reads voraciously in topics ranging from Artificial Intelligence in the classroom, future trends of higher education, strategic planning, and various history, geography, and DEI topics. Has also attended active shooter, FERPA, and Child Abuse: Mandatory Reporting with Vector Solutions.

Denise Russell – since starting at KCC in 2021, I have attending a couple of online conferences regarding online teaching and increasing student involvement in the classroom. Currently reviewing several introductory textbooks to replace our current older textbook and social psychology textbooks for new class to be offered. Have also reviewed textbooks for publishers. Learning more about virtual reality to include in several courses, especially the online classes. Currently part of the American Psychological Association and have attended virtual meetings put on by the association. Currently attending meetings on common course numbering. Has also attended active shooter, sexual harassment, FERPA, and Child Abuse: Mandatory Reporting with Vector Solutions. Also, working on learning how to create videos for online classes.

Juliet Fenyk – Regular journal readings such as APA and SPSP. Takes courses on ADA on topics such as hyper-links, videos with transcripts, appropriate websites to use etc. Has also had title IX training. Currently working on video creations for students.

Corri Ellis – Attends OEA and NBEA conferences annually. Was President of the Oregon Business Education Association. She was also a member of the Teacher’s Association Network for MBA Research and attended those conferences. She currently attends different virtual conferences when they are available.

Gaylyn Maurer - Serves as the director of the Integrated Student Health Center at OIT where she receives some professional development. She also chairs the Substance Abuse Commission generating reports to the US Department of Education every two years. Has attending meetings on suicide prevention and postvention, best practices in managing telepsychology. Attending classes on threat assessment, FERPA, and mandatory reporting.

Melanie Carter Arias- Online training in ethics, teen abuse and women’s health. Reads textbooks and received training on Canvas from CTL. Also received Title IX training, sexual harassment and mandatory reporting training during the summer.

3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

Yes

No

Somewhat

Klamath Community College Instructional Program Review:

Social Sciences would benefit from a stable pool of adjunct faculty available to teach Economics, Political Science, Anthropology, and Sociology.

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

- Yes
- No
- Somewhat

3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

- Yes
- No
- Somewhat

VR Headsets: Plans are moving forward (see future goals) to incorporate Virtual Reality equipment for DEI training. We think this is pretty exciting potential, please read about it.

3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

- Yes
- No
- Somewhat

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

Center for Teaching and Learning

CTL has provided Social Sciences with the following, including instructional design, trouble shooting, video editing/production, course re-design, and grant funded tech. We agree, we rely heavily on CTL.

3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

The LRC has the resources to fully support the social sciences. Textbooks for most of the psychology courses are available for students to use which are put on reserve. HST, GEO, and ECO use exclusively OER materials so the LRC does not need to hold any texts.

Klamath Community College Instructional Program Review:

There are also several Films on Demand and many reference books that are available for students to use in the library in the area of psychology. There are 143 additional educational resources in psychology for check-out that are available to support students in their studies and completion of coursework.

LRC holdings include many history titles; however, the shift to online courses has reduced student use of physical books for research.

3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

While the KCC Tutoring Center provides support to all students on a drop-in basis, and TutorMe.com, a 24-hour, 7 days per-week online tutoring service is available to students who are not on campus or after the Tutoring Center is closed, none of the Social Sciences classes specifically require a tutor.

3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

None of the Social Sciences classes specifically use the testing center.

3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

Under the supervision of Dan Sheahan, there was a Psychology club. This club has not returned post-COVID. There are no other Social Sciences related clubs. Veteran's Services manages all enrollment, advising, and student support for social science M classes.

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

All social sciences courses rely heavily on Canvas, and of course our Online classes rely 100% on Canvas. For all methods of course delivery, all program courses meet baseline standards for Canvas use, which includes the use of the grade book and posting the course syllabus, course materials, and all assignments.

All HST and GEO courses use 100% OER – no-cost course materials.

The Center for Teaching and Learning (CTL) has provided support in training on the use of Canvas, increasing course accessibility, and redesigning course shells according to KCC's Minimum Standards Rubric. They have also provided personalized training for new adjuncts. The department has helped with finding specialized books and OER material for classes.

4. EFFECTIVENESS

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

4A.I. COURSE LEARNING OUTCOMES (CLO)

List of Courses evaluated for CLO and ILO is located in Appendix A

4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

All courses show that students are proficient in CLOS and/or ILOs according to the methods of assessment. Student attendance and completion of assignments were cited numerous times to have a great impact on student proficiency.

To increase student proficiency, the following changes to HST and GEO distance education courses have been implemented:

- expectations are more explicit and descriptive
- providing samples of proficient work to increase student understanding of content and expectations

4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

The advisory committee meets three times per year in the fall, winter and spring. These meetings are conducted through Zoom and a standardized agenda is used. Curriculum changes and CCOGS are discussed as well as any new classes being offered. The advisory committee has been very helpful in finding volunteer positions and possible internships to gain work experience in the field of psychology.

The Psychology program has a strong articulation with Oregon Tech University and has two faculty members serving on the committee. Currently, we are working on paid internships for students to receive credit working at the OIT clinic.

4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

Outcomes of 163 social science courses have been revised or updated between 2017 and 2021. Most recent dates in each discipline are listed below.

- ATH – 4/9/2017
- ECO – 11/20/2017
- GEO – 2/13/2020
- HST – 2/13/2020
- POL – 2/13/2020
- PSY – 10/8/2021
- SOC – 2/13/2020

These were revised when the courses were modified for online delivery, or to better align with transfer institutions.

4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

All HST, GEO, ECO, and PSY course assessments have met their desired assessment results, however, written instructions were evaluated and made more explicit. Examples are given as part of the instructions to improve student proficiency. Samples of completed, proficient projects are provided as a reference for students. The Social Sciences courses continue to assess CLOs and changes to instruction will be made when those assessment results don't meet the intended outcome.

4A.II PROGRAM LEARNING OUTCOMES (PLO)

<https://info.klamathcc.edu/AM/SLO%20Assessment%20Plans%20and%20Reports/Forms/AllItems.aspx>

AGS Psychology

Upon successful completion of the program, students will be able to:

- Apply psychological principles to individual and social issues.
- Describe major psychological theories.
- Differentiate among psychological disorders.
- Evaluate human behavior in the context of human development, and society/culture.
- Evaluate human behavior in the context of biology and society/culture.
- Evaluate human behavior in the context of learning and cognition.
- Evaluate human behavior in the context of psychotherapy.

4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

All courses show that students are proficient in PLOS according to the methods of assessment. Student attendance and completion were cited numerous times to have an impact on student proficiency.

Students in PSY 101 tend to struggle the most, as these are typically very early-college students and are often not as interested in the social sciences. Motivation to complete assignments and attend regularly (or participation in online) are the most challenging aspects impacting student proficiency. The PLO measurements assessed here were for courses at the 200 level where students are more experienced.

4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

To increase student proficiency, the following changes to distance ed courses have been implemented

- expectations are more explicit and descriptive

Klamath Community College Instructional Program Review:

- providing samples of proficient work to increase student understanding of content and expectations
- Increases in the number of case studies given to improve student depth of knowledge

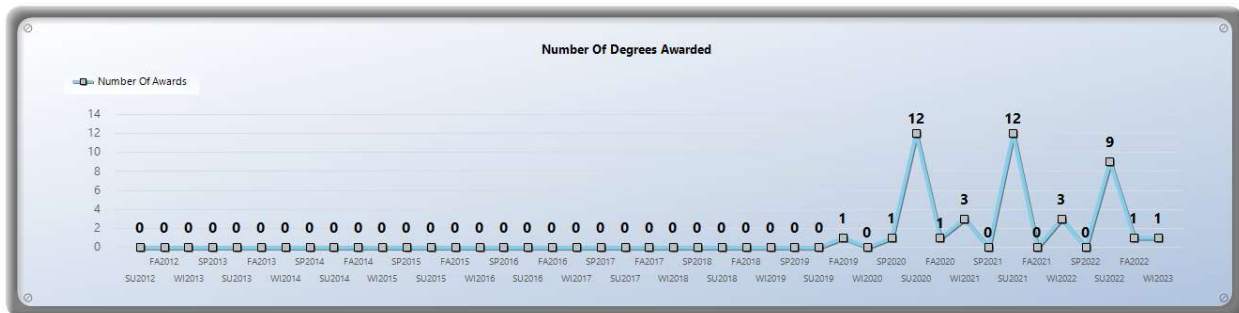
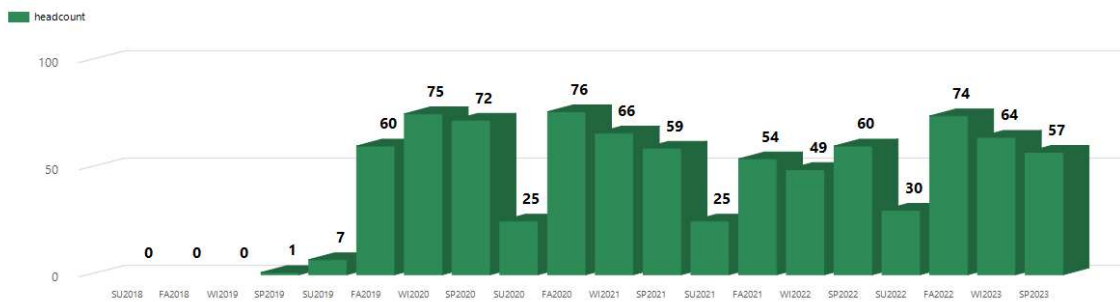
4B. STUDENT SUCCESS

4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

<https://info.klamathcc.edu/IR/ layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/Reports/Dashboards/5%20Year%20Comparison%20%20bar%20graph%20chronological.rdl>

AGS Psychology

| 5 Year Headcount Comparison | | |
|-----------------------------|-----------|------------|
| Academic Year | Term Year | Headcount |
| AY 2018-19 | Total | 1 |
| AY 2019-20 | Total | 214 |
| AY 2020-21 | Total | 226 |
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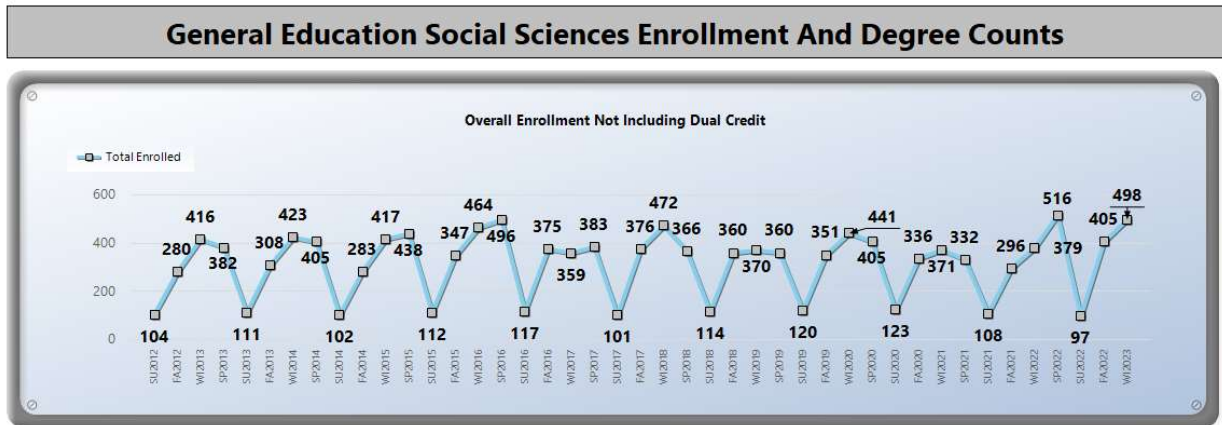
Psychology

The headcount in psychology classes has been very good during the past five years with a slight dip in 2021. This was due to having no full-time faculty for the year when Dan Sheahan left. Since the new full-time faculty has been hired, the numbers are returning to where they were before. COVID, on the other hand, does not seem to have had an impact on the numbers in 2020-21.

Klamath Community College Instructional Program Review:

| 5 Year Headcount Comparison | | |
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Graduation rates: in 2023 9 PSY students have petitioned to graduate and 6 more are within 3 credits to graduation but have not petitioned.



Gen Ed Social Science

For whatever reason, Spring 2022 saw the largest Gen Ed Social Science enrollments of any Spring term, and of any term since 2013.

Gen Ed Social Science students come from a wide variety of degree and career plans. Spring 2023 analysis of HST and GEO courses show of 85 students, (data collected from self-intro 1st week)

| | |
|-----------|--------------------------|
| 46 female | 13 Teachers 15% |
| 39 male | 9 Sciences 11% |
| | 9 Health occupations 11% |
| | 54 Other assorted 63% |

Some enrollments are closely tied to other programs. A good example is the Education program, with 13 teachers enrolled in Spring term. There a nationwide shortage of highly qualified teachers, but there is also a shortage in the state of Oregon, and a shortage in our region. With the rapid growth of the Education, has come a growth in enrollment in classes that teachers-to-be will take to satisfy SOU requirements.

4B.I.A DESCRIBE STUDENT SUCCESS RATES.

| Group | ADV REQ CDE | CMA | Enrollment | Pass Rate | Count W |
|-----------------------------------|-------------|-----|------------|-----------|---------|
| General Education Social Sciences | ECO201 | GSO | 50 | 80% | 8 |
| General Education Social Sciences | PSY101 | GSO | 36 | 81% | 1 |
| General Education Social Sciences | PSY235 | GSO | 131 | 82% | 8 |
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| General Education Social Sciences | PSY202 | GSO | 39 | 87% | 4 |
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| General Education Social Sciences | GEO106 | GSO | 33 | 94% | 2 |
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| General Education Social Sciences | PSY201M | GSO | 19 | 95% | 0 |
| General Education Social Sciences | PSY201 | GSO | 81 | 95% | 3 |
| General Education Social Sciences | PSY233 | GSO | 42 | 98% | 0 |
| General Education Social Sciences | HST202 | GSO | 7 | 100% | 0 |
| General Education Social Sciences | PSY226 | GSO | 18 | 100% | 0 |

Success rates are generally high. The only class of concern is Econ, which is a difficult subject to master.

4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

PSY students tend to also take Certificates in ADS or in EDU, and thus defer graduation until the certificates are complete. PSY students tend to be part time, typically due to work or family obligations. The program Lead is actively developing internships to draw students into full time attendance.

4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

The Psychology AGS degree transfers seamlessly to OIT’s Applied Psychology degree, meeting all lower-division requirements for the University. Articulation to SOU is not quite as good, with a few classes not matching and an agreement not in place.

4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

Psychology dual credit is currently limited in two local high schools and one out of area. There are no career pathways in Psychology.

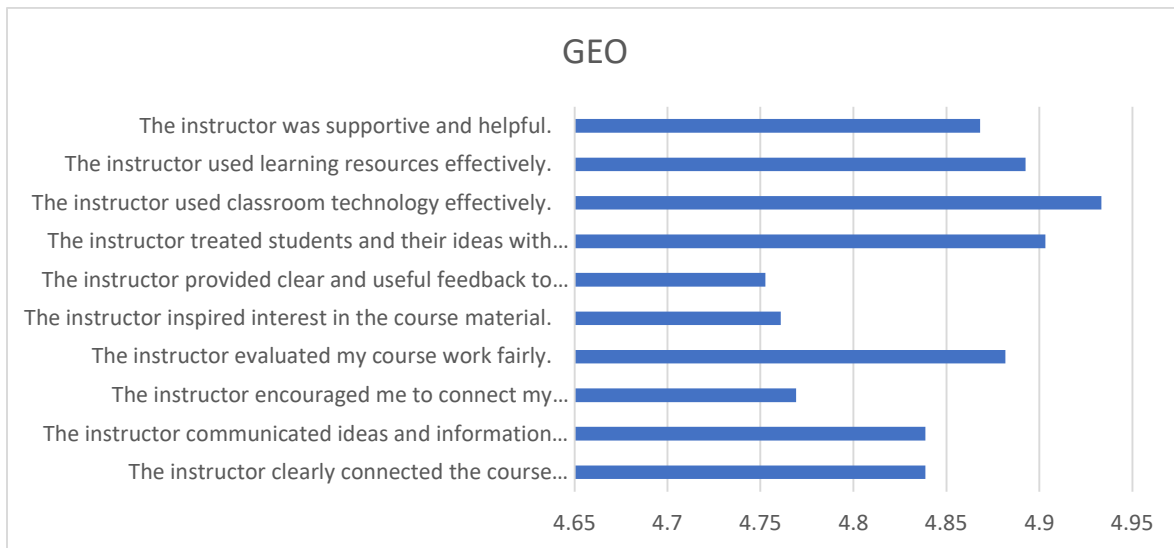
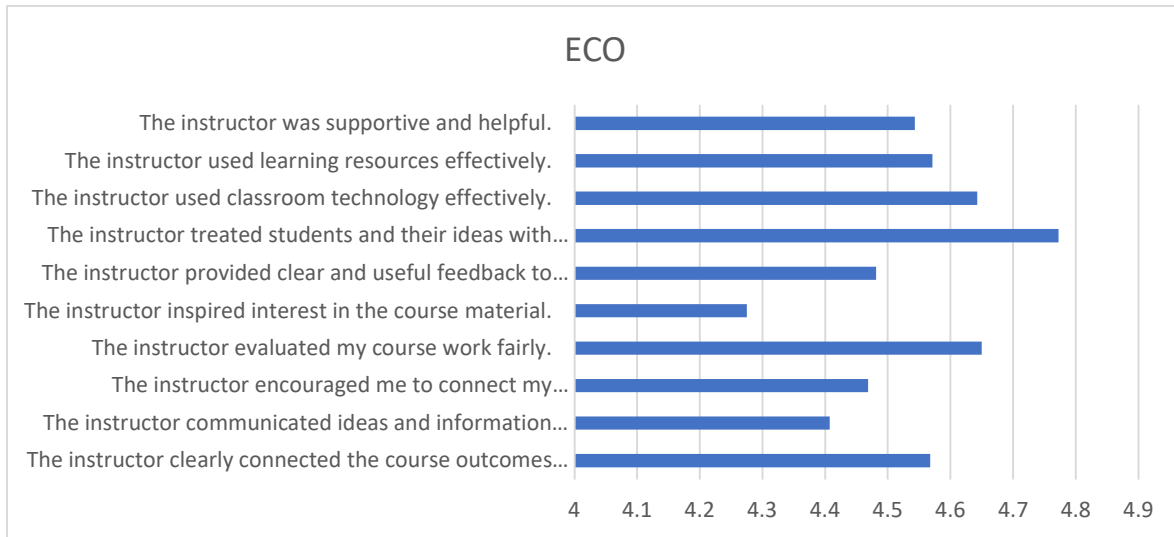
4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

NA

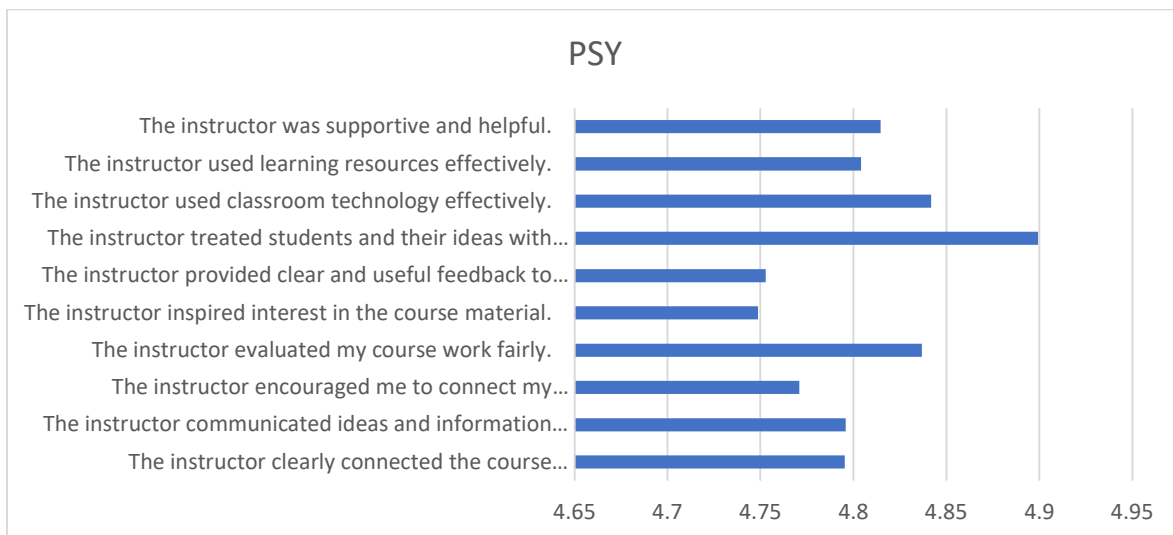
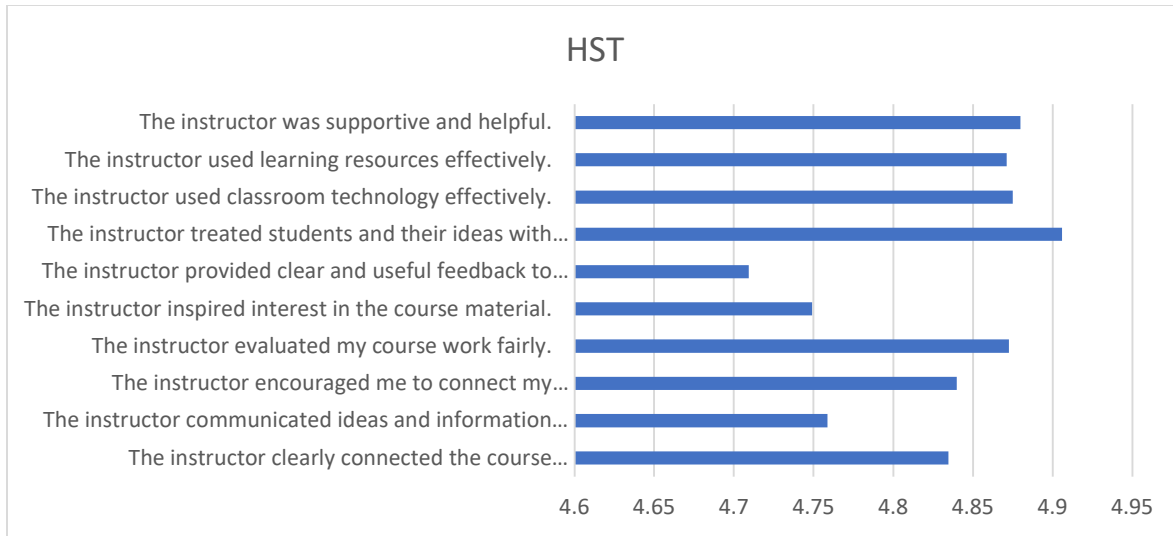
4C. STUDENT ENGAGEMENT AND SATISFACTION

4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

https://mykcc.klamathcc.edu/ICS/Faculty_CRM/Course_Evaluations.jnz



Klamath Community College Instructional Program Review:



We find the “inspired interest in the course material” numbers to be very strange, and the opposite is reflected in their written comments.

4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

The most valuable form of evaluation data are the student written comments. The most important changes made to instructional methods, has to do with assignment comments and feedback. Instructors make an effort to provide meaningful and encouraging comments that foster student engagement and improvement.

4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

The courses in the Psychology program and social sciences program are consistently being evaluated for relevancy, updated curriculum in the field, instructional modality, and changing instructional strategies

Klamath Community College Instructional Program Review:

to keep information current based on recent researched trends in education. Student written comments are especially valuable in adjusting the number of exams offered, assignment instructions, and question formats.

4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

Job placement data is currently not available.

5. BUDGET

5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

| Academic Year | AY 2017-18 | AY 2018-19 | AY 2019-20 | AY 2020-21 | AY 2021-22 |
|--------------------|------------|------------|------------|------------|------------|
| Tuition | \$ 357,041 | \$ 388,474 | \$ 461,344 | \$ 419,595 | \$ 341,558 |
| Enrollment | 1148 | 1180 | 1421 | 1241 | 1019 |
| Cost In Progress | \$ 169,804 | \$ 205,915 | \$ 259,850 | \$ 226,450 | \$ 253,707 |
| Margin In Progress | \$ 187,237 | \$ 182,559 | \$ 201,494 | \$ 193,145 | \$ 87,851 |
| FTE | 81.40 | 82.69 | 101.16 | 89.51 | 76.61 |

CMA data for Psychology and Social sciences tend to be always positive. Significant cost savings were realized in 2021 when we did not have a Psychology lead; however, the flip side of that was a significant loss of students, 400 down between when Dan was/ was not here. The importance of a full time Lead cannot be overemphasized.

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

There was no record of previous program viability study for Social Sciences or Psychology. This is the first.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

Social Sciences to date have not experienced any budgetary constraints.

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

We “stack ‘em deep and teach ‘em cheap”. In other words, Social Sciences and Psychology with consistently positive CMA, with high enrollments, support other programs that are constrained (such as Nursing) by law to small class sizes.

Social Sciences has one long-term faculty with 23 years at KCC, providing consistency and institutional knowledge. The two full time faculty members in Social Sciences have over 50 years of combined community college teaching experience.

Klamath Community College Instructional Program Review:

Social Sciences is a primary provider of Institutional Learning Outcomes including critical thinking and teamwork.

The Psychology program is strong in its articulation with OIT for its bachelor's degree in Applied Psychology.

A wide Social Sciences portfolio of online classes has allowed a regional/national/global reach for enrollments.

A wide portfolio of Accelerated Learning partner schools in History, Geography, and Political Science provides the college with a solid enrollment stream from around the state. Social Sciences seeks to provide strong support and encouragement for our high school partners, knowing that their positive experience leads to word-of-mouth interest from other schools. (KCC is not allowed to promote or market dual credit outside our immediate community). We very much appreciate Kelly Kandra and her team for their meticulous record keeping and organizational skills.

6B. DESCRIBE PROGRAM WEAKNESSES.

The primary difficulties faced by social sciences are:

- Shortage of adjunct instructor pool
- Lack of a Dean, and clarification of lead roles
- Resuming conference attendance post-COVID
- Succession planning and information continuity – hopefully this is not a problem going forward, but when Denise came on board, no information about Dan's work with community partners was available.

6C. DESCRIBE SUPPORT NEEDED.

Social Sciences classes require very little support from other departments.

- Psychology – marketing materials
- All Social Sciences – CTL support as needed.
- We very much appreciate Kelly Kandra and her team for their meticulous record keeping and organizational skills in Dual Credit and College Online High School. We request that the college make a serious effort at providing online registration methods for high school teachers.

6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

3.0 Strategic Goals

Our moon shot for Strategic Plan 3.0 involves Goal 1 – improving student access to a variety of experiences and skills development that we simply can't get locally, or can't deliver remotely.

Goal 1 Obtain and pilot VR software to use in classes for diversity, and equity, as well as for experience and training.

Initiative - Student Success

Body Swaps – DEI training via VR. Psychology has been working with the Center for Teaching and Learning, to incorporate virtual reality into the classroom. We will be using the software from a

company called BodySwaps that allows students to participate with or without having a VR headset. They will be able to do DEI training, practice their interviewing skills, customer service skills and specialized training in working with clients with certain disorders. Pilot will begin 2023-2024.

Goal 2 Increase partnerships with local counseling agencies and organizations that would possibly hire future graduates but also allow students to volunteer or do an internship.

Initiative - Community engagement

Currently, the Psychology Lead is reaching out to several organizations that may be able to offer internships or work experience to students while they are still attending KCC. This will not only help with their education but also be beneficial in finding employment after graduation. With the help of the Psychology Advisory Committee, Michelle Horne and Denise were able to meet with the director of the OIT clinic and are working on setting up either an internship or class for the psychology students to receive training and work with children with learning disabilities or behavioral issues. We have also been contacted by Integral Youth Services in Klamath Falls to set up a possible partnership. Klamath Basin Behavioral Health (KBBH) has also offered to have our students participate in their peer support classes which would allow them to work and be paid to be a peer support specialist.

Goal 3 Offer new classes as options for social sciences – GEO, PSY

Initiative - Future-focused education and services

- GEO105/105L as a lab science, with no-cost text and no-cost lab materials for DE students.
- Social Psychology – Pilot 2023-2034
- Prerequisites – revisit to improve student success
- Research Methods – especially for SOU students
- Changes resulting from Oregon course common numbering

Goal 4 Offering the degree(s) to be fully obtainable online.

Initiative - Advanced planning and strategy

The EDU program has indicated a goal to create an AAOT-History to facilitate students who will become Middle- and High-School teachers. This may require development of World History series.

The PSY-AGS program is able to be accomplished fully online. Improvement is needed in students completing the degree in two years.

7. APPENDICES

7A. APPENDIX A COURSES ASSESSED FOR CLO, ILO

| Course Code Key | |
|-----------------|-------------------------------|
| | Has Plan Submitted |
| | Has Result Submitted |
| | Has Plan And Result Submitted |

| PLOs | | |
|--------------------------------|-----------|---------------------------|
| Course Code | Term Year | Instructor |
| PSY 201A 01 DE | FA2020 | Fenyk, Juliet 543413 |
| PSY 201A 01 DE | FA2021 | Russell, Denise 574565 |
| PSY 202A 01 DE | WI2021 | Fenyk, Juliet 543413 |
| PSY 225 01 DE | WI2022 | Russell, Denise 574565 |
| PSY 226 01 DE | SP2022 | Russell, Denise 574565 |
| PSY 233 01 | SP2021 | Russell, Denise 574565 |

| CLOs | | |
|--------------------------------|-----------|--------------------------|
| Course Code | Term Year | Instructor |
| ECO 202 01 DE | WI2022 | Ellis, Corri 560676 |
| GEO 107 01 DE | SP2019 | Nejely, Thomas 516825 |
| HST 101 01 | FA2018 | Nejely, Thomas 516825 |
| HST 103 01 | SP2020 | Nejely, Thomas 516825 |
| PSY 201A 01 DE | WI2019 | Fenyk, Juliet 543413 |
| | WI2018 | Fenyk, Juliet |

Klamath Community College Instructional Program Review:

| | | |
|--------------------------------|------------------|---------------------------|
| PSY 202A 01 DE | | 543413 |
| PSY 202A 01 DE | WI2018 | Fenyk, Juliet 543413 |
| PSY 203A 01 DE | SP2021 | Russell, Denise 574565 |
| PSY 225 01 DE | WI2021 | Russell, Denise 574565 |
| PSY 228 01 DE | FA2020 | Maurer, Gaylyn 562222 |
| PSY 233 01 | SP2021 | Russell, Denise 574565 |
| PSY 235 01 DE | SP2020 | Fenyk, Juliet 543413 |
| PSY 235 01 DE | WI2022 | Fenyk, Juliet 543413 |
| PSY 236 01 DE | WI2018 | Fenyk, Juliet 543413 |
| PSY 236 01 DE | WI2021 | Fenyk, Juliet 543413 |
| PSY 236 01 DE | SP2021 | Fenyk, Juliet 543413 |
| ILOs | | |
| Course Code | Term Year | Instructor |
| GEO 106 01 DE | WI2021 | Nejely, Thomas 516825 |
| GEO 107 01 DE | FA2020 | Nejely, Thomas 516825 |
| GEO 107 01 DE | SP2021 | Nejely, Thomas 516825 |
| GEO 107 01 DE | FA2021 | Nejely, Thomas 516825 |
| HST 101 01 | FA2017 | Nejely, Thomas 516825 |
| HST 101 01 DE | FA2020 | Nejely, Thomas 516825 |
| HST 101 01 DE | FA2021 | Nejely, Thomas 516825 |
| HST 102 01 DE | WI2021 | Nejely, Thomas 516825 |

Klamath Community College Instructional Program Review:

| | | |
|--------------------------------|--------|---------------------------|
| HST 103 01 DE | SP2021 | Nejely, Thomas 516825 |
| HST 103 01 DE | SP2022 | Nejely, Thomas 516825 |
| HST 201M 01 DE | WI2021 | Nejely, Thomas 516825 |
| HST 201M 01 DE | SP2021 | Nejely, Thomas 516825 |
| HST 201M 01 DE | FA2021 | Nejely, Thomas 516825 |
| HST 201M 01 DE | WI2022 | Nejely, Thomas 516825 |
| HST 203 01 | SP2018 | Nejely, Thomas 516825 |
| HST 203M 01 DE | SP2021 | Nejely, Thomas 516825 |
| PSY 201A 01 | FA2021 | Russell, Denise 574565 |
| PSY 201A 01 DE | WI2022 | Russell, Denise 574565 |
| PSY 201M 01 DE | FA2021 | Fenyk, Juliet 543413 |
| PSY 202A 01 DE | WI2022 | Russell, Denise 574565 |
| PSY 203A 01 DE | SP2022 | Russell, Denise 574565 |
| PSY 226 01 DE | SP2021 | Russell, Denise 574565 |
| PSY 228 01 | WI2021 | Maurer, Gaylyn 562222 |
| PSY 233 01 DE | SP2022 | Gravley, James 567066 |
| PSY 235 01 | WI2019 | Maurer, Gaylyn 562222 |
| PSY 236 01 DE | SP2021 | Fenyk, Juliet 543413 |

APPENDIX B POWERPOINT SLIDES

Social Sciences Program Review

Anthropology

Economics

Geography

History

Psychology

Psychology - AGS


Political Science

Sociology



Who We Are – Faculty meeting Instructional needs


| | |
|--|--|
| <p>Full Time Thomas Nejely Denise Russell (Jim Gravley) (Joni Hansen)</p> | <p>Needs</p> <p>ATH – adjunct Instr SOC – adjunct Instr ECO – F2F Instr</p> |
| <p>Part Time PSY Melanie Carter Arias ECO Corri Ellis PSY Juliet Fenyk PSY Galylyn Maurer</p> | |



Goals & Accomplishments in Achieving Goals


Strategic Plan 2.0

- **Goal 1 implement possible programs, or certificates** – Accomplished in 2019 AGS-Psychology.
- **Goal 2 Increase enrollment in chronically low-enrollment classes** – online delivery has solved the problem described in this goal. Examples HST201, HST 101 Fall terms. In the following charts, F2F classes were chronically low, and as soon as an online version was offered, enrollment skyrocketed.
- **Goal 3 Develop additional Psychology transfer options** – OIT agreement revised/updated in 2022; SOU agreement did not proceed due to Dan Sheahan leaving and SOU internal troubles.
- **Goal 4 Improve retention within a term** – The goal was to improve student success rates, persisting from 2nd week to last week. Data provided by IR was not conclusive, there may not actually have been a problem here. The Student Success rate in our Budget data is high.
- **Goal A the faculty members of the social sciences department will participate, coordinate, or lead wellness activities for staff or students on campus** – Trails in 2019, Wellness Center in March 2020 (right when COVID happened), Healthy snacks and other events ongoing; Wellness has matured during this time with help from social sciences faculty.



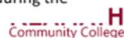
Our Labor Market

- Psychology careers typically relate to Counseling, Social Services, Private practice, Psychiatric hospitals and clinics. These require a range of degrees from Associate’s to MSW to PsyD. However, we are finding that careers are available to students with training that KCC offers.
- Post-COVID staffing shortages have opened new opportunities.
- Careers that potentially match KCC students include
 - social or human services assistant,
 - family advocate, teacher’s aide,
 - home care aide,
 - youth counselor,
 - research assistant,
 - psychiatric or mental health technician,
 - behavioral health specialist.
- Growth in these areas nationwide ranges from 5% - 12% by 2031



Our Resources: Professional Development

- **Tom Nejely** – attended distance learning conferences pre-COVID. Reads voraciously in topics ranging from Artificial Intelligence in the classroom, future trends of higher education, strategic planning, and various history, geography, and DEI topics. Has also attended active shooter, FERPA, and Child Abuse: Mandatory Reporting with Vector Solutions.
- **Denise Russell** –online conferences regarding online teaching and increasing student involvement in the classroom. Learning more about virtual reality to include in several courses, especially the online classes. Currently part of the American Psychological Association and have attended virtual meetings put on by the association. Has also attended active shooter, sexual harassment, FERPA, and Child Abuse: Mandatory Reporting with Vector Solutions. Also, working on learning how to create videos for online classes.
- **Juliet Fenyk** – Regular journal readings such as APA and SPSP. Takes courses on ADA on topics such as hyper-links, videos with transcripts, appropriate websites to use etc. Has also had title 9 training. Is currently working on video creations for students.
- **Corri Ellis** – Attends OEA and NBEA conferences annually. Was President of the Oregon Business Education Association. She was also a member of the Teacher’s Association Network for MBA Research and attended those conferences. She currently attends different virtual conferences when they are available.
- **Gaylyn Maurer** - Has attending meetings on suicide prevention and postvention, best practices in managing telepsychology. Attending classes on threat assessment, FERPA, and mandatory reporting.
- **Melanie Carter Arias**- Online training in ethics, teen abuse and women’s health. Reads textbooks and received training on Canvas from CTL. Also received Title 9 training, sexual harassment and mandatory reporting training during the summer.



Our Resources: Facilities and Equipment

- **VR Headsets:** Plans are moving forward (see future goals) to incorporate Virtual Reality equipment for DEI training. We think this is pretty exciting potential, please read about it.



Effectiveness: student learning outcomes assessment

- All courses show that students are proficient in PLOS according to the methods of assessment. Student attendance and completion were cited numerous times to have an impact on student proficiency.
- To increase student proficiency, the following changes to distance ed courses have been implemented
 - expectations are more explicit and descriptive
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Effectiveness: Student Success Rates Past Four Terms

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Effectiveness: Enrollment PSY

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| Cost In Progress | \$ 169,804 | \$ 205,915 | \$ 259,850 | \$ 226,450 | \$ 253,707 |
| Margin In Progress | \$ 187,237 | \$ 182,559 | \$ 201,494 | \$ 193,145 | \$ 87,851 |
| FTE | 81.40 | 82.69 | 101.16 | 89.51 | 76.61 |



Strengths and weaknesses

Strengths

- Social Sciences and Psychology with consistently positive CMA, with high enrollments, support other programs that are constrained (such as Nursing) by law to small class sizes.
- Social Sciences has one long-term faculty with 23 years at KCC, providing consistency and institutional knowledge. The two full time faculty members in Social Sciences have over 50 years of combined community college teaching experience.
- Social Sciences is a primary provider of Institutional Learning Outcomes including critical thinking and teamwork.
- The Psychology program is strong in its articulation with OIT for its bachelor's degree in Applied Psychology.
- A wide Social Sciences portfolio of online classes has allowed a regional/national/global reach for enrollments.
- A wide portfolio of Accelerated Learning partner schools in History, Geography, and Political Science provides the college with a solid enrollment stream from around the state. Social Sciences seeks to provide strong support and encouragement for our high school partners, knowing that their positive experience leads to word-of-mouth interest from other schools. (KCC is not allowed to promote or market dual credit outside our immediate community). We very much appreciate Kelly Kandra and her team for their meticulous record keeping and organizational skills.



Strengths and weaknesses

Weaknesses

The primary difficulties faced by social sciences are:

- Shortage of adjunct instructor pool
- Lack of a Dean, and clarification of lead roles
- Resuming conference attendance post-COVID
- Succession planning and information continuity – hopefully this is not a problem going forward, but when Denise came on board, no information about Dan's work with community partners was available.



New goals and plan

3.0 Strategic Goals

Goal 1 Obtain and pilot VR software to use in classes for diversity, and equity, as well as for experience and training.

Body Swaps – DEI training via VR. Psychology has been working with the Center for Teaching and Learning, to incorporate virtual reality into the classroom. We will be using the software from a company called BodySwaps that allows students to participate with or without having a VR headset. They will be able to do DEI training, practice their interviewing skills, customer service skills and specialized training in working with clients with certain disorders. Pilot will begin 2023-2024.

Goal 2 Increase partnerships with local counseling agencies and organizations that would possibly hire future graduates but also allow students to volunteer or do an internship.

Currently, the Psychology Lead is reaching out to several organizations that may be able to offer internships or work experience to students while they are still attending KCC.

We have also been contacted by Integral Youth Services in Klamath Falls to set up a possible partnership. Klamath Basin Behavioral Health (KBBH) has also offered to have our students participate in their peer support classes which would allow them to work and be paid to be a peer support specialist.



New goals and plan

Goal 3 Offer new classes as options for social sciences – GEO, PSY

- GEO105/105L as a lab science, with no-cost text and no-cost lab materials for DE students.
- Social Psychology – Pilot 2023-2034
- Prerequisites – revisit to improve student success
- Research Methods – especially for SOU students
- Changes resulting from Oregon course common numbering

Goal 4 Offering the degree(s) to be fully obtainable online.

- The EDU program has indicated a goal to create an AAOT-History to facilitate students who will become Middle- and High-School teachers. This may require development of World History series.
- The PSY-AGS program is able to be accomplished fully online. Improvement is needed in students completing the degree in two years.



Appendix C Instructional Program Review Rubric

| INSTRUCTIONAL PROGRAM REVIEW RUBRIC | | | | |
|---|---|--|--|---|
| | Highly Developed | Developed | Emerging | Initial |
| 1—Accomplishments in Achieving Goals | Exhibits ongoing and systematic evidence of goal achievement. | Exhibits evidence of goal achievement. | Exhibits some evidence that some goals have been achieved. | Minimal evidence that progress has been made toward achieving goals.. |
| 2—Labor Market Projection | Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection. | Explains projected market demand and discusses several possible actions to address projection. | Minimally explains projected market demand and lists one or two actions to address projection. | Presents labor market demand without analysis/explanation and fails to list possible actions to address projection. |
| 3—Resources | | | | |
| Professional Development | Exhibits ongoing and systematic support of professional development opportunities. | Exhibits support of regular professional development opportunities. | Evidence of intermittent professional development opportunities. | Minimal evidence of professional development opportunities. |
| Faculty Meeting Instructional Needs | Employs a sufficient number of highly qualified faculty to meet instructional needs. | Employs an adequate number of qualified faculty to meet instructional needs. | Has a plan to employ an adequate number of qualified faculty to meet instructional needs. | Faculty numbers and/or qualifications are insufficient to meet instructional needs. |
| Facilities and Equipment | Facilities and resources meet current and future needs. | Facilities and resources meet current needs. | Evidence of a plan to have facilities and resources meet current and future needs. | Minimal evidence that facilities and resources meet current and future needs. |
| 4—Effectiveness | | | | |

Klamath Community College Instructional Program Review:

| | | | | |
|---|--|--|--|---|
| Student Learning Outcomes Assessment | Exhibits ongoing and systematic SLO assessment to adjust instruction. | Exhibits student learning outcomes assessment and uses results to change instruction. | Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction. | Minimal evidence of SLO assessment. |
| Student Success | Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them. | Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them. | Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them. | Minimal description of trends and/or fails to formulate plan to address them. |
| 5—Budget | Financial resources meet current needs and are projected to meet future needs. | Financial resources meet current needs. | Evidence of a plan to acquire financial resources to meet current needs. | Minimal evidence that financial resources meet current needs. |
| 6—Strengths and Weaknesses | Strengths and weaknesses are described accurately and thoroughly. | Most strengths and weaknesses are described accurately and thoroughly. | Some strengths and weaknesses are described accurately and thoroughly. | Minimal evidence that strengths and weaknesses are described accurately and thoroughly. |
| 7—New Goals and Plan | Multiyear planning process with evidence of use of assessment data in planning. | Multiyear planning process with some assessment data. | Short-term planning process recently implemented. | Minimal evidence of planning process. |
| 8—Overall Evaluation | Evidence of ongoing systematic use of planning in selection of programs and services. | Exhibits evidence that planning guides program and services selection that supports the college. | There is evidence that planning intermittently informs some selection of services to support the college. | Minimal evidence that plans inform selection the of services to support the college. |
| | Highly Developed | Developed | Emerging | Initial |

