# Maine Community College System Five Year Program Review

College: <u>Central Maine Community College</u> Program: <u>Psychology</u>

CIP: <u>42.0101</u> Credentials: <u>Associate in Arts (AA)</u>

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Date: <u>September 2024</u> Period of Review: <u>AY 2018/2019-2022/2023</u>

#### **Program Overview:**

1) **Program description** (from the most recent college catalog):

The Associate in Arts degree in psychology explores the foundations of behavioral science and human development. Students in the program will acquire knowledge of the major principles, theories and frameworks that guide the field of psychology. Through the application of scientific reasoning and research, students will understand, predict and effectively address the behavior of individuals and groups. The curriculum in this program provides a foundation for employment in public service or transfer to a four-year institution.

2) Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
1. Describe major concepts, principles and themes that explain human thought and behavior.	
2. Utilize behavioral science reasoning to understand, predict and effectively address the behavior of individuals and groups.	
3. Apply foundational theory and conceptual frameworks to social issues through analysis and research.	
4. Develop strategies for effective communication in professional settings.	
5. Understand the complexity of socio- cultural diversity and social inequality in the inquiry and analysis of psychological issues.	

#### 3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:

Credentials Awarded								
Credential AY1920 AY2021 AY2122 AY2223 AY232								
AA	n/a	n/a	n/a	n/a	3			

#### 4) Program Graduates Employed:

n/a
n/a
n/a
n/a

# 5) Partnerships, collaborations, associations and memberships

- a) Advisory Meeting Dates and Attendance (past 3 years)
  There has not been an advisory committee meeting scheduled for psychology. There is a pending date scheduled for October 2024.
- b) Program external accreditation, associations, and memberships (if applicable):

# 6) Other Indicators of student success, direct and/or indirect, which may include:

	AY1920	AY2021	AY2122	AY2223	AY2324
Licensure/certification pass rates (if applicable)	n/a	n/a	n/a	n/a	n/a
Program Advisory Committee Member Survey (on scale of 1-					
5 averaged):					
Program Curriculum					
Technical currency of the program					
Preparation of program graduates for work in the field					
Communication from program administration/faculty					
Overall quality of the program					
Other (please specify):					

## 7) Student demographics:

Admissions									
AY1920 AY2021 AY2122 AY2223 AY2324									
Fall Applications	n/a	n/a	n/a	n/a	122				
% chg in Fall Applicants from PY									
Enrolled (Yield)					41				
% chg in Enrolled from PY									

Student Enrollment <sup>1</sup>									
AY1920 AY2021 AY2122 AY2223 AY2324									
Unduplicated Headcount Enrolled in Program	n/a	n/a	n/a	n/a	61				
% chg in Headcount from PY									
Enrolled Credit Hours					1586				
% chg in Credit hours from PY									
FTE					106				
% chg in FTE from PY									

<sup>&</sup>lt;sup>1</sup> = students within the program in the fall of the academic year

Student Success									
Cohort Year	AY1920	AY2021	AY2122	AY2223	AY2324				
Cohort Enrollment	n/a	n/a	n/a	n/a	91				
Retained to the next semester					84%				
Retained to the next year									
100% of program time					0%				
150% of program time					0%				
200% of program time					0%				
Transfer Rate (non-graduates) <sup>2</sup>					0%				
Transfer Rate (graduates)					0%				
Enrolled in Another Program <sup>2</sup>									
Graduated from Another Program <sup>2</sup>					0%				

<sup>&</sup>lt;sup>2</sup>. Determined at the maximum graduation point in this table, i.e. 200%

# 8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.

### **Program Strengths:**

- The psychology (PSY) program started in the fall of 2023 and has been a popular option for students from the start.
- The PSY program is housed within the Public Service and Social Sciences department so students can take
  courses and interact with faculty across the department's disciplines. This allows students to tailor their
  learning experiences to multiple industries where a PSY degree would be beneficial, including crisis work,
  social work, behavioral health care, public policy, criminal justice, etc.
- The Public Service and Social Sciences Department offers a rich pool of full-time and adjunct instructors spanning many industries, including the criminal justice system, social work, behavioral health care, and other social services. Students have opportunities to learn from and network with these professionals and explore a variety of career fields.
- Despite being a newer program for CMCC, the PSY program has 125 students enrolled for the Fall 2024 semester.
- The program has strong articulation agreements with the University of Maine System and more program-toprogram agreements with other colleges in development.
- The Public Service Simulation Center provides sufficient infrastructure for the future growth of hands-on learning modules.
- The program can be completed 100% on-campus, 100% online or hybrid.
- The Public Service Advisory Board consists of law enforcement officials, a Maine's Department of Health and Human Services representative, and a director with the National Alliance on Mental Illness (NAMI) to guide all programs in the department.
- A Public Service career fair is held each April to expose students to a wide range of local and state agencies they can consider for internships and future employment.

#### **Challenges:**

• The PSY program enjoys healthy enrollment but has one behavioral health industry expert as a full-time faculty member to advise students. The PSY program enrollment will likely continue to increase, directly impacting the advising load per full-time instructor.

• Due to the nature and wide array of social service and behavioral health occupations, each student has unique career counseling and well-planned course selection. A lot of time is needed to advise each student to ensure correct choices are being made.

## Planned steps for continuous improvement:

- There are opportunities to expand community partnerships with local and state agencies to provide sites for internships and field trips.
- The faculty plans to incorporate more hands-on modules for the PSY program, including de-escalation tactics, interviewing techniques, home visits, community engagement, etc.
- The faculty plans to host PSY-related events to build culture and a sense of cohort throughout the student body.
- The faculty is in the planning stages for a proposed advanced certificate that would build upon the PSY and Social Sciences degrees. This certificate would incorporate skills-based content and combine coursework in social work, crisis services, criminal justice, etc.
- Continuing the development of articulation agreements with other four-year institutions.
- Consider another full-time instructor to meet enrollment demand.

# Five-year Assessment Plan for Student Learning Outcomes

<u>Psychology</u> Name of Program or General Education Domain September 2024

Date

Learning goal:

		Source(s) and type of				Ass	essme	nt Goal
		assessment artifact(s) that			Assessment		was	:
		will be collected (e.g.:			Outcome			
		embedded questioning,			(Number of	Met	Not	Pending
	Academic year	capstone assignments,	Method(s) to be		Students		Met	Review
	during which	standardized testing,	used for	Assessment Goal	Achieving an			
Student learning	assessment will	performance observation,	assessing	(targets/criteria) for	"acceptable" or			
outcomes:	occur	portfolio reviews, etc.)	artifact(s)	direct measure	better)			
Describe major	1	Discussion Boards, case	Evaluation of	75% of students will	100% of students	Х		
concepts, principles		studies, and written	assignments,	earn a C or higher in	earned a C or			
and themes that		assignments.	exams, and	the program's core	better in the			
explain human			projects follows	courses.	identified			
thought and behavior			standardized		courses.			
			rubrics.					
Utilize behavioral	2	Assignments, exams, and	Evaluation of	75% of students will	100% of students	Х		
science reasoning to		capstone or fieldwork	assignments,	earn a C or higher in	earned a C or			
understand, predict		experience.	exams, and	the program's core	better in the			
and effectively			projects follows	courses.	identified			
address the behavior			standardized		courses.			
of individuals and			rubrics.					
groups								
Apply foundational	2	Capstone and research	Evaluation of	75% of students will	100% of students	Χ		
theory and		papers.	assignments,	earn a C or higher in	earned a C or			
conceptual			exams, and		better in the			
frameworks to social			projects follows					

issues through analysis and research			standardized rubrics.	the program's core courses.	identified courses.		
Develop strategies for effective communication in professional settings	2	Research projects, assignments, and cumulative projects.	Evaluation of assignments, exams, and projects follows standardized rubrics.	75% of students will earn a C or higher in the program's core courses.	100% of students earned a C or better in the identified courses.	X	
Understand the complexity of socio-cultural diversity and social inequality in the inquiry and analysis of psychological issues	1	Discussion posts, class conversations, case studies, literature review projects.	Evaluation of assignments, exams, and projects follows standardized rubrics.	75% of students will earn a C or higher in the program's core courses.	100% of students earned a C or better in the identified courses.	X	

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.