

SOCIAL SCIENCES/PSYCHOLOGY DEPARTMENT & PROGRAM REVIEW (2025)

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Section 1: Report on Previous Goals & Requests

Previous APR Goal	What Happened (support with data/evidence)
<p>Goal 1: Greater integration of online teaching resources for all FT faculty and PT faculty. Based on unexpected situations where faculty have to step into online courses with limited resources or training, we would like to develop a shared library of resources to make it easier to address unexpected shifts in scheduling demands.</p>	<p>The rapid shift to online learning during the pandemic accelerated the need for faculty to enhance their online instructional design skills. To meet the April 2026 deadline for digitally accessible content, Dr. Andria Woodell collaborated with COCC Instructional Designer, Theresa Harper, to develop ADA-compliant course shells for courses the two Introductory Psychology courses (PSY201z and PSY202z). This approach allows faculty to easily adapt the shells to their teaching style.</p> <p>While this project will significantly benefit the instructors, Dr. Woodell's request for additional instructional load for this task was denied.</p>
<p>Goal 2: Sustainable transformative learning model to provide professional development opportunities for students. We would like to move COPE to a new level which will allow us to give students necessary opportunities explore and understand the professional fields they wish to enter.</p>	<p>The Psychology program has been significantly expanded the extracurricular experiences to include a comprehensive Psychology Immersion Experience that supports student professional development and career exploration beyond the classroom. See Section 5 for more information.</p>
<p>Goal 3: Work on updating the SLOs for courses.</p>	<p>Psychology 201z and 202z have been revised after the state Common Course Numbering recommendations.</p> <p>A review of all specialty courses is necessary to ensure alignment of their learning outcomes with the new standards.</p>
<p>Goal 4: Develop research opportunities for students on campus. At many universities, involvement in research is expected from the Freshman level and is almost mandatory for admission to graduate school. As our students transfer we want them to have the necessary experiences to help with a seamless transition.</p>	<p>The Indonesia Field Study provides students with an opportunity to conduct international field research and gain firsthand experience in conservation practices.</p> <p>The Undergraduate Research Lab enables students to participate in human-subjects</p>

	<p>research, culminating in presentations at conferences or university research festivals.</p> <p>See the strengths and accomplishments section for more details.</p>
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Section 2: Fulfilling Your Mission

SOCIAL SCIENCE MISSION STATEMENT:

Social Sciences engages students to create an inclusive environment which fosters personal growth, appreciation of local and global diversity, and critical thinking to understand complex social issues.

We continued to develop the activities associated with our Psychology Immersion Experience. Many of the activities in our Learning Community focus on cross-collaboration between departments, which often brings in new perspectives for students to consider beyond psychology. All students are welcome to these events, so we create a fun and supportive environment for COCC students to network. The Indonesian Field Study has a strong emphasis on international communities. Finally, students are allowed to choose their own pathway when determining which activities they want to engage in to develop personally and professionally.

A new full-time psychology-behavioral health faculty member was hired to strengthen the connection between the Psychology and Behavioral Health programs and to better serve the large number of psychology majors interested in counseling or clinical careers.

The Center for Southeast Asia and its Diasporas at the Jackson School of International Studies, University of Washington granted the Indonesia Field Study Program \$3000.00 per year in funding to offset the cost of the program. In addition, we receive \$1,000.00-3,000.00 per year from the One Earth Institute (<http://oneearthinstitute.org>) for the program. Both of these collaborations allow us to keep costs for students down, and are solely responsible for why we have not had to raise the program fee for them. Finally, the Gilman Grant changed the rules to allow study abroad programs less than one month in duration to be eligible for funding. No Indonesia Field Study students have received this award as of yet.

A Strategic Funding Grant was awarded to purchase initial materials and support an instructional coordinator position for the Undergraduate Research Lab. In 2024-2025, this individual assisted Dr. Woodell in strengthening curriculum, improving program structure, and facilitating communication with OSU partners. Evidence of success: largest cohort applied to UGRL in Winter 2025!

The Friday Learning Community structure was revised to incorporate clubs, guest speakers, and seminars, thereby increasing student engagement. Curriculum across all introductory psychology courses was coordinated to include projects and activities that support student involvement in the Friday Learning Community.



Section 3: College Goals and Initiatives

Psychology faculty have been involved in common course numbering and major transfer maps discussions. The introductory psychology courses (PSY201z and PSY202z) are now updated to align with the state-wide psychology outcomes for those courses. Andria Woodell served on the first MTM discussion for psychology for approximately a year. This discourse was paused as the CCN discussion began. Sean Roberts volunteered for the new MTM discussion, but the state-wide group opted to go with a much smaller team of representatives that will seek feedback from the different stakeholders once discussions are complete.

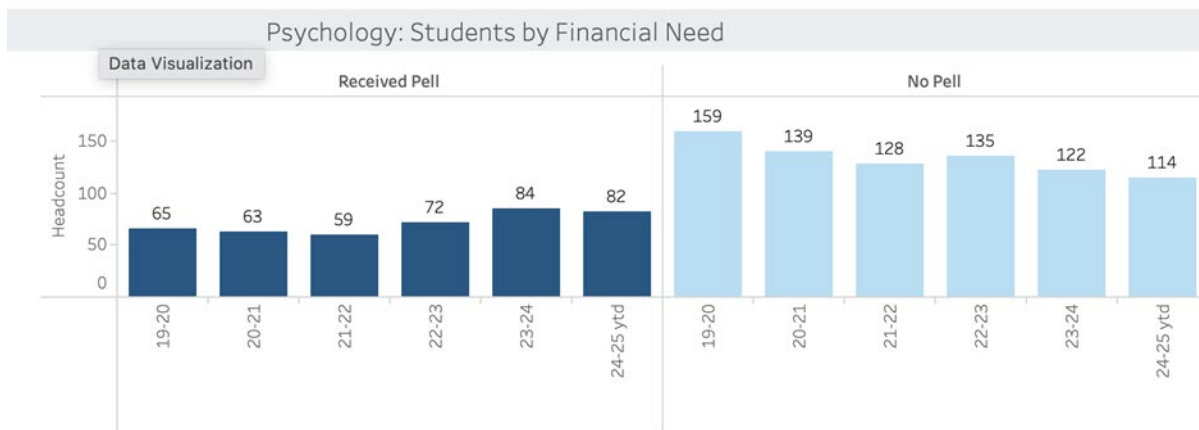
Psychology is currently participating in the campus wide Course Assessment projects and is in our second year of a three-year plan. Assessment of Introductory classes 201z and 202z has been completed. We are in the middle of assessing all non-lab/non-intro classes. Next year we will assess the non-social science outcomes (Science, Cultural Literacy, etc.).

The college is prioritizing developing educational pathways that facilitate exploration of majors and support student engagement through advising and career development. The Psychology discipline has already established a successful model for a complex transfer degree that demonstrates the value of allowing students to explore options rather than prematurely narrowing their focus. This could be a potential model for the College as the work on the educational pathways begins to be applied campus wide.

Section 4: Diversity and Inclusion Insights

Year after year approximately a quarter of our students in our psychology classes identify as BILAPOC. This reflects the data when compared to all disciplines suggesting that BILAPOC students are enrolling in psychology classes at a similar rate to other disciplines. In addition, the data indicates that BILAPOC students are successfully completing psychology courses at a similar rate to those who identify as White. We interpret this similarity to patterns in the larger college positively. Our goal is to be representative of the larger community.

Not surprisingly we see that the majority of the students who take psychology classes self-identify as female. This is reflective of national trends in this discipline and mirrors the gender disparity in the careers psychology leads to such as counseling, health, and education.



Over the last four years, as noted by the graphic above, we are seeing a higher percentage of our psychology students being those who received Pell Grants. This suggests we are generally seeing more students with great socioeconomic needs and challenges. Those students have on average a 3% less successful rate of course completion which again mirrors patterns with overall COCC data.

The psychology department has been offering about 25% of its course offerings in an online format over the past three years. These classes have an over 90% fill rate indicating that they are meeting the demands of our students and show successful course completion rates that mirror the in-person offerings. In addition, psychology has responded to requests to be able to offer 3-4 classes a year in Redmond, 2-3 in Madras, and starting in AY 22-23 a class or two a year in Prineville. This has expanded students' abilities to take psychology classes and supported our branch campus offerings.

Section 5: Strengths and Accomplishments

A key accomplishment has been the development of a comprehensive Psychology Immersion Experience, significantly expanding psychology-focused extracurricular activities. This program provides students with opportunities to explore the major, develop professional skills, and investigate career options. Key components of the Immersion Experience include:

- **Weekly Friday Learning Community:** This forum provides a venue for club meetings and social events, invited speakers, and professional development and career exploration seminars.
- **Quarterly Campus Showcase:** This event features student projects, highlights club activities, and connects students with transfer institutions, COCC resources, and community organizations.
- **Curriculum Enhancements:** The curriculum has been revised to include seminars supporting faculty and student engagement in the Learning Community, including Psychology Readings (PSY250); Indonesia Field Study (PSY261, 262, 263); and Undergraduate Research Lab (PSY 290). In addition, all psychology faculty have course assignments that encourage student participation in the Learning Community either formally or through extra credit.
- **Undergraduate Lab and Field Research Opportunities:** Students can participate in research through the Indonesia Field Study and the Undergraduate Research Lab.

- **Enhanced Transfer Partnerships:** Increased student engagement with transfer partners is facilitated through initiatives such as the OSU Research Fellows program and participation in the OSU and UO Undergraduate Research Weeks.
- **Career Exploration Resources:** A shared psychology Canvas Advising Hub for Transfer and Career Guidance and a new "Careers for Psychology" course (launching Fall 2026) provide career exploration support.
- **Conference Participation:** Students are supported in presenting at conferences such as the Annual Conference on Teaching, the Western Psychology Conference, and the Annual COCC Early Childhood Education Conference.
- **COPE Club:** The ASCOCC-affiliated COPE club is open to all students interested in psychology.
- **PSI Beta:** This chapter of the National Honors Society for psychology students at community colleges is the first such chapter in Oregon. Over 120 participants are enrolled in COPE teams and Psi Beta teams. There have been 27 Psi Beta Inductees since Spring 2024.
- **Support for Additional Student Clubs:** The program also supports additional student clubs, such as the Neuroscience Club (4 members) and the Umbrella Club (8 members) mentored by Dr. Matthew Novak.

While comprehensive assessment tools are under development, several indicators suggest program success. Psychology is one of the largest transfer majors on campus.

- The **Friday Learning Community** evolved out of the once per term COCC Showcase, due to students requesting more interactions earlier in the term. Average student participation in the Friday Learning Community during our first term in new format, Winter 2024, was 8-12 students per week. Spring 2024 participation was 14-18 students. Fall and Winter quarters of the 2024-2025 academic year, we have been averaging 25 – 30 students each week, totaling about 275 visits per term.
- Even though we moved away from a single meeting per term event to weekly events, we continue to embrace **COCC Showcase** as the final Friday Event each term. Winter term Showcase 2024 included about 10 student presentations and 20 total participants. Spring Showcase included 18 student presentations and 35 students. The Fall 2024 COCC Showcase included 26 student presentations and had 65 student participants.
- The **Undergraduate Research Lab (UGRL)** has trained 34 students during 2021-25. Four students in the 2022-23 cohort transferred to universities, and two students were accepted into Master's programs. They have engaged with research through internships, research labs at other institutions, and presentations at research conferences. From the 2023-24 cohort, seven students transferred to universities. Two students won national research awards through Psi Beta. Several members of this cohort presented at the OSU-C Annual Undergraduate Research Festival and the Campus Showcase. In 2024-25, the UGRL had its largest winter cohort to date, with 11 students currently participating in research training. These students are contributing to both a national Psi Beta project and a COCC public health grant-funded project.
- The **Indonesia Field Study** has expanded its collaborative efforts to include new partnerships and engagement with additional COCC disciplines, such as Biology. Student participation has been increasing since inception (despite a pandemic). IFS started at COCC in 2012 with one student. In 2023, there were 8 students. In 2024, 6 students and 2 biology professors. In 2025, 10 students will be completing the trip, our largest ever cohort.

Section 6: Challenges

The Psychology program at COCC serves a significant student population, consistently ranking as one of the largest intended transfer majors and supporting numerous Career and Technical Education (CTE) programs. This high demand requires the program to offer courses across all modalities, time blocks, and campuses.

Currently, the program faces staffing challenges due to retirements, faculty departures, full-time faculty serving as chair, and a limited pool of part-time instructors. These factors have created coverage gaps as new faculty are trained in specialized areas and online instruction. While the situation is improving, staffing instability will likely persist until all needed full-time faculty positions are filled.

The College has not consistently recognized the value of the Psychology Immersion Experience, Friday Learning Community, or our student research opportunities. Despite the program's success in hosting the largest regularly attended student events on campus, securing adequate support for publicity, funding, and instructional load release for coordinator duties remains a challenge. As a transfer program, accessing resources for outreach activities through campus funding or grants often involves navigating significant administrative roadblocks.

- Budgetary constraints impact program activities. Requests for materials and supplies to support recruitment events have been repeatedly denied, with various College members citing policies against providing food for students and restrictions on non-class-specific supplies. We have attempted to address this issue over the years by working with VPAA office, the Foundation, MPR, IT, and Student Government/Student Affairs over the years with minimal success. Consequently, faculty and students often incur out-of-pocket expenses for these items.
- As we challenge our students to be active beyond the classroom, funding is needed to support these student efforts. Funding availability through ASCOCC has been inconsistent. In addition, our efforts to work with the COCC Foundation have been unsuccessful. Developing reliable funding sources to create equity for which of our students are able to participate in these opportunities is an ongoing issue that we need help to work on.
- While Modoc Hall currently serves as the hub, Modoc is in need of a space that can accommodate larger audiences for speakers and facilitate streaming for off-campus students.

Finally, the current political climate presents potential challenges for the psychology discipline. Increased censorship of certain topics, particularly those related to diversity, equity, and inclusion (DEI), in some regions raises concerns. While the American Psychological Association has updated undergraduate major requirements, COCC's lack of a strong academic freedom statement creates uncertainty about how these trends may impact the psychology program in the coming years.

Section 7: New Goals and Resource Needs

Goal	Resources needed	Potential Avenues
1. Enhance student research opportunities and secure professional development funds for	Continuation of the COCC Institutional Review Board (IRB).	Actively pursuing grant funding for student professional development and research supplies

<p>students and faculty participation.</p>	<p>Non-instructional load release for psychology faculty coordinating undergraduate research.</p> <p>Stable funding source for students who want to participate in professional development.</p> <p>Funding for faculty to participate in professional development related to this specific goal.</p>	<p>Implementing fundraising activities to support student participation in professional development opportunities.</p> <p>Additional PIP funding for faculty as needed.</p>
<p>2. Develop internships and Cooperative Work Experience opportunities.</p>	<p>It is challenging for our transfer faculty to develop community connections for internships or CWE placements. Students who are interested in this option have to cold-call organizations.</p> <p>It would be helpful to have a centralized campus resource with a list of community groups who offer internships/CWE for students. One solution offered at a recent Educational Pathways meeting was to create a website with a list of organizations who have collaborated with COCC in the past or organizations who are interested in future collaborations.</p> <p>It may also help to have a brief description of the company and which majors may benefit from the experience.</p>	<p>A list of online potential intern sites. This may be discussed more in the Educational Pathways teams.</p> <p>The other option is to build it directly into the psychology advising hub and provide load to develop the project.</p>
<p>3. Create an upper campus hub for a student learning community associated with the Educational Pathway targeting Social Science students, through facilities updates to Modoc.</p>	<p>Add technology to support streaming capabilities.</p> <p>Replace the wall between Modoc 104 and 102 with an adjustable wall to create a flexible, expandable space that can accommodate guest speakers, events, and collaborative learning activities.</p>	<p>Apply for funding though campus (facilities, strategic funds request, capital funds)</p>



	<p>Install a television in Modoc Hall to promote events related to Educational Pathway disciplines, campus-wide events, and learning community activities.</p> <p>Purchase new furniture for the foyer to create a more welcoming and functional environment for students.</p> <p>Refresh the building's interior with paint, new carpet, or similar updates.</p>	
4. Increase staffing to support needs of students and campuses.	<p>Psychology is currently the 4th largest program on campus behind exploratory, pre-nursing, and business.</p> <p>Depending on FTE and campus branch expansions, and requests of faculty instructors for Deer Ridge, psychology may need to apply for two adjunct positions or one full-time position to support branch/online offerings, advising, and the expansion of activities associated with the Psychology Immersion Experience to non-Bend students.</p>	This is 100% dependent on the College funding the positions.
5. Secure FT faculty additional load or securing staffing to assist with the coordination and publicity of the different aspects of the learning community and research experiences	<p>Faculty need load release to coordinate projects, develop grants, work with students, seek out community partnerships.</p> <p>OR hire a navigator to assist with the administrative tasks so faculty can focus on the curriculum and student training.</p>	<p>Apply for a grant to fund the Psychology Immersion Experience.</p> <p>Apply for additional load through VPAA office.</p> <p>Note: Many of these activities align with the upcoming Educational Pathway Goals. The work of faculty to support this campus effort should be rewarded accordingly.</p>
6. Establish better advising tools and resources.	<p>The psychology faculty often have higher loads of advisees compared to other transfer programs.</p> <p>A shared Canvas advising hub was created to serve as a centralized</p>	Advising support: the upcoming educational pathways may provide an opportunity to pair with a professional advisor who could assist with the resource updates in the Advising Hub.

	<p>resource for students and advisors. We will continue to update this resource. It would be helpful to have a professional advisor familiar with psychology to work with a psychology professor on the career exploration resources and yearly updates to transfer curriculum.</p> <p>To coordinate appointments, we need a scheduling tool that can be easily implemented through Outlook. ELearning suggested the psychology advisors use a similar model as one of the CTE programs where we would set up an advising Canvas course and our students could review the Canvas calendar and set up appointments through the course.</p> <p>At the moment, this does not seem feasible due to differences between that program's advising structure and ours.</p> <p>Our best option would be to get access to an appropriate scheduling tool linked through Outlook.</p>	<p>Scheduling Tool: OSU-Cascades has been using an Outlook embedded scheduling tool for several years. We spoke with IT to determine if we could adopt the program. It is ambiguous on why the request was rejected. We are uncertain if it is due to finances or new security protocols, but intend to keep investigating.</p>
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