

I. Executive Summary:

This is an interim proposal to add three additional full-time Olympia faculty in psychology. This will enable us to have six regular faculty in psychology to properly staff the psychology Path of Study. These new faculty will be expected to teach online and evening courses and programs that will help us attract the adult and New Majority student populations we are focused on in the New Directions project. Data from Institutional Research and Hanover Research show that psychology is the top area of study preferred by applicants to Evergreen, and of current students. Providing full staffing of this Path group is the quickest way for us to increase our enrollments over the next two years. The psychology faculty will meet again during the 2020-21 academic year to complete their Path proposal, which is likely to include an emphasis on equity, inclusion and multicultural perspectives.

II. General Information [DUE 7/22 BY: Curriculum Workgroup (attempt only highlighted items); COMPLETED BY: Feasibility/Implementation Team]

- 1. Institution Name:** The Evergreen State College
- 2. Date of Proposal:** revised September 18, 2020
- 3. Degree and Program Name:** Psychology Path of Study Interim Proposal
- 4. CIP Code and Title:**
- 5. Proposed Date of Implementation:**
- 6. Primary Contact:** Larry Geri and Julia Metzker

III. Program Overview [DUE 7/22 BY: Curriculum Workgroup]

This proposal is to hire three additional full-time faculty for the Olympia campus with expertise in psychology, at least one of whom should specialize in counseling/clinical psychology. Our surveys of current and incoming students, plus data from Hanover Research, show that psychology is consistently the top area of interest on the part of prospective, incoming and current students. Feedback from a recent focus group suggests that a strong niche for our psychology pathway is to focus on diversity, equity and multicultural perspectives in psychology, perspectives and skills that are not commonly offered by other programs.

At present, we are unable to meet the demand for psychology seats in the curriculum. Over the past three years four Olympia daytime regular faculty in psychology have retired. We now have three regular faculty in psychology, two of whom are new hires with contracts that initiate in September 2020. During the 19-20 academic year we received special funding through HB2158 to support hiring three additional faculty lines in psychology, that were expected to add 75 new students to our enrollments. We planned to hire a third full-time psychology faculty during the 19-20 academic year, but the search for a candidate with expertise in counseling/clinical psychology focused programs was unsuccessful.

The addition of three full-time faculty would create the capacity needed to support a robust pathway in psychology that provides consistent access to high-quality curriculum through first year, foundational, intermediate and advanced programs to students. This expansion of psychology seats is the most

immediate and direct strategy for increasing our enrollment in the short-term, beginning in the 2021-22 academic year.

Provide a description of the proposed initiative/curriculum and its goals in the context of the Evergreen State College mission.

IV. Program Design [DUE 7/22 BY: Curriculum Workgroup]

- 1. Provide details on specific proposed curricular content, including the number and type of offerings, learning outcomes for students, number and type of faculty required (e.g, “regular” converted/tenure track faculty, adjuncts/visitors, “professors of the practice,” etc.), and assumptions about the student/faculty ratio.**

With six regular Olympia psychology faculty we would have the potential to enroll up to 300 students per quarter in psychology-related interdisciplinary programs, assuming each of these faculty team teach with a faculty member from another discipline. In addition, we have significant capacity in our evening and weekend psychology offerings. Actual capacity each quarter would depend on the set of team-taught vs. individual programs provided in Oly-Day. The psychology faculty will meet during the 2020-21 academic year to clarify the contours of this Path’s curriculum and will recommend what additional sub-fields of psychology we should aim for in the two remaining hires we propose.

- 2. How would the program intersect with current or proposed curricular structures, including Paths of Study?**

This proposal is to provide additional faculty resources to support a new Path of Study in psychology.

- 3. What would be the primary methods of instructional delivery? This could include on-campus, low-residency/hybrid, distance, competency-based approaches. When would they be offered (as part of the Oly-Day program? Evenings and weekends? Both?)**

This is a question the psychology faculty will discuss during the upcoming year. Although these hires would initially be expected to teach Olympia-daytime programs, they would also teach regularly in online and evening programs and courses that would be attractive to adult/New Majority students.

- 4. What certificates would be offered as an element of this program? How would they support our workforce development and professional development plans? (Provide currently available details).**

The alumni focus group illuminated the value of entering professional fields with an understanding of equity – in particular how understanding systemic oppression, power, and privilege provides a lens for better serving society through professional work. The psychology path will collaborate with others on campus to develop an equity certificate students can earn while pursuing their degree. Additional certificates will be considered when the psychology faculty team convenes this fall.

- 5. What specific student population(s) would be served through this initiative? For undergraduate-focused initiatives, how would both lower division and transfer students be able to complete the program?**

Although initially these new faculty would focus on teaching in Olympia-daytime programs over the next 2-5 years we need to shift our curriculum to evening/weekend and online courses as demand for these

offerings increases. When our faculty meet this fall a key goal will be to clarify specific areas of intermediate and advanced psychology that the Path would commit to offering in the years ahead. It is those latter programs that would be of particular interest to many transfer students.

6. **Organizational chart illustrating the administrative structure of the program (if applicable)**
7. **Physical location(s) of course offerings; describe any locations off main campus**

It is possible that over time we could offer courses and programs that would benefit students at the Tacoma campus.

8. **Admission standards and criteria, if relevant. NA**
9. **Degree Program Options, if applicable NA**
10. **Description of how academic work in related fields may apply to this program.**

A number of faculty from a variety of related fields, including sociology, have expressed interest in teaching programs and courses that would explore health and wellness. It is very possible that this area of emphasis could be incorporated into the group's ultimate Path proposal.

11. **Interdisciplinary or undergraduate/graduate program collaborations (if applicable)**
 - a. **Advising and Support**
 - b. **Undergraduate Curriculum**

V. Equity and Inclusion. [DUE 7/22 BY: Curriculum Workgroup]

1. How does the design of the proposal impact equity and inclusion in the college's systems and structures?

Many psychology offerings at Evergreen, notably but not exclusively Multicultural Counseling, have emphasized an equity, diversity and multicultural framework, and that is likely to continue. This was a strong recommendation from a focus group of Evergreen graduates held on July 22nd, 2020. Our psychology faculty have historically been faculty leaders in encouraging the institution to adopt a strong equity perspective.

VI. Provide a three-year implementation plan for the proposal. [Draft of this section DUE 7/22 BY: Curriculum Workgroup. COMPLETED BY: Feasibility/Implementation Team]

This would include faculty and staff hiring, partnership plans, etc. Which elements, if any, could be implemented as soon as Fall 2020? Which elements in the longer term, Fall 2021 or subsequent years?

If these hires are funded, they would ideally occur during the 2020-21 academic year, and the three new faculty would begin teaching in fall 2021.

VII. Institutional Resources [Draft of this section DUE 7/22 BY: Curriculum Workgroup (attempt only highlighted items) COMPLETED BY: Feasibility/Implementation Team]

1. **What supporting structures at the college would need to be added or enhanced in order to provide support for this initiative? In particular, what student services structures are needed to support the new groups of students we hope to attract or new curriculum being offered?**
2. **What new expenses are required for the program? What physical resources and instructional resources will be needed? (lab space, buildings, equipment, etc.)**
3. **If no new resources are required, provide rationale.**

The students enrolling in programs and courses in this Path would benefit from the “wraparound” advising services being proposed by the Advising team. One of the challenges of teaching psychology programs and courses is the reality the many students seek to better understand their own issues, which can make teaching in this field daunting. Further, many students are interested in social work and helping professions, not necessarily psychology. Ideally the Path curriculum will include a mixture of programs that will meet students with this set of interests.

Should the hiring proposals from the psychology Path team include an experimental psychologist, it is possible that new hires in that subfield could request additional support to fund a psychology lab.

4. **What are the resource implications for the new program? (Financial aid? Registration? Program costs? IR? Marketing?)**
5. **What are the costs and feasibility of implanting these structures?**
6. **How would the new program impact the college’s data systems?**
7. **If program is product of inter-institutional planning, specify partner institutions and their locations.**

VIII. Program Demand /Reputational Impact/Comparability with Programs at Competitor Institutions.
[COMPLETED BY: Curriculum Workgroup & Implementation Team]

1. **Provide summary of the available data that document student and community demand for the program; provide a detailed explanation of other reasons or circumstances indicating demand.**
2. **Assess the likely impact of the proposed curriculum on the college’s reputation.**
3. **Comment on the comparability of the new program curriculum with other programs:**
 - a. **Are there similar programs offered at other WA institutions? If yes, where?**
 - b. **Are there similar programs offered at other private WA institutions? If yes, where?**
 - c. **Are there opportunities for articulation with other institutions, particularly in WA?**

IX. Fiscal Plan [COMPLETED BY: Feasibility/Implementation Team]

1. **Cost and Revenue Analysis. Estimate the program costs each year over the initial 3-5 year period.**
2. **What are the likely revenue sources available to support the program?**

X. Enrollment Impact [COMPLETED BY: Feasibility/Implementation Team]

1. **Provide new student enrollment estimates by year for the next five years.**
2. **For elements of the proposal that could be implemented by fall 2020, assess whether the positive impacts on enrollment/reputation make such quick implementation advisable.**

3. Will this enrollment represent an increase in total FTE for the institution? If yes, describe impact.

XI. Program Evaluation Procedures . [COMPLETED BY: Curriculum Workgroup & Feasibility/Implementation Team]

1. - Identify the procedures that will be used to evaluate program design and delivery as they relate to the findings regarding student learning.

XII. Course Syllabi – Provide relevant syllabi if available. [COMPLETED BY: Curriculum Workgroup]

- a. Attach all course syllabi to include the below components:
- a. Course descriptions
 - b. List of course prerequisites
 - c. List of course objectives
 - d. List of required texts
 - e. Description of anticipated learning activities
 - f. Evaluation plan
 - g. List of expectations, including preparatory reading/assignments, classroom expectations, etc.

XIII. Are there accreditation implications? . [COMPLETED BY: Feasibility/Implementation Team]

XIV. External Review and Response . [COMPLETED BY: Curriculum Workgroup & Feasibility/Implementation Team]

XV. Final Program Approval – [COMPLETED BY: Provost Office]

The _____ as described above is approved for implementation on the dates set forth below, last date entered being the effective date of this approval:

Signatures:

Proposers

David McAvery, Associate Vice Provost for Student & Academic Life date

Acting Provost and Vice President of Student & Academic Life date

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