Psychology
PROGRAM REVIEW REPORT
2014-2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Brown, Ricky	Brown, Malaika	
Skalicky, James	Levine, Brianne	
Guttman, Kenneth	Peterson, LaRynda	
Kim, Andrew	Ramos, Michael	
	Resch, Amy	
Perry, Carolyn	Rizk, Sharon	
	Shaw, Tammie	
	Tate, Erin	

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I. Executive Summary

Program Description:

Psychology is the scientific study of behavior and cognitive processes. Using the scientific method, this discipline examines thoughts, emotions, and behavior from biological and physiological perspectives. Courses in psychology satisfy general education requirements for an associate degree in liberal arts with an emphasis in social and behavior sciences, and lower division transfer. The Honors Program includes two psychology courses: *PSY 206H Child Growth and Development – Honors* and *PSY 250 Honors Topics Seminar*.

Courses are offered in the day and evening and in late-start and online formats.

Strengths/Effective Practices:

Courses are equally available to day and evening students. Distance Education is available to all students in the discipline and is designed to meet the needs of nontraditional students.

Through the Study Abroad program, the Psychology Department has established a working relationship with the University of Salamanca, Spain.

PSY 103 Social and Behavioral Statistics section offerings has been reinstituted to support the new Psychology AA for Transfer Degree. The course will be available in spring 2013.

PSY 203 - Research Methods in Psychology, which is also a component in the AA for Transfer degree is being expanded to three sections in fall 2014 to accommodate additional transfer students.

Course retention is 94% and the success rate is 71%.

Weaknesses/Lessons Learned:

Current offerings of two sections of Psychology 203 lab per semester insufficiently meeting the demands of prospective transfer students.

Recommendations/Next Steps:

Expand lab offerings; hire additional faculty. Select courses need to be updated through curriculum committee (e.g. Psy203).
Delete Psy250 Honors topic seminar.

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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
PSY101 Intro To Psychology	**F09**	6	21	3	17	S13
PSY102 Psychobiology	**S11**	0	1	0	1	S13
PSY 103 Elementary Statistics	**S12**	0	1	0	1	S13
PSY110 Psychology of Religion I	**F10**	0	1	0	1	S13
PSY203 Research Methods in Psychology	**F06**	0	2	0	2	S13
PSY205 Developmental Psych	**F09**	1	4	0	5	S13
PSY206 Child Growth/Devel	**F11**	0	4	0	4	
PSY212 Behavioral Disorders	**S12**	0	1	0	3	S13
PSY213 Drug/Alcohol Abuse	**F09**	0	1	0	1	S13
PSY220 Intro To Social Psych	**F12**	0	1	0	1	
PSY225 Psych Hum Sexuality	**F09**	2	6	3	5	S13
PSY226 Psychology Of Women	**F11**	0	0	0	0	
PSY250 Honors Topics Seminar	**F02**	1	1	0	0	**Recommend deletion**

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Liberal Arts: Social and Behavioral Sciences	AA	2009	44	46	34	
Social and Behavioral Sciences	AA	1950	366	374	327	
AA for Transfer in Psychology	AA-T	2011	N/A	15	60	

TYPE: AA = Associate in Arts   **AS** = Associate in Science Degree   **C** = Certificate   **S** = Skill Award
AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:
1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Review of offerings data show healthy and diverse offerings of times and mix of traditional/DE sections to meet student needs; program considering expanding into Saturday (on campus) courses.

Psy203 lab expanding to 3 sections/semester.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Student retention rates are even across demographics (e.g. ethnic); however a difference noted in success rates (% students receiving grades of A, B, C) between Black student population and others (e.g. Hispanic, Asian).

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Dozens awarded recent transfer degree AA-Psych accepted to various UCs, CSUs, and private universities across the country (increase of 400%).

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle.   Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Upon aggregating all data across instructors, 25% of students exceed outcome expectations, 65% meet expectations, and 10% fall below expectations (based on data from objective examinations and research paper assignments).

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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

		Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
Goal 1 EMP		Assess the need for an ethnics or minority studies program (continued)	A course was developed for Sociology	P	1.1.1
Goal 2 EMP		Develop an associate in arts degree in psychology	An AA for Transfer degree was completed, approved on campus and forwarded to the Chancellor's Office	C	
Goal 3 EMP		Collaborate with CTE programs such as nursing to coordinate the delivery, integration, and scheduling of *PSY 205 Developmental Psychology*	Work on this goal is ongoing	C	1.2.4
Goal 5		As new full-time positions become available, continue to seek new faculty members who will reflect District's diversity.	New hires to be interviewed in near future	P	
Goal 6		Program should utilize statistical data as it is made available to project scheduling needs for future semester.	Statistical data is now available through the Office of Institutional Research Office and is used on a regular basis.	C	1.1.1
		Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
Goal 8		Periodic review of course scheduling to assure most needed classes have sufficient number of sections to assure students can reach their desired academic Goals within a timely manner.	Faculty meets each semester to review course offerings – a faculty chair is needed to facilitate this process	C	1.1.1
Goal 9		The program should	There are no anticipated	P	

			Status	
	anticipate the development of a full-time faculty position to replace retiring faculty and meet the demand for classes	faculty openings in the next year.		
Goal 10	Develop distance education addendums for appropriate courses to increase the accessibility of courses to growing population of students taking courses over the internet.	Due to changes in budget, select number of distance education sections have been restored	C	1.1.1
Goal 13	Continue faculty involvement in professional organizations at the local, regional, and national level.	Faculty are involved as time allows	O	6.1.1
Goal 14	Continue the District's commitment to professional growth and faculty participation in flex activities, faculty development opportunities, and travel.	Faculty are involved as time allows. Faculty have participated as presenters at FLEX Day activities.	O	
Goal 15	All facilities, equipment, and technology should be continuously maintained to support the instructional needs of students and faculty	A request for comprehensive review of the LB and HH buildings, where most Psychology classes are taught, has been submitted in the Educational and Facilities Master Plan and this budget	O	3.1.4
	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Year 1 Strategic Plan Objectives**
Goal 16	Continue to integrate technology within the curriculum and incorporate decision making activities through computer technology	Individual instructors integrate technology to their level of interest and training.	O	
Goal 17 **2006-07**	Continue to monitor enrollment trends in order to schedule and adequate number of sections in appropriate courses to meet the needs of students.	Faculty meets each semester to review course offerings – a faculty chair is needed to facilitate this process	O	1.1.1

Goal 19	A sufficient pool of adjunct faculty needs to be maintained to assure the adequate number of sections may be offered each semester.	Applications are accepted on an ongoing basis and reviewed as openings become available.	O	
Goal 20	Review discipline material to determine the feasibility of establishing an AA degree in Psychology.	An AA for Transfer degree was completed, approved on campus and forwarded to the Chancellor's Office.	C	
Goal 21	Establish new class offerings in line with new trends in the field of psychology.	An Honors section has been developed	C	1.1.1
Goal 22	Reinstitute PSY 103 – Elementary Statistics – to better prepare students for transfer to four year.	Course has been updated and is now offered	C	1.1.1
Goal 23	Develop a plan for recruiting student participants for PSY 203 lab exercises. This may involve modification to existing course requirements.	Collaborate within the department Planning in 2013 and pilot in near future	C	

In addition to previous goals, during 2014-2015, we plan to:

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal****
Goal 1	Hiring of additional faculty (e.g. ethnic)	Fall 2014	NA	2.2.5

*For instutional goals visit link below.
http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

**For Educational and Facilities Master Plan, use table below.

EFMP 1 – Assess the need for an ethnics or minority studies program
EFMP 2 – Develop an associate in arts degree in psychology
EFMP 3 – Collaborate with CTE programs such as nursing to coordinate the delivery, integration, and scheduling of PSY 205 Developmental Psychology

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X. Budget Recommendations for 2014-2015

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Full time (ethnic studies)	Qualified full time faculty with a focus on social/cultural psychology as program expands; currently only adjunct instructors teach relevant courses	Q	1

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
No Requests			

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Western Psychological Association	Benefits faculty and student attendees	$1,000 ea	Q	3
American Psychological Association Convention		$1,000 ea	Q	3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Replace all Psychology Faculty computers in offices				2

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
No Requests				

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Petty cash fund	Ability to reimburse faculty expenses for travel, meals, parking etc when they travel to support student functions (Honors presentations etc)			

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.