# Full Review

# Palo Verde College

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# PSYCHOLOGY

## Reporting: Fall 2014-Spring 2017

**1. Purpose of the program.**

*A. Describe the purpose of the program and its mission.*

Psychology courses satisfy general education requirements and electives for associates degrees, and most courses transfer to four-year institutions. Palo Verde College's Associate in Arts in Psychology for Transfer degree is designed to meet the requirements for transfer to the California State University system, and was approved by the Chancellor's Office in May of 2011. The mission of the AA-T in is to provide students with an introduction to the methods and principles in psychology as they relate to the scientific study of behavior and mental process, to provide students with both the foundation and skills necessary to pursue advanced degrees in psychology or a variety of other fields.

*B. How does the program support the College Mission?*

The Psychology Program continually strives to provide exemplary learning environments that promote student success and foster the lifelong love of learning. The study of psychology enhances students' personal development, and provides insight into interpersonal relationships, cultural differences, and community outreach.

The Psychology Program supports PVC's Institutional Goal #1: "*Palo Verde Community College District will deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.*" Psychology supports this goal by providing a comprehensive AA Degree in Psychology for Transfer, in addition to required and elective courses for other degree programs at PVC. Courses in PSY can also be taken for the purpose of lifelong learning. Furthermore, PSY supports PVC's Institutional Goal #l by engaging in regular assessment, which leads to the identification of course and program weaknesses, and encourages relevant solutions, in an effort to make ongoing improvements to the quality of the PSY program.

**2. Populations Served**

*A. Describe the populations served by the program, identifying special populations, if any.*

The Psychology (PSY) Program serves students seeking associate's degrees and/or certificates in a variety of disciplines; students seeking to transfer to four-year institutions; and individuals seeking personal enrichment. In addition to the traditional face-to-face student, other populations served include inmate students, local correspondence students, DSPS, and EOPS students.

The PSY Program continues to serve students pursuing careers in the nursing field. Lifespan Development (PSY 201) is a required course for nursing students, and is now offered face-to-face every spring on a specific day and time to accommodate their schedules. Since it is now also a prerequisite for the VN program in nursing, we have offered PSY 201 in both fall and spring, as of the Spring of 2016, at the request of the dean of nursing, to accommodate a growing number of nursing students who require the course. Additionally, a number of PSY courses are part of the curriculum for ADS, Sociology, Business, and Criminal Justice.

*B. Describe other populations that should be served by the program and identify plans for serving them in the future.*

Although no other populations have been identified, we would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance. However,

before we can move ahead in that modality, faculty training for teaching online is needed, as mentioned in the previous program review for psychology.

### 3. Accomplishments in Achieving Goals

*a. Describe progress in achieving each goal outlined in the previous Full Review, providing evidence documenting such achievements.*

The following goals (paraphrased here) were noted in the previous *Full Review* and each goal is accompanied by a **Progress Report**:

- *Strategically streamline PSY course offerings, and include all PSY courses in the catalog in the rotation over time, as described above. Enrollments will be closely monitored to evaluate the success of these changes, and necessary modifications will be identified and made.*

  **Progress Report:** The pilot scheduled course rotation presented in the last full Program Review (2012-2016) was successfully implemented with minor adjustments made as necessary, such as when students petitioned to have a course offered out of sequence due to greater demand in Spring 2018 (Social PSY). Adjustments will continue to be made as warranted.

- *Increase PSY course offerings by full-time PSY faculty members and limit PSY course offerings by others except when necessary.*

  **Progress Report:** This change has been successfully implemented through the use of the course rotation schedule, and with the addition of a full-time ADS instructor, which frees up PSY faculty who were teaching the majority of ADS courses prior to this review to teach more PSY courses.

- *Evaluate, and address where possible, limitations in the course choices for the PSY major. More specifically, the courses for the PSY Major under Lists B and List C are narrow. Other PSY catalog courses that can fall under either of these lists should be added where approved to provide a more diverse selection for PSY majors, which should also serve to support offering a variety of PSY classes by incentivizing enrollment in them when they are offered.*

  **Progress Report:** In the Spring 2018 semester a request to increase the number of courses on both Lists B and C will be submitted to the Curriculum Committee to address this weakness in our AA-T degree in PSY. After having now completed our research by finding evidence from other California Community Colleges who have more extensive offerings on Lists B and C, and using their list as a guide, and having followed advice from members of the Technical Review and Curriculum Committees to fine tune our proposal, we are hopeful our requested improvements will be approved and included in the Fall 2018 catalog.

- *Strategically increase efforts to expose prospective students to our PSY program at events such as Career Day.*

  **Progress Report:** The current full-time faculty member in PSY has presented at Career Day annually since the last full Program Review.

- Initiate Psychology and PSI Beta Clubs as time permits, after major issues noted here are remedied.

   **Progress Report:** An attempt was made to initiate a chapter of Psi Beta, the national Community College honor society in psychology, in Fall 2017 when the Psi Beta president (Dr. Rudd at Irvine Valley College) sent a statewide announcement that the application fee of $150.00 would be waived for applications received by January 1, 2018. Both our college president and VP wrote letters of support for the application in a timely manner.  The application letter required a minimum number of students to volunteer GPA and other data in order for the application to be accepted, and to have enough students show interest in order to have at least fill all of the officer positions. Reasonable attempts were made to solicit student interest but ultimately not enough data was gathered to satisfy the minimum requirement for the application. Some other data that was required for the application from the college was also requested but was not received. Interest in a Psychology Club was also solicited. A PSY Club does not require specific GPA and course completion requirements as Psi Beta does; however, not enough interest has been generated yet to at least fill all of the officer positions in a PSY club.

b. *Explain modifications, if any, of goals outlined in the previous Full Review, providing evidence documenting such modifications.*

   The goal of initiating a PSY Club or Psi Beta Chapter was attempted but not successfully met, as described above. This is a goal that is undoubtedly contingent upon an increased number of psychology majors over time, and we're working to increase student interest in the AA-T in PSY by increasing course offerings on Lists B and C, rotating in a bigger variety of face-to-face PSY courses over time, and proposing at least one new PSY course for the curriculum before the next Program Review. It has also been difficult for ASG to solicit student interest, according to the staff member in charge of this student organization. Given that it is difficult to fill the officer positions in ASG, a campus-wide organization without a specific academic focus, it will probably take some time and increased enrollment on our tiny campus and in PSY specifically before we are successful in initiating a PSY Club or Psi Beta Chapter. We will continue to keep the goal of a PVC Psychology related-club on our radar, with a priority given to a PSY Club, and will make reasonable attempts over time to solicit student interest.

4. **Strengths, Weaknesses and New Goals**

a. *List and comment on the major strengths of the program.*

- The PSY Program has gained the stability of a full-time and newly tenured faculty member, since the last full Program Review. Dr. Karen Redwine was hired as a temporary full-time PSY instructor for Spring 2013 while the PSY department was temporarily without a full-time instructor. Ultimately, as described below Dr. Redwine, the only full-time PSY instructor at PVC, earned tenure in Fall 2017, and this is a great strength of the current PSY program.

   *Comments*: During the last full Program Review period, the PSY program was lacking in stability in terms of faculty. This was due to the only full-time PSY faculty member, Ms. Sheri Jones, accepting a temporary V.P. position at PVC that extended beyond the expected time frame, which increased from less than a year to almost three years. An adjunct had been hired to complete the courses Ms. Jones had begun teaching in Fall 2012, and Dr. Redwine was hired to teach a full load of courses during Spring 2013 as the PSY vacancy continued.  Her primary assignment was in PSY with the

possibility of teaching ADS courses. Ms. Jones and Dr. Redwine both continued to be retained in these temporary positions through Spring 2015. While courses were offered in PSY and ADS, both the PSY and ADS programs were in a state of neglect, and sorely needed attention. Classes needed to be taught, at the very least, though the programs needed administrative oversight to maintain them and keep them updated.

Since Ms. Jones was also responsible for overseeing and teaching in ADS, Dr. Redwine slowly took the reins in both PSY and ADS, though her position was considered temporary and at will, with no assurance she would be retained from semester-to-semester, and her responsibilities were unclear. However, attention to many everyday and administrative duties in PSY and ADS beyond teaching classes was clearly warranted. There was no full-time ADS instructor, and with courses in the program being in high demand, Dr. Redwine was teaching primarily ADS courses during 2013-2016. Most PSY courses then were being taught by a full-time Criminal Justice faculty member and a couple of adjuncts, and only a fraction of Dr. Redwine's schedule was comprised of PSY courses – though PSY was the primary department she was hired to teach in. Ultimately Dr. Redwine was retained enough semesters to require the college to keep her on the tenure-track, and Ms. Jones resigned when her assignment as the V.P. ended, and she left PVC after the summer of 2015.

With a hiring of a full-time ADS instructor in Fall 2016 on board - Mr. Jacob Marciel (now resigned), who also oversaw ADS, Dr. Redwine's efforts became focused on PSY, with the majority of her course load now in PSY, and only about 20% of her load typically including ADS courses. Mr. Marciel resigned at the end of Spring 2018, and his position was filled by another full-time ADS faculty member, Mr. Adrian Casas, in Fall 2018. The consistent occupation of the FT ADS position since Fall 2016 has allowed consistency and stability to develop in the PSY program. To date, the major issues in PSY have now been identified and either remedied or are now regularly tended to and improved, as outlined by Dr. Redwine here and in the last Full Review.

Without her attention being divided between ADS and PSY, Dr. Redwine can more efficiently oversee the PSY department, is a more effective mentor to students, can dedicate herself to the college, to regular professional development, and to her division, where she has been serving as co-chair since shortly after she was hired at PVC. The gradual evolution of this focused attention has all gone a long way to stabilize and improve the PSY program since the last review.

*Other notable strengths of the PSY program:*
- PSY has a few reliable adjunct faculty with whom we have established positive relationships:
  - We can regularly count on them to teach, whether it's only 1 PSY course during a given semester (frustrating for them) or the maximum allowed for adjuncts (preferable to them!). We're fortunate they're flexible and top notch teachers.
  - We engage in communication with them regularly to provide mutual support and to share teaching ideas
- AA-T degree in PSY available
- Offer courses in both face-to-face and correspondence formats regularly
- Offer summer correspondence courses.
- Courses regularly taught in a dynamic manner based on:
  - An open-mindedness we have to constructive criticism provided by regular student, peer, and administrative feedback, self- evaluations, and a willingness to put this valuable information to good use in the evolution of our course development.
  - Students' regular expressions of enjoying a dynamic learning environment – if they enjoy

this approach, we will continue to work on it to help increase student success in PSY courses and beyond.

- o An ongoing pursuit of professional development by PSY faculty to:
    - Keep old tools sharpened and add new tools to our teaching repertoire.
    - Keep us updated and enthusiastic about course content, which conveys to our students.
    - Encourage us to try new approaches to helping students engage in the learning process…
        - Even when it means we're not always certain something will go over well or be effective, though, our years of teaching experience have helped us become more discerning about this.

- A number of PSY courses satisfy requirements in various degree and certificate programs, including but not limited to:
    - o ADS
    - o Criminal Justice
    - o The AA for Social and Behavioral Sciences

- Clearly defined strengths and weaknesses, with strategies identified here to address weaknesses.

b. *List and comment on the major weaknesses of the program.*

- We haven't yet found the optimal rotation of classes, and will continue to work on it (e.g., *Guided Pathways* approach).

- Choices for the major are still limited in Lists B and C. This means offerings for PSY majors are not diverse, and incentive is low for enrolling in PSY courses in our catalog that should and could be on one of these lists but aren't and don't satisfy a requirement, so such courses struggle to "make."

- Potentially too many correspondence versions of certain courses such as PSY 101 – General PSY, and PSY 210 – Abnormal PSY, continue to be offered, competing with enrollment in face-to-face offerings of the same course. This is a double-edged sword considering our incarcerated population contributes to a significant proportion of our students enrolled in PSY courses. If we fail to offer correspondence courses to increase the possibility of face-to-face courses making, which is a struggle, we run the risk of losing enrollment in correspondence courses which "make" easily. More conversation and strategy building as an institution is needed to address this chronic issue.

- Some important modern PSY courses aren't available in our current curriculum, such as Health/Nutrition Psychology, Positive Psychology, Psychopharmacology, and more. Classes such as these have become increasingly common at other institutions of higher learning, and many are offered at the community college level. They should be developed and worked into our curriculum, to expose students to more diverse and exciting opportunities in the field.

- We have a small number of graduates in AA-T PSY degree. There's no basis for comparison in previous reviews, though. Data on # of PSY majors has been requested without success in the past.

- There are few to no online course offerings in PSY on a regular basis.

*c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.*

1. Continue to fine-tune scheduled rotation of PSY courses:
    o Consult with counselors and refer to past data for course demand statistics to inform changes made over time, as has been done here.
    o Adjust course offerings and formats in an efficient manner when changes are warranted.
    o Monitor effectiveness of this approach with current and future data.
    o This approach will be ongoing, and will be re-assessed formally in the next full program review.

2. In order to increase interest and enrollment in PSY courses and the degree program:
    o Continue to present at the annual Career Day event.
    o Monitor effectiveness through the analysis of retention, success rates, and program completion during program review periods.

3. Increase choices for Lists B and C for the AA-T PSY to encourage enrollment in PSY courses:
    o Address in Spring 2018 via the submission of a proposal to the Curriculum Committee.
    o Monitor effectiveness by confirming inclusion of new courses in future PSY curriculum.
    o Report in the next program review.

4. Submit appropriate paperwork to adjust course level from 100 to 200 for PSY 150 ("Methods") and PSY 155 ("Statistics"), because:
    o Them each require at least one prerequisite.
    o They're challenging core courses for the PSY AA-T (PSY 150 is required for SOC Majors).
    o Other community colleges commonly categorize them at the 200 level.
    o Monitor effectiveness by confirming changes in future PSY curriculum.
    o Report in the next program review

5. Submit appropriate paperwork to rename the following courses using less superfluous wording that denotes the same meaning:
    o PSY 155, currently entitled *Introduction to Statistical Analysis for the Social Sciences*, to *Statistics for the Social Sciences*.
        ▪ We'll keep the "Social Sciences" rather than changing it to "Psychology" since Sociology majors are also required to take this course.
    o PSY 205, currently entitled *Introduction to Biological Psychology*, to *Biopsychology*.
    o Monitor effectiveness by confirming changes in future PSY curriculum.
    o Report in the next program review

6. In cooperation with ADS faculty, based on previous conversations resulting in agreement regarding the following, submit appropriate paperwork to:
    o Crosslist ADS 102, *Pharmacological and Physiological Effects of Addiction* as a PSY course since it is the exact same course that is commonly offered in PSY programs, and it's popular.

    Note: ADS faculty also plan to, at the request of PSY faculty who teach ADS 102 regularly and who have expertise in this area of study:
    o Rename this course simply *Psychopharmacology* (same meaning)
    o Re-categorize this course as a 200 level course. It's the most challenging course in the ADS Program, aside from the Practicum.
    o Require PSY 205 ("Biopsychology") to be a prerequisite for this course to better prepare students for its challenge.

7. Submit appropriate paperwork to Include "Psychopharmacology" (currently ADS 102) on List B or C on the AA-T in PSY once cross-listed in PSY.

8. Incorporate modern PSY courses such as Health PSY, etc. per above, into the current PSY curriculum to keep it fresh and appealing to a wide range of students:
   o Develop COR, submit for approval and implement at least one new PSY course in our curriculum by the next full Program Review
   o Include the new course on either List B or C for the AA-T PSY to encourage enrollment.
   o Monitor effectiveness by confirming changes in future PSY curriculum.
   o Report in the next program review

9. Develop online courses in PSY to reach more students
   o This will require professional development in teaching online courses, which will be requested in this Program Review.
   o Monitor effectiveness by confirming additions in future PSY scheduling.
   o Report in the next program review

*d. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.*

| PSY Goal (s) | Aligns with the following Institutional Goal |
|---|---|
| #1: Fine-tune scheduled rotation of courses. #s 4-7: Streamline PSY catalog language and cross-list courses where warranted | **GOAL 1:** Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer. |
| #2: Reach out to high school students #9: Increase online course offerings for students who can't come to campus. | **GOAL 2:** Implement strategies to increase access and success for underrepresented and disproportionately impacted students and to advance diversity and equity across the district. |
| #1: Fine-tune scheduled rotation of courses. | **GOAL 3:** Implement a strategic enrollment management plan that diversifies FTES populations, ensures achievement of FTES targets, and promotes meaningful improvement in student completion data. |
| #1: Fine-tune scheduled rotation of courses. #2: Reach out to high school students #s 3 & 8: Increase List B and C choices; add modern courses to the curriculum | **GOAL 6:** Make continuous quality improvements in all programs and services through an ongoing and systematic cycle of integrated planning, assessment, and refinement of the college mission and all programs and services. |
| #2: Reach out to high school students. | **GOAL 8:** Stimulate innovation by encouraging and supporting participation in professional development and by fostering a blame-free environment where risk-taking is encouraged and rewarded. |

## 5. Curriculum History

*a. List all the courses in the program, and identify those that haven't been successfully offered at least once during the preceding 6 semesters.*

PSY 101: General PSY
PSY 110: Personal and Social Adjustment I
PSY 115: Human Sexuality*
PSY 145: Human Relations
PSY 150: Introduction to Research Methods
PSY 155: Introduction to Statistical Analysis for the Social Sciences*
PSY 201: Life Span Development
PSY 205: Introduction to Biological PSY
PSY 210: Abnormal
PSY 215: Social PSY
PSY 220: Counseling and Interviewing
PSY 280: Selected Topics in PSY*
PSY 290: Selected Studies in PSY*

*courses not successfully offered during preceding 6 semesters.*

*b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.*

PSY 115, Human Sexuality, has not "made" (met minimum enrollment requirements) at least once during the preceding six (6) semesters, although it has been offered a handful of times during the current review period, the last time being in the Fall of 2017.  It has probably not "made" for two reasons: 1) A decision was made prior to the current Program Review writer's employment at PVC which determined that Human Sexuality cannot be offered to our students who are incarcerated (so, as correspondence courses), and this is a population who comprises a significant percentage of our enrollment at PVC, and 2) There has been little incentive for students to enroll in Human Sexuality prior to Fall 2019, because until then it will not satisfy any requirements in PSY; it has served only as an elective. Human Sexuality will be included under the List C options starting in Fall 2019, which should increase enrollment when it is offered. Although Special (PSY 280) and Selected (PSY 290) Topics aren't included in the planned rotation, they should also remain active because they will be offered as needed. We're happy to report that two classes which were previously ones that didn't "make" during the last review period (PSY 205: Bio PSY, and PSY 215: Social PSY) now regularly make when they are offered.  Bio PSY is a required core course in the PSY program, and Social PSY will be included as an option on List B for the PSY degree starting in Fall 2019, which will further increase the likelihood that it will make when offered in the future. To this point, Bio PSY has only been offered as a correspondence course since the current reviewer's employment at PVC (Spring 2013), however, it will be offered as a face-to-face course in Fall 2019, on the main campus.

## 6.  Course Scheduling and Availability

*Describe how the scheduling of classes in the program optimizes class availability and supports student success.*

Our approach to scheduling courses in PSY supports student success by taking into consideration their typical daytime work and child care responsibilities. Currently, PSY courses are offered face-to-face in

the evenings, and via correspondence, and at various times face-to-face at the Needles campus. Correspondence courses serve a wide variety of students who wouldn't otherwise enroll in courses, such as incarcerated students, or those who are otherwise unable to come to campus.

In terms of face-to-face offerings, General PSY (PSY 101) is offered one evening per semester as a face-to-face class, and typically makes. Per the request of the nursing dean, PSY 201 (Lifespan Development) is offered every fall and spring because it is a required course for nursing students.  In the spring it is offered face-to-face in the evening, because nursing students typically cannot attend class during the daytime, and in the fall it is offered as a correspondence course.  This course regularly successfully "makes."

Other face-to-face PSY courses that were offered in the recent past have been limited overall, and some were offered but didn't make. We have devised a course rotation schedule, which was introduced in the last program review. The schedule has been updated and adjusted, and will continue to be as needed.  The most recent schedule includes offering more face-to-face classes we're hopeful will be more likely to make after the update to Lists B and C requirements are implemented in Fall 2019.

Students who enroll in PSY courses have not shown a strong interest in daytime scheduling of courses, reportedly due to conflicts with work schedules and daycare for their children.  The former FT PSY faculty strongly recommended an evening schedule, given that past enrollment in face-to-face courses was most successful in the evening. However, as efforts toward growing the number of students who enroll in PSY classes continue, offering morning or daytime classes may become more realistic.

Also of note, with respect to supporting student success, PSY students consistently receive high quality instruction as indicated by favorable faculty evaluations. The availability of correspondence courses ensures that students with issues related to transportation or distance can enroll in courses. Recently, an institutional protocol for evaluating courses taught by both FT and part-time faculty was updated, and their implementation will assist in evaluating the learning experiences of students in all PSY courses more effectively in the future.

Ultimately, we need to find the right balance of course offerings in terms of modalities, in an effort to best serve student needs.  Currently, and in the recent past, there are more correspondence courses offered in PSY compared to face-to-face, because that seems to serve the needs of our students the best. However, there is a concern that by offering too many correspondence sections, it deters community students from enrolling in face-to-face classes, given that sometimes face-to-face sections that are also offered via correspondence don't make. By the same token, we want to offer enough correspondence courses for those who can't otherwise come to campus.  This is a dilemma that will need to be addressed by enrollment management in the future.

## 7. Student Learning Outcomes

### SLO Quantitative Data

**Average Percentage Program Learning Outcome #1 for P S Y**

PLO #1: Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

| Course IDs within the Program that map to PLO#1 | % Successful Students ACADEMIC YR 2014 | % Successful Students ACADEMIC YR 2015 |
|---|---|---|
| PSY 101 | 91 | 80 |
| PSY 150 | X | 95 |
| PSY 201 | X | 80 |
| PSY 205 | X | X |
| PSY 155 | X | X |
| Average % of Successful students/year | 91 | 85 |

**Average Percentage Program Learning Outcome #1 for P S Y**

PLO #1: Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

| Course IDs within the Program that map to PLO#1 | % Successful Students ACADEMIC YR 2016 | % Successful Students ACADEMIC YR 2017 |
|---|---|---|
| PSY 101 | 93 | X |
| PSY 150 | X | X |
| PSY 201 | 92 | X |
| PSY 205 | 92 | X |
| PSY 155 | X | X |
| Average % of Successful students/year | 92 | X |

**Average Percentage Program Learning Outcome #2 for P S Y**

PLO #2: Acquired an essential foundation and skills in concepts, principles, and research methods of psychology.

| Course IDs within the Program that map to PLO#2 | % Successful Students ACADEMIC YR 2014 | % Successful Students ACADEMIC YR 2015 |
|---|---|---|
| PSY 101 | 91 | 80 |
| PSY 150 | X | 95 |
| PSY 201 | X | 80 |
| PSY 205 | X | X |
| PSY 155 | X | X |
| Average % of Successful students/year | 91 | 85 |

| Average Percentage Program Learning Outcome #2 for PSY | | |
|---|---|---|
| PLO #2: Acquired an essential foundation and skills in concepts, principles, and research methods of psychology. | | |
| Course IDs within the Program that map to PLO#2 | % Successful Students ACADEMIC YR 2016 | % Successful Students ACADEMIC YR 2017 |
| PSY 101 | 93 | X |
| PSY 150 | X | X |
| PSY 201 | 92 | X |
| PSY 205 | 92 | X |
| PSY 155 | X | X |
| Average % of Successful students/year | 92 | X |

| Average Percentage for all Program Learning Outcomes for Psychology | | | | |
|---|---|---|---|---|
| Program Learning Outcome | % Successful Students 2014 | % Successful Students 2015 | % Successful Students 2016 | % Successful Students 2017 |
| PLO | 91 | 85 | 92 | n/a |
| PLO | 91 | 85 | 92 | n/a |
| Average % of Successful Students by Year >> | 91 | 85 | 92 | No Data |

### SLO Action Plans

There were no previously identified gaps warranting action plans.

SLO Action Plans A-D

A. *List courses for which CLOS haven't been assessed and explain why they haven't been performed*: PSY 155 – this course has not "made" during this review period.

B. *Were any CLOs or PLOs revised in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, which courses, and explain changes?* N/A

C. *Provide specific examples of course improvements resulting from assessment of course SLOs.* Success rates in PSY courses are high. No course improvements have been identified.

D. *Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.* Determination of necessary program improvements are still in their infancy, so none have yet been identified as they relate to SLOs. It's too soon in our institutional assessment process of the PSY program to respond to this item.

E. *Describe any differences in CLO Achievement for different modalities.* While students tended to fare slightly better in the face-to-face sections compared to the correspondence sections, it is not significant, and it is not uncommon for students who come to campus for class to have higher scores compared to those who can't. These findings are potentially a result of the many issues related to taking correspondence courses compared to on campus ones, such as less frequent contact with the instructor and not having peers to study with, etc.

8. **Course Currency**

a. *List of courses and when their CORs were updated and approved by the Curriculum Committee:*

PSY 101: General PSY; Fall 2014
PSY 110: Personal and Social Adjustment I; Spring 2018
PSY 115: Human Sexuality; Spring 2018
PSY 145: Human Relations; Fall 2014
PSY 150: Introduction to Research Methods; Fall 2015
PSY 155: Introduction to Statistical Analysis for the Social Sciences; Fall 2015
PSY 201: Life Span Development; Fall 2015
PSY 205: Introduction to Biological PSY; Fall 2015
PSY 210: Abnormal PSY; Spring 2018
PSY 215: Social PSY; Fall 2014
PSY 220: Counseling and Interviewing; Fall 2014
PSY 280: Selected Topics in PSY; Fall 2015
PSY 290: Selected Studies in PSY; Fall 2015

b. *Plans to revise and update course outlines of record that haven't been reviewed and approved by the Curriculum Committee within the 3 years preceding this program review report.*

     N/A

9. **Program and Course Coverage**

a. *Courses taught and who teaches them:*

| Class: | Full-Time (FT) Only | Adjunct Only | Both FT & Adjunct |
|---|---|---|---|
| PSY 101: General PSY | | | X |
| PSY 110: Pers. * Social Adj. | X | | |
| PSY 115: Human Sexuality | | | X |
| PSY 145: Human Relations | X | | |
| PSY 150: Intro… Methods | | | X |
| PSY 155: Intro…Statistics | | | X |
| PSY 201: Life Span. Devp. | X | | |
| PSY 205: Intro. Biopsy. | X | | |
| PSY 210: Abnormal PSY | X | | |
| PSY 215: Social PSY | X | | |
| PSY 220: Couns. & Int. | X | | |
| PSY 280: Selected Topics PSY | X | | |
| PSY 290: Selected Studies PSY | X | | |
| BIO 100: Intro. Biology | | | X |
| BIO 101: Intro. Bio. Lab | X | | |
| CHD-101: | X | | |
| MAT-106: | | | X |

*b. Explain how effectively the program is served by the course coverage.*
   The program is served well by the current coverage.

*c. Describe plans to correct deficiencies, if any, in course and program coverage.*
   No deficiencies in coverage are currently identified.

**10. Professional Development**

*a. Describe specific professional development activities in which faculty members in the program
    have participated over the past 3 years, and explain how such activities benefited the program and
    supported and facilitated SLOs.*

The current FT PSY faculty member, Karen Redwine, has attended all Flex and Institute Day trainings
during the current review period. She has attended all Student Learning Outcomes (SLO) and
assessment workshops on campus as well. These directly support and facilitate the assessment of SLOs
in our division, and have allowed current PSY faculty to oversee the assessment process in her current
capacity as Co-Chair for the History, Social and Behavior Sciences Division with increasing
confidence.

In addition, Dr. Redwine has attended 3 off-site conferences during the current review period.  During Fall
2016, she attended the *Active Learning Leaders Teaching* conference, held at Palomar College. This
conference is put on by California Community College faculty members for teachers who are interested in
promoting an active learning environment in their classrooms.  This conference provided new and fresh tools
that have contributed to increased active learning, peer communication, and collaboration in PSY classrooms
at PVC already!

Another conference attended by Dr. Redwine, in the Fall of 2017, was the *Strengthening Student Success*
meeting put on by the RP Group.  It focused on "building institutional effectiveness, supporting student
learning, and increasing equitable outcomes" (Source: *https://rpgroup.org/Events/Strengthening-Student-
Success*).  Dr. Redwine has now become involved in *Guided Pathways*.  She also trained to become an
Umoja practitioner, however, the student meeting time is during another commitment on campus she already
has, so she has not been able to participate in meetings with students as a result.

Dr. Redwine and full-time faculty member Willie Smith (he primarily teaches Criminal Justice but also
teaches PSY) attended, during the winter break in 2017, the *Evolution of Psychotherapy Conference*, put on
every 4 years by the Milton H. Ericson Foundation.  This is a *Who's Who* of famous psychologists, so not
only were these PVC faculty members star struck, their knowledge regarding some important things was
increased, including issues we face in contemporary psychology such as anxiety, depression, trauma, and
marital problems, the most effective therapeutic approaches, and some great teaching tools. All of this has
been incredibly useful in the PVC classroom, particularly as it relates to the topic of psychotherapies in
courses such as Introductory Psychology and Abnormal Psychology, and others.

*b. Describe areas of unmet professional development needs among faculty in the program and
    identify specifically plans to address those needs.*

Professional development for teaching online courses is needed.  It would be useful for PVC to
include online teaching workshops at either Flex Day or Institute Day, or to otherwise provide extra
funds for this type of teaching for those of us who would like to expand our teaching repertoire to

include online teaching, armed with knowledge and tools.  The current FT PSY faculty member has no experience teaching in this format, and no training, and understands, based on input from others teaching online, that it is a daunting task, especially without preparation.  It would benefit both students and the college to begin offering PSY courses online, so training is warranted.  If the opportunity is made available at PVC, or if relevant funding requests are granted, it will be pursued by PSY faculty.

Additionally, faculty in PSY and in all disciplines at PVC need further and ongoing training as it relates to active shooters on campus.  We have had limited training on this topic in the past 5 years, including two brief workshops. This is a national issue that warrants more rigorous training and regular refreshers.

The importance of off-site professional development and membership in relevant professional societies is recognized, in order to foster pedagogical growth and professional connections, all in an effort to support our institutional, program and course level goals. Monetary backing from the college is greatly appreciated and should be standard. We will continue to request funds from the college for professional development in the future, and we are hopeful our requests will be granted.

## 11.  Student Successful Completion and Retention

*Assess semester-by-semester course completion performance in each course in the program over the preceding six (6) semesters and compare those rates with the Institutional Set Standard:*

*The Current Institutional Set Standard is: 60.43% (provided by the administration)*

   a.   *Course Completions*

Year          2014

| Completion Rate | | |
|---|---|---|
| | 2014FA | 2015SP |
| BIO-100 | 47% | 40% |
| BIO-101 | 72% | 83% |
| CHD-101 | 52% | 36% |
| MAT-106 | 79% | 85% |
| PSY-101 | 69% | 50% |
| PSY-150 | - | 71% |
| PSY-201 | - | 74% |
| PSY-205 | - | - |
| PSY-155 | - | - |

Year          2014

| Completion Rate | | | |
|---|---|---|---|
| | Correspondence | Face to Face | Online |
| BIO-100 | 35% | 57% | 52% |
| BIO-101 | - | 78% | - |
| CHD-101 | - | - | 46% |
| MAT-106 | 74% | 87% | - |
| PSY-101 | 56% | 64% | - |
| PSY-150 | 71% | - | - |
| PSY-201 | 71% | 77% | - |
| PSY-205 | - | - | - |
| PSY-155 | - | - | - |

Year          2015

| Completion Rate | | |
|---|---|---|
| | 2015FA | 2016SP |
| BIO-100 | 48% | 36% |
| BIO-101 | 76% | 64% |
| CHD-101 | 53% | 69% |
| MAT-106 | - | 94% |
| PSY-101 | 73% | 71% |

Year          2015

| Completion Rate | | | |
|---|---|---|---|
| | Correspondence | Face to Face | Online |
| BIO-100 | 33% | 67% | 65% |
| BIO-101 | - | 71% | - |
| CHD-101 | - | - | 59% |
| MAT-106 | - | 94% | - |
| PSY-101 | 70% | 76% | - |

| PSY-150 | - | - |
|---------|---|---|
| PSY-201 | - | 85% |
| PSY-205 | - | 85% |
| PSY-155 | - | - |

| PSY-150 | - | - | - |
|---------|---|---|---|
| PSY-201 | - | 85% | - |
| PSY-205 | 85% | - | - |
| PSY-155 | - | - | - |

Year 2016

| Completion Rate | | |
|---|---|---|
| | 2016FA | 2017SP |
| BIO-100 | 59% | 38% |
| BIO-101 | - | 78% |
| CHD-101 | 64% | 69% |
| MAT-106 | 58% | 100% |
| PSY-101 | 78% | 81% |
| PSY-150 | - | 100% |
| PSY-201 | 81% | 88% |
| PSY-205 | - | - |
| PSY-155 | - | - |

Year 2016

| Completion Rate | | | |
|---|---|---|---|
| | Correspondence | Face to Face | Online |
| BIO-100 | 40% | 69% | 59% |
| BIO-101 | - | 78% | - |
| CHD-101 | - | - | 67% |
| MAT-106 | 58% | 100% | - |
| PSY-101 | 74% | 89% | - |
| PSY-150 | 100% | - | - |
| PSY-201 | - | 83% | - |
| PSY-205 | - | - | - |
| PSY-155 | - | - | - |

| Summary of Overall Completion Rates (%) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Semester | BIO 100 | BIO 101 | CHD 101 | MAT 106 | PSY 101 | PSY 150 | PSY 201 | PSY 205 | PSY 155 |
| Fall 2014 | 47 | 72 | 52 | 79 | 73 | - | - | - | - |
| Spring 2015 | 40 | 83 | 36 | 85 | 50 | 71 | 74 | - | - |
| Fall 2015 | 48 | 76 | 53 | - | 73 | - | - | - | - |
| Spring 2016 | 36 | 64 | 69 | 94 | 71 | - | 85 | 85 | - |
| Fall 2016 | 59 | - | 64 | 58 | 78 | - | 81 | - | - |
| Spring 2017 | 38 | 78 | 69 | 100 | 81 | 100 | 88 | - | - |
| Average % | 45 | 74 | 57 | 79 | 71 | 85.5 | 85 | 85 | - |

## Discussion of *Summary of Completion Rates* Table

**BIO 100:** This course is an alternative to PSY 205, Biopsychology, one of the core requirements for the AA-T degree in psychology.  It must be completed with the lab (below). It is not taught by psychology faculty.  Completion rates are notably lower than the set standard. They are lower overall in online sections compared to face-to-face sections, but there is not a glaring difference.  It is unclear to PSY faculty why completion rates are low.

**BIO 101:** This course is an alternative to PSY 205, Biopsychology, one of the core requirements for the AA-T degree in psychology. It must be completed with the lecture (above). It is not taught by psychology faculty.  Completion rates are notably higher than the set standard. It is only offered face-to-face. Thus, perhaps those who do complete the lecture portion (BIO 100 above) in a face-to-face format along with the lab are the ones are more likely to succeed in a face-to-face format compared to the correspondence format.

**CHD 101:** This course is an option on list C for the AA-T in PSY.  The completion rate is below the set standard. It is not taught by PSY faculty, so it is unclear why the completion rate is so low.  Until recently, it was the only option under List C, but now List C also includes Social Psychology, which is offered regularly, so we are hopeful that in the future, students will exercise the option to enroll in

Social PSY and other courses we hope to add to list C to increase options specifically in PSY for PSY majors.

**MAT 106:** This course is an alternative to PSY 155 (Statistics for PSY) for the AA-T degree in PSY. The completion rate is over the set standard at 79%.  Since PSY faculty do not teach this course, it is unclear why this success rate is so good, but are happy to see it.

**PSY 101:**  Completion rates are largely consistent over the course of time, with one exception of 50% in Spring 2015, which is an anomaly, and we would like to maintain the success we have had during this review, with that exception.

**PSY 150:** This core course in PSY (Research Methods) made once during this review period. It was offered other semesters during this review, but there weren't enough students enrolled for it to go forward. The completion rate here is very good (86%).  Since the time of this review, the course has made regularly, so future data will be telling in terms of having a bigger sample size to assess.

**PSY 201:** This course (Lifespan Devp.) is required not only for PSY students but for Nursing students as well.  The completion rate is very good, at 85%.

**PSY 205:** This course, Biopsychology, is a core course for the AA-T in PSY that is offered regularly.  The success rate here for the one section that made during this review is good, at 85%.  The course was offered other semesters during this review, though they did not make.  Since this review period, the course has made on a regular basis, so future data will be telling in terms of having a bigger sample size to assess.

**PSY 155:** It appears there is missing data for this course too (a core course for the AA-T in PSY), since the table provided shows it never made during this period. Without a completion rate, no relevant comments can be offered.  Of note, though, is that since students can take MAT 106 as an

alternative to PSY 155, they could still enroll in a class to satisfy the core math requirement for the AA-T in PSY, and the success rate of that class is discussed above.

b. *Retention*

*Assess semester-by-semester course retention performance in each course in the program over the preceding six (6) semesters.*

| Year | 2014 | |
|---|---|---|
| **Retention Rate** | | |
| | **2014FA** | **2015SP** |
| BIO-100 | 76% | 73% |
| BIO-101 | 83% | 94% |
| CHD-101 | 83% | 69% |
| MAT-106 | 93% | 95% |
| PSY-101 | 85% | 79% |
| PSY-150 | - | 79% |
| PSY-201 | - | 95% |
| PSY-205 | - | - |
| PSY-155 | - | - |

| Year | 2014 | | |
|---|---|---|---|
| **Retention Rate** | | | |
| | **Correspondence** | **Face to Face** | **Online** |
| BIO-100 | 68% | 85% | 82% |
| BIO-101 | - | 89% | - |
| CHD-101 | - | - | 78% |
| MAT-106 | 89% | 97% | - |
| PSY-101 | 76% | 88% | - |
| PSY-150 | 79% | - | - |
| PSY-201 | 100% | 92% | - |
| PSY-205 | - | - | - |
| PSY-155 | - | - | - |

| Year | 2015 | |
|---|---|---|

| Retention Rate | | |
|---|---|---|
| | **2015FA** | **2016SP** |
| BIO-100 | 75% | 69% |
| BIO-101 | 100% | 79% |
| CHD-101 | 73% | 88% |
| MAT-106 | - | 100% |
| PSY-101 | 90% | 83% |
| PSY-150 | - | - |
| PSY-201 | - | 92% |
| PSY-205 | - | 92% |
| PSY-155 | - | - |

| Year | 2015 | |
|---|---|---|

| Retention Rate | | | |
|---|---|---|---|
| | **Correspondence** | **Face to Face** | **Online** |
| BIO-100 | 68% | 88% | 80% |
| BIO-101 | - | 90% | - |
| CHD-101 | - | - | 79% |
| MAT-106 | - | 100% | - |
| PSY-101 | 88% | 83% | - |
| PSY-150 | - | - | - |
| PSY-201 | - | 92% | - |
| PSY-205 | 92% | - | - |
| PSY-155 | - | - | - |

| Year | 2016 | |
|---|---|---|

| Retention Rate | | |
|---|---|---|
| | **2016FA** | **2017SP** |
| BIO-100 | 84% | 73% |
| BIO-101 | - | 94% |
| CHD-101 | 86% | 97% |
| MAT-106 | 77% | 100% |
| PSY-101 | 95% | 92% |
| PSY-150 | - | 100% |
| PSY-201 | 90% | 94% |
| PSY-205 | - | - |
| PSY-155 | - | - |

| Year | 2016 | |
|---|---|---|

| Retention Rate | | | |
|---|---|---|---|
| | **Correspondence** | **Face to Face** | **Online** |
| BIO-100 | 74% | 89% | 84% |
| BIO-101 | - | 94% | - |
| CHD-101 | - | - | 91% |
| MAT-106 | 77% | 100% | - |
| PSY-101 | 91% | 97% | - |
| PSY-150 | 100% | - | - |
| PSY-201 | - | 91% | - |
| PSY-205 | - | - | - |
| PSY-155 | - | - | - |

| Summary of Retention Rates (%) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Semester** | **BIO 100** | **BIO 101** | **CHD 101** | **MAT 106** | **PSY 101** | **PSY 150** | **PSY 201** | **PSY 205** | **PSY 155** |
| Fall 2014 | 76 | 83 | 83 | 93 | 85 | | | | |
| Spring 2015 | 73 | 94 | 69 | 95 | 79 | 79 | 95 | | |
| Fall 2015 | 75 | 100 | 73 | - | 90 | - | - | - | |
| Spring 2016 | 69 | 79 | 88 | 100 | 83 | - | 92 | 92 | - |
| Fall 2016 | 64 | | 86 | 77 | 95 | - | 90 | - | - |
| Spring 2017 | 73 | 94 | 97 | 100 | 92 | 100 | 94 | - | - |
| **Average %** | 72 | 90 | 83 | 93 | 87.3 | 90 | 93 | 92 | |

**Discussion of *Summary of Retention Rates* Table**

**BIO 100:** Retention is satisfactory 72% overall.
**BIO 101:** Retention is excellent at 90% overall.
**CHD 101:** Retention is very good at 83% overall.
**MAT 106:** Retention is excellent at 93% overall.
**PSY 101:** Retention is very good at 87% overall.
**PSY 150:** Retention is excellent at 90% overall.
**PSY 201:** Retention is excellent at 93% overall.
**PSY 155:** Data unavailable.

c. Degrees and Certificates

Indicate the number of annual awards over the preceding three (3) years, and assess trends in the number of program certificates and degrees awarded.

| Name of Award | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|
| AAT, Psychology | - | - | 6 |

The AA in PSY for Transfer Degree was approved around the time of the last program review.  Since it is still in its infancy and perhaps due to major transition in faculty in the department in the past few years, there are a small number of students, six, who have completed this degree program during this review, and only in 2016, according to the data provided.  Although this number may seem small, it is a trend in a positive direction.

With the instability of a full-time faculty member in the program in the recent past and during the semesters under review, the focus has not been on growing the program, but merely on offering an adequate number of PSY courses for students, and on new course preparations by the new FT faculty member. With a stable FT faculty member on board, energies can now be directed toward growing the program with efforts such as advertising and outreach to the community, for example, doing presentations for the high school students on Career Day.  This was done during the current review period and feedback from students who attended was positive.

## 12. Enrollment Trends

*Comment on semester-by-semester enrollments, providing explanations of increases, declines, or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.*

Year        2014

| Enrollment | 2014FA | 2015SP |
|---|---|---|
| BIO-100 | 114 | 144 |
| BIO-101 | 18 | 18 |
| CHD-101 | 64 | 39 |
| MAT-106 | 29 | 20 |
| PSY-101 | 88 | 78 |
| PSY-150 | - | 14 |
| PSY-201 | - | 43 |
| PSY-205 | - | - |
| PSY-155 | - | - |

Year        2014

| Enrollment | Correspondence | Face to Face | Online |
|---|---|---|---|
| BIO-100 | 145 | 47 | 66 |
| BIO-101 | - | 36 | - |
| CHD-101 | - | - | 103 |
| MAT-106 | 19 | 30 | - |
| PSY-101 | 89 | 77 | - |
| PSY-150 | 14 | - | - |
| PSY-201 | 17 | 26 | - |
| PSY-205 | - | - | - |
| PSY-155 | - | - | - |

Year        2015

| Enrollment | 2015FA | 2016SP |
|---|---|---|
| BIO-100 | 143 | 139 |
| BIO-101 | 17 | 14 |
| CHD-101 | 49 | 26 |
| MAT-106 | - | 18 |
| PSY-101 | 70 | 69 |
| PSY-150 | - | - |
| PSY-201 | - | 26 |

Year        2015

| Enrollment | Correspondence | Face to Face | Online |
|---|---|---|---|
| BIO-100 | 209 | 33 | 40 |
| BIO-101 | - | 31 | - |
| CHD-101 | - | - | 75 |
| MAT-106 | - | 18 | - |
| PSY-101 | 97 | 42 | - |
| PSY-150 | - | - | - |
| PSY-201 | - | 26 | - |

| PSY-205 | - | 13 |
|---------|---|----|
| PSY-155 | - | -  |

| PSY-205 | 13 | - | - |
|---------|----|---|---|
| PSY-155 | -  | - | - |

| Year | 2016 |
|------|------|

| Year | 2016 |
|------|------|

| Enrollment | | |
|------------|---------|---------|
| | **2016FA** | **2017SP** |
| BIO-100 | 146 | 144 |
| BIO-101 | - | 18 |
| CHD-101 | 28 | 29 |
| MAT-106 | 26 | 21 |
| PSY-101 | 78 | 88 |
| PSY-150 | - | 9 |
| PSY-201 | 31 | 16 |
| PSY-205 | - | - |
| PSY-155 | - | - |

| Enrollment | | | |
|------------|----------------|--------------|--------|
| | **Correspondence** | **Face to Face** | **Online** |
| BIO-100 | 178 | 36 | 76 |
| BIO-101 | - | 18 | - |
| CHD-101 | - | - | 57 |
| MAT-106 | 26 | 21 | - |
| PSY-101 | 102 | 64 | - |
| PSY-150 | 9 | - | - |
| PSY-201 | - | 47 | - |
| PSY-205 | - | - | - |
| PSY-155 | - | - | - |

**Summary of Enrollment Trends Analysis:** It is unclear how to assess enrollment trends based on the data provided. In past reviews, enrollment for each section was provided. Here one cannot determine the number of students enrolled in each section.

Financial Trends

*Comment on annual budgeted vs. actual program expenditures for each of the preceding 5 years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any one line item. Describe plans for future budget changes.*

| Year | 2012-2013 | | | |
|------|-----------|----------|------------|-----------|
| **Row Labels** | **Budgeted** | **Expended** | **Difference** | **Variation** |
| **PSY** | | | | |
| Salaries | $83,267.00 | $86,896.73 | -$3,629.73 | 4.36% |
| Benefits | $23,371.00 | $23,395.00 | -$24.00 | 0.10% |
| Overload Salaries | $0.00 | $5,823.00 | -$5,823.00 | 100.00% |
| Overload Benefits | $0.00 | $715.24 | -$715.24 | 100.00% |

**Comments RE: Above –**
*Salary and benefits were slightly over budget, but not by 10% or more. Overload salaries and benefits were not budgeted for, so there is a 100% variation between budget and expense in these categories. Overload categories should be budgeted for in the future.*

| Year | 2013-2014 | | | |
|------|-----------|----------|------------|-----------|
| **Row Labels** | **Budgeted** | **Expended** | **Difference** | **Variation** |
| **PSY** | | | | |
| Salaries | $97,082.00 | $87,931.10 | $9,150.90 | -9.43% |
| Benefits | $31,597.00 | $28,805.55 | $2,791.45 | -8.83% |
| Overload Salaries | $0.00 | $13,725.00 | -$13,725.00 | 100.00% |
| Overload Benefits | $0.00 | $1,552.82 | -$1,552.82 | 100.00% |

**Comments RE: Above –**
*Salary and benefits were under budget. Overload salaries and benefits were not budgeted for, so there is a 100% variation between budget and expense in these categories. Overload categories should be budgeted for in the future.*

| Year | 2014-2015 | | | |
|---|---|---|---|---|
| **Row Labels** | **Budgeted** | **Expended** | **Difference** | **Variation** |
| **PSY** | | | | |
| Salaries | $97,395.00 | $79,146.05 | $18,248.95 | -18.74% |
| Benefits | $29,601.00 | $24,914.16 | $4,686.84 | -15.83% |
| Overload Salaries | $0.00 | $28,611.00 | -$28,611.00 | 100.00% |
| Overload Benefits | $0.00 | $3,469.51 | -$3,469.51 | 100.00% |

**Comments RE: Above -** *Salary and benefits were under budget. Overload salaries and benefits were not budgeted for, so there is a 100% variation between budget and expense in these categories.*

| Year | 2015-2016 | | | |
|---|---|---|---|---|
| **Row Labels** | **Budgeted** | **Expended** | **Difference** | **Variation** |
| **PSY** | | | | |
| Salaries | $98,186.00 | $90,793.65 | $7,392.35 | -7.53% |
| Benefits | $25,418.00 | $25,302.97 | $115.03 | -0.45% |
| Overload Salaries | $20,600.00 | $14,944.50 | $5,655.50 | -27.45% |
| Overload Benefits | $2,887.00 | $2,100.70 | $786.30 | -27.24% |
| Conferences | $0.00 | $999.78 | -$999.78 | 100.00% |
| Copying/Printing | $0.00 | $3.73 | -$3.73 | 100.00% |
| Supplies | $0.00 | $353.55 | -$353.55 | 100.00% |

**Comments RE: Above -** *Salaries, benefits, overload salaries, and overload benefits are all below budget. Conferences, copying, printing and supplies were not budgeted for, so there is a 100% variation between budget and expense in the Conferences, copying/printing, and supplies are all budgeted for now, so there should not be a deficit in these categories in the future.*

| Year | 2016-2017 | | | |
|---|---|---|---|---|
| **Row Labels** | **Budgeted** | **Expended** | **Difference** | **Variation** |
| **PSY** | | | | |
| Salaries | $112,576.94 | $112,576.94 | $0.00 | 0.00% |
| Benefits | $29,259.59 | $29,259.59 | $0.00 | 0.00% |
| Overload Salaries | $0.00 | $28,005.24 | -$28,005.24 | 100.00% |
| Overload Benefits | $0.00 | $4,426.59 | -$4,426.59 | 100.00% |
| Equipment | -$206.06 | -$206.06 | $0.00 | 0.00% |
| ***Should read:*** | **$0.00** | **-$206.06** | **-$206.06** | **100.00%** |

**Comments RE: above –** *Overload salaries and benefits were not budgeted for, so there is a 100% variation between budget and expense in these categories. Overload categories should be budgeted for in the future. The equipment category was not filled in properly by the individual responsible for creating the table, so a new row was added with the correct placement of information about equipment. No money was budgeted for equipment, and data is unavailable with respect to what this line item refers to.*

| Overall Budget Summary for PSY Spring 2012-Fall 2017 | | | | |
|---|---|---|---|---|
| | | | | |
| **Salary** | **Budgeted** | **Expended** | **$ Difference** | **Deficit or Surplus** |
| | *$488,506.94* | *$366,641.61* | *+$121,865.33* | *Surplus +$121,865.33* |
| **Benefits** | **Budgeted** | **Expended** | **Difference** | |
| | *$139,264.59* | *$131,677.27* | *+$7,587.32* | *Surplus +$7,587.32* |
| **Overload Salaries** | **Budgeted** | **Expended** | **Difference** | |
| | *$20,600.00* | *$91,108.24* | *-$70,508.24* | *Deficit -$70,508.24* |
| **Overload Benefit** | **Budgeted** | **Expended** | **Difference** | |
| | *$2,887.00* | *$12,264.86* | *-$9,377.86* | *Deficit -$9,377.86* |
| **Equipment** | **Budgeted** | **Expended** | **Difference** | |
| | *$-206.00* | *$-206.00* | *-$206.00* | *Deficit -$206.00* |
| **Conferences** | **Budgeted** | **Expended** | **Difference** | |
| | *0* | *$999.78* | *-$999.78* | *Deficit -$999.78* |
| **Copying** | **Budgeted** | **Expended** | **Difference** | |
| | *0* | *$3.73* | *-$3.73* | *Deficit -$3.73* |
| **Supplies** | **Budgeted** | **Expended** | **Difference** | |
| | *0* | *$353.55* | *-$353.55* | *Deficit -$353.55* |
| | | | | |
| | | | *Total Surplus* | *$129,452.65* |
| | | | *Total Deficit* | *$81,095.61* |
| | | | **Overall Surplus** | **$48,357.04** |

### Overall comments regarding Financial Trends:

There is an apparent overall surplus of $48,375.04 for the period of Spring 2012 to Fall 2017 (5 academic years).  This is based on the data received from the administration.

Given the information provided, we are averaging an approximately $9,600.00 per year surplus in the psychology department.

The data provided is inconsistent in terms of categories included and budget allowed for certain items.  Sometimes a category is included, sometimes it is not. Sometimes a category is budgeted, sometimes it is not.

It is proposed that going forward, the psychology department's budget be consistent in structure and in categories included.  All relevant categories should be included, and this should be consistent from year to year. This will allow for better control and tracking of finances, as well as benefits related to future budget planning.

Pending further clarification of true budget numbers from the finance department, no fiscal planning can be accomplished with the current data provided to us.

### 13.  Facilities and Equipment

   a.  *Are current facilities, such as classrooms, offices, and equipment adequate to support the program? Explain.*

Office space for PSY faculty is currently adequate.  The current preferred classroom is CL 215 since it is a couple of doors down from the PSY faculty office, is a SMART classroom, and is adequate in size for courses in PSY. PSY faculty regularly haul multiple heavy things to class, such as brain and neuron models for teaching, so it's critical to be able to utilize a classroom nearby. At times, although PSY faculty do request this classroom early during scheduling, the classroom is not available, so a classroom downstairs is assigned. This creates unnecessary multiple trips to carry heavy items across the building, downstairs, and then back upstairs again after class. Also, of note, PSY faculty have noticed that when class is held nearby the PSY faculty member's office, office hours are more likely to be attended by students than when class is held on a different floor.

It would be helpful if more large classrooms (i.e., 30 students) were equipped with "Smart" technology in the Classroom Building (CL) to increase the availability of technologically equipped classrooms that are currently in high demand among faculty.  Also, there are times, particularly during evening classes, when no technical support is available should the need for help arise, and it does. There are also instances when requests for help with technological issues on office computers are not addressed in a timely or adequate manner. Campus Wifi is unreliable as well, which is sometimes an inconvenience.

We have current copies of the American Psychological Association's *Publication Manual* and the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders.* These are gold standard reference texts in PSY, and should always be available for both classroom and library use; updated editions are an ongoing necessity.

For some courses, including Research Methods and Statistics, software for the analysis of data (e.g., Statistical Package for Social Sciences - SPSS) is necessary for both faculty and student use, and should be loaded on faculty and student computers. Access to teaching in a computer lab where the software is available for student use during class is necessary for when these courses are taught face-to-face.  The software should also be loaded on campus computers outside the classroom where students can work on homework projects that require the use of such software. The state requires Course Outlines of Record for some PSY courses to include software mentioned for the analysis of statistical data.  Additionally, electronic databases are limited and the Interlibrary Loan Procedure at PVC is cost prohibitive; combined, these two factors preclude exhaustive searches of the peer-reviewed literature, which prevents students from producing a high quality literature review.

Small brain models should be purchased for use in small student groups in the classroom. These would be multi-purpose:  for both studying and being quizzed on brain anatomy in small groups.  Ten of these models would be sufficient for a class size of 30, such that teams of 3 could each use a model. Once team sizes exceed 3 students, it increases the likelihood that shy students are less likely to participate.  These models would be used in multiple PSY classes, including, but not limited to, General PSY (101), Biological PSY (205), and Lifespan Development (201).

Classroom supplies such as poster boards, markers, colored pencils, glue, scissors, and other "school supply" type materials for classroom activities and campus education (e.g., keeping the PSY department corkboard updated, educational displays made by students in class for the campus community during *Brain Awareness Week* or for other classroom projects) are needed on a regular basis. Simple craft materials to make neuron models as study aids are needed regularly.  Models and posters are made every semester students in face-to-face PSY courses.

Other items that would contribute to students' hands on learning experiences include resources such as updated educational videos, and items that can be ordered from scientific supply companies. For example, in a perception unit, smell and taste kits would be excellent learning tools, in a neuroscience unit, sheep brain dissections would be incredibly valuable. A regular campus subscription to an educational video streaming source such as Kanopy is desired for certain videos that are not otherwise available on DVD, or through open access sources online.

A little extra storage space would be helpful, such as a cabinet or two for teaching supplies, however, at this point it's not critical. As our learning toolkit grows, more storage space will become necessary.

A Psychology Club may be formed in the future as the program grows and there is an adequate number of students who are interested in participating and serving as club officers; the idea is underway. Ultimately, a PVC chapter of PSI CHI, the national honor society in psychology, should be developed to function cooperatively with a Psychology Club, such that students who earn notable grades in psychology are recognized for their performance. Once a student is part of the honor society, they maintain membership for life.  Participation in one or both of these clubs is a valuable addition to four-year college and graduate school applications. Financial resources to initiate such clubs and to continue to support them may eventually be necessary.

In addition to the items described in this section, funds for outside professional development including conference attendance and related expenses, and professional membership fees, will be regularly needed to support institutional goals at all levels.

Finally, more support staff is needed for Distance Learning Education, to both oversee the program, and to process incoming work from students in correspondence courses.  The volume of work that comes in each week is significant, and a good portion of faculty time is spent opening envelopes and sorting work first by course, then by assignment number for grading, and then again by facility/location before returning it to the Distance Learning Office for disbursement to students. Faculty time would be better spent grading the work and offering more feedback to students than on performing basic clerical duties.

   b. *Describe plans for future changes in facilities or equipment that would better support the program.*

There are no plans for immediate major changes in facilities and equipment in PSY. Although, in the near future, including laboratory sections for core courses such as Research Methods and Biopsychology should be a priority. Appropriate facilities and supplies for laboratory courses in PSY will be necessary for us to provide a learning environment in PSY at PVC that is comparable to the student experience at other California Community Colleges, where the scientific method and laboratory exercises are applied to study behavior and mental processes in lab courses. However, before we make major changes in PSY such as these a priority, a variety of other issues that have been mentioned in his program review must first be addressed.