PALO VERDE COLLEGE

Program Review

Psychology

Presented by Sharon Jones
2011-2012

EXECUTIVE SUMMARY

Psychology

1. **Program Strengths:**

    a. Implementation of an associate of arts degree in psychology

    b. To enhance opportunities for student success, faculty Implemented pre-requisites in English for introductory psychology courses, and implemented a sequence for psychology program courses.

    c. Implementation of research methods course as a follow-up to the prior program review.

2. **Program Weaknesses:**

    Need for additional faculty, mainly adjuncts, to support the associate of arts in psychology degree.

3. **Recommendations for Program Improvement:**

    a. Continue efforts in continuous assessment of student learning outcomes at the course and program levels.

    b. Committee encourages implementation of online courses.

4. **Committee Determination:**

    Report is accepted and may proceed to the next step in the process.

Program Review Committee Approval Date: April 17, 2012

Division of History, Social and Behavioral Sciences: Psychology
Program Review 2012

Program Evaluation Summary To be completed by the Program Review Committee members	The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items: 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: a. Report is accepted and may proceed to the next step in the process. b. Report is returned to the department for further work, as follows:
1. Support of the College Mission	A. State the purpose of program. ***The Psychology Program offers students a comprehensive education in the rational science of affect, behavior, and cognition. A variety of course offerings allows students to expand their intellectual horizons through the study and practice of the core ideas and skills of psychology. 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, 2011.*** B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees. ***The Psychology Program in the division of History, Social and Behavioral Sciences 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.*** C. Describe the unique institutional goal the program achieves. ***The Psychology Program serves to fulfill transferable course requirements and/or electives, as well as a transferable Associate's Degree.***

2 Accomplishments in Achieving Goals Outlined in the Previous Program Review	A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements. ***The previous program review identified the need for a research methods course in psychology. This goal has been realized by the development and approval of PSY 150 (Research Methods in Psychology). A prerequisite of English 099 eligibility is in place for all psychology courses, and PSY 101 (General Psychology) is now a prerequisite for PSY 210 (Abnormal Psychology). We believe the implementation of prerequisites will improve student success rates in psychology courses. All course outlines are currently up to date.*** B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications. ***The previous program review described a need for more instructors, and funds for professional development and college-sponsored events. Due to budgetary constraints, these goals cannot be achieved at this time.***
3. Populations Served	A. Describe the populations served by the program, including special populations. ***The Psychology Program serves students pursuing careers in the nursing field; 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.*** B. Describe other populations that should be served by the program, and describe plans to serve them in the future. ***The division would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance. We plan to develop and offer an online section of PSY 101 by Fall, 2013.***
4. Curriculum History	List the courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once

	during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program. PSY 080: Supplemental Instruction for Psychology PSY 101: General Psychology 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 Psychology***** PSY 210: Abnormal Psychology PSY 215: Social Psychology***** PSY 220: Counseling and Interviewing PSY 280: Selected Topics in Psychology***** PSY 290: Selected Studies in Psychology***** ****These courses were not successfully offered at least once during the preceding six (6) semesters. These courses should continue in active status due to the new degree program in psychology.***
5. Course Scheduling and Availability	Describe how effectively the scheduling process of classes in the program: A. Optimizes class availability for day students, evening students and distance education students. ***Currently, psychology courses are only offered face-to-face in the evening, and via correspondence. Students have not shown an interest in day scheduling of courses.*** B. Optimizes student learning. ***Face-to-face students consistently receive high quality instruction and favorably evaluate faculty. The wide availability of correspondence courses ensures that students with issues related to transportation or distance can complete their programs of study. Unfortunately, adjunct faculty in psychology is not evaluated, so the quality of instruction cannot be assumed.***
6. Student Learning	A. Describe the process by which the program identifies measures and evaluates

Outcomes	student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed. ***At the course level, student learning outcomes (SLOs), instructional strategies, and assessment measures are identified on each course outline of record and on every course syllabus. At the division level, the following SLOs have been agreed upon:*** ***1) Describe and evaluate critically the role and significance of history, social and behavioral sciences in the community and the world*** ***2) Exhibit multiple skills including critical thinking, written and oral communication, and problem solving*** ***3) Demonstrate research competency*** Subject specific SLOs include the following: *1. Identify the basic subject matter of psychology even though it may be discussed in differing terminology (such as "behavior", "behavior and mental processes", and "emotions, actions and thoughts").* *2. Identify the major people and historical events important to the study of psychology.* *3. Compare and contrast the major schools of thought in contemporary psychology, including the basic assumptions underlying each major school of thought.* *4. Identify the basic process of scientific experimentation, and be able to identify errors in scientific research and the problems caused by those errors.* *5. Identify the characteristics of a scientific explanation, identify the characteristics of pseudo explanations, and state the consequences of believing in pseudo explanations.* B. Describe the process by which program improvements are made, and provide evidence that this process is being followed. ***All departments in the division are continually working on course outline updates, as well as identifying courses to be moved to inactive status. The development of the new course – Research Methods in Psychology – serves to satisfy the requirements for our transfer degree in psychology. These changes and improvements are evidenced by Curriculum Committee minutes and catalog changes. Furthermore, faculties use data from student learning outcomes assessment to make modifications and improvements to instruction on an ongoing basis.***

7. Program and Course Coverage	A. Describe how effectively courses in the program are covered by: 1) Full-time faculty; 2) Part-time (adjunct) faculty ***The Psychology Program currently has one full-time faculty member, and at least four adjunct instructors who are highly qualified.*** B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program. ***N/A*** C. Describe plans to improve program and course coverage, if applicable. ***N/A***
8. Professional Development	A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes. ***Due to budgetary constraints, professional development activities have been limited to flex day training, online seminars, and consultation with colleagues.*** B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs. ***All departments in the division recognize the need for additional professional development opportunities; however, the current financial situation precludes participation in off-site training opportunities.***

9. Student Performance and Completion	A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)

Student Success						
	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
PSY 101						
A,B,C,P	80	66	51	55	58	54
A,B,C,P…W	101	88	70	91	75	99
% Success	79.2%	75.0%	72.9%	60.4%	77.3%	54.5%
PSY 110						
A,B,C,P	10		26		23	
A,B,C,P…W	14		30		27	
% Success	71.4%		71.4%		86.7%	
PSY 145						
A,B,C,P		12		13		21
A,B,C,P…W		18		14		31
% Success		66.7%		92.9%		67.7%
PSY 201						
A,B,C,P		26		30		30
A,B,C,P…W		46		47		58
% Success		56.5%		63.8%		51.7%
PSY 210						
A,B,C,P	5	8	6		10	4
A,B,C,P…W	8	15	10		20	12
% Success	62.5%	53.3%	60.0%		50.0%	33.3%
PSY 220						
A,B,C,P	30		38		37	39
A,B,C,P…W	32		40		44	46
% Success	93.8%		95.0%		84.1%	84.8%

*Success is defined as earning a grade of A,B,C or P. Success rate is calculated as follows: A,B,C,P divided by A,B,C,D,F,I,NP,P,W.

Completion for some courses has been poor. In order to address this, prerequisites have been implemented for all psychology courses.

B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years. **N/A**

10. Enrollment and Financial Trends

A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.

Enrollment History						
	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
PSY 101-01	28	26	23	23	25	24
PSY 101-02	19	32	24	9	25	17
PSY 101-03	28	30	23	29	25	29
PSY 101-04	26			30		29
PSY 110-1	14		30		27	
PSY 110-2						
PSY 145-1		18		14		10
PSY 145-2						21
PSY 145-3						
PSY 201-01		16		22		22
PSY 201-02		30		25		20
PSY 201-03						16
PSY 210-01	8	15	10		20	12
PSY 210-02						
PSY 210-03						
PSY 220-01	18					
PSY 220-02	14		23		22	23
PSY 220-03			17		22	23

Enrollment has been increasing over the last three years. Due to the new degree program in psychology, it is likely that enrollment in these courses will continue to grow.

B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.

2006-2007	**Benefits**	**Supplies**	**Operating Expenses**	**Capital**	**TOTAL**
Psychology	$24,038.	$590.	$410.	$ 0	$25,038.

2007-2008	Benefits	Supplies	Operating Expenses	Capital	TOTAL
Psychology	$26,030.	$592.	$ 697.	$ 0	$27,319.

2008-2009	Benefits	Supplies	Operating Expenses	Capital	TOTAL
Psychology	$15,656.	$393.	$ 0	$ 0	$16,049.

2009-2010	Benefits	Supplies	Operating Expenses	Capital	TOTAL
Psychology	$11,527.	$376.	$ 0	$ 0	$ 11,903.

2010-2011	Benefits	Supplies	Operating Expenses	Capital	TOTAL
Psychology	$11,535.	$128.	$ 0	$ 0	$ 11,663.

Expenditures have been reduced over the last three years, without compromising the integrity of the program.

11. Facilities and Equipment

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

Yes.

B. Is available dedicated space adequate to support the program? Explain.

Yes.

C. Is available equipment adequate to support the program? Explain.

Yes.

D. Describe plans for future changes in support facilities or equipment.

N/A

12. Strengths and Weaknesses

A. List and comment on the major strengths of the program.

1. The Psychology Program offers a wide variety of courses.

	2. Faculty members are knowledgeable and experienced. ***3. Faculty members are committed to academic integrity and student success.*** ***4. Multiple modalities of instruction are used in order to optimize student learning.*** ***5. An Associate in Arts degree in Psychology is now available for students, and gaining popularity.*** B. List and comment on the major weaknesses of the program. ***1. The Psychology Program has been overly reliant on adjunct faculty.*** ***2. The addition of the Associate in Arts degree in Psychology requires that additional courses be regularly offered, increasing the need for additional full-time faculty.***
13. Plans to Remedy Weaknesses	Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected. ***Due to budget constraints and a hiring freeze, there is no plan to add additional faculty at this time.***
14. Plans to Advance the Program	Describe other plans that will advance the program. ***The division will continue to review courses to ensure they are current, and being successfully offered. We will use SLO assessment data to guide instructional improvement, and continue to seek additional full-time faculty members, in order to reduce the disproportionate number of adjunct faculty in our division.***