

BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name: Psychology

Department Name: Behavioral Sciences

Division Name: Social and Behavioral Sciences

Please list all participants in this Program Review :

Name	Position
Roger Morrissette	Professor
Matt O'Brien	Assistant Professor
Fred Rose	Professor
Netta Schroer	Assistant Professor
Kathy Young	Professor

Number of Full Time Faculty: 5

Number of Part Time Faculty: 29

Please list the Classified positions (and their FTE) that support this discipline:

1 ADA that also serves Sociology and AODS.

What additional hourly staff support this discipline and/or department:

n/a

Discipline mission statement: [Link to "How to Build a Mission Statement"](#)

The mission of the psychology program is to offer students lifelong education and general education classes, and to prepare students for transfer to four-year programs in psychology (AA-T degree) by educating them in the fundamental concepts, knowledge, and skills of psychology.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

ENROLLMENT AT CENSUS AND CENSUS LOAD:

The enrollment at Census increased since last year to 2,217 in Fall 2015 (from 2,039 in Fall 2014). The fill rate similarly increased from 80.5% in Fall 2014 to 89.4% in Fall 2015, slightly higher than both the Behavioral Sciences Department (88.32%) and the college as a whole (87.55%). The increased enrollment may be due in part to the removal of the Psyc 100 prerequisite which increased enrollment among our many sections of this course.

Total FTEF: Our FTEF is relatively consistent with previous years. The FTEF in Fall 2015 was 14.47 (compared to 14.73 in 2014, 14.40 in 2013, and 14.20 in 2012).

Full time FTEF, WSCH/FTEF: The Full-Time FTEF remained consistent at 3.80 (in both 2014 and 2015), but this is a drastic drop compared to 5.60 in 2013. The WSCH/FTEF increased to 491.83 (compared to 447.63 in 2014).

Part time FTEF: Our Part-time FTEF remained consistent at 10.67 in Fall 2015 (10.93 in 2014), but this is an from 8.80 in 2013.

This data indicate that our enrollments are have increased since last year. Nevertheless, we are still seeing a high rate of courses being taught by part-time faculty. According to the 2015 data, 73.73% of total FTEF were taught by part-time faculty (compared to 61.11% in 2013-14). The low full-time FTEF rate suggests that we are in need of additional full-time faculty. Although we received a new hire in Fall 2016 and will receive another in Fall 2017, the pattern of increased enrollment suggest that we will likely need an additional hire to help return us to our previous FTEF rate (2 faculty retired in the last 2 years). We anticipate that the removal of the Psyc 100 prerequisite will continue to lead to an increase in enrollment and have already begun offering additional sections of Psyc 230 to meet student demand.

COURSE SUCCESS AND RETENTION RATES:

Overall Course Success and Retention: The overall retention rate increased to 90.8% in 2015 (up from 87.2% in 2014). This is consistent with 2015 data from all Behavioral Science courses (90.2%) and all Palomar College courses (91.6%).

The overall success rate in 2015 was 68.1% (up from 66.3% in 2014). We received equity funding and implemented a tutoring program in Fall 2016 for our statistics (Psyc/Soc 205) and Research Methods in Psychology (Psyc 230) courses. We hope this additional student resource will continue to aid student success.

Success and Retention by Mode of Delivery:

The retention rate for distance education courses has increased to 82.4% in Fall 2015 from 80.8% in 2014. However, this rate is lower than non-distance education courses (92.7%). Similarly, distance education students show the lower success rates (55.8% which was consistent with the 55.1% in 2014) compared to non-distance education courses (70.9%). The lower success and retention rates in distance education are consistent data for all Palomar College courses (71.5% for non-distance vs. 60.7% for distance courses). Palomar College has already begun offering additional resources such as virtual tutors, which will hopefully increase the success in distance education courses.

Degrees:

Since developing the transfer degree in Psychology, the number of degrees has continued to grow. AA-T Degrees increased from 5 in 2011-12, to 29 in 2012-13, 42 in 2013-14 and 47 in 2014-15. Most recently, during 2015-2016, we awarded 60 degrees.

1B. Standards: ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- The College's institutional standard for course success rate is **70%**.
- Review your discipline's course success rates over the past five years.
- Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

ANNUAL INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

Standard for Discipline Course Success Rate: 70

Why?

The 70% rate is consistent with the College's Institutional standard for course success.

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

Enrollment and Degrees – Our enrollment and retention rates have increased and we are continuing to focus on enrollment management. We began offering a 4th section of Psyc 230 in Spring. This filled quickly and we will continue to monitor enrollment and add sections as needed. We have similarly added Fast Trak courses and winter intersession courses to meet student needs. We will also be offering Psyc 235 (Learning and Behavior Modification) as a distance-education course, which is currently under review by the Curriculum Committee. As noted above, we are also seeing an increase in degrees, awarding 60 degrees in 2015-2016.
COR Updates - Psychology updated AODS Psychology and Sociology courses that were not updated as required by the Curriculum Committee time line.

Coordinate with Women's Studies Program – The Women's Studies Program is working to increase enrollment by coordinating course schedules for cross-listed courses to avoid day/time overlaps that may prevent students from taking multiple classes. Part of the problem was that most Women's Studies courses were offered during the spring semester, with few offered in fall. To help with this, we changed our offering of Psychology of Women (which is only offered once per year) from the spring semester to the fall semester.

Scholarships - In addition to our annual Milstein-Davis Psychology Means Success scholarship, we are fortunate to also offer The Judy Wilson Palomar Multicultural Psychology scholarship. This new scholarship is aimed at helping first generation, Latino students transfer to a 4-year university. Between both of these, we were able to award 3 students with a well-deserved scholarship.

Student Conference Presentations – Several of our students attended conferences to present work they completed at Palomar College. In February 2016, two students presented research they completed in Psyc 230 (Research Methods in Psychology) at the Conference for Research in the Arts, Social Sciences, and Humanities at UCSD. Additionally, 6 students attended to the annual convention for the Western Psychological Association where they were accepted to give poster presentations. Four of these students presented work completed in their research methods course and two presented research they completed on perceptions of the Tarde de Familia event.

Tutoring Services – In collaboration with Sociology, we secured SSEC funding for tutors for both Research Methods and Statistics. Our funding allowed us to hire four Statistics tutors and 1 Research Methods tutor, all of whom are available to meet with students during scheduled office hours or by appointment. Additionally, the tutors are embedded during some course sessions (e.g. SPSS labs) to further help students. We are receiving positive feedback from faculty as well as students on this new addition and will continue to request for funding to maintain this program.

Connecting with CSUSM – Psychology has been meeting with CSUSM to build connections and discuss how to best meet our students' needs. In January 2017, we participated in a NCHCA-funded event for Statistics and Research Methods faculty to discuss best practices and generate ideas to better prepare students. In March 2017, we (along with faculty from other disciplines) met with our counterparts from CSUSM to discuss issues ranging from articulation, student activities, and future collaborations.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

Additional Full-Time Faculty - Given the increase in enrollment, along with the high rate of courses taught by part-time faculty (73.73%), we continue to be in need of additional full-time faculty members. This will be especially important if we continue to increase the number of Psyc 230 courses (a specialized, capstone class taught by full-time faculty), which is likely given current enrollment patterns.

Part-Time Scheduling - One area in which we can improve is building a part-time faculty pool. Scheduling courses (particularly with a short-time limit, as is sometimes necessary) has been challenging given the time it takes employees to complete the HR process. We would like to build a part-time faculty pool of qualified instructors that have already cleared HR and can teach on short-term notice. HR now offers this option, so we anticipate being able to address this issue quickly.

Related to this, we can also improve scheduling by creating and maintaining an up-to-date spreadsheet of faculty members' expertise and past teaching experience and evaluation notes.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

In the 2015-2016 PRP, we included a goal to modify the computer lab in MD-130 so computers and keyboards are properly working at all times. Although we included a resource request to address this, further inquiry into this revealed that the cost of making the modification exceeded the requested funding so we are still in need of addressing this concern. Psyc/Soc 205 is a 4-unit course that incorporates SPSS into the curriculum. The inclusion of this computer application component is necessary to maintain consistency with our articulation agreements. It is also providing students with support to be successful in other courses at Palomar College (e.g. Research Methods) and their transfer institutions, as well as helping students develop skills that for future job placement. At the San Marcos campus, this course is taught in MD-130 (a computer lab). The lab consists of computers that lift out of the desk and keyboards that are in trays. Unfortunately, this design has created problems for its continued use. Multiple work orders have been submitted for jammed computers, bent trays, and broken keyboards. Based on conversations with faculty who teach in the room and with facilities, it appears that the trays used for the keyboards are easily bent and cause problems for the mechanism used to lift and lower the computers. Not having functional computers greatly impacts our ability to teach this course as intended and provide students with the experiences required by our articulation agreement. Facilities has indicated that having keyboards that slide out would help prevent damage to the lifting mechanism. Doing this will require new furniture pieces. Having working computers is imperative to our program and will impact 576 students each semester (18 classes per semester with 32 students each).

Need for additional computer labs - The demand for our face-to-face, prime-time Psyc 205 courses exceeds our abilities to offer them based on limited access to computer lab classrooms. The dean must negotiate to find appropriate rooms each semester. We would offer more sections if there was guaranteed access to rooms.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

Based on last year's goal, we updated all of our course level outcomes to be consistent with the American Psychological Association's revised goals. We also updated course levels goals to be consistent with these (as currently seen in TracDat) and will be assessing all SLOs in all classes during Spring 2017.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Design a robust psychology advising program, which includes prov	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Update Psychology Program Outcomes to be consistent with APA G	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate options to modify the computer lab in MD-130 so comp	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Develop an agreed-upon procedure for cross-listed course planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate options to increase the number of courses that transfer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Continue to collaborate with CSUSM
Strategies for implementation	Have yearly meetings to discuss best practices, articulation, etc.
Timeline for Implementation	Ongoing - once per year
Outcome(s) expected (qualitative/quantitative)	Increased connections and methods to best prepare students
GOAL #2	
Program or discipline goal	Investigate possibilities to get priority of other computer classrooms so we can expand our 205 offerings on campus as we are currently maxed out in MD-130.
Strategies for implementation	Consult with the dean
Timeline for Implementation	ongoing
Outcome(s) expected (qualitative/quantitative)	Ability to offer additional sections of Psyc 205.
GOAL #3	
Program or discipline goal	Obtain a new FT Faculty position
Strategies for implementation	Complete the necessary paperwork with rationale
Timeline for Implementation	Hire for Fall 2018
Outcome(s) expected (qualitative/quantitative)	New full-time faculty position to assist with increased enrollments and teaching specialized courses.

**Department Chair/
Designee Signature:** _____

Date: 04/01/2017 _____

Division Dean Signature: _____

Date: _____

Vice President Signature: _____

Date: _____