**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Psychology** | **09/25/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 2,584 | 2,769 | 2,528 | 2,696 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 101.10% | 106.38% | 102.85% | 100.33% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 7,962 | 8,551 | 7,797 | 8,355 | Weekly Student Contact Hours | |
| **FTES** | | 265.39 | 285.02 | 259.89 | 278.50 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 15.09 | 14.80 | 14.00 | 14.53 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 528 | 578 | 557 | 575 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 6.00 | 4.60 | 4.40 | 4.20 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 8.42 | 9.60 | 8.80 | 8.93 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.67 | 0.60 | 0.80 | 1.40 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 9.09 | 10.20 | 9.60 | 10.33 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 60.24% | 68.92% | 68.57% | 71.10% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 94.38% | 94.84% | 94.98% | 95.09% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 65.59% | 71.12% | 72.00% | 74.48% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | 93.16% | 92.40% | 91.30% | 88.98% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 59.24% | 64.52% | 66.24% | 62.85% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 7 | 5 | 1 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | 8 | 6 | 3 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | 8 | 6 | 3 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Psychology classes are in high demand at Palomar as revealed by a Census Enrollment Load of over 100% for the last four years. And students tend to remain in our classes as a retention rate of 95% documents. Even in the many online classes we offer in which the retention rates are often much lower than on-campus classes, the retention rate is 89%. That said however, we would like to improve the success rates of both on-campus and online classes which are 74% and 63% respectively and the full-time faculty has met to discuss that and other issues. Psychology is similar to a number of other Palomar College disciplines that have experienced full-time faculty retirements but few if any full-time replacements hired. Psychology has six full-time instructors but a total FTEF of 14.53; 71% of our classes are taught by part-time instructors. Given that we now have several fewer full-time psychologists than we had 5 years ago, we are particularly proud of psychology's WSCH/FTEF number of 575 (525 is often considered to be one measure of "productivity"). We firmly believe that Psychology would have an even stronger and more productive influence on student learning with more full-time instructors.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **We are very aware that while a lot of students take an Introduction to Psychology (Psyc 100) course, many do not take any other psychology courses. Therefore, we feel a particular responsibility - to our discipline and our students - to make sure that students leave our Psyc 100 course with accurate information about the science of human behavior. Over the course of a number of meetings in which full-time and part-time instructors participated, we decided to assess core knowledge of psychology in six major areas. Students' knowledge of these areas was assessed by how correctly they answered multiple-choice questions that the instructors had agreed upon. The list below lists the areas and percentage of correct answers from the students. The instructors who participated in this assessment project embedded the questions as part of their normal class testing process. Student responses to the target questions were extracted from the relevant in-class tests and sent to one of the full-time instructors who aggregated the data below.**  **Area of Introduction of Psychology content - % correct student answers**  **Science 54%**  **Social 72%**  **Biological 58%**  **Learning 77%**  **Memory 68%**  **Abnormal 84%**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **Last year we submitted our Transfer Model Curriculum (TMC) for Psychology. It was approved and is in place now. We are currently ensuring that our AA-T courses match the C-IDs the CSU system uses.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.**  **The assessment data for the Introduction to Psychology course revealed a mixed level of student mastery of the core concepts we wanted them to learn. In particular, the students' knowledge of the scientific method as used in psychology was disappointing (54%). As virtually all instructors state they emphasize scientific research in their classes it may be that the assessment measure used did not capture what students really had learned. It could be that a more robust assessment measure is needed.**  **Shortly after the conclusion of last spring semester the full-time psychology instructors met off campus to discuss SLOs, assessments, and planning of our psychology curriculum with a particular focus on the Introduction to Psychology class. We agreed to develop a more substantial pool of test items than was used previously and that we all can agree will serve to assess students' knowledge in the foundational areas of scientific method, social influences on behavior, biological underpinnings of behavior, learning, memory, and abnormal functioning.**  **During fall 2012 we plan to compile a pretest - posttest and develop a systematic procedure to test a large, representative sample of Psyc 100 students. We will be able to compare the pretest and posttest results and these data along with the baseline data already collected will enable us to begin to plan a comprehensive Psyc 100 redesign.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**    **The Program assessment plan we agreed upon was that we would continue working on assessment measures, data gathering and integration, especially for those courses that had not been assessed during the last academic year. We also will examine our Psychology Course-Psychology Program matrix and discuss how our course-level SLOs flow up to and integrate with the program-level outcomes.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **N/A** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
| --- |
| **The full-time psychology faculty met, at the beginning of last summer, to discuss plans for our discipline. That meeting was quite productive and was helpful in, among other things, allowing us to understand better how we approach our own individual areas of specialization within our discipline. There was substantial interest in considering an innovative redesign of our entry level and most popular class, Introduction to Psychology (Psyc 100). We will meet again this academic year to consider how a redesign would affect the number of Psyc 100 classes we offer and the enrollment in those classes. We have looked at data that document how student success is positively affected when certain prerequisites are in place and we plan to work with other campus constituencies to consider the feasibility of mandating, say, an English prerequisite. For example, an analysis of 5 years of data from ALL of our Introduction to Psychology courses revealed that: 72% of those students who Place into English 100 pass our course; 58% of those students who place into English 50 pass our course; 47% of those students who place into English 10 pass our course. We believe these data should stimulate discussion regarding the value of establishing prerequisites for some of our Psychology classes.**  **We are also currently in the process of doing curriculum review (in CurriUnet) and updating our CORs based on the feedback from C-ID reviewers to align our courses so that they will be transferable for our students. Due to curriculum transfer review, we found that our 1-unit Data Analysis course (205L) we developed for our students who transfer to SDSU is no longer accepted, since their lab course is now 2 units, so we removed Psych 205L from the Spring 2013 schedule. Our retention rates across all classes are very good (over 90%) but our student success rates could improve - particularly the student success rate for online students (63%). We will continue ongoing discussions about measures to increase retention, particularly in online classes.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **We would like to offer certain popular classes more at night and at Escondido. With the recent budget reductions causing class reductions it is impossible to add classes even though we know they would be filled. Given that classes not linked to a program, certificate, or transfer pattern will probably be cut from the class schedule we are planning our psychology curriculum with that in mind. We have put special topics on hold for the foreseeable future But we are attempting to satisfy the course rotation, balance, and other scheduling criteria that create a comprehensive program.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Psychology can make a persuasive argument for more full-time faculty: We have 6 full-time instructors, our total FTEF=14.53 but a Full-time FTEF of just 4.20; 71% of our classes are taught by part-time instructors; our enrollment load is over 100%, our WSCH=8,355 - the objective data certainly are supportive of this argument. As with other disciplines psychology has had several full-time instructors retire without being replaced.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** |  |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **Mac Laptop (District Standard)** | **11** | **Goal 2, specifically Objective 2.6: Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies .** | **Instructor's comment: My rationale is that I need SPSS to analyze data for both research methods and statistics, but the College cannot provide me with a site-licensed copy of SPSS for my personal laptop. I teach my Research Methods class using small groups; we meet in the classroom but it isn’t always feasible to project to the screen when there are other groups working in the class. We also frequently meet in or near my office, so, again, having the portability to analyze data wherever we are. Thus, I the laptop would allow me to use the software I need to effectively teach Psy 205 and 230 AND have the portability necessary when working in small groups.** | **$2100.00** | **One-Time** | **No department funding for technology** |
| **b2.** |  |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **Travel to Psychology conference** | **2** | | **2, 5, 6** | | **Travel to discipline conferences is a very important way for facutly to keep up to date in their field. This request is to send psychology faculty to either the American Psychological Association conference which is the major conference in our field or the Teaching of Psychology confere** | | **$6000 ($1000 each for 6 FT faculty)** | | **Ongoing** | | **An insignificant amount is currently funded ($27.00 per FT instructor)** | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** |  |  | |  | |  | |  | |  | |  | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** |  |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** |  |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **We have requested data from our Research and Planning Office regarding students who transfer with a psychology major** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Our Psychology discipline has been actively involved in scholarly activities. Here are a couple of the noteworthy accomplishments:**  **- Dr. Judy Wilson completed the requirements for her Ed.D. degree.**  **- Katie Townsend-Merino is a member of the ARCC (Accountability Report for Community Colleges) Task Force charged with revising the college**  **Scorecard; Katie is also the lead Psychology Faculty Reviewer for C-ID Curriculum Project between CSU and CCCs.**  **- Full-Time Psychology faculty conducted a one-day inaugural planning retreat to use longitudinal data to propose changes to our gatekeeper class,**  **Intro Psych to improve our students success in our classes.**  **- Approval of our Psychology Transfer Program (AA-T)** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Haydn Davis *Name*** | **Katie Townsend-Merino *Name*** | **Kathy Young *Name*** |

|  |  |  |
| --- | --- | --- |
| **Fred Rose *Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**