Palomar College – Institutional Review and Planning
Instructional Programs

Purpose of Institutional 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.)

Discipline: Psychology

Instructional Department/Discipline   **2007-08**

1. **4-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	2,691	2,688	2,683	3,015	*Self Explanatory*
Census Enrollment Load* %	93.50%	85.85%	88.31%	90.08%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	8,195	8,266	8,336	9,400	Weekly Student Contact Hours
FTES	273.16	275.54	277.88	313.34	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	17.00	17.20	17.00	19.77	Total Full-Time Equivalent Faculty
WSCH/FTEF	482	481	490	475	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	6.40	6.60	6.00	7.00	FTEF from Contract Faculty
Hourly FTEF	9.00	9.00	10.00	11.50	FTEF from Hourly Faculty
Overload FTEF	1.60	1.60	1.00	1.27	FTEF from Contract Faculty Overload
Part-Time FTEF	10.60	10.60	11.00	12.77	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	62.35%	61.63%	64.71%	64.59%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	92.11%	92.66%	92.82%	92.93%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	69.15%	63.73%	67.37%	66.42%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	4	6	7	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	16	20	11	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	16	20	11	N/A	Total number of Certificates awarded for the Full Academic Year

The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08.

2007-08 Degrees & Certificates show as "N/A" since Spring'08 awards are obviously unknown at the current point in time.

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The WSCH and total FTEF counts for psychology classes have grown steadily for the last 4 years. Given the fact that online and primetime psychology courses regularly fill up and students are turned away, we anticipate that this trend will continue. The retention rate has remained at the same high level (92-93%) for 4 years.

An area of concern for the Psychology discipline is the Percent of Total FTEF Taught By Part-Time Faculty, which has grown from 62% to 64.5% over this 4 year period. Given the AB 1725 goal that 75% of instruction be taught by full-time instructors and 25% by part-time instructors, our discipline is not only failing to make progress towards this goal, but appears to be trending to the opposite direction. Unless we hire more full time faculty in our discipline, this trend will remain the same. If we add more courses without adding additional full time faculty, we will increase the Percent of Total FTEF Taught By Part-Time Faculty.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.) Discipline planning of new course offerings is currently in the conceptualization phase—e.g. Cultural Psychology and Co-occurring Disorders (Dual Diagnosis)--and will be proposed pending further discipline discussion and curriculum review. If there are new CSU/UC transfer language updates, articulation changes, new workforce and labor market projections, or if the certifying agencies for our AODS program require additional courses, we will revise current courses and/or develop those courses as required.	In the past year, due to budget cutbacks, the Psychology discipline (along with the rest of the college) was asked to cut the overall number of course offerings by 10-15% during the Summer '08, Fall '08 and Spring '09 semesters. The number of overall courses have been frozen for Fall 2009. In order to achieve this, core Psychology cores were cut. In this fiscal climate the discipline did not think it was prudent to develop new courses when basic course offerings were being cut back. Although new courses are still in the developmental stage, the lack of funding to add new class sections works against the successful completion and execution of the discipline goal of developing new course offerings. CAADE and CAADAC (certifying bodies for AODS) have not mandated or implemented additional required courses at this time. However, new legislation regarding AODS Counseling Licensure does anticipate changes in curriculum coursework to include multicultural counseling and Dual Diagnosis disorders (alcohol and other

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report.   Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

	drug abuse and psychiatric illnesses.) We will be revising our SLOs for AODS courses and including those topics in our revised course outlines of record.
b. **Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)** Our prime time and online classes fill up rapidly and usually have substantially more students than the maximum limit. We would offer more of these classes to satisfy the demand; however, the addition of prime time sections cannot occur without additional classroom availability and may not be feasible without an increase in the overall number of full time Psychology faculty.	We are still unable to keep up with student demand for more classes due to the current budget crisis. We have had to turn students away from most of our prime time classes and in fact have been required to cut the number of sections offered each semester since the summer of '08.

4.   **Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
a. **Equipment/Technology – block grant funds, VTEA, other resources, etc.** Our Physiological Psychology labs require the purchase of an additional Psychophysiology Teaching Kit – 3,880, and an Advanced Animal/Human Physiology Teaching Kit – 4,595.00. In addition to this, funding for updated Videos/DVDs - approximately $1,000.00 are also necessary. We would like to develop a discipline website which would include teaching resources for instructors. One of the teaching resources would be a centralized, password-protected location for films, videos, and DVDs which would be streamed for easy classroom access. Technology and equipment needs towards this end are being discussed with Academic Technology.	We are still in need of two more Psychophysiology Teaching Kits ($3880.00 ea.) in order to successfully set up a comprehensive Physiology lab. We need to update our Toolbook software to support tutorials used in our Statistics courses (Toolbook Instructor 9.5 license - $2,236.00 and 1 year support & maintenance – $995.00) We were unable to purchase all the Videos/DVDs requested in our original plan and need approximately $500.00 more to complete our updating of these items. We are still in the process of working with Academic Technology on the equipment needs to develop a centralized, password protected location for films, videos and DVDs.

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

b. Budget – budget development process, one-time funds, grants, etc.	
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. Over the next 3 years, we will need: -- 1-2 additional classrooms to accommodate projected growth in the number of psychology classes -- at minimum, two additional faculty offices; one for one of our current FT faculty member who is sharing an office with another FT faculty, and one for the new Psychology hire for Fall 2008 -- additional faculty offices for new FT faculty as hired (one per new FT faculty)	We obtained a faculty office for the one new faculty member hired for Fall '08. We look forward to the completion of the Multidisciplinary Instructional Building to accommodate our needs for new classrooms and faculty offices located in a centralized area. We are in need of more dependable, ongoing maintenance of our bank of six classroom computers located in BE-6.
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years --We must hire more fulltime faculty members as soon as possible (see the previous section on Percent of Total FTEF Taught By Part-Time Faculty). This individual is needed to teach Human Sexuality, Statistics and/or Introduction to Psychology. --As noted above, our discipline has an extraordinarily high percentage of adjunct faculty, which creates a continuing and ever-increasing, unpaid workload for our discipline coordinators. To cope with this workload, we have divided the tasks among four separate coordinators: 1) scheduling full-time faculty and coordinating administrative requests for classes, 2) scheduling part-time faculty, 3) interviewing and hiring new part time faculty,	We hired one faculty member who now coordinates the Psychological & Social Services and the Alcohol & Other Drug Studies programs. We are still in need of more fulltime faculty members as evidenced by the percent of total FTEF taught by part-time faculty. Our extraordinarily high percentage of part-time faculty creates a continuing and ever-increasing, unpaid workload for faculty members involved in the interviewing, hiring, scheduling and evaluation of part-time faculty. We request a stipend for this unpaid work necessary in a multi-disciplinary department where faculty must be counted on to oversee discipline-specific tasks.

and 4) evaluating part time faculty. Moreover, the full-time faculty contribute additional unpaid hours developing learning outcomes, and revising the CORs to comply with the new learning outcomes requirements, etc. Coupled with the high number of work generated by the proportion of full to part-time faculty, the amount of unpaid work our discipline contributes to the college is of significant concern. We're respectfully requesting at least 40% reassigned time and/or equivalent stipend.	
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. For the website development (see 4a above), we would like to request staff support.	
f. Other The psychology discipline has previously requested 40% reassigned time for the faculty member who will coordinate the Psychological and Social Services and Alcohol and other Drug Studies (AODS) Certificate Programs. Historically, this position had been associated with release time, but it had been relinquished in the 1990s during a time of college and State budgetary crisis. Reassigned time for this position was requested over 2 years ago, but this item remains under contract negotiation. A copy of the request should be on file, but is available upon request. (See also, section #9)	We have been successful in hiring a coordinator for the Psychological & Social Services and the Alcohol & Other Drug Studies programs who receives 20% reassigned time. The coordinator, Maria Miller, has developed a website (http://www.palomar.edu/behavioralscience/AODS/home.html) to communicate and publicize the program to prospective students, citizens, and social and healthcare professionals in the community.

5.   Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

One of our discipline goals is to increase the number of full-time Psychology faculty closer to the AB 1725 goal (that 75% of instruction be taught by full-time instructors and 25% by part-time instructors) while recognizing the need to increase the diversity among full-time faculty. This is linked to the Student Success strategic goal in Palomar College's Strategic Plan 2009, in that it will "facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations. "

6.   Student Learning Outcome progress:

a.   **Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

Our discipline is currently in the process of developing learning outcomes for all Psychology courses. Learning outcomes will include, but may not be limited to, Learning Outcomes developed by the American Psychological Association (APA) (see www.**apa**.org/ed/pcue/taskforcereport.pdf for more detail). The timeline for completion of Learning Outcomes for each course is planned to coincide with Course Outline of Record course reviews, which are done every three years.

Sample:
Learning Outcome for students completing Psyc 130 with a passing grade:

Students will be able to use critical thinking skills to detect gender bias in psychological research.

Assessment:

Assignment to read research articles reporting gender differences in cognitive abilities or personality traits and write a critique of the conclusions in the articles based on the critical thinking questions given in class.

b. **Discuss a learning outcome that is observable yet difficult to measure.**

Learning Outcome for students completing Psyc 100 with a passing grade:

Tolerate ambiguity and recognize the complexity of psychological explanations of behavior. (Paraphrased from APA Learning Outcome goals)

Discussion: Although the concept of being able to "tolerate ambiguity" is conceptually clear, this is an outcome that is likely most easily assessed by a self-report measure. However, the accuracy of that measure may be called into question due to factors such as the social desirability bias, self-deception, or lack of self-insight.

7.   **Describe a discipline accomplishment that you want to share with the college community.**

--Karen Huffman is currently completing the 9th edition of her book, Psychology in Action, which has been one of the top selling introductory psychology textbooks in the United States for many years now.

--Haydn Davis coordinated and facilitated an instructional skills workshop for online instructors during Fall 2007, where new, interesting, useful and innovative online teaching methods were shared among instructors.

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

-- Judy Wilson is the new coordinator for Campus Explorations.

-- Roger Morrissette continues as lead negotiator on the negotiations team for the Palomar Faculty Federation, and is currently chair of the Distinguished Faculty Committee.

-- The psychology discipline expects to hire a new faculty member to spearhead the Psychological and Social Services and Alcohol and other Drug Studies Certificate Programs this semester (Spring 2008). The hiring committee, chaired by Jay Alperson, has convened, and interviews are scheduled for March 2008.

-- Two of our part time faculty (Justin Estep, Heather Butler) were accepted and entered doctoral programs in Psychology.

-- Two of our part time faculty obtained their doctoral degrees (Sky Chafin, Nadav Goldschmeid)

-- Four of our previous part time faculty (Sky Chafin, Heather Flowe, Kelly Graydon, and Christine Umali-Kopp) obtained full time positions at other colleges.

8.   **Are there other resources (including data) that you need to complete your discipline review and planning?**

No

9.   **For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

The psychology discipline is currently in the process of hiring a Full-time faculty member who will coordinate the Psychological and Social Services and Alcohol and other Drug Studies (AODS) Certificate Programs. The AODS program is accredited by the California Association of Alcohol and Drug Educators (CAADE) and the California Department of Alcohol and Drug Programs (CADAC). CADAC requires that the AODS program match curriculum requirements. CAADE requires that the director of the AODS program have 20% reassigned time devoted to coordinating the program to the specifications of this agency. Reassigned time for the director has been requested (the proposal for reassigned time was completed over 2 years ago) but remains, still, currently under negotiation.

The AODS was approved by CAADE as of April 2004. The review for maintaining accreditation is scheduled for 2009.

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Kathleen Young Karen Huffman Judy Wilson Jay Alperson Fred Rose Robert Miller
Department Chair/Designee Discipline Review and Signature   **Date**

Division Dean Review and Signature   **Date**

**Please identify faculty and staff who participated in the development of the reviewer's progress/status report -
Input Names Here:**

Kathleen Young Karen Huffman Judy Wilson Jay Alperson Fred Rose Roger Morrissette Terry Humphrey
Department Chair/Designee Discipline Review and Signature   **Date**

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report.   Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

_____

Division Dean Review and Signature   **Date**