PART 1: 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
Michael Dudley	**Assistant Professor**
Roger Morrissette	**Professor**
Matt O'Brien	**Assistant Professor**
Fred Rose	**Professor**
Netta Schroer	**Associate Professor**
Kathy Young	**Professor**

Number of Full Time faculty	6	**Number of Part Time Faculty**	26

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:
None

Discipline mission statement (click here for information on how to create 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 all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

AA-T degree

PART 2:
Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section
  1: Program Data and Enrollment Section
  2: Course Success Rates Section
  3: Institution and Program Set Course Success Rate Standards Section
  4: Completions Section
  5: Labor Market Information (CTE programs only) Section
  6: Additional Qualitative Information Section 7: Curriculum, Scheduling, and Student Learning Outcomes

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SECTION
1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1.
Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased	X	Steady/No Change	X	Decreased	X	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?							

Enrollment trends have increased, decreased, and stayed about the same, depending on how you interpret the data. As can be seen in Figure 1 below, Enrollment at Census numbers are still down from their level in Academic Year 2011-12, but are showing a healthy upward trend since Academic Year 2014-2015.
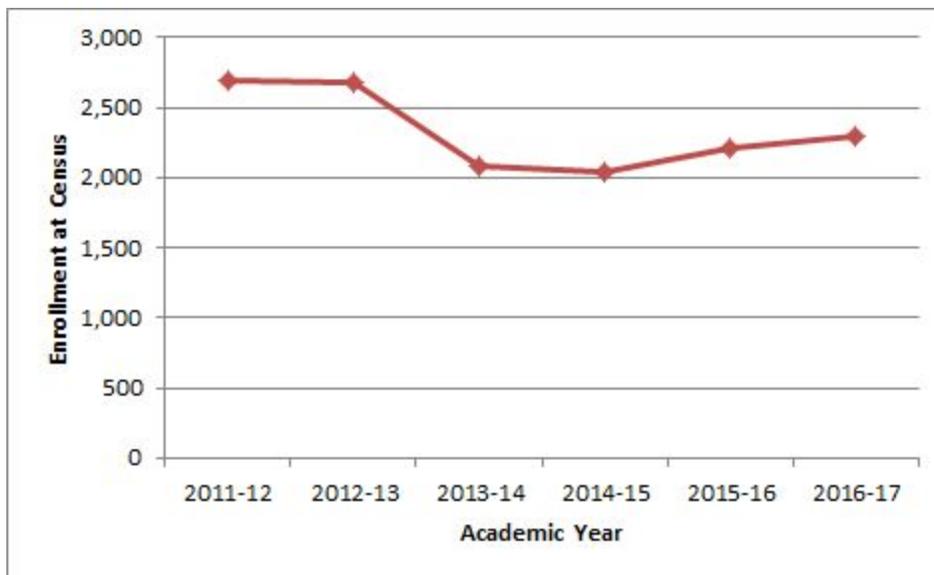

Figure 1. Enrollment numbers for the Discipline of Psychology
for that last 5 years.

If you compare this trend to the trend at the college as a whole (Figure 2, below), then it is clear that the trend in enrollment growth in the Discipline of Psychology is considerably positive as compared to the trend of the college as a whole.
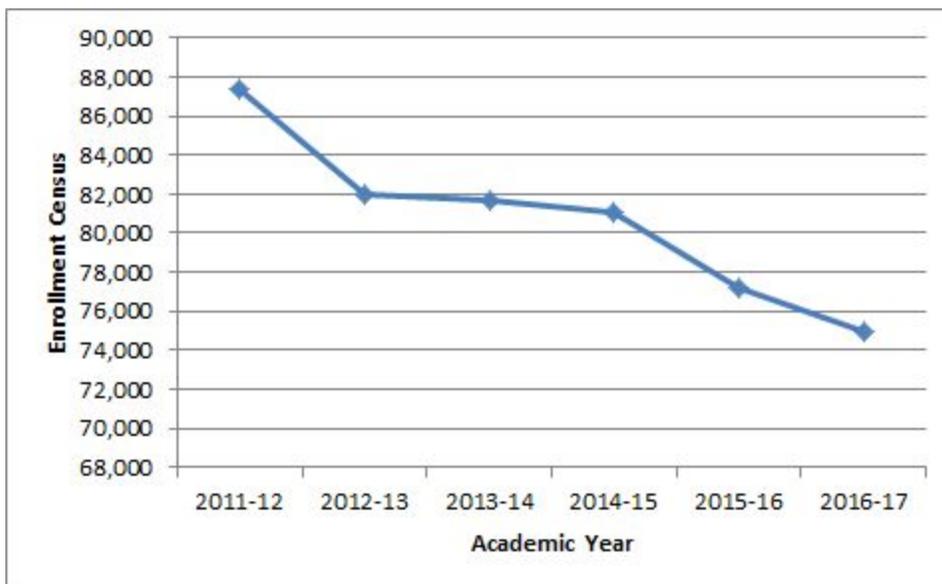

Figure 2. Enrollment numbers for the College as a Whole for that
last 5 years.

The decreased trend in enrollment for the Discipline of Psychology from Academic Year 2012-13 to 2014-15, in part models the trend that we saw at the college as a whole. In addition, the drastic dip from 2012-13 to 2013-14 is most likely also due to the disciplines initiation of a English 100 prerequisite for our Psyc 100: Introduction to Psychology sections. This policy most likely inspired potential Psyc 100 students who could not meet the prerequisite to choose other equivalent courses to take in its place. We have since rescinded this policy and the upwards trends are most likely due, in part, to this discipline decision. If you compare the percentage of Enrollment at Census for the Discipline of Psychology compared to the College as a Whole then it is clear that enrollment number for psychology are back to the 2011-12 levels (Figure 3, below).
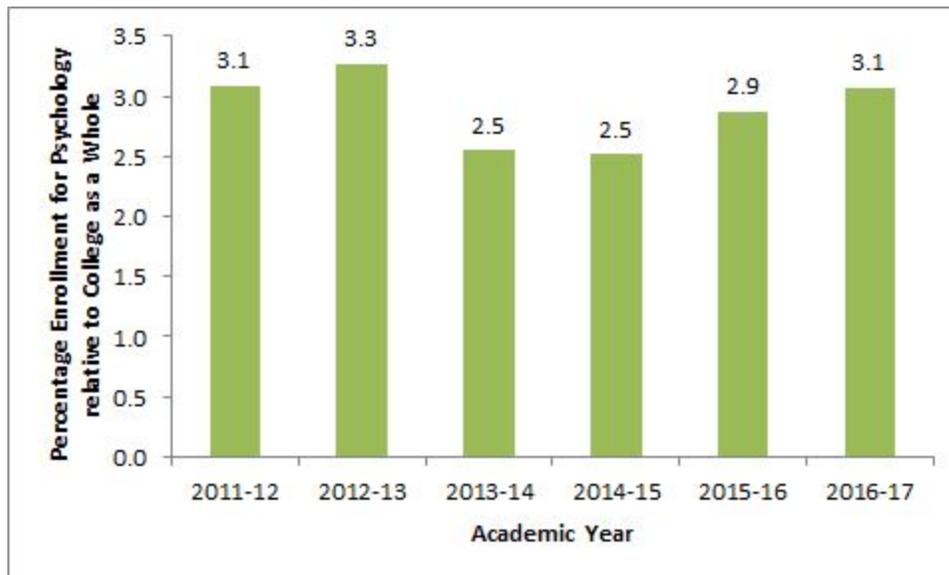
Figure 3. Percentage of enrollment numbers for the Discipline of
Psychology compared to the College as a Whole for that last 5 Academic years.

2.
Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Academic Year 2016-2017 Fill Rates for the Discipline of Psychology are all above 85% for all means of Class Teaching Sites except for Distant Education, although Distant Education Fill Rates closely model the rates of the College as a Whole (Figure 4, below). This data suggests that the Discipline of Psychology is generally well within the campus wide goal for Fill Rates.
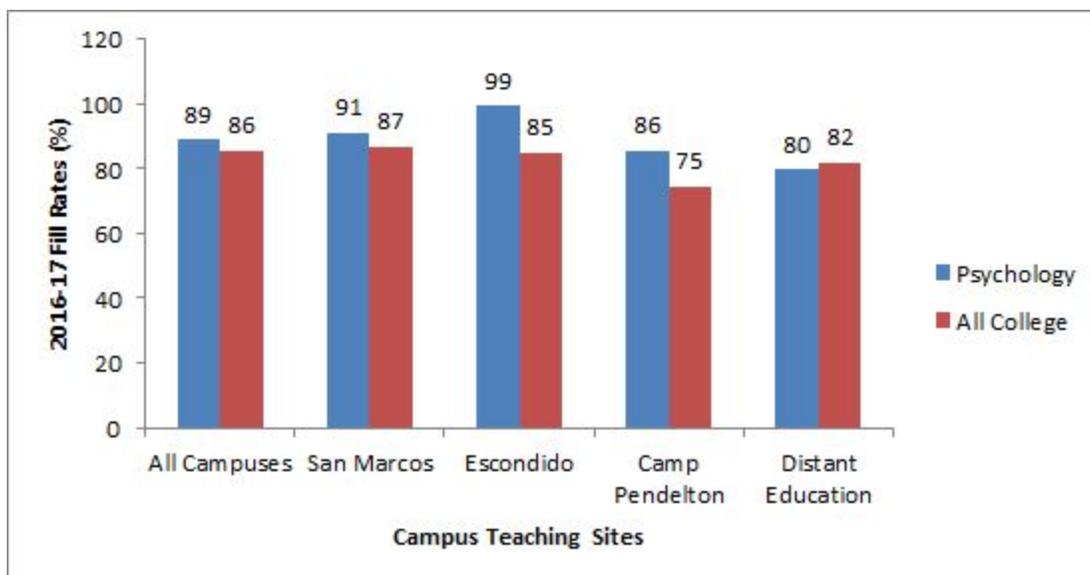

Figure 4. Psychology Fill Rates for Academic Year 2016-17 across means of Campus Teaching Sites.

The psychology discipline offers 12 course sections. As is shown in Figure 5 below, fill rates for 10 of these 12 sections are over 80%. Six of the 12 have fill rates over 90%. Two of our 12 sections have low fill rates at 57.9% and 47.6%. Both of these classes: Psych 130: Psychology of Women and Psyc 235: Learning and Behavioral Modification are two of our most specialized courses and generally have lower fill rates.
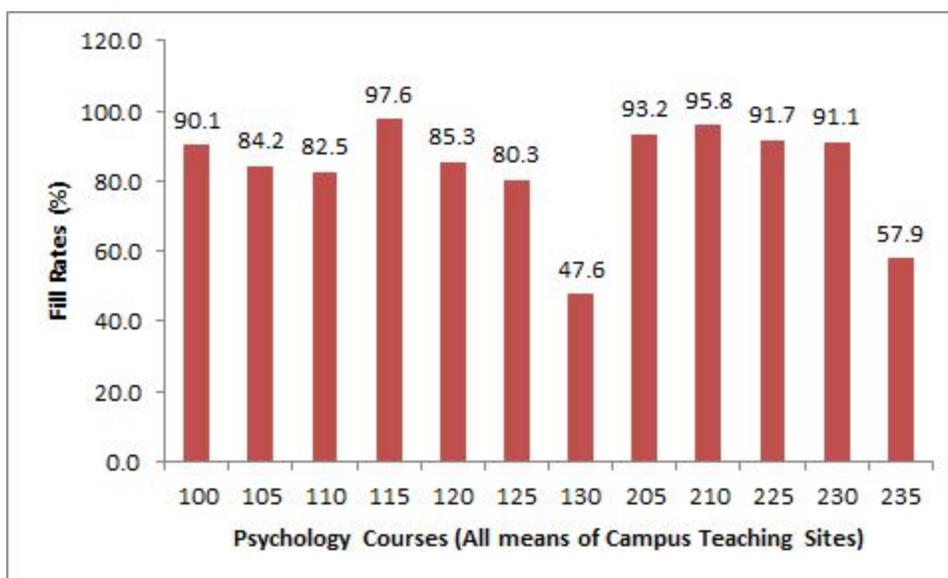

Figure 5. Fill rates for all Psychology Courses (across all Campus Teaching Sites) as of Academic Year 2016-2017.

Psyc 130: Psychology of Women is a course that is multidisciplinary with the new Women's Study Program. Last semester there was a conflict of scheduling with Psyc 130 and other Women's Studies sections that most likely led to the lower enrollment. The scheduling conflicts have been rectified now and this semester enrollment numbers are up. Psyc 235: Learning and Behavioral Modification is a course that is only offered once a year. It is a course with historical high fill rates (over 85%). Over the last three years scheduling issues may have limited the number enrolled. So this is most likely the cause for these lower than normal fill rates for the course. In the spring of 2018, Psyc 235 will be offered as an online course. It is our hopes that this scheduling modification will help to increase enrollment numbers. The psychology discipline does not suggest deactivating any courses at this time. Course enrollment rates have remained fairly stable for most psychology sections with a few exceptions. As mentioned in answering question 1, Psyc 100: Introduction to Psychology rates took a dip when our discipline

attempted an English 100 prerequisite for the course. Since the prerequisite has been rescinded, enrollment rates are back on the rise, as is shown in Figure 6, below.
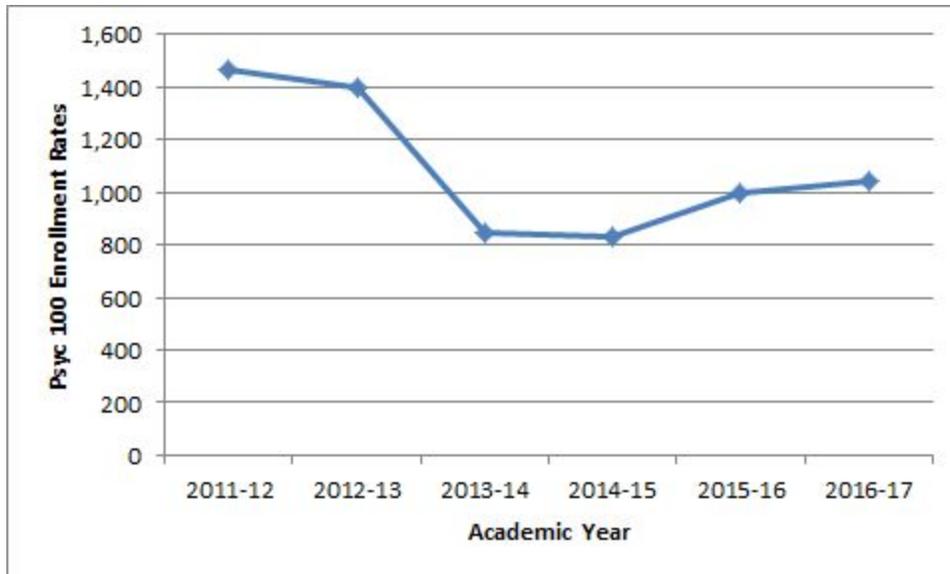

Figure 6. Enrollment Rates for Psyc 100: Introduction to
Psychology section by Academic Years

Beyond Psyc 110, enrollment rates for all but 1 other course have remained stable (Figure 7). The one course that has shown enrollment rate losses over the last 5 academic years is our Psyc 125: Human Sexuality course, denoted in red in the figure below.
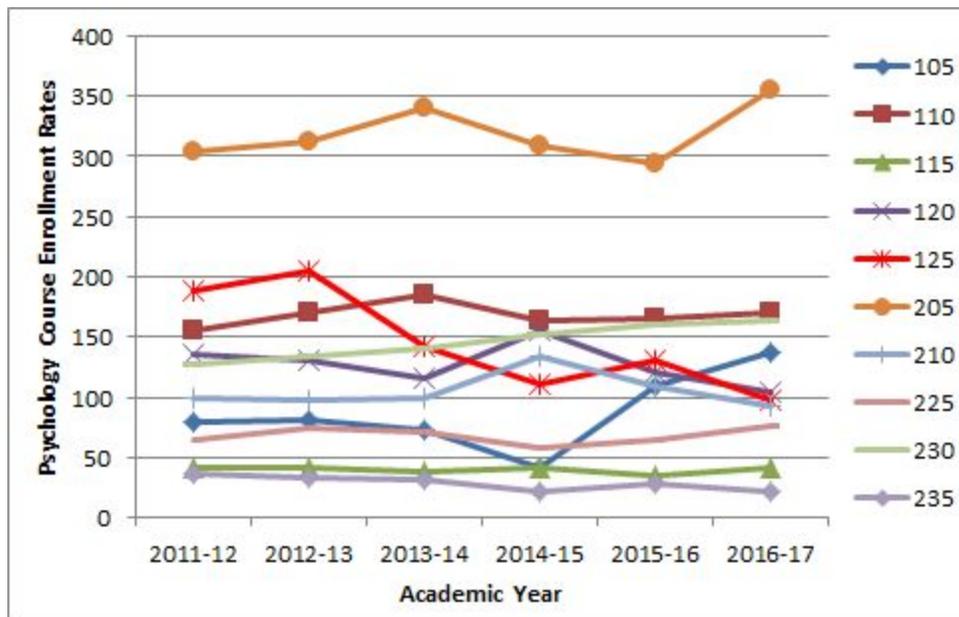

Figure 7. Enrollment Rates for all Psychology courses (except
Psyc 100) by Academic Year.

The loss of enrollment in our dually listed Psyc 125: Human Sexuality course is happening in both the discipline of Sociology as well as Psychology. This effect is somewhat puzzling assuming that a course of this nature should be inherently attractive to 20 something college students. Drops in enrollment did begin soon after we initiated our AA-T certificate program. It is our belief that the enrollment declines may be due to a reduced emphasis on Psyc 125 as a course needed to fulfill our AA-T certificate. In an effort to be more efficient, our students may be opting out of Psyc 125 as an elective course. A review of a new Health Services Program is underway and it is adopted Psyc 125 could be a critical part of that program, and in so doing, show increased enrollment in the future.

3.
WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).					
Discipline Efficiency Trend	**Increased**	**X**	**Steady/No Change**		**Decreased**	
Discipline Efficiency:	**Above 525 (35 FTES/FTEF)**	**X**	**At 525 (35 FTES/FTEF)**		**Below 525 (35 FTES/FTEF)**	

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The WSCH/FTEF ratio for the discipline of Psychology for Academic Year 2016-17 is a robust <u>568.2</u>. As Figure 8 shows below, the Psychology discipline WSCH/FTEF ratio is on the rise and shows a considerable increase when compared to the college as a whole.
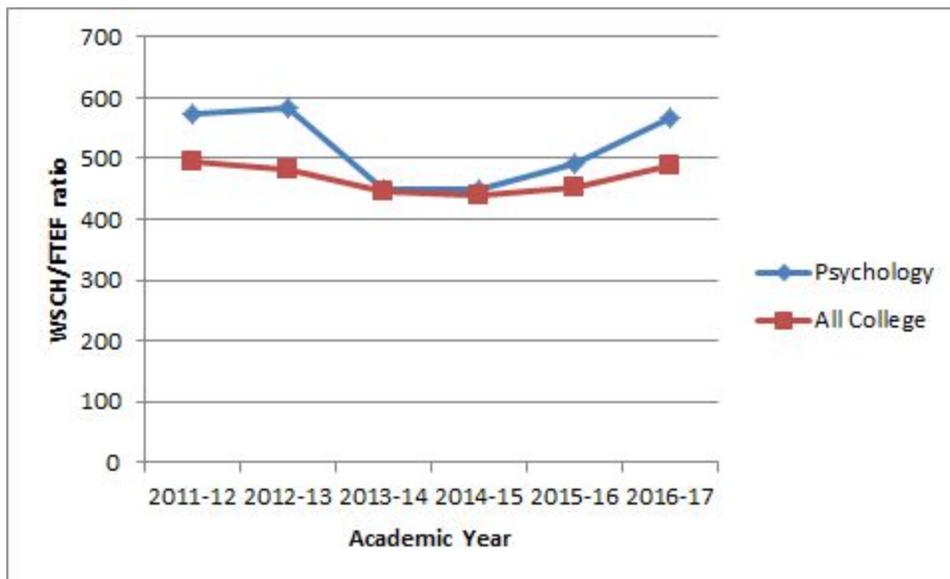

Figure 8. WSCH/FTEF ratios for the Discipline of Psychology compared to the school as a whole.

4.
Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

As of the 2016-17 Academic Year, the Discipline of Psychology has a FT FTEF of 5 and a combined PT Hourly and FT Overload FTEF of 9.13. This gives us a Percent of Total FTEF taught by PT and FT Overload faculty of 64.62%. Figure 9 shows the percent of Total FTEF taught by PT and FT Overload faculty across the Academic Years.
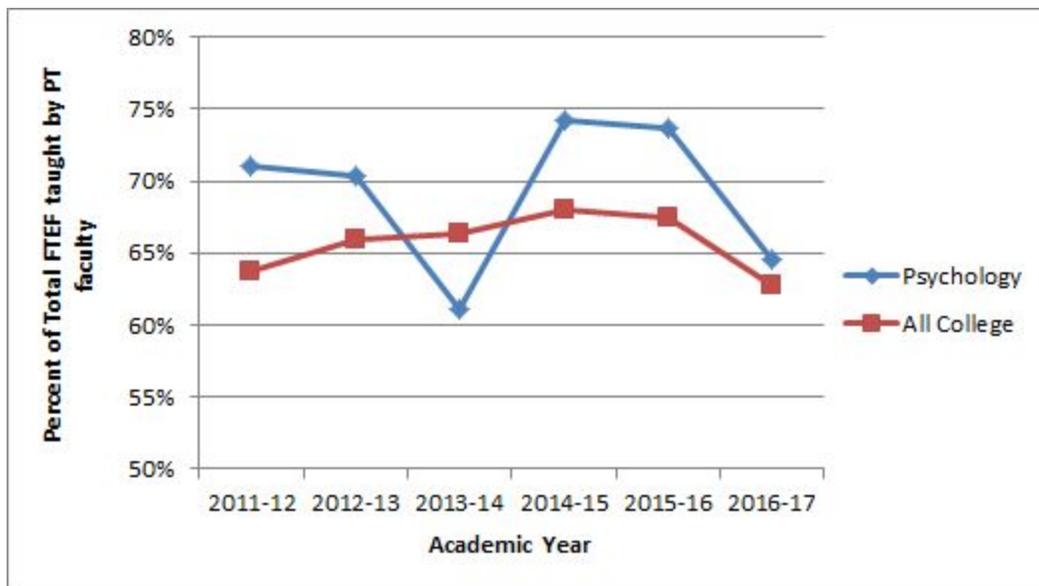

Figure 9. Percent of Total FTEF taught by PT and FT Overload
faculty by Academic Year.

The downward trend in Academic Year 2013-2014 is most likely the result of decreased enrollment (due to the Psyc 100 prerequisite) and a time when FT faculty were not taking any leave. During Academic Years 2014 through 2016, the Discipline of Psychology had 3 FT sabbaticals and 1 health leave, not to mention some release time for administrative work. The sabbaticals, leaves, and release time are at a minimum now and with the addition of our new hire in fall of 2016, percent of Total FTEF taught by PT and FT Overload faculty has dropped below 65%. With our new hire in fall of 2017 and no sabbatical, leaves, or release time expected, this percentage should drop even further next year.

**SECTION
2: COURSE SUCCESS RATES**

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

A. On-Campus Course Success Rates
B. Online Course Success Rates
C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
D. Course Success Rates by class location (Escondido, CPPEN, etc.)

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1.
Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

The overall Success Rates for the Discipline of Psychology run very similar to the College as a Whole but have dipped 3-4% points below the College as a Whole in the last few years (Figure 10, below). We secured SSEC funding to provide embedded tutoring and outside tutoring services in Statistics and Research Methods to increase the success and retention of specialized populations, including African Americans, Latinos, Foster Youth, Veterans, and students with disabilities. Although we are still collecting data, students and faculty are indicating that tutoring has been beneficial for helping disadvantaged students succeed.
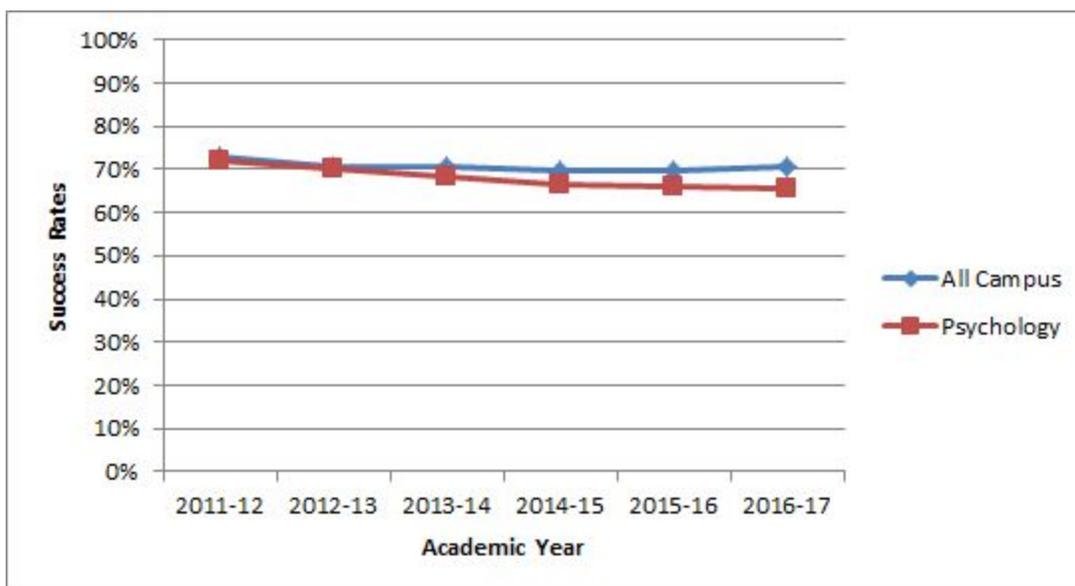

Figure 10. Overall Success Rates for the Discipline of Psychology compared to the College as a Whole.

The Discipline of Psychology Success Rates by Campus Site over the last 6 Academic Years are depicted in Figure 11 below.
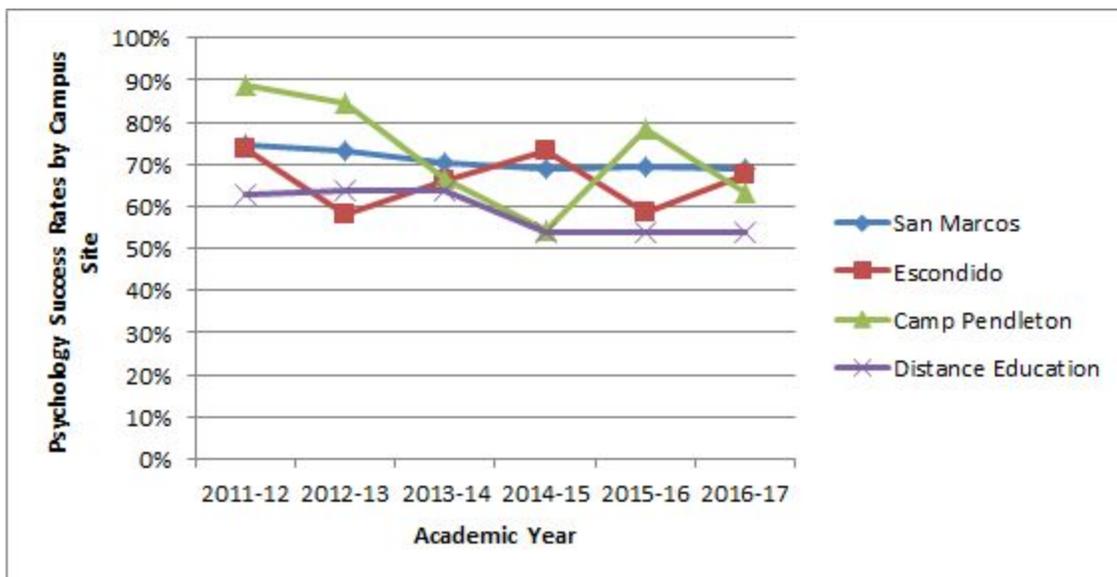
Figure 11. Psychology Success Rates by Campus Site and Academic Year.

San Marcos Campus. Psychology Success Rates for the San Marcos Campus very closely parallel Success Rates for the College as a Whole (Figure 12, below).
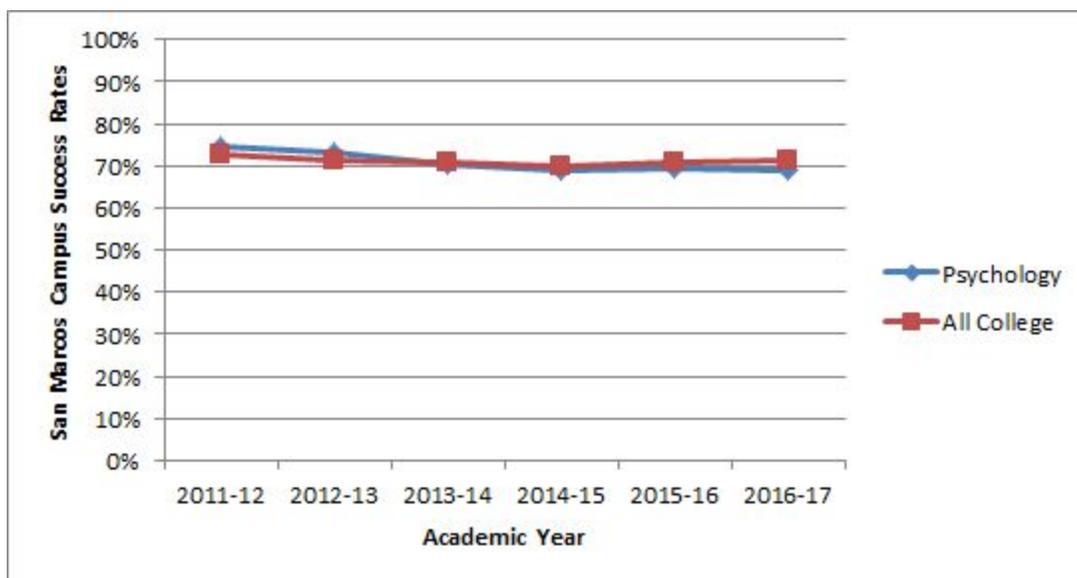

Figure 12. Psychology and All College Success Rates for the San Marcos Campus.

Escondido Campus. Although there is a bit more variability in Psychology Success Rates on the Escondido Campus, overall Success Rates still model and currently share results with the College as a Whole (Figure 13, below). The variability in the Psychology Success Rates at the Escondido center may be due to the variability of scheduling changes over the last 6 years.
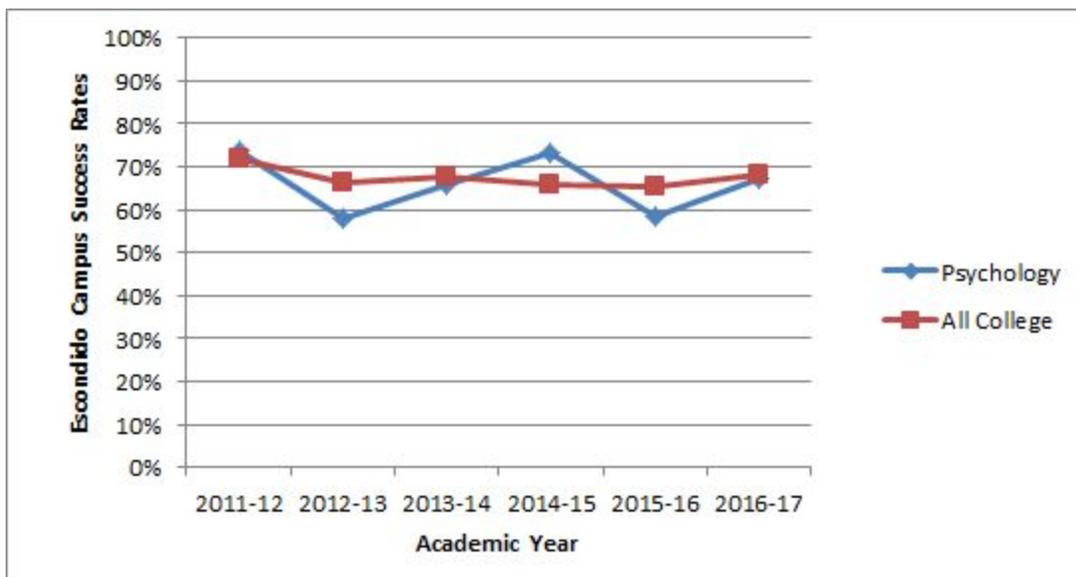
Figure 13. Psychology and All College Success Rates for the Escondido Campus.

Camp Pendleton. As with the Escondido Campus, there is a bit more variability in Psychology Success Rates on the Camp Pendleton Campus, overall Success Rates still model results with the College as a Whole (Figure 14, below). As with the Escondido Campus, the variability in the Psychology Success Rates at the Camp Pendleton Campus may be due to the variability of scheduling changes over the last 6 years.
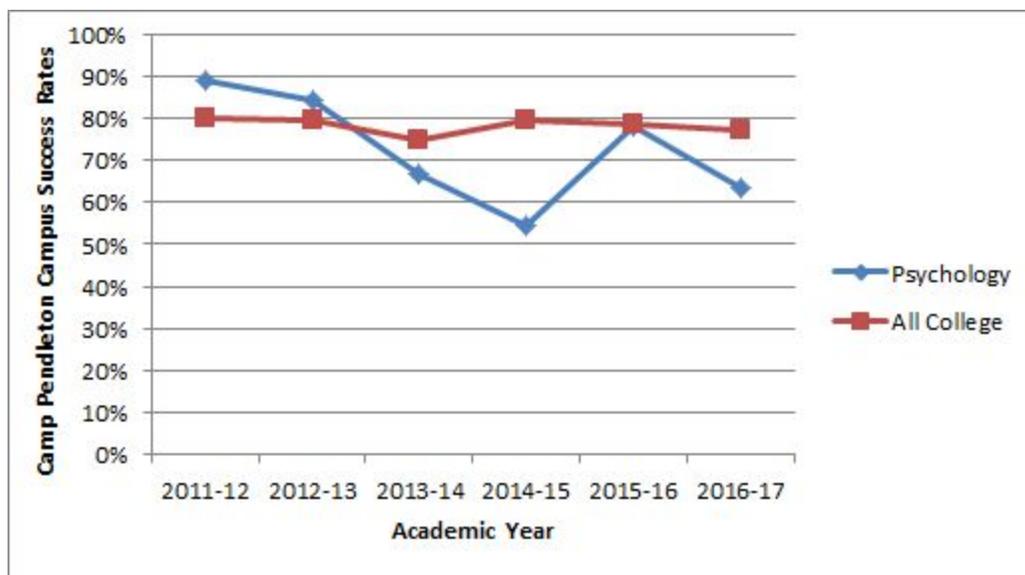

Figure 14. Psychology and All College Success Rates for the Camp Pendleton Campus.

Distant Education. Distant Education Success Rates for the Discipline of Psychology were similar to the College as a Whole from Academic Year 2011-12 through 2013-14. For the last 3 years Success Rates for Distant Education sections in the Discipline of Psychology have been consistently 6-7% below the College as a Whole (Figure 15, below). One reason for this slight dip below the college average may be due to the restructuring of our Psyc 205: Statistics for the Behavioral Sciences course. In 2013 the class was restructured to add a computer laboratory component. In addition, several faculty teaching Statistics have remodeled their courses to give more weight to the examinations over the homework assignments. This was an attempt to prevent students passing this critical foundation course by doing well on homework but poorly on the exams. This modification may have had the effect of reducing our overall Distant Education Success Rate values closer to the significantly lower Distant Education Success Rates for the Math Department (shown in Figure 15 below).
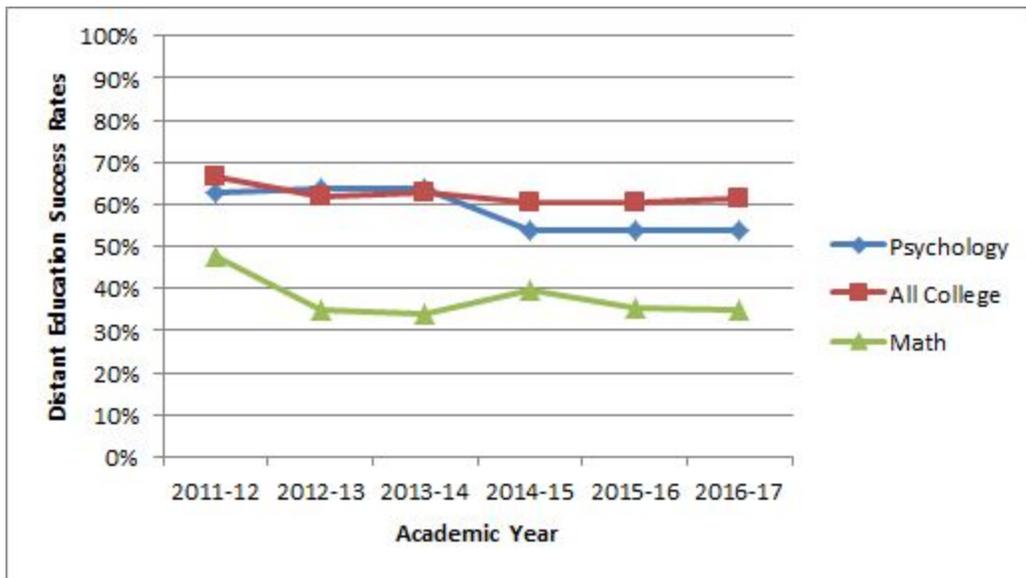
Figure 15. Psychology, Math, and All College Success Rates for Distant Education sections.

2.

Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note:

Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/

| Gender	Female Success Rates for the Discipline of Psychology are very similar to Success Rates for Females at the College as a Whole (Figure 16, below).
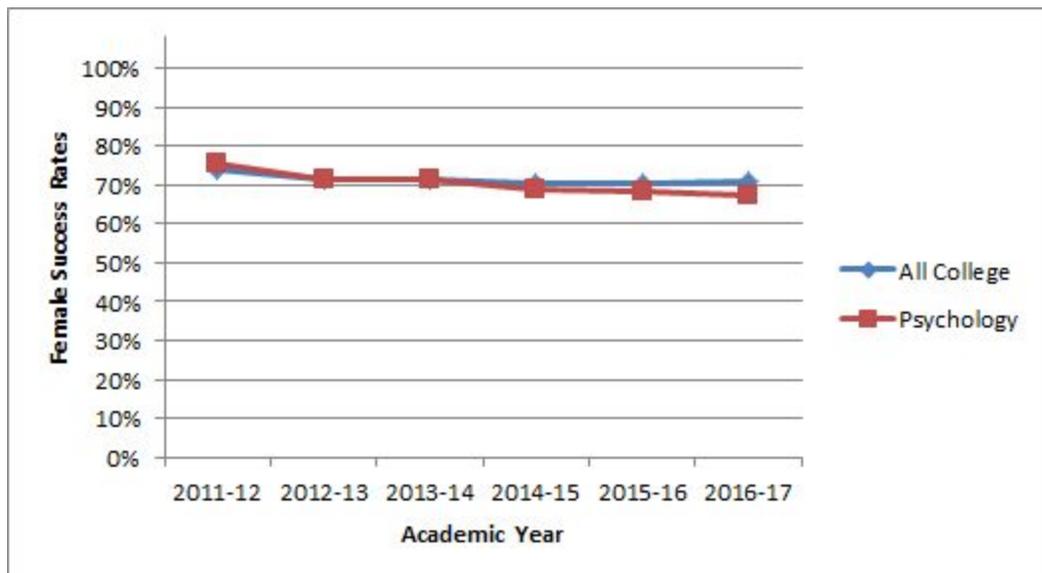
Figure 16. Female Success Rates for the Discipline of Psychology and the College as a Whole.

Male Success Rates for the Discipline of Psychology are about 6-7% points lower than Male Success Rates for the College as a Whole (Figure 17, below). This difference may be due to the fact that the majority of Psychology majors are female, so males taking Psychology sections may not have a similar motivation to succeed as female students taking the same sections.
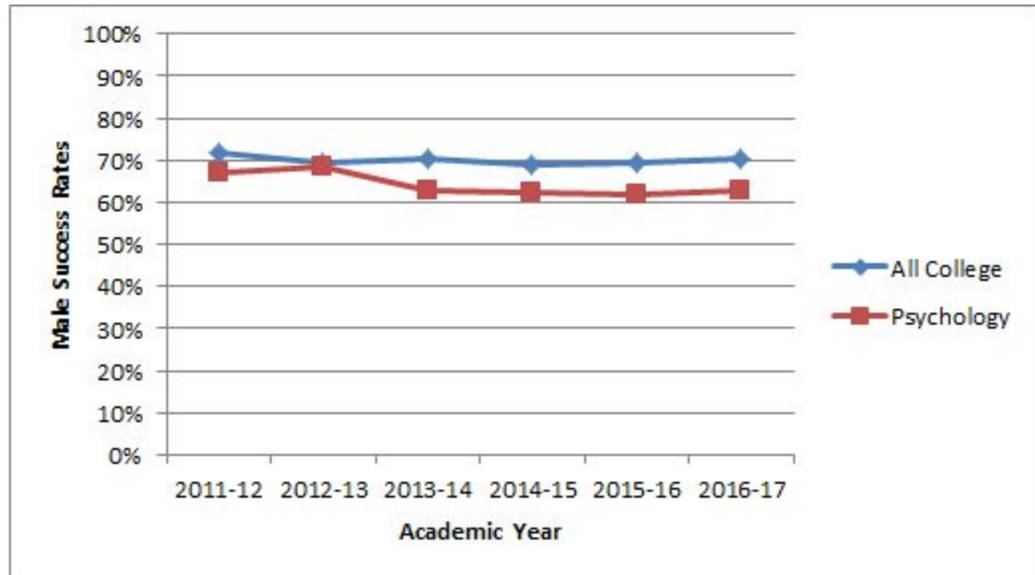
Figure 17. Male Success Rates for the Discipline of Psychology and the College as a Whole.

Age

Success Rates by Age for the Discipline of Psychology run parallel to Age-Specific Success Rates for the College as a Whole. These results can be seen in Figures 18-20 below.
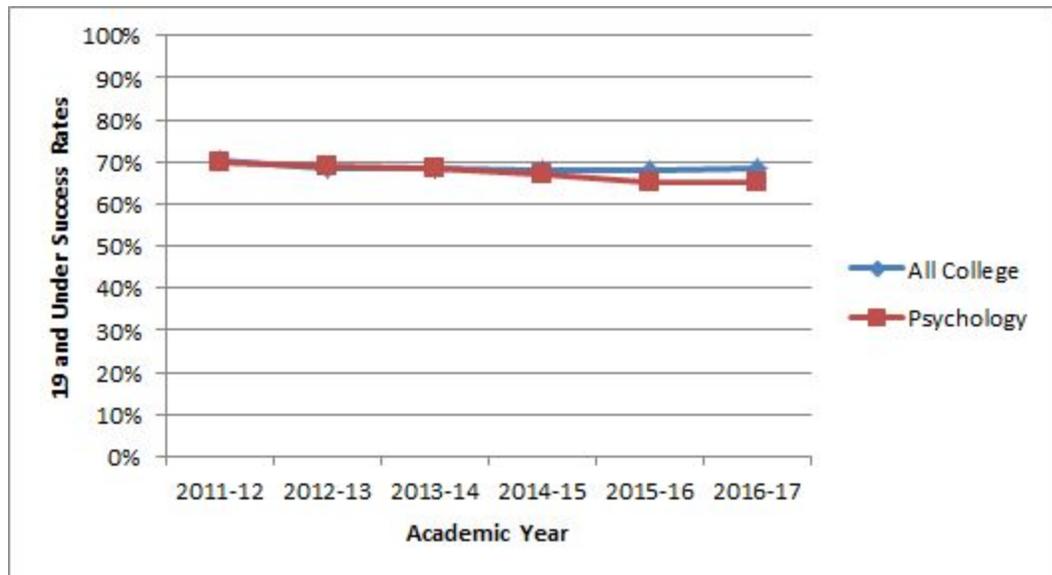
Figure 18. Age-Specific Success Rates for students 19 and Under for the Discipline of Psychology and the College as a Whole.
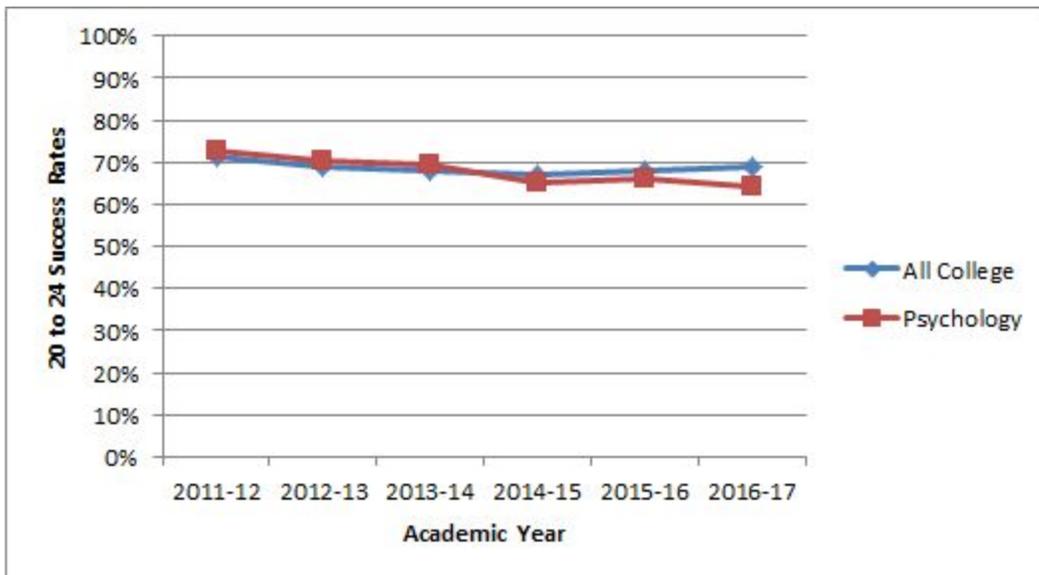
Figure 19. Age-Specific Success Rates for students 20 to 24 for the Discipline of Psychology and the College as a Whole.
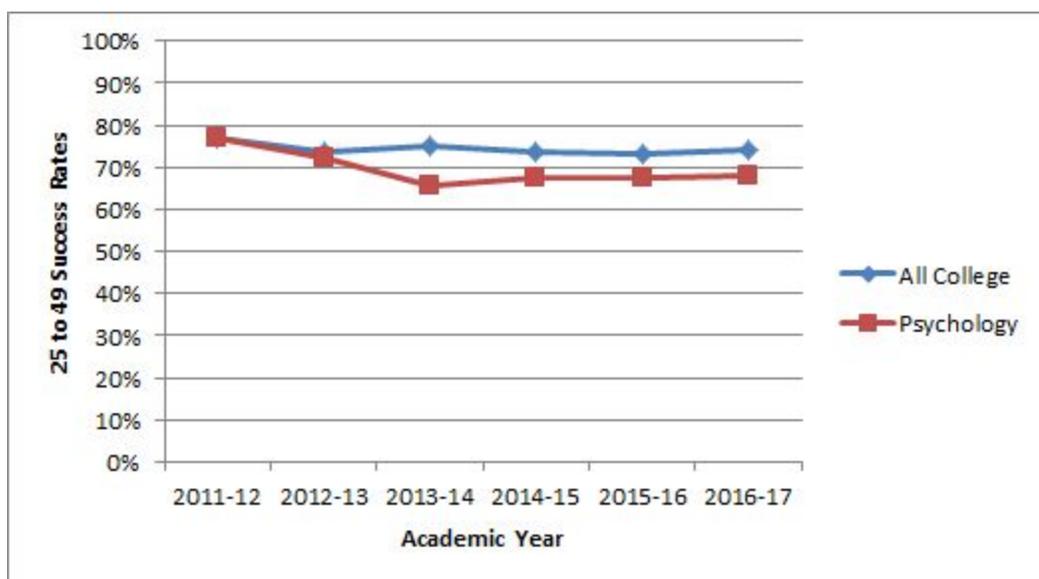
Figure 20. Age-Specific Success Rates for students 25 to 49 for the Discipline of Psychology and the College as a Whole.

Ethnicity	Ethnicity data for the Discipline of Psychology is not complete. There is missing data for several ethnic groups, therefore this analysis was done on a comparison of the following ethnic groups: Asian, Hispanic, and White. Figure 21, below shows the 2016-17 Ethnicity Success Rates for the Discipline of Psychology compared to the overall Department of Behavioral Sciences and to the College as a Whole.
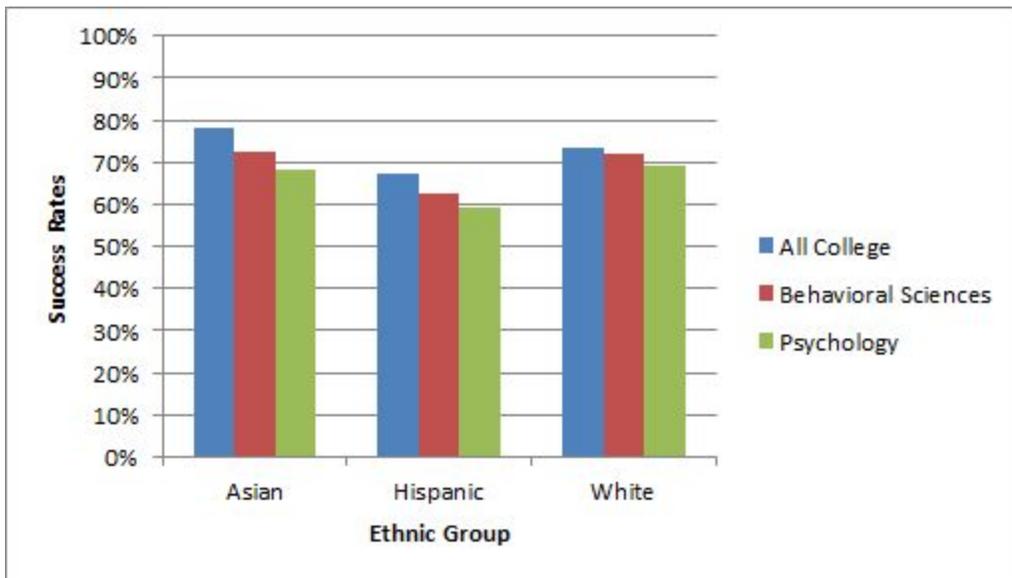
Figure 21. 2016-17 Success Rates for different Ethnic Groups across the Discipline of Psychology, the Department of Behavioral Sciences and the College as a Whole.

The enrollment numbers are really low for Asian students so it is difficult to interpret if any trend is present in that particular ethnic group. As for the comparison in Success Rate Values between White and Hispanic ethnic groups, the Discipline of Psychology has had an excellent record of bridging the academic gap between these two ethnic groups (Figure 22, below).
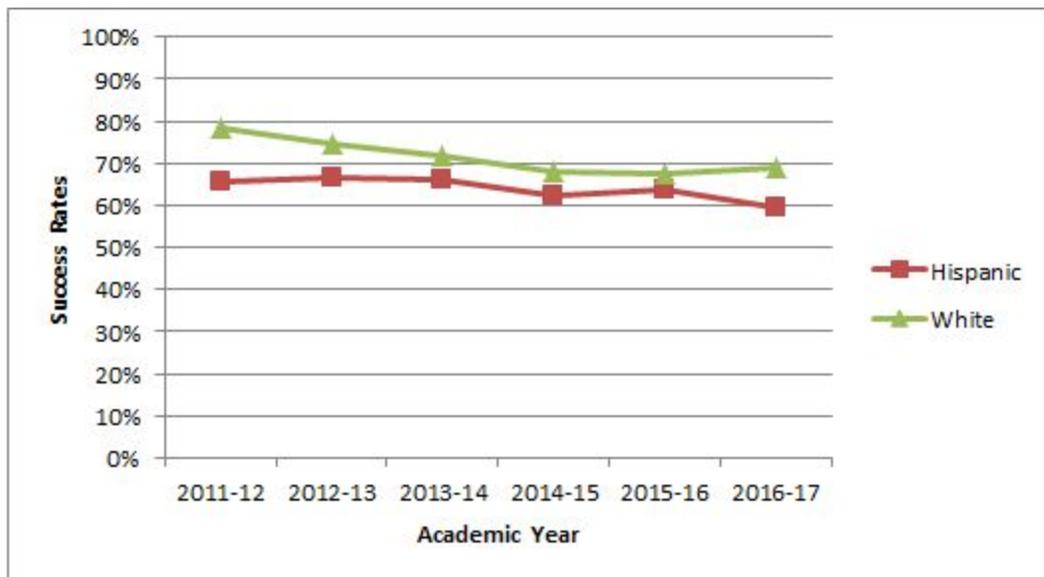
Figure 22. Academic Gap of Success Rates between Hispanic and White students in the Discipline of Psychology.

The dip that is present in the 2016-17 Academic Year may not be representative of a decreasing trend. Enrollment numbers for Hispanic students have decreased drastically for the College as a Whole for the last two Academic Years and similarly for the Discipline of Psychology (Figure 23, below), suggesting a possible non-representative sample. Therefore it is difficult to make a connection to any real downward trend at this point in time.
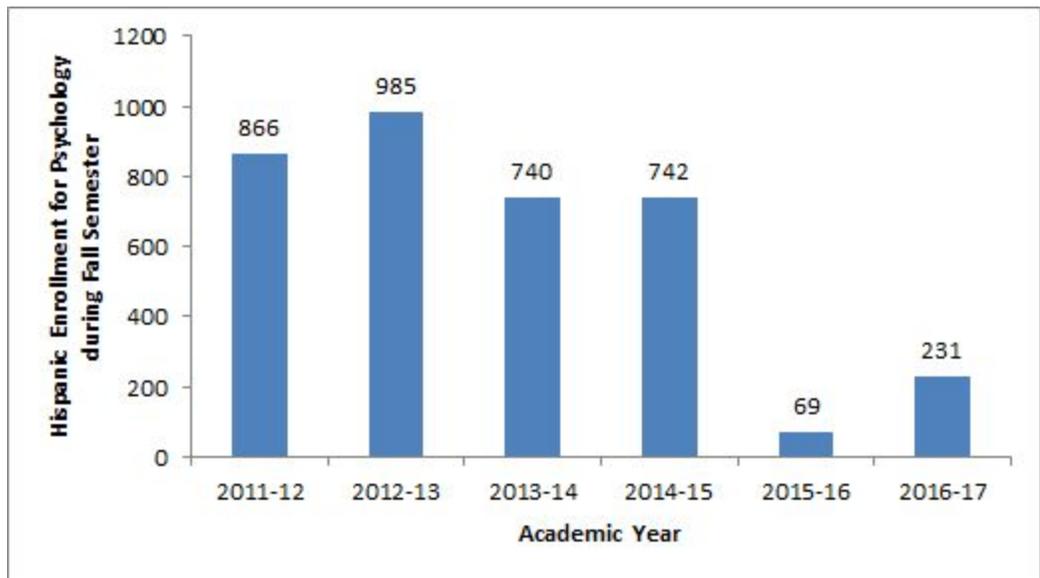
Figure 23. Hispanic Enrollment numbers for the Discipline of Psychology during the Fall Semesters.

Special Population (examples- veteran, foster youth, etc)	Success Rates for Veteran students show similar levels for the Discipline of Psychology as for the College as a Whole (Figure 24, below). Figure 24. Success Rates for Veteran students for the Discipline of Psychology compared to the College as a Whole.
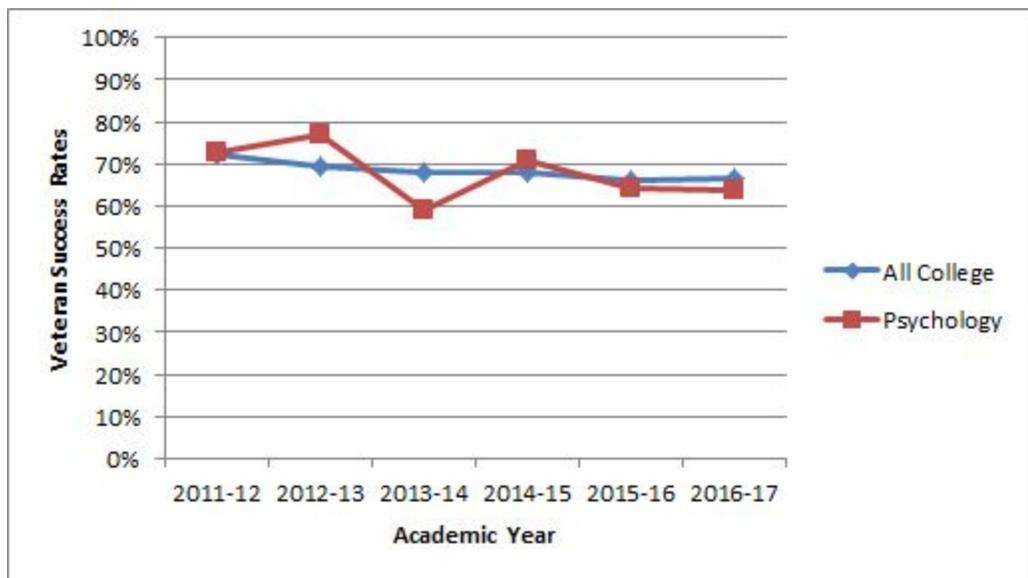
3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Success Rates across Type of Class (i.e., Day, Evening, Distant Education) for the Discipline of Psychology were examined and found to follow consistent patterns. As Figure 25 shows below, Day classes and Night classes have similar success rates while Distant Education classes lag a bit on Success Rates. This phenomena is explained above in Section 2.1.
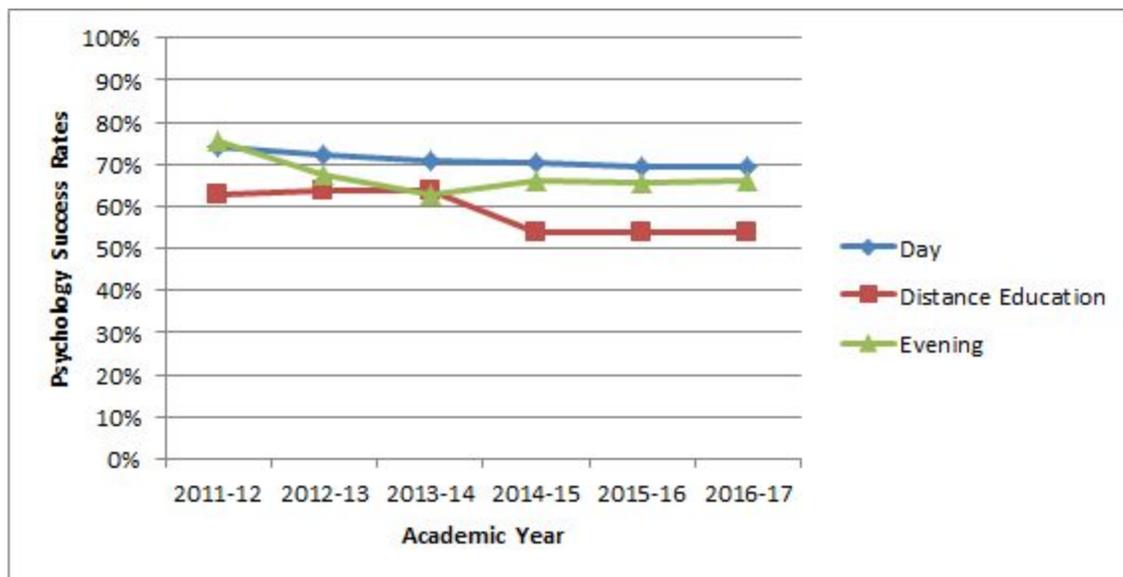
Figure 25. Discipline of Psychology Success Rates by Type of Class across the last 6 Academic Years.

An analysis on Success Rate differences that may exist between students with different Term Loads shows a slightly higher Success Rate for Full-Time students when compared to Part-Time students. This may be explained by the notion that Full-Time students may show a greater commitment to their academic studies than Part-Time students.
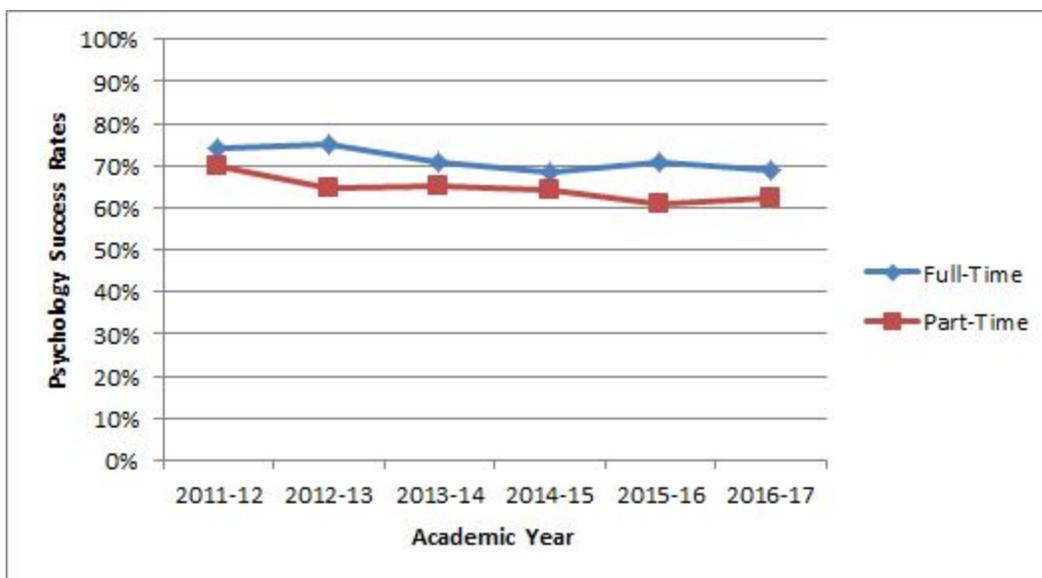
Figure 26. Discipline of Psychology Success Rates by Term Load across the last 6 Academic Years.

**SECTION
3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE 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:
A. The College's institutional standard for course success rate is 70%.
B. Review your discipline's course success rates over the past five years.
C. 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.

Standard for Discipline Course Success Rate:	70%
Why?	
The 70% rate is consistent with the College's Institutional standard for course success. As discussed above, the Success Rate for the Discipline of Psychology closely models that of the College as a Whole.	

SECTION
4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

The Discipline of Psychology offers 3 awards: an AA-Transfer degree, an AA in Psychological and Social Services (PSS), and a Certificate for 18+ credits in PSS. The 2 PSS awards are managed by the AODS program and will not be discussed here. The degree completions that are managed by the Discipline of Psychology is our AA-T Transfer Degree. Figure 27 shows the completions for the Psychology AA-T degree for the last 5 years. This graph clearly shows a robust response to the Psychology Discipline AA-T degree program.
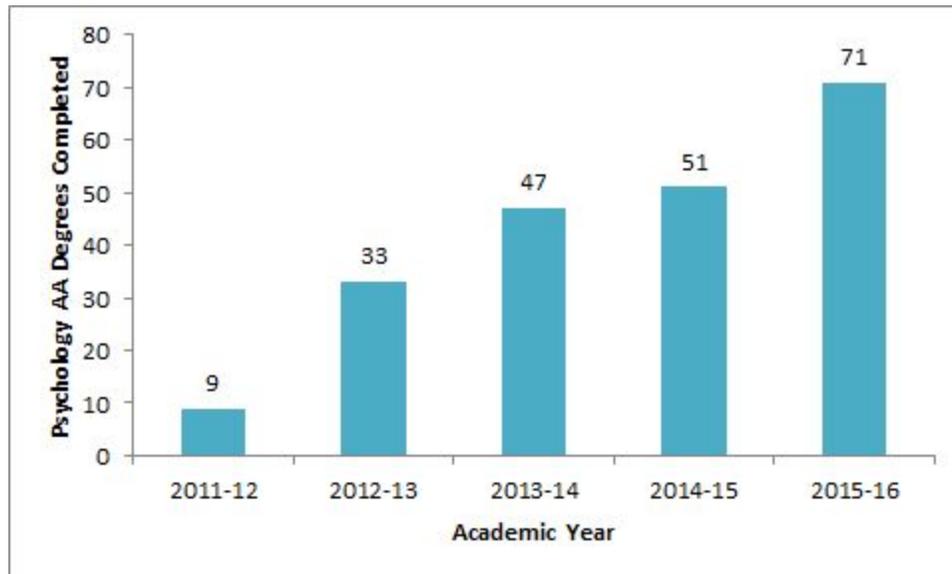
Figure 27. Psychology AA-T degrees awarded over the last 5 Academic Years.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

No, we do not.

SECTION
5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

1. What is the regional three-year projected occupational growth for your program(s)?

N/A

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

N/A

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

N/A

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

N/A

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

N/A

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

The Discipline of Psychology has assessed the SLOs of most of its sections. Psyc 235 does not have assessment values because the course has not been offered since Fall 2016. It will be offered in the upcoming Spring 2018 semester and SLOs will be assessed at that time. Based on the SLO/PRP report, SLO assessments have been positive for the majority of Psychology sections. In the event that SLO assessments fell below a positive target value, courses of action have been set in place.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report –
https://outcomes.palomar.edu:8443/tracdat/

The Discipline of Psychology is confident that our current methods and procedures for assessing SLOs are adequate. Training in all fields of Psychology require data assessment and analysis via the scientific method. Taking abstract concepts like an SLO and assessing it with concrete criterion is part of our training. Therefore, we are confident that our assessment tools are adequately measuring SLO success.

3.
Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Our Program SLOs are modeled after the American Psychology Association's (APA) goals which focus on foundational skills for community college students. Depth and scope of knowledge are represented by the range of program outcomes: knowledge, scientific inquiry, ethical responsibility, communication, and professional development. SLOs assessment values for courses within our Psychology Program have success rates that range from 60% to over 80%. As would have been predicted, more difficult topics within our Program have lower SLO assessment scores. As a discipline we are satisfied with this range of success scores as we believe they demonstrate that we are producing the adequate discipline rigor while still offering a pedagogic strategy that allows many students to succeed.

4.
Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

Yes, we believe that the range of courses offered by the Discipline of Psychology offer sufficient opportunities for our students to learn the skills needed to satisfy our Psychology AA-T degree. In addition to what we believe to be an adequate status quo, the discipline has also recently started a new Psychology Club and are discussing the possibility of adding a new course in the fast growing field of cognitive psychology in response to curriculum changes at transfer destinations (SDSU), and the need to maintain course articulation for our transfer to SDSU students. Both of these endeavors should also increase student opportunities, while the latter endeavor also opens a potential articulation agreement with UCSD, which has a similar course offering at a lower division level.

5.
Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

Class scheduling and scheduling changes are driven primarily by student enrollment, demand data, and fill rates provided by Institutional Research, over at least a three year period when applicable, to take into account unique circumstances (such as when a popular instructor goes on sabbatical, or year-to-year variability), and the desire to ensure students can complete their AA-T in a timely way (ideally in 2 years). Additional considerations include articulation agreements with transfer institutions, staffing and expertise, and psychology program needs. Due to changes during the past few years, the addition of the lab unit for Psychology 205 (Statistics) and need for a classroom with computers with SPSS installed, an increase in the course cap for online courses from 32 to 42 starting Spring 2016, the compressed schedule starting Fall 2016, overall changes in student demand statewide, and course changes in requirements by other programs such as Child and Human Development, neighboring community colleges and transfer institutions such as SDSU, schedule adjustments continue.

Moreover, there remains a discrepancy between student demand on the first day of the semester compared to Census date. For example, for Fall 2017, on the first day of the semester, the majority of Psychology classes were full. However, by Census, many were not full. Psychology would propose that "student demand" is best reflected by the first day of the semester data, rather than Census; however, schedule planning is currently based on % full at Census.

To better manage enrollment of currently offered courses, in concert with the Administration, Psychology began implementing a "hold and release" method for high demand Fast-track 2 (FT2) courses such as Psychology 100 and 205, where these online FT2 courses are not made visible to students to enroll until Census (or until classes during the regular semester are filled).

Since Psychology 100 is the main entry level course to Psychology, and a prerequisite to many of Psychology's 200-level courses, its importance to the discipline cannot be overstated. Psychology 100 is offered in all formats, times, and campuses to ensure its availability to students so they may take the introductory course and build their course selection in a progressive, intentional fashion. Psychology is the #1 AA-T discipline transfer major to CSUSM, and with the broadening of Psychology 100's appeal due the removal of the English 50 prerequisite during the summer of 2015, there was an immediate positive enrollment impact. During Fall 2017, nearly all Psychology 100 courses were filled or close to full on the first day of the semester, and an additional Psychology 100 course was added to FT2 during Fall 2017 to accommodate student demand. Due to the increase in the enrollment cap for online courses, for Fall 2016, two online Psychology 100 courses were removed from the schedule. However, there continues to be a strong demand for online Psychology 100 classes, so course offerings in online 100 classes are expanding. The discipline hopes that stronger demand for Psychology 100 will result in stronger demand for other Psychology courses (and more Psychology majors) in the future. Psychology hired a full time faculty during Spring 2017 to primarily teach and organize training of and mentoring of faculty of Psychology 100.

Administration has requested Psyc 100 be offered at the new North and South campuses beginning Summer 2018. However, given that these campuses are new and will need extensive recruitment efforts and the experienced limitations of student enrollment for even the high demand Psyc 100 at outlying campuses such as Escondido (and Fallbrook and Mt. Carmel in the distant past), there is a discipline reluctance to offer classes at the new North and South campuses unless there is an Administrative commitment to let a class "go" at a lower number of students AND that enrollment figures from outlying campuses not be factored into % fill rates for Psychology courses overall.

Psychology/Sociology 205 is a high demand course taken by both Psychology majors and other non-psychology students for the quantitative transfer requirement. Enrollment for the Psychology 205 classes does not appear to have been affected by the additional one lab unit, and student demand remains very strong on the main campus and online. As noted in the previous PRP, one major limitation of the addition of the lab component is that now the 205 classes must be scheduled in classrooms that contain computers with SPSS installed. For Fall 2017, based on student demand, additional classes were added so that the classroom designated for Statistics on the San Marcos campus is completely scheduled with Psychology 205 courses (back-to-back, from 7:30 until the evening). Administration has been able to find additional rooms on campus equipped for the course; however, primetime classrooms remain difficult to obtain. Due to the increase in the enrollment cap for online courses, for Fall 2016, the Psychology 205 online courses were carefully monitored and demand remained strong,

so additional FT2 classes were added ("Hold and Release") for Fall 2017. Expansion of 205 offerings at the Escondido campus was attempted during AY14-15, however, student demand at the Escondido campus was not as strong as the main campus, so the additional courses offered at Escondido did not fill, and some were cancelled. This suggests that expansion of offerings of 205 at the Escondido campus is not advisable. Camp Pendleton has requested that Psyc/Soc 205 be offered on base, and administration has requested Psych/Soc be offered at the new North and South campuses beginning Summer 2018. If appropriate infrastructure are provided (computer classroom with SPSS installed), then Psychology and Sociology have agreed to provide the 205 course at Camp Pendleton. However, given the problems with student enrollment for 205 at outlying campuses such as Escondido, there is a reluctance to offer classes at the new North and South campuses unless there is an Administrative commitment to technical support and to let a class "go" at a lower number of students AND that enrollment figures from outlying campuses not be factored into % fill rates for Psych overall.

Psychology 235 (Learning and Behavior Modification) is a course articulated into the major at SDSU, and is a required course for the Psychological and Social Services (PSS) certificate at Palomar College. However, due to the fact that Palomar College students do not have priority to transfer to SDSU (they typically transfer to CSUSM), enrollment has declined such that the course, which used to be offered every semester, was cut even when offered just once a year, which did adversely affect several students in the PSS program who were not able to obtain this course at Palomar College. To try to increase a student population outside of the immediate area, a distance education format of Psychology 235 was proposed, approved, and will be offered Spring 2018. Additionally, with the creation of the Human Services Pathways Program, and the development of specialty programs within this program, it is possible that this course may be considered as an option for students in the certificate program.

The Research Methods course (Psyc 230), the capstone course in the Psychology program, continues to have strong student demand. Since Psychology 230 is a time-intensive course which is ideally taught by a full time faculty member, Psychology's most recently hired full time faculty members, Dr. Netta Schroer, Dr. Matthew O'Brien, and Dr. Michael Dudley all have expertise in teaching Psych 230, and Dr. Schroer and Dr. O'Brien were hired specifically to teach Research Methods. Student demand will likely continue, since Psychology continues to be a popular AA-T at Palomar and the Psychology 230 class has recently been required as part of the Child and Adolescent Development AA-T (requests have been made to Institutional Research and from the Child Development Program to project those particular student enrollment needs.) In Spring 2017, 4 sections were offered (including an evening class) and filled. As stated in the previous PRP, continued expansion of offerings of this course are planned, and 5 sections of Research Methods will be offered in Spring 2018 when demand is particularly high.

Cross-listed courses with Sociology (105, 125, and 205) continue to be somewhat problematic due to staffing desires not necessarily following student enrollment trends, and past history of a lack of scheduling coordination resulting in over-adding and disproportionate course cuts. In AY 16-17, the disciplines negotiated course distribution primarily based on student enrollment patterns, although a mechanism on how to distribute FTES credit for classes not following these patterns is still being developed.

6.
Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

We have a constant, open dialog with all disciplines that share dually-listed courses with us. These discussions occur on a routine semester by semester basis. As noted above, Psychology 230 class has recently been required as part of the Child and Adolescent Development AA-T. Requests have been made to both the Child and Adolescent Development program and Palomar College Institutional Research to project those that program's student enrollment needs.

**PART 3: Program
Evaluation and Planning**

Program Evaluation and Planning is completed in two steps.

Section
  1: Overall Evaluation of Program Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section
  2: Establish Goals and Strategies for the Next Three Years Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION
1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf

Strengths:	The Psychology AA-T program is the #1 discipline transfer major at CSUSM. The program has grown rapidly in the last 5 years (even in the face of decreasing school-wide enrollment numbers) from 9 degrees in 2011-12 to 71 in 2015-16. This is clearly a strong program that is helping student transfer to a psychology program at a 4 year institution.
Weaknesses:	The only possible weakness may be that some Psychology classes that are not an integral part of the AA-T program may be showing a trend of being under-enrolled. One of the main classes in question is Psyc 125: Human Sexuality. Prior to the initiation of the AA-T program, Psyc 125 had robust enrollment numbers, but recently those numbers are falling, and that may be, in part, to the greater emphasis students are putting on completing the AA-T program.
Opportunities:	An opportunity for the advancement of additional psychology programs may exist to coincide with the legalization of cannabis for recreational use in the state of California. If conservative predictions are seen, the Cannabis industry in the state of California should show rapid growth in the next 5-10 years. An opportunity may exist to generate a Cannabis Psychology program that would be specifically suited to train workers for this newly burgeoning cannabis industry.

Threats:	Recently the Princeton Review ranked the top ten college majors based on research covering job prospects, alumni salaries, and popularity. Psychology is #7 on the list. No threats to psychological careers, the psychology major, or the AA-T program are foreseen.

SECTION
2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
1. Continue to collaborate with CSUSM.		X	
2. Increase scheduling for computer classrooms.		X	
3. Obtain a new FT Faculty position.	X		

2. 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	Update and refurbish furniture, hardware, and software in MD 130 Computer Statistics lab.
Strategies for implementation	Statistics is a cross-listed class with Sociology, and this goal is also noted in Sociology's PRP. Work with Facilities and IT to raise the desks in MD 130 in order to install slide out trays for keyboards and mice.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Proper functioning of Psyc/Soc 205 computer laboratories.

Goal #2	
Program or discipline goal	Propose a Cognitive Psychology course with the goal of articulation with the Psyc 211 course at SDSU and a similar section at UCSD.
Strategies for implementation	Discipline and Curriculum Committee discussions. Propose curriculum. Work with articulation officer to ensure articulation. If course is approved and articulated, add new course as to the AA-T course options.
Timeline for implementation	Curriculum proposal Fall 2017. Approvals and course offering may not be until Academic Year 2019-20.

Outcome(s) expected (qualitative/quantitative)	Expansion of Discipline of Psychology specific skill development and course transfer opportunities for our students.

Goal #3	

Program or discipline goal	Add an additional FT faculty member
Strategies for implementation	With the North/South expansion and the Discipline of Psychology showing healthy trends and excellent enrollment management it seems more than justifiable to review FTES/WSCH ratios and push implementation with IPC.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Reduction of Discipline of Psychology FTES/WSCH ratios

Goal #4	

Program or discipline goal	Continue to provide embedded tutoring and outside tutoring services in Statistics and Research Methods to increase the success and retention of specialized populations, including African Americans, Latinos, Foster Youth, Veterans, and students with disabilities. The Statistics and Research Methods courses (serving over 2,300 students per year) are fundamental to all majors in Behavioral Sciences, including Psychology, Sociology and other majors such as Nursing and Human Development. Both courses often serve as gate keeping courses meaning that students who do not successfully pass these classes are often blocked from transferring and pursuing a degree in any Social Science. We know that groups who are disproportionately represented struggle in math and science and would like to offer additional support to assure students are successful in the course and prepared to transfer. These courses teach specialized skills (e.g., APA style writing, computer applications, SPSS, data analysis, data interpretation), which students will use in their future courses as well.
Strategies for implementation	Unfortunately, there are limited resources currently available to students, as the Writing Center specializes in MLA (not APA) and there is no Research Methods tutor within the STAR Tutoring Center. We have been provided SSEC-funded tutoring services during the Fall 2016 semester. An additional attempt to secure continued funding will be investigated.
Timeline for implementation	ongoing
Outcome(s) expected (qualitative/quantitative)	Although it is a little early to see the long-term effects, students and faculty are indicating that tutoring has been beneficial for helping disadvantaged students succeed.

Goal #5	

Program or discipline goal	Continue to grow the student Psychology Club
Strategies for implementation	Increase classroom outreach to interested students and maintain interesting activities for club members.

Timeline for implementation	ongoing
Outcome(s) expected (qualitative/quantitative)	Expansion of Discipline of Psychology specific skill development opportunities for our students.

3. How do your goals align with your discipline's mission statement?
These goals will strengthen the Discipline of Psychology as is outlined in its mission statement.

4. How do your goals align with the College's Strategic Plan Goals?
These goals will strengthen the Discipline of Psychology and in so doing will strengthen the College's Strategic Plan Goals.

PART 4: FEEDBACK AND FOLLOW-UP

Excellent Comprehensive PRP. (Perhaps the standard by which all future PRPs will be judged :) I especially appreciated the graphs. Thank you psychologists for your work on this discipline review. (ML)

Confirmation of Completion by Department Chair	
Department Chair	Michael Lockett
Date	November 4, 2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean	
Reviewer(s)	Justin Smiley
Date	11/22/2017
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Excellent work and impressive graphs and data analysis! Good work with embedded tutoring and Psychology Club.	
2. Areas of Concern, if any:	
none	
3. Recommendations for improvement:	
none	

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by: Instructional Planning **Council PRP Sub-Committee**	
Reviewer(s)	Mark Bealo
Date	12/11/17

1.

 Strengths and successes of the discipline as evidenced by the data and analysis:

Popular discipline. Thorough analysis for most of the PRP with a few areas that could use elaboration.

2. Areas of Concern, if any:

PSYC 130 Psychology of Women, PSYC 235 Learning and Behavioral Modification. Some of the data analysis seems to have been based on incomplete data as compared to the numbers I found in the data and reports.

3. Recommendations for improvement:

Assess what can be done to close any gaps with the Black or African American group. Describe how the discipline goals align with the Strategic Plan goals. Consider steps to fix enrollment issues with PSYC 130 or deactivate.

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President

Reviewer(s)	**Jack S. Kahn, Ph.D.**
Date	**1/29/18**

1.

 Strengths and successes of the discipline as evidenced by the data and analysis:

1.   **Mission is fine but you may want to expand it to emphasize what we do uniquely in our program.**
2.   **I love the charts and analysis comparing to college trends- if possible please list the raw data next time also (from X to Y etc.)**
3.   **The individual course analysis is amazing and really well done. Conclusions also make sense given the data.**
4.   **Psychology is an important discipline for content and provides a lot of opportunities for students in an effectively scheduled manner**
5.   **Success rates analysis also makes good sense and the charts etc. are fantastic and really helpful in making the main ideas clear to the reader**
6.   **Have you had a chance to meet our Instructional Designer? One of her mission is to help with our DE presence- see ATRC!**
7.   **Good points on success rates- typically higher for students with more units etc. motivation may be a factor**
8.   **Appreciate the thorough review and discussion in curriculum nd scheduling section. Also appreciate the upfront**

discussion.

9. **SWOT and goals make good sense given the narrative above.**

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2. Areas of Concern, if any:

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3. Recommendations for improvement:

a. **See reviewers comments on demographic differences**

b. **Some of the data in demographic section is incorrect- see reviewers comments- Hispanics are increasing at Palomar not decreasing- review data here**

SLO section is a good overview- see rubric for improvements here

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4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.