# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review  is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique  to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

## BASIC PROGRAM INFORMATION

**Academic Year**
2018-2019

**Are you completing a comprehensive or annual PRP?**
Annual

**Department Name**
Behavioral Sciences

**Discipline Name**
Psychology (PSYC)

**Department Chair Name**
Dillon Emerick

**Division Name**
Social and Behavioral Sciences

**Website address for your discipline**
https://www2.palomar.edu/pages/psychology/

**Discipline 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.

**(click here for information on how to create a mission statement)**

**Does your discipline have at least one degree or certificate associated with it?**
Yes

**Are any of your programs vocational (CTE/CE)?**
No

**List all degrees and certificates offered within this discipline.**
AA-T Degree

**Please list the names and positions of everyone who helped to complete this document.**

Roger Morrissette, Professor of Psychology

**Full-time faculty (FTEF)**            **Part-time faculty (FTEF)**
5.80                                     8.33

**Classified & other staff positions that support this discipline**
1 ADA that also serves Sociology and AODS

**Additional hourly staff that support this discipline and/or department**
none

# PROGRAM INFORMATION

# PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**
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. The vast majority of SLO assessment values for courses within our Psychology Program have success rates over our pre-set threshold of 70%. 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. Although it is difficult to connect course SLOs with Program SLOs since data for course SLOs is collected from non-psychology majors as well as from psychology majors withing our AA-T Program, we are confident that our course SLO success rates demonstrate success of our Program Learning Outcomes. Demonstration of any alignment to employer and transfer expectations would require additional data that is either currently unavailable or inaccessible, so a formal statement in this regard would not be appropriate at this time.

**Describe your program's plan for assessing program learning outcomes.**
Since our Psychology Program is an AA-T designed to help psychology majors transfer to 4 year schools, perhaps the simplest way to measure success is to measure transfer rates. Since completion of the AA-T program assures transfer to a 4 year school, then AA-T completion rates would be an adequate tool to measure Program Learning Outcomes. If you are interested in determining if the Palomar College Psychology AA-T Program adequately prepares a student for success in a Psychology discipline of a 4 year school, you would need success rates from the 4 year colleges that our students transfer to. Collection of this type of data would be challenging for a number of reasons (e.g., variation of transfer sites, confidentiality requirements, assessment of outliers, and so on).

**Summarize the major findings of your program outcomes assessments.**

Completion rates for our AA-T Program have increased steadily for the past 6 years straight. Since the 2013-2014 school year we have more than doubled our completion rates from 42 to 85. These results suggest a robust and successful Psychology AA-T Program at Palomar College.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- Associate Degree GE Requirements

- CSU GE Requirements

- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.Click here for a link to Palomar's GE/ILOs.

# PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**
2016-17: 70; 2017-18: 85

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**
Increased

**What factors have influenced your completion trends?**
The Psychology major is still one of the most popular majors in college. The major offers a wide range of employment opportunities in various fields including Scientific Research, Teaching, Mental Health, Business, Criminal Justice, and Politics to name a few. Our AA-T program streamlines the ability for Palomar students to transfer to a 4 year school to complete their degrees allowing them to enter the workforce sooner. Students who are committing to the field of psychology see this is an attractive means to accomplish their goals. Our completion rates are continually improving and until we come close to saturating the market, we see no reason why these increases will not continue.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster

improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

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

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/ )

# COURSE INFORMATION

# COURSE SUCCESS AND RETENTION

**What is your program's standard for Discipline COURSE Success Rate?**
70.0%

**Why did you choose this standard?**
It aligns with the Palomar College standard and seems appropriate.

**What is your Stretch goal for COURSE success rates?**
70.0%

**How did you decide upon the goal?**
It is the college standard

# COURSE OUTCOMES

**How have you improved course-level assessment methods since the last PRP?**
We modified some of our assessment methods to better measure the SLO in question.

**Summarize the major findings of your course outcomes assessments.**
Our course outcomes assessments show that the majority of our course SLOs are meeting our 70% standard. As would be expected, the more difficult concepts measured by specific SLOs in some courses do not meet the standard of 70% but are usually within about 5% of meeting the standard. We believe we have sound assessment methods for our course outcomes.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

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# Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

# Goals

## Goal 1

**Brief Description**
Continue to provide embedded tutoring and outside tutoring services in Statistics and Research Methods.

| **Is this a new or existing goal?** | **Goal Status** |
|---|---|
| Existing | Ongoing |

**How will you complete this goal?**
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 limited SSEC-funded tutoring services but need additional funding. An attempt to secure continued funding will be investigated.

**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.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
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.

**Expected Goal Completion Date**
5/30/2021

# STAFFING AND RESOURCE NEEDS

**Instructions**

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

| **Are you requesting additional full-time faculty?** | **Are you requesting additional Staff, CAST or AA?** |
|---|---|
| No | |

No