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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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Behavioral Sciences

Discipline Name
Psychology (PSYC)

Department Chair Name
Netta Schroer and Jeff Epstein

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 TOP coded as vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Associates in Arts Degree (AA)
Associates in Arts Degree for Transfer (AA-T)
Certificate of Achievement

Please list the names and positions of everyone who helped to complete this document.
Roger Morrisette, Fred Rose, Kathleen Young, Netta Schroer, Matt O'Brien - Professors of Psychology

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

7

Full-time Faculty (FTEF)

6.8 (as of Fall 2019)

Part-time faculty (FTEF)

10.53 (as of Fall 2019)

Classified and other permanent staff positions that support this discipline

1 Administrative Assistant (ADA) that also serves the disciplines of Sociology, Philosophy, Anthropology, Religious Studies, and Alcohol and Other Drug Studies (AODS) (there were originally 2 ADAs that supported the BS department, but one ADA retired during the Summer of 2019 and was not replaced).

Additional hourly staff that support this discipline and/or department

none

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

Our Program learning outcomes (SLOs) are modeled after the American Psychological 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 Base of Psychology, Scientific Inquiry and Critical Thinking, Ethic and Social Responsibility in a Diverse World, 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 a discipline we are satisfied with this range of success scores as we believe they demonstrate that we are maintaining the adequate discipline rigor while still offering a pedagogic strategy that allows many students to succeed at their psychology coursework and eventually in our AA-T Program. 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 within our AA-T Program, we are confident that our course SLO success rates demonstrate success of our Program Learning Outcomes. In this way, our AA-T Program Learning Outcomes effectively communicate the scope and depth of our AA-T degree.

How do they align with employer and transfer expectations?

The ultimate goal of our AA-T Program is to adequately prepare our students for a Bachelors degree program in Psychology. Feedback from both UC and CSU faculty suggest that the majority of our transfer students are adequately prepared to succeed in their Bachelors degree program in Psychology. We are confident in the belief that our AA-T Program outcomes lead to well-rounded student competency for both academic and employments success.

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 student transfer 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 graduation rates from the 4 year colleges to which our students transfer. 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), but would be an excellent way to assess the program learning outcomes.

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 2014-2015 school year we have more than doubled our completion rates from 48 to 118. These results suggest a robust and successful Psychology AA-T Program at Palomar College that is successfully preparing over 100 students per year to transfer to a Bachelors degree program in Psychology.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Although the data is difficult to attain, true assessment of our AA-T Program outcomes would start by assessing successful transfer rates of our graduates. After our graduates successfully transfer to a Bachelors degree program, the next level of assessment would involve graduation rates. Assessment could continue to look at post-graduate degrees attained and adequate employment placement. In an ideal world, this would be the best way to assess our program outcomes. It is unfortunate that obtaining this data is so challenging. This is what limits our ability to adequately assess our program outcomes.

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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Most Psychology course support some aspect of GE/ILOs. The following is a list of all course that support GE/ILOs:

Associate Degree GE Requirements:

- A2. Communication and Analytic Thinking - Psyc 205
- B. Natural Sciences - Psyc 210
- D. Social and Behavioral Sciences - Psyc 100, 105, 110, 120, 125, 130, 211, 225, 235
- E. Lifelong Learning - Psyc 105, 115, 125, 145, 150

CSU GE Requirements:

- B. Scientific Inquiry and Quantitative Reasoning:
 - B2. Life Science - Psyc 210
 - B3. Laboratory Activity - Psyc 210
 - B4. Mathematics/Quantitative Reasoning - Psyc 205
- D. Social Sciences - Psyc 100, 105, 110, 120, 125, 130, 225, 235
- E. Lifelong Learning - Psyc 105, 115, 125, 145, 150

IGETC Requirements:

- Area 2: Mathematical Concepts and Quantitative Reasoning - Psyc 205
- Area 4: Social and Behavioral Sciences - Psyc 100, 105, 110, 120, 125, 130, 225, 235
- Area 5: Physical and Biological Sciences
- Area 5B: Biological Sciences - Psyc 210
- Area 5C: Laboratory Activity - Psyc 210

Palomar's GE/ILOs:

- 2. Computation
 - A. Quantitative Literacy - Psyc 205 230
 - B. Inquiry and Analysis - Psyc 100 110 115 120 125 130 205 210 225 230 235
- 3. Creative, Critical, Analytical Thinking
 - A. Critical Thinking - Psyc 100 110 115 120 125 130 205 210 225 230 235
 - B. Information Literacy - Psyc 225, 230, 235
 - C. Teamwork and Problem Solving - 110, 225, 230
- 4. Community, Multicultural/Global Consciousness and Responsibility
 - A. Intercultural Knowledge - Psyc 110, 115, 120, 125, 210, 225
 - B. Ethical Reasoning - Psyc 100 110 115 120 125 210 225 230 235
 - C. Civic Knowledge and Engagement - Psyc 235

Our course Student Learning Outcomes are designed in a way to foster the support of many GE/ILOs. The lessons in most Psychology courses meet the requirements of many of these GE/ILOs. Most of our courses have a combination of critical thinking, problem solving, written evaluation, quantitative reasoning, civic knowledge and diversity awareness as well as specific social and behavioral scientific topics. It is our belief that our discipline fully supports the majority of categories of the GE/SLOs.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

As mentioned early, the last time we assessed all of our course SLOs, the majority of assessments came back in the low to mid 70's in terms of percentage success rate at fulfilling the SLO. Our discipline is very satisfied with these success rates. There were a few categories that involved some of the most challenging topics we teach that have percentage rates in the 60s but that was also acceptable to our discipline. Since many of our course SLOs address GE/ILOs, we are very satisfied that the assessments show that the vast majority of our course outcomes support the many GE/ILOs that they are mapped to.

PROGRAM COMPLETIONS

Are the courses in your discipline required for the completion of other degrees/certificates?

Yes

Please list them

For the Child and Adolescent Development AA-T Program:

Psyc 100: Introduction to Psychology

Psyc 205: Statistics for the Behavioral Sciences

Psyc 230: Research Methods in Psychology

For Social Work and Human Services (SWHS) Certificate and A.S. Degree Achievement:

Psyc 100: Introduction to Psychology

Psyc 205: Statistics for the Behavioral Sciences

Psyc 225: Abnormal Psychology

For Alcohol and Other Drug Studies (AODS) Certificate:

Psyc 100: Introduction to Psychology

Psyc 225: Abnormal Psychology

For Psychological and Social Services Certificate:

Psyc 100: Introduction to Psychology

Psyc 225: Abnormal Psychology

Psyc 235: Learning/Behavior Modification

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

We have 7 or fewer completions in our AA degree and or Certificate of Achievement Award. The Psychological and Social Services certificate offered previously, will be discontinued in Fall 2020 due to falling enrollment and limited Administrative support. The vast majority of Palomar College Psychology majors plan to transfer to a 4 year college to complete their Bachelors degree. That is why our AA-T degree completions are growing steadily. For some students, a 4 year college degree is not part of their plans. For these students, our AA degree and/or Certificate of Achievement Award suits their needs. This may be a small minority of the Psychology major students at Palomar College but these are still valuable programs that meet the needs of this specific population of students. We have no plans to push for the increase in the completions of our AA degree or our Certificate of Achievement Award.

What is your program standard for program completion?

100

Why did you choose this standard?

Since adding our AA-T program, we have seen a steady increase in program completions. Therefore, it is difficult to assess a program standard at this time. If forced to give a number, we would suggest that 100 completions per year would be a solid program standard for program completion.

What is your Stretch goal for program completion?

120

How did you decide upon your stretch goal?

Since forming the AA-T degree, we have seen a rapid increase in completions (from 48 - 118 in 6 years). Last year we only saw an increase of 2 additional completions. This could be due to a logistical saturation of the student population or it could be due to the drop in enrollment Palomar College has seed campus-wide. For that reason, we are optimistic to have a standard of 100 and a stretch goal of 120. The 20 percent change demonstrates healthy growth expectations while also being cautionary should there be stagnation due to either of the points previously raised.

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.

Associate in Arts Degree: 2019-2020 - 2

Associate in Arts Degree for Transfer: 2019-2020 - 118

Certificate of Achievement: 2019-2020 - 4

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. For our own part, over the last 4 years, we have strategically added more Psyc 205: Statistics for the Behavioral Sciences and Psyc 230: Research Methods in Psychology courses (critical components for completion of the AA-T degree) and have hired two full-time faculty to teach those additional sections. Our completion rates are continually improving and until we come close to saturating the market or until college-wide enrollment numbers drop, we see no reason why these increases will not continue.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your enrollment trend over the last 5 years?

Increased

What was your efficiency trend over the last 5 years?

Increased

Were these trends expected? Please explain.

I am not sure if we could say they were expected, but we, as a discipline, certainly invested a good deal of time and energy to try to make these trends happen. Our WSCH/FTEF ratio has averaged 586 over the last 4 years and last year was 596. This is considerably above the college efficiency goal of 525. Likewise, Psychology fill-rates average over 91% in the last 4 years considerably above the school benchmark of 85%. There are currently 7 full-time faculty members in our discipline (should be 8 if ex-president Blake did not claim a "supposed failed search" for one of our hiring positions) and responsibilities are divided amongst us. Whether it is the faculty member in charge of scheduling, or part-time faculty hiring, or evaluations, or the ones who sit on full-time hiring committees or supervise SLO assessment, we all work together to fight for our students success and the growth of our programs. We pay very close attention to fill rates and course timing and location and every semester seem to have to fight with administration to prevent key classes from being cancelled or promoting others to be added. We excite our students in the classroom and show them a clear path to their success. How else can you explain why campus-wide enrollment is down by over 5% since 2014 and yet Psychology enrollment is up 46% in the same timeframe? The fact that our AA-T program has grown by 146% since 2014 speaks to the effort of our entire discipline. We work hard, show our students the pathway to their future goals, and we give them the training they need to get there. That is the key to our success.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

It turns out that adding program essential classes, hiring new full-time faculty, and working as a team within the discipline to promote the success of our students, does have a direct impact on the success of our programs.

How have these factors presented challenges for your program(s)?

Honestly, the only real issue is decreased enrollment trends at the college as a whole. Even though the data clearly shows that Psychology enrollment has increased considerably over the last 6 years even as campus-wide enrollments have fallen, if the campus-wide trend of decreased enrollments continues, Psychology enrollment trends could be negatively affected.

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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Yes. Our discipline success rates are just below the 70% benchmark. We believe our discipline has found the proper balance between academic rigor and student support.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

It is the college standard and is as it should be. A certain degree of rigor must be maintained to assure the integrity of our courses. The 70% mark seems a reasonable goal that allows a majority of our students to succeed while maintaining the quality of education.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

Our Retention rate has increased from 87% to 93% in six years. As mentioned in previous responses, our discipline does an excellent job of evaluating our courses and the faculty that teach them. If problems arise we address them immediately. We believe that we have the proper balance of course rigor and student support for the majority of our classes. Given this, retention rates in the 90's would be expected.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)

Gender

Age

Ethnicity

Special Pop. (Veteran, foster youth, etc.)

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

The Psychology discipline sees slight differences in success rates and retention rates across type of course and location of sections. For the most part, these differences parallel the differences in success rates and retention rates across type of course and location for the entire college as a whole. Evening sections have slightly lower success and retention rates as day sections and DE sections fall slightly below evening rates. Psychology success and retention rates parallel all college rates at the San Marcos campus and fall slightly below the all campus rates at the Escondido campus. This is most likely due to the more challenging courses that we offer at the Escondido campus. There is too little data from the Fallbrook, Rancho Bernardo and Camp Pendleton campuses to assess at this point. The fact that Psychology has parallel success and retention scores across class type and location with the college as a whole suggests that the effects are a "nature of the beast" sort of phenomena. Students in evening classes have typically worked an entire day and are tired and possibly less motivated so success and retention rates decrease. Distance Education courses have to constantly address the issue of non-engaged virtual students and other confounds not found in the in-person classroom setting so have additionally reduced success and retention rates. The Psychology discipline is satisfied with the success and retention rates we see across class type and class location.

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Success rates and retention rates for students in Psychology courses parallel the data from the students at the college as a whole for the variable gender. We do not have enough data to compare non-binary or unknown/unassigned students in this assessment. Within Psychology, males have slightly lower success rates than females but show no differences in retention rates. Once again, since we show no gender gap in retention but a slight gap in success rates, this most likely demonstrates that males withdraw from courses at a slightly higher rate than female students do. It is a well documented sociocultural phenomena that young college aged females tend to be more mature than young college aged males and this difference in maturity may be the factor that leads to more withdrawals from courses by males and their slight reduction in success rates.

Age: Why do you think age differences exist? What do you need to help close the gap?

The age differences that we see in our Psychology student success rates parallel what is seen at the college as a whole - 19 and under, and 20-24 have the lowest success rates, 25-49 are slightly higher, and 50 and above are slightly higher still. Our 50 and above enrollment numbers are fairly low but still follow the pattern of the school at large. What is interesting is that the retention rates for our Psychology students and all students at the college are flipped by age group when compared to success rates. The highest retention rates are for the 19 and under and the 20 - 24 age groups. The 25-49 age group has slightly decreased retention rates compared to the younger group and the 50 and above age group show the lowest retention rates. Now, the only difference between success rates and retention rates is that success rates calculate Withdrawals in the denominator of the calculation where retention rates do not. This means that younger students have lower success rates because they withdraw from classes more often than older students. So, now this becomes a semantic debate over the value of a W. Is a W a non-passing grade and a failure as it is calculated in success rates or is it a neutral event that has the potential to actually benefit a student academically, as it is calculated in retention rates? Anyone who has worked with young college aged students who are facing challenges or life crises would probably tell you that having them withdraw from a class can benefit both their well-being and academic potential. These younger students show a higher "failure rate" compared to other age groups because the current success rate formula is flawed in including withdrawals as a failing grade. If you want to measure the true success rate of our students across age groups, then you have to use retention rates as your measure. And when you do, you find that these younger students show the greatest success both in the discipline of Psychology and across the entire college.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Due to low enrollment numbers we removed American Indian/Alaskan Native, Pacific Islander, and Unknown/Unassigned from our assessment. We also combined the data for the Asian and Filipino groups. Our 4 remaining groups for assessment were: Asian, Black or African American, Hispanic, White, and Multi-Ethnic. Psychology success rates across Ethnic groups shows Asian, White, and Multi-Ethnic at or above the 70% benchmark. Hispanic success rates hover around the 60% success rate and Black or African American are in the 50-60% success rate. So as calculated, success rate does show an Ethnicity gap that does not favor Hispanics or Black/African Americans. Now, as mentioned earlier, the success rate calculation considers a W as a failing grade. When we look at retention rates, where the calculation does not consider W as a failing grade, the Ethnicity gap disappears. In the last two term years, every Psychology student Ethnic group assessed was above the 90% retention rate. So, does an Ethnicity gap exist amongst students taking Psychology courses? Well, it depends of what data you are looking at. What is clear is that there is a difference between who withdraws from courses more often and who does not. If this is the true factor behind all of these demographic gaps, and if it is also true that the single unifying variable associated with the students who fall into the disadvantaged categories is not their gender or their ethnicity but their life situation or socioeconomic status, then the solution is clear. These students need financial help. They need more scholarships, loans, textbook fee reductions, rent assistance, childcare assistance, better job placement and so on. I wish that the solution to closing these gaps could be some magical act we as faculty could do in the classroom but the solution most likely lies in our society's ability to help break the cycle of poverty and offer as much assistance as possible to our struggling students.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

We do not have enough student data to investigate differences in Foster Youth. Veteran student data has been assessed in the discipline in Psychology. Veteran students taking Psychology courses show similar patterns of outcome for both success rates and retention rates as is seen at the college as a whole. There are slight differences between veteran and non-veteran students in success rates. Veterans show a slight decrease in success rates but, as we saw with the age group data, these difference evaporate when you look at retention scores. Veteran students show the same level of retention as non-veteran students.

Are there differences in success/retention between on-campus and online courses?

Yes

Please share any best practice methods you use for online courses.

The following are some of the best practices of Psychology faculty when teaching in the online format:

Set up an orientation that includes a personal video introduction. This allows students to make an initial connection. By seeing the instructor, this can also help make the class feel less anonymous and can create a more meaningful learning experience.

Including a student introduction assignment will also promote engagement, encourage more conversations, and allow the instructor to reply to each post welcoming the student to the course. For example, you can ask the students to embed a photo if they are willing, depicting a beloved item (could be a pet, photo of family, place they like, etc.). Photos of pets are really appreciated. This builds a sense of relatedness between students.

Keep the structure of the course logical, consistent, and efficient. For example, if using Modules each should be setup in a similar order/layout so that students can easily navigate the course materials. You can also create materials that help students navigate the course and stay on track (orientation checklist, Navigating Canvas guide, weekly checklist, etc.)

Make more frequent video announcements and brief instructional-lessons that would have been posted as text/documents in the past. Break video lectures up into smaller pieces so students can better find and review information they need. Pre-record traditional lectures for students to view asynchronously, but hold synchronous lessons for small group work and lab demonstrations where immediate feedback is needed.

Some faculty do regular weekly or bi-weekly sessions that are optional, recorded and posted. It's structured so is different than office hours. Students who can't attend or can send questions in advance.

Many of us are utilizing the Canvas People Groups feature that allows students to interact with each other via discussion threads, conferences, and or inbox communication.

Give more flexible due dates on assignments and exams to accommodate the varied schedules and responsibilities of students. It also helps to be more pro-active in reaching out to students who appear to be struggling to help them adapt to the change in structure of online classes. Check in weekly with students via announcements to remind them of upcoming due dates and what they should be working on each week. Responding to email/messages in a timely manner is also critically important for student success. Some faculty give students extra credit simply for sending an e-mail explaining about what their experience has been taking an online class. This can help to inform faculty members of the obstacles the students are facing so that additional resources can be offered.

COURSE LEARNING OUTCOMES**How is course assessment coordinated across sections and over time?**

The discipline of Psychology is on a 3-year cycle to evaluate all of our courses. Each full-time faculty member is in charge of specific courses and coordinates with the part-time faculty teaching the same courses to ensure the same metrics and assessment tools are used across all sections during each evaluation period. The full-time faculty member then collects and tabulates the responses. Reflection and assessment on a course-by-course basis is done by all full-time faculty members to address any concerns and revise assessment protocols for the next assessment period.

How have you improved course-level assessment methods since the last PRP?

As mentioned above, reflection and assessment on a course-by-course basis is done by all full-time faculty members to address any concerns and revise assessment protocols for the next assessment period. Two main ways we have improved course-level assessment is by modifying the assessment tools and by modifying our SLOs. Some course assessments seem to be more effective by using a universal assessment tool while others seem to work better with an aggregate summation of section specific tools. Our course SLOs have also been modified to reduce redundancy and to assure assessment measurability.

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.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

The question that the current format of SLO assessments cannot address is long-term retention. There are many factors that can erode long-term memory over time. We are all aware of students who work hard enough to get an A on material in a course and then two semesters later barely remember what they've learned. It is very difficult, if not impossible to assess all the factors that can affect long-term retention of material learned in our classrooms. Of course, we know that curricula are designed so that the repetition of like concepts within a major can fortify this retention, although we really can't assess it directly. This is one of the questions about student learning that we have not been able to address with our SLOs.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

As was mentioned earlier, the more challenging topics in our courses had outcomes that were lower than our 70% benchmark. Faculty already knew that these topics were among the most challenging for students, but the SLO assessments drove this reality home. In our Psyc 205 Statistics for Behavioral Sciences sections, lessons on the theoretical concepts of statistical analysis like sampling distribution and probability levels are amongst the toughest for students to grasp and the SLO assessment confirmed that. Also, in our Psyc 210 Physiological Psychology course, the concepts of neurochemistry, pharmacology and neurophysiology are some of the toughest concepts for students to grasp and the SLO assessment confirmed that as well. In both of these examples, faculty were able to redirect teaching methods in these areas to provide an enhanced multi-media approach - adding videos, laboratory exercises, in class demonstration, and hands-on activities in these specific areas to attempt to enhance the learning process.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Our Program learning outcomes (SLOs) are modeled after the American Psychological 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 Base of Psychology, Scientific Inquiry and Critical Thinking, Ethic and Social Responsibility in a Diverse World, 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 a discipline we are satisfied with this range of success scores as we believe they demonstrate that we are maintaining the adequate discipline rigor while still offering a pedagogic strategy that allows many students to succeed at their psychology coursework and eventually in our AA-T Program. 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 within our AA-T Program, we are confident that our course SLO success rates demonstrate success of our Program Learning Outcomes. In this way, our AA-T Program Learning Outcomes effectively communicate the scope and depth of our AA-T degree.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

Since Psyc 100: Introduction to Psychology, 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. Psyc 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.

Our scheduling strategy ensures that each course builds on each other. For example, Psyc 100 (Introductory to Psychology) and Psyc 205 (Statistics for the Behavioral Sciences), which are both prerequisites for the Psyc 230 (Research Methods in Psychology) course, are offered every semester, in all scheduling time formats, and during the intercessions and summer, to allow students maximal opportunities to take the course. Other courses for our AA-T Program are offered at least once per year.

Our degree maps are publicly available at the Palomar College website and are also provided at our Psychology Discipline website. Focused on full-time enrollment, the degree maps specify which classes should be taken in what order (including electives and non-major specific courses) to allow a student to successfully complete the Psychology AA-T Degree Program in four semesters.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

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 responses to the COVID-19 pandemic when all courses in the College went online, drops in enrollment due to the pandemic, and other year-to-year variability), and the desire to ensure students can complete their AA-T in a timely way (ideally in 2 years, and currently provided in our degree map). Additional considerations include articulation agreements with transfer institutions, staffing and expertise, and psychology program needs.

We offer 4-week, 8-week, and 16-week classes, and day, evening, and online versions across all Palomar campuses, in our high-demand Psyc 100 (Introductory to Psychology) and Psyc 205 (Statistics for the Behavioral Sciences) courses. These courses are also offered during the intercession and over the summer to meet the needs of students who might have scheduling limitations.

To better manage enrollment and non-cancellation of currently offered courses, in concert with the Administration, the Discipline of Psychology had been utilizing 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).

During the COVID-19 pandemic, there was concern about the offerings of Psyc 205 (Statistics for the Behavioral Sciences) and Psyc 230 (Research Methods in Psychology) in particular, as these courses require student access to the SPSS software package loaded on, but also limited to, the computers in our in-person computer laboratories. To correct this pandemic-related issue, student access to SPSS was coordinated with Information Services to ensure student access in a virtual mode. Additionally, as some students might not even have access to computers, college-wide the Palomar College Foundation has funded laptops to be given to students who might otherwise be disproportionately impacted, and the College is investigating whether they can offer free WIFI on campus in a San Marcos campus parking in the Spring (even though the San Marcos campus itself remains closed).

How do you work with other departments that require your course(s) for program completion?

We have reached out to other departments, such as Child Development, to ask for data from them to determine how many students we can expect from their program, as their students require Psyc 100 (Introductory to Psychology), Psyc 205 (Statistics for the Behavioral Sciences), and Psyc 230 (Research Methods in Psychology) for their AA-T Program in Child and Adolescent Development. This assists us with schedule planning for those courses. We are currently waiting on a response from both the Child Development Department and the Palomar College Institutional Research Department for information on student enrollment trends towards the Child and Adolescent Development AA-T Program so that we can better meet their needs with the appropriate scheduling options. Hopefully we will get a response soon.

Does your discipline offer cross-listed courses?

Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?

We have three cross-listed courses with the discipline of Sociology: Psyc 105: Marriage and Family, Psyc 125: Human

Sexuality, and Psyc 205: Statistics for the Behavioral Sciences. Scheduling continues 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. A cross discipline discussion is currently in progress.

We also work with all relevant departments to ensure consistent curriculum and that students meet the minimum qualifications on an "as needed" basis. We regularly review and work with Administration and with transfer institutions to maintain our articulation agreements. Recently, due to program changes at SDSU, we agreed to develop and offer a new Psyc 211: Cognitive Psychology course, so that this new course could meet the new SDSU articulation agreement.

Are there curriculum concerns that need to be resolved in your department? What are they?

No

Are there courses that should be added or removed from your program - please explain?

No

How is the potential need for program/course deactivation addressed by the department?

We currently do not have a potential need for program/course deactivation but if one did exist a review of options and a full discussion of all parties involved would be conducted.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

No

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

We do not have data on student needs, but do have data on student enrollment patterns which may indicate student preferences and/or demand. Pre-Fall 2020, there was a high student demand for online courses, and online courses often filled first. However, given the COVID-19 pandemic, for public health reasons, all courses are online for Fall 2020 and Spring 2021, so a robust analysis of online vs. face-to-face is difficult at this time. However, in general, research has suggested that student success in college courses at Palomar is higher in face-to-face courses. In the future, it may be that there is a pent-up demand for face-to-face course offerings. We will track this for future planning.

Describe other data and/or information that you have considered as part of the evaluation of your program

There is no additional data that has been considered as part of the evaluation of our program.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

For people who complete the program and/or transfer, careers such as Psychiatric Technicians and Social and Human Service Assistants are available. After transfer and completion of higher degrees, the following careers may be available: Psychology Teachers, Post secondary, Industrial-Organizational Psychologists, Clinical Psychologists, School Psychologists, Neuroscientists, Neuropsychologists and Clinical Neuropsychologists, Rehabilitation Counselors, Education Administrators, Postsecondary, Social and Community Service Managers, Psychologists, Mental Health Counselors, Counseling Psychologists.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

The associated KSAs needed for the occupations listed above include Oral and Reading Comprehension, Oral and Written Expression, Problem Sensitivity, Deductive and Inductive Reasoning, Active Listening, Social Perceptiveness, Communication with others, Monitoring/Assessing performance of oneself, other individuals, or organizations to make improvements or take corrective action, Observing, Documenting/Recording Information, Making Decisions, Critical Thinking, and Solving Problems

How does your program help students build these KSA's?

The variety of courses in the program help students develop these KSAs

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

Faculty are on committees which have regular meetings with community partners, and participate in Palomar events and outreach with local high schools

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 plan](#).

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 courses.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Due to the implementation of AB 705, now more than ever, we will need a secured source of funding to support tutors in our Psyc: Statistics for the Behavioral Sciences (over 60 sections per year) and Psyc 230: Research Methods in Psychology (10 sections per year) classrooms. That is about 3000 students per year. Currently, there are limited resources available to students in both courses. The Writing Center specializes in MLA (not APA) writing format and there is no Psyc 230 tutor within the STAR Tutoring Center. Very limited SSEC-funded tutoring services have been available for a few semesters no funding was secured for Fall of 2020. We need an additional continued long term funding source to address the widening gap of academic diversity that AB705 will create. State provided AB705 funding should, in part, be directed to fund these tutoring programs.

Outcome(s) expected (qualitative/quantitative)

Although it is difficult to quantify the long-term effects, students and faculty indicate that tutoring is beneficial for helping students succeed. Although student success could be seen as a simple measure of our expected outcome, the implantation of AB705 will, without a doubt, allow less prepared students to be part of our courses. Perhaps a more realistic outcome is to use the introduction of embedded tutors in the classroom to maintain our current student success rates.

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

The Psyc 205: Statistics for Behavioral Sciences and Psyc 230: Research Methods in Psychology courses (serving over 2,300 students per year and growing) are fundamental to all majors in Behavioral Sciences, including Psychology, Sociology and other majors such as Nursing, Child Development, and Human Development. These courses teach specialized, fundamental skills (e.g., APA style writing, computer applications, SPSS statistical software, data analysis). 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 Behavioral and 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 ultimately the program they are pursuing.

Expected Goal Completion Date

5/31/2023

Goal 2

Brief Description

Encouragement and support of student excellence.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The discipline of Psychology will continue to offer four scholarships to highlight student excellence in the field of Psychology: The Milstein Family Philanthropic Psi Beta Honors Psychology Scholarship (\$1500), The Palomar Multicultural Psychology Scholarship (\$1000), and The Milstein-Davis Psi Beta 'Psychology Means Success' Honors Scholarship (2 students, \$500 each).

Outcome(s) expected (qualitative/quantitative)

The expected outcome is to continue to provide academic scholarship opportunity for our students.

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

This means of promoting student excellence should increase the potential for student success and program completion.

Expected Goal Completion Date

5/31/2023

Goal 3**Brief Description**

Advocate for the needs of currently expanding AA-T Program course offerings

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The discipline will continue to try to expand course offerings of our courses that help promote completion of our AA-T degree including the continued expansion of our capstone Psyc 230: Research Methods in Psychology course and renaming of our Psyc 130: Psychology of Women to Psyc 130: Psychology of Gender. The Psyc 130 name change and the new Distance Education designation should appeal to a larger segment of the student population. In alignment with this goal, the discipline will also advocate for the needs of these expanding programs by petitioning the administration for better support of our Psyc 230 end of the semester poster session, which showcases some of the best of our students' academic progress. This is a wonderful and rewarding experience for students to engage in scholarly discourse about their work. Students have the opportunity to go on and present this work at other conferences, including the Western Psychological Association conference, UC San Diego's Conference for Research in the Arts, Social Sciences, and Humanities, and Cal State San Marcos Psychology Student Research Fair. Having access to professional academic space or funding for a tent is necessary to provide students with this essential academic experience. Moreover, we would like to obtain additional funding so we can provide outreach materials to maintain enrollment for our program's expansion

Outcome(s) expected (qualitative/quantitative)

Expansion of AA-T required offerings will continue to increase our AA-T degree completions. Enhanced support for these courses, including the Psyc 230: Research Methods poster session will provide a professional academic setting to adequately portray the height of our students' academic work and will model for other students the benefits of progressing towards their AA-T degree. Administrative support of planned course offerings and funding for course needs and outreach efforts is expected.

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

This goal aligns with our mission statement, the college strategic plan, and Guided Pathways to allow more opportunity for our students to successfully complete our AA-T degree.

Expected Goal Completion Date

5/31/2023

Goal 4**Brief Description**

Review criteria for Part-Time Faculty scheduling

Goal Status

Completed

Is this a new or existing goal?

Existing

How will you complete this goal?

In order to comply with the new college-wide scheduling requirements, we have completed the process of developing a creative scheduling rubric that will both expedite the scheduling process, while also satisfying the needs of our part-time faculty. This goal was in response to the part-time scheduling change in which schedulers were encouraged to determine criteria. We have complete a review of the criteria to determine that it is working effectively. We have also modified it to account for changes in overall scheduling plans (e.g., introduction of 4-week online courses during the fall/spring semesters).

Outcome(s) expected (qualitative/quantitative)

The expected outcome is to have a more smooth and speedy process to schedule close to 40 part-time faculty, while at the same time, satisfying the scheduling needs of the majority of our part-time colleagues.

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

Part-time faculty job security and satisfaction will assure a more stable scheduling process that will reduce the number of classes lost or cancelled. A secure and stable set of class offerings will assure program success and completion for our students.

Expected Goal Completion Date

5/31/2021

Goal 5**Brief Description**

Expansion of new faculty mentoring program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Discipline discussions will create facets for the expansion of a new faculty mentoring program. This goal may include a revamping of the Psychology discipline faculty manual and/or face to face orientation meetings

Outcome(s) expected (qualitative/quantitative)

Expected outcomes are for new faculty to more easily adjust to the academic workplace of Palomar College and the discipline of Psychology.

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

Better acclimated new faculty should be more comfortable and successful in the classroom. Better success in the classroom will assure program success and completion for our students.

Expected Goal Completion Date

5/31/2023

Goal 6**Brief Description**

Generate exclusive faculty offices at the NEC and SEC and advocate for standardization, timeliness, and transparency in scheduling especially at the NEC and SEC.

Goal Status

Ongoing

Is this a new or existing goal?

Existing

How will you complete this goal?

Although the Discipline of Psychology does appreciate that the Administration be good stewards of our yearly budget, we also believe that growth requires investment. If we are to grow the North and South centers, both flexibility in scheduling and investment teaching structure will be needed.

If the Palomar College administration seeks to expand course offerings at the NEC and SEC, then the discipline of Psychology will work with the Faculty Senate and the PFF to advocate for exclusive faculty offices at the NEC and SEC. The absence of dedicated faculty offices renders it difficult/impossible to meet with students outside of class at the Fallbrook campus. Such facilities are necessary to ensure students' needs are being met and that they feel they belong to the larger Palomar community.

Completion of this goal can be problematic due to the lack of control faculty have over the administration of the college. Discipline faculty are diligent in monitoring student demand and enrollment patterns; however, this expertise is underutilized in the building of the schedule. We understand the need to build up NEC and SEC, though this should be done with thoughtful consideration, particularly with regards to classes that have multiple prerequisites. A change in the culture and practices of the current enrollment management system towards actual shared governance is needed in order for us to fully realize this goal.

Outcome(s) expected (qualitative/quantitative)

Generation of exclusive faculty offices at the NEC and SEC.

Utilizing faculty expertise to help determine course offerings at NEC and SEC will help expand offerings, while minimizing course cancellations. Implementation of this goal would foster a greater rate of our Psychology AA-T degree completions

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

Faculty provided with a proper professional workplace to prepare for classes and meet students for office hours should be more comfortable and successful in the classroom. Better success in the classroom will assure program success and completion for our students.

Expected Goal Completion Date

5/31/2023

Goal 7**Brief Description**

Discipline ownership of Statistics and Research Methods course computer laboratory space

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

If the Palomar College administration seeks to expand course offerings to advance program completion, then the discipline of Psychology will work with the administration for exclusive discipline ownership of Psyc 205: Statistics for Behavioral Sciences and Psyc 230: Research Methods in Psychology course computer laboratory space. The lack of dedicated computer space currently makes it difficult for Psyc 205 and Psyc 230 students to meet course objectives due to competing demands from other Palomar courses when trying to reserve shared computer classrooms.

Outcome(s) expected (qualitative/quantitative)

Attainment of discipline ownership of statistics computer laboratory space

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

A discipline ownership of statistics and research methods course computer laboratory space will allow for the continued expansion of Psyc 205: Statistics for Behavioral Sciences and Psyc 230: Research Methods in Psychology course offerings within the discipline of Psychology. These increased offerings will allow for a more rapid increase in the successful completion of our AA-T degree.

Expected Goal Completion Date

5/31/2023

Goal 8**Brief Description**

Advocate for standardization, timeliness, and transparency in scheduling especially at the NEC and SEC.

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

This goal has been merged with Goal 6.

Outcome(s) expected (qualitative/quantitative)

This goal has been merged with Goal 6.

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

This goal has been merged with Goal 6.

Expected Goal Completion Date

5/31/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor of Psychology

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

As our discipline continues to grow, including course offerings in our capstone course of Psyc 230: Research Methods in Psychology, Psyc 205: Statistics for the Behavioral Sciences, as well as, Psyc 210: Physiological Psychology, the need for qualified FULL TIME instructors has increased given the specialized knowledge and experience required to teach these courses. Further, if the discipline is going to expand our presence and course offerings into the SEC and NEC, the presence of a full time faculty member who spends a portion of his or her teaching load will add legitimacy to those centers and provide a source of support for part time faculty members teaching there. A new full time faculty member will also assist with the continually expanding rolls of professors in administrative and planning tasks within the discipline and help foster the continued growth of our AA-T Program.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Yes. The courses we wish to staff, including Psyc 230: Research Methods in Psychology, Psyc 205: Statistics for the Behavioral Sciences, as well as, Psyc 210: Physiological Psychology, require considerable time outside of the classroom grading in-depth scientific papers and projects, preparing laboratory specimens and assignments. The time (and training) and overall preparation required outside of the classroom is not reimbursed for part-time faculty and while we do not blame them for not wanting to take on such classes given their limited compensation relative to full-time faculty, it makes it difficult to staff those classes as our offerings to complete our AA-T Program expand.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No. We simply have the need for more full time faculty to meet the needs of students as our discipline enrollment increases, our course offerings to expand our AA-T Program grow, and additional courses are offered and expanded into the NEC and SEC.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

As a discipline, our WSCH/FTEF ratio has averaged 586 over the last 4 years and last year was 596. This is considerably above the college efficiency goal of 525. Likewise, Psychology fill-rates average over 91% in the last 4 years considerably above the school benchmark of 85%. Our AA-T Program has grown by 146% since 2014, and although campus-wide enrollment is down by over 5% since 2014, enrollment in Psychology courses is up 46% in the same timeframe? These numbers clearly demonstrate our discipline's remarkable productivity and efficiency and warrants continued investment in full-time faculty in the discipline of Psychology.

Is your department affected by faculty on reassigned time. If so, please discuss.

Yes, Netta Schroer has 40% reassigned time due to a position as co-chair of the Behavioral Sciences department. As a result, she is unable to teach one of her Psyc 230: Research Methods in Psychology classes. Although another full-time instructor has stepped up to cover it, the reassigned time prevents us from being able to increase the number of Psyc 230 sections, as requested by our dean. Adding another full-time instructor will allow us to offer the additional requested sections of our capstone course and continue to grow our AA-T degree program.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

gain of 2

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Administrative Department Assistant (ADA) Behavioral Sciences

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled

Our last ADA retired last year and we require a new ADA in order to complete the administrative tasks within our department. Our current ADA is responsible for Philosophy, Sociology, Alcohol and Addiction, Religious Studies, Women's Studies, Psychology, and Anthropology.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

This will increase efficiency since we do not currently have enough administrative support for a department of our large size and disciplinary diversity. The current workload for our ADA means that their attention is distributed over seven disciplines.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs.

Strategic Plan 2022 Objective

1:5

3:5

4:1

4:3

5:1

5:2

If the position is not approved, what is your plan?

We really have no alternative. We cannot outsource the work of the ADA, which requires specific skill sets that most of the faculty do not possess.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

rmorrisette@palomar.edu

Review

Chair Review

Chair Comments

Thank you, psychologists, for the detailed analysis and thoughtful review of your program. The growth of your program is evidence of your careful planning and dedication to your students.

Chair Name

Netta Schroer

Chair Sign Date

10/23/2020

Dean Review

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

1. growth of completion rates
2. strong curricular connection to GEILO
3. well-thought-through best practices for online instruction
4. redirection of teaching methods to address lower than desired SLO assessment rates
5. interaction with other disciplines to discuss optimal scheduling of key courses

Areas of Concern, if any:

Assessment of Program Outcomes -- found your explanation of how you assess confusing.

Recommendations for improvement:

1. Engage in WBL process with SBS faculty coordinator; could be helpful to students and surprising to you
2. Identify PSYC/SOC 205 tutors for STAR or Math Learning/STEM Center (curious as to where you would see this tutoring a better fit)

Dean Name

Shayla Sivert (Acting for Dean Ly)

Dean Sign Date

11/8/2020

IPC Review**Strengths and successes of the discipline as evidenced by the data and analysis:****Areas of Concern, if any:****Recommendations for improvement:****IPC Reviewer(s)****IPC Review Date****Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

see above

Areas of Concern, if any:

see above

Recommendations for improvement:**Vice President Name**

Shayla Sivert

Vice President Sign Date

12/31/2020