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Entry #: 32

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Social and Behavioral Sciences

Department Name
Behavioral Sciences

Department Chair Name
Jeff Epstein and Netta Schroer

Discipline Name
Psychology (PSYC)

Department Chair email
jepstein@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Roger Morrissette, Kathy Young, Fred Rose, Netta Schroer, Matt O'Brien, Michael Dudley, Betsi Little

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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
7

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
6.60

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
11.47

List the 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.

List additional hourly staff that support this discipline and/or department
none

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 Student Learning Outcomes (SLOs) and Program Learning Outcomes (PSLOs) 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 7 years straight. Since the 2014-2015 school year we have more than doubled our completion rates from 48 to 122, and in the last 5 years have shown a 167% increase in program completion. These results suggest a robust and successful Psychology AA-T Program at Palomar College that is successfully preparing over 120 students per year to transfer to a Bachelor's degree program in Psychology.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Degrees and Certificates Awarded (Count)

Row Labels	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
AA/AS						
Associate in Arts Degree	6	2	4	1	2	2
Associate in Arts Degree for Transfer	67	71	85	116	118	120
AA/AS Total	73	73	89	117	120	122
Certificate						
Certificate of Achievement	6	3	5	3	4	
Certificate Total	6	3	5	3	4	
Grand Total	79	76	94	120	124	122

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.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
The answer to this question is the same as for the question above about what factors have influenced 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 5 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 and have begun the process to hire another. 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.

In addition, 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 retention-rates averaged over 91% in the last 4 years, a percentage rate above the school average. 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 student's 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 12% since 2015 and yet Psychology enrollment is up 35% in the same timeframe? The fact that our AA-T program has grown by 167% since 2016-17 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.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
Two clear challenges are 1. the reduced overall enrollment at the college, and 2. the administration's arguably shortsighted "business-model" vision of cutting essential classes for program completion due to low to moderate enrollment a week before the semester begins. Data clearly suggests that most of these under-enrolled classes tend to fill and some surpass capacity within the first week of the semester. These are the only factors that are limiting our growth.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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 STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning 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.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

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

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

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? If so, how would the new or emerging careers impact your future planning?

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

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

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Due to the implementation of AB705, 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 2500 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 2021 due to the continued COVID-related school shutdown. 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 2,500 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
5/1/2024

Goal 2

Brief Description
Encouragement and support of student excellence.

Goal Status

Ongoing

Is this a new or existing goal?

Existing

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 and will be adding one additional for a total of 5 scholarships: The Milstein Family Philanthropic Psi Beta Honors Psychology Scholarship (Winner: $1500; Runner-Up: $500), 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

5/31/2024

Goal 3

Brief Description

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

Is this a new or existing goal?	**Goal Status**
Existing	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
5/31/2024

Goal 4

Brief Description
Expansion of new faculty mentoring program

Is this a new or existing goal?   **Goal Status**
Existing   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
5/31/2024

Goal 5

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.

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

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
5/31/2024

Goal 6

Brief Description
Discipline ownership of Statistics and Research Methods course computer laboratory space

Is this a new or existing goal?	**Goal Status**
Existing	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
5/31/2024

Goal 7

Brief Description
Secure a committed long-term space to conduct our Research Methods in Psychology Research Fair

Is this a new or existing goal?
New

How will you complete this goal?
The Research Methods in Psychology Poster Fair is held at the end of each Fall and Spring semester. The event hosts nearly 250 students each semester (presenters and attendees). Psyc 230: Research Methods in Psychology is our capstone course/lab for the psychology major (the most popular transfer major to CSUSM). The demand for this course has increased substantially and we have grown it from 3 sections per semester to 6 sections per semester (with our dean requesting additional sections). A fundamental component of this course involves students from all sections presenting their original empirical studies (with professionally printed posters) at our poster fair, reminiscent of professional conferences. We invite the entire school to attend and have had great success in giving students (both the presenters and attendees) a valuable experience. Students are able to engage in scholarly discourse about their work and it is a great opportunity for attendees to see psychological research in action. In the past, we have held the event at the Student Union, and after 5 successful events, Facilities has indicated that they are no longer able to move a portion of the tables and chairs to accommodate this event. As a result, our former dean generously helped us secure funding for a tent to hold the event outside of the LRC (the dean and discipline split the cost). The tent was imperative as it was raining for the duration of the event (and we would likely have excessive heat during May when the Spring event is held). We have made every effort to find alternative locations on campus, but none are large enough. We also previously spoke with our Dean and the VPI to try to find a way for the Student Union to work, but since facilities is unable to prepare the space, our goal is to obtain funding so that we can have the necessary tent to hold this valuable event for our students and community.

Outcome(s) expected (qualitative/quantitative)
Outcome involves commitment of available indoor space twice a year for this event or funding for hardware (e.g.. tents) for committed outdoor space twice a year for this event.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal aligns with our Psychology Mission Statement, the College Strategic Plan, and Guided Pathways to allow the greatest opportunity for our students to successfully complete and excel in our AA-T degree. This goal aligns with our Psychology Mission Statement to prepare students and provide them with skills in psychology. Creating and presenting a professional conference poster will be valuable when they transfer and prepare them for further similar presentation (e.g., CSUSM holds a yearly poster fair). It also aligns with the college mission of providing an engaging teaching and learning environment. Students often comment that the experience of presenting their work to others, especially non-classmates, about how valuable the experience was and the confidence they gained from being an "expert" on their work and discussing it in a scholarly manner.

Expected Goal Completion Date
3/31/2024

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 Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.
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 retention-rates average over 91% in the last 4 years considerably slightly above the overall school average. Our AA-T Program has grown by 167% since the 2015-16 school year, and although campus-wide enrollment is down by over 12% since 2015, enrollment in Psychology courses is up 35% 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 fulltime 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.

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
Our last ADA retired two years ago 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 fiscal year 2019, 2020, 2021. 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?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.
We are requesting a continued existing budget increase of $2400.00 in the 500010 account to pay for the Facilities Department subcontracting of a moving company to move the Student Union tables for our Psychology Research Poster Fair that occurs once at the end of the Fall and Spring semesters.

OR

We are requesting a continued existing budget increase of $4000.00 in the 500010 account to pay for the subcontracting of a tent company (Allie's Party Equipment Rentals, Inc.) to set up a 20' x 120' tent for our Psychology Research Poster Fair that occurs once at the end of the Fall and Spring semesters.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

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

Facilities Requests

Facility Request 1

What are you requesting?
We are requesting the temporary movement of the tables in the Student Union for our Psychology Research Science Fair at the end of both Fall and Spring semester.

What discipline PRP plan goal/objective does this request align with?
Goal 3: Advocate for the needs of currently expanding AA-T Program course offerings and Goal 7: Secure a committed long-term space to conduct our Research Methods in Psychology Research Fair

What Strategic Plan 2022 Goal:Objective does this request align with?

1:5	2:2	2:4	3:1
3:2	3:3	3:4	

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
The Discipline of Psychology conducts an end of semester Psyc 230: Research Methods in Psychology Research Poster Fair in both the Fall and Spring. Each semester 40-45 psychological research posters are presented by 150-180 students. In addition, over 300 students, faculty, and staff attend the presentations with most faculty offering extra credit to their students who attend. The Research Fair is conducted for 3 hours (2 hours of presentation and set-up and clean-up time) for one day between 9:30am-12:30pm during week 15 of both the Fall and Spring semester. This work represents the pinnacle of the student's academic achievement in the Discipline of Psychology. Successful completion of Psyc 230 most often leads to the successful completion of the AA-T Program in Psychology (The direct focus of PRP Goal 3 and 7 and indirect focus of PRP goals 1, 2, 4, and 6). These, often first time, student scientific presentations begin the student's resume building and can have a direct impact on the student's success at their four-year institution and on into their graduate work. It is essential the Palomar College provide a means to conduct this Psychology Research Poster Fair and since the centrally-located Student Union is the the most appropriate place to conduct this fair, we submit this request for the Facilities Departments' assistance. The potential for inclement weather at the end of both Fall and Spring semester mandates that the fair be conducted indoors in a large enough space to accommodate the presenters and attendees. The only viable alternative would be to hire an outside company to set-up and take down a temporary 20 foot by 120 foot tent somewhere on campus. This alternative will impose a significant cost to the college relative to the facilities request. In discussion with the Facilities Department, if Palomar College personnel are unable to perform this task, one of the subcontractor moving companies typically used for such work could do the job for about $1200.00 per semester.

Is there an associated cost with this request?
Yes

Will you fund the request through your budget or other sources?
Existing Budget

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?
The tables in the union just need to moved out of the union (or possibly off to the side) for 3 hours for one day between 9:30am-12:30pm during week 15 of both the Fall and Spring semester. Then the tables will be needed to be moved back to their original location. That is the extent of the impact.

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
rmorrissette@palomar.edu