2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Psychology (PSYC)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Netta Schroer and Jeff Epstein

Department Chair email

nschroer@palomar.edu

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

Roger Morrissette, Professor of Psychology
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Website address for your discipline

https://www.palomar.edu/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 ○ No

Are any of your programs TOP coded as vocational (CTE/CE)?
○ Yes ⦿ 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

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

8

Enter a number.

Link: Permanent Faculty and Staff Count

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

6.6

Link: FTEF Data

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

10.4

Link: FTEF Data

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

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.

Link: Permanent Faculty and Staff Count

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

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 Program.

How do they align with employer and transfer expectations?

The country, state, and county are all predicting a severe mental health care worker shortage over the next 5-10 years. Our AA-T Program offers courses in psychology that are essential to the onset of training to become a mental health care professional. The immediate 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. Post-baccalaureate training completes the process of providing desperately needed skilled mental health professionals into the workforce. We are confident in the belief that our AA-T Program leads to well-rounded student competency for both academic and employment 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 2015-16 school year we have more than doubled our completion rates from 73 to 122, and in the last 6 years have shown a 67% 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: **Program Completions***

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count):	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	0
Grand Total	79	76	94	120	124	122

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
⊙ Increased ○ Stayed the same ○ Decreased
Choose one

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.

In addition to meeting the needs of students seeking transfer and careers in psychological professions, the courses in our AA-T Program are required in other disciplines as well. Both the Palomar College Child Development AA-T and AODS and SWHS Certificate Programs require our AA-T Program courses for completion. Finally, our AA-T Program courses are also required preparation for transfer into the Human Development and Child and Adolescent Development programs at California State University, San Marcos.

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 Program) and have hired three full-time faculty to teach those additional sections and have begun the process to hire another. Our completion rates are continually improving and with the growing shortage of mental health care professional at the country, state, and county level, we are confident that these healthy enrollment trends will continue.

In addition, our WSCH/FTEF ratio has averaged 560 over the last 5 years, 83 points above the school average. This is considerably above the college efficiency goal of 525. Likewise, Psychology fill-rates averaged over 91% in the last 5 years, 9% above the school average. There are currently 8 full-time faculty members in our discipline 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 20% since 2017 and yet Psychology enrollment is up 6% in the same timeframe? The fact that our AA-T Program has grown by 67% since 2015-16 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.

We foresee several potential challenges, all of which involve enrollment issues that are out of our disciplines' control:

I. State and County-Wide Enrollment Issues

A. Evidence suggests that an overall demographic shifts is underway at the state and county level. Statewide enrollments are predicted to fall 9% or more by 2030 and San Diego county enrollment can drop by 11% in the same timeframe.

B. Whenever there is a worker shortage, and the labor market heats up companies provide better paying jobs. When this happens community college enrollment drops. Evidence suggests that we are currently in this type of a labor market.

II. Palomar College Administration Decision Making has not addressed the Systemic Barriers to student enrollment.

A. Student registration is complex and non-user friendly.
B. Marketing and recruitment has a lack of a coordinated plan, funding, and manpower.
C. Administration business-model decisions to cut low-enrolled courses sends students to other schools
D. Non-replacement of essential support staff (like ADAs, tech services, janitors) limits student support.
E. Unfunded mandates leave departments fighting against each other for very limited funding.
F. Lack of proper funding for academic tutors hinders student success.
G. Lack of coordination of the Academic Calendar with local High School graduation dates and CSUSM start dates prevents student enrollment.

Hopefully the current administration will take serious action on the 10+ pages of issues brought forward by the Faculty Senate on how to correct the systematic barriers to enrollment at Palomar College.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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.

Course level SLOs can be accessed through Nuventive Improve

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⦿ Yes ◯ No

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

According to the website provided, these are the available careers for people who complete our programs and/or transfer for more training:

25-1066.00	Psychology Teachers, Postsecondary Bright Outlook Bright Outlook
19-3034.00	School Psychologists Bright Outlook
19-3032.00	Industrial-Organizational Psychologists
19-3033.00	Clinical and Counseling Psychologists Bright Outlook
29-2053.00	Psychiatric Technicians Bright Outlook
11-9033.00	Education Administrators, Postsecondary
19-3039.00	Psychologists, All Other
25-1067.00	Sociology Teachers, Postsecondary
25-1192.00	Family and Consumer Sciences Teachers, Postsecondary
21-1093.00	Social and Human Service Assistants Bright Outlook
19-3039.03	Clinical Neuropsychologists
19-3039.02	Neuropsychologists
17-2111.00	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
19-4061.00	Social Science Research Assistants
17-2112.01	Human Factors Engineers and Ergonomists Bright Outlook
19-3099.00	Social Scientists and Related Workers, All Other
21-1011.00	Substance Abuse and Behavioral Disorder Counselors Bright Outlook
21-1012.00	Educational, Guidance, and Career Counselors and Advisors Bright Outlook
21-1013.00	Marriage and Family Therapists Bright Outlook
21-1014.00	Mental Health Counselors Bright Outlook

Even though this seems like a short list of opportunities for the students completing our AA-T Program training, 10 of the 20 professions listed here are seen as "Bright Outcomes".

It should also be noted that since the COVID-19 Pandemic, mental health issues have skyrocketed across the nation at the same time that there is severe shortage of mental health care workers. In order to correct this alarming gap in health care and services for millions of Americans, an emphasis in psychology training programs, like our AA-T Program, should be greatly encouraged.

Link: https://www.onetonline.org/

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed

above? (click examples in the link above to get ideas)

As mentioned earlier, 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 pursuing one of the many professions where basic psychological skills are essential. 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. As a result, our AA-T Program offers the foundational academic infrastructure needed to pursue any and all careers in psychology. From business marketing to neuroscientific research, to mental health services, our AA-T Program provides the ideal starting point to succeed in an extremely wide range of careers.

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

As mentioned above, the KSA's are built into each course SLO: 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. In turn, our multiple course offerings help to build our Program SLO's and our AA-T Program to adequately prepare our students for careers in which a solid foundation in psychological principles are essential.

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?
○ Yes ⊙ No

Do you want more information about or need assistance integrating work-based learning into your program?
○ Yes ⊙ No

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

We have just recently updated our discipline program brochure and plan to deliver these to over 50 of the local high school guidance departments. Prior to the COVID social gathering shutdown, we would man informational tables at Palomar College events, local high school athletic events, and local street fairs. We plan to continue this outreach now that the pandemic is winding down and local social gatherings are returning.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Continue to advocate for permanent funding for embedded tutoring and/or outside tutoring services for Psyc 205: Statistics in the Behavioral Sciences and Psyc 230: Research Methods in Psychology courses.

Goal Status

○ Completed   ⦿ Ongoing   ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Due to the implementation of AB705, now more than ever, we will need a secured source of funding to support tutors in our Psyc 205: 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 writing format, not APA writing format taught in Psyc 230: Research Methods in Psychology 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 but no funding was available for Fall of 2021. Last year, the acting VPI moved the specific Psyc 205 and 230 tutors out of the tutoring center and into the Math/Stem Tutoring center. It is our hope that this is a positive move since there seems to be more access to funding for STEM related programs. That said, the Math/Stem tutoring funding is supported by a grant that needs to be continually renewed. Although we have funding for this fall semester, we need to seek additional continued and permanent long term funding sources 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.

Goal 2

Brief Description

Continue to encourage and support student excellence by offering academic scholarships.

Goal Status

○ Completed   ⦿ Ongoing   ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The discipline of psychology continues to offer the following academic scholarships to encourage and support academic excellence:

Milstein Family Scholarships - $3000.

   $500 will be specifically for an AODS student (Milstein/Davis AODS award).

   $1000 will be awarded to a Psi Beta member (Milstein Family Psi Beta Scholarship)

   $1500 will be awarded to psychology club members (Milstein-Davis Psychology Means Success Scholarship)

The Judy Wilson Palomar Multicultural Psychology Scholarship - $1000

Goal 3

Brief Description

Continue to advocate for the needs of our currently expanding AA-T Program course offerings.

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The discipline will continue to advocate for expanding course offerings of our courses that help to eventually promote completion of our AA-T Program including the continued expansion of Psyc 230: Research Methods in Psychology course, Psyc 205: Statistics for the Behavioral Sciences course, and Psyc 210: Physiological Psychology courses on both the main and satellite campuses long-term to assure that our AA-T Program can be completed, in it's entirety, at the San Marcos, Escondido, Rancho Bernardo, and Fallbrook campuses.

Goal 4

Brief Description

Expansion of new faculty mentoring program

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Due to the COVID pandemic, this goal was put on a temporary hold due to the limitation on social gatherings. Discipline discussions are ongoing as to how best facilitate a discipline specific faculty mentoring program. This goal may include a revamping of the Psychology discipline faculty manual, discipline webpage enhancement, and/or face to face orientation meetings.

Goal 5

Brief Description

Generate exclusive faculty offices at the Fallbrook (NEC) and Rancho Bernardo (SEC) campuses and advocate for standardization, timeliness, and transparency in scheduling especially at the NEC and SEC.

Goal Status
○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Growth requires investment. If we are to grow the North and South centers, both flexibility in scheduling and investment in 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.

Goal 6

Brief Description

Discipline ownership of Psyc 205: Statistics for the Behavioral Sciences and Psyc 230: Research Methods in Psychology course computer laboratory space.

Goal Status
○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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.

Goal 7

Brief Description

Secure a committed, long-term space to conduct our Psyc 230: Research Methods in Psychology Research Fair.

Goal Status
○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

In alignment with goal #3: Continue to advocate for the needs of our currently expanding AA-T Program course offerings, the discipline will also advocate for the needs of these expanding programs by petitioning the administration for better support of our Psyc 230: Research Methods in Psychology 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 is necessary to provide students with this essential academic experience.

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.

Currently VPI Studinka has secured the Dome for our Psyc 230 Poster Session and we greatly appreciate her efforts in this regard. If this solution turns out to be an adequate permanent solution for the Psyc 230 Poster Session then this goal will become complete. We leave this goal in the "ongoing" condition to simply safeguard this eventual outcome, should, for some reason, the Dome, not be an adequate place for the Psyc 230 Poster Session.

Goal 8

Brief Description

Advocate for dedicated Psyc 210: Physiological Psychology laboratory space at the Escondido, Fallbrook and Rancho Bernardo campuses.

Goal Status
○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for

eliminating a goal). Describe Outcomes, if any.

In alignment with goal #3: Continue to advocate for the needs of our currently expanding AA-T Program course offerings, the discipline will also advocate for the needs of these expanding programs by petitioning the administration for better support of our Psyc 210: Physiological Psychology course by creating a designated laboratory space on site of the Escondido, Fallbrook, and Rancho Bernardo campuses so that all of the courses needed to attain an AA-T in Psychology, including the Psyc 210: Physiological Psychology laboratory can be attained in its entirety, on each of the three satellite campuses.

Goal 9

Brief Description

Enhance student preparation for transfer and occupational realities: Ensure students have access to current technology and software

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

It is disheartening to know that both academic and non-academic departments at Palomar College have to fight to get basic funding for computer technology on our campus. We should not have to make an argument for why classroom computers should be updated on a regular basis. We should not have to make an argument for why faculty members need updated computers to prevent them from going out of warrantee. But here we are. Goal 9 requests that the administration invests the appropriate funds to allow all departments on campus to do their jobs effectively by adequately updating any needed computer technology as needed to ensure that students have access to current technology and software.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

The majority of our 9 goals address ways that our discipline can expand our AA-T completions (VFS-1A and VFS-2A/B).

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

Although all of our goals are ongoing, there is a slight change in emphasis to make each of the three largest satellite campuses able to schedule every course needed to complete the AA-T Program in Psychology.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
⊙ Yes ○ No

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 fulltime faculty, it makes it difficult to staff those classes as our offerings to complete our AA-T Program expansion.

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

No

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

In it's March, 2022 report, the World Health Organization stated that during the first year of the COVID crisis, mental health issues rose by an alarming 25%. The vast majority of countries (90%) now include mental health services and psychosocial support as part of their pandemic response plans. Child and women are disproportionally affected adding that children show an alarming increase is suicide and self-harm incidents. Unfortunately, as mental health issues are increasing, mental health care services are not keeping up with the demand, leaving a huge gap in care for those who need it.

A 2018 study by the University of California, San Francisco found that California will have 41% fewer psychiatrists and 11% fewer psychologists, licensed marriage and family therapists, counselors and social workers. And this shortage expectations existed prior to the increase mental health needs brought on by the COVID pandemic.

An August, 2022 report by the San Diego Leadership Partnership found that an additional 18,500 behavioral health workers will be needed to keep up with demand in the next 5 years. County Supervisor Chair Nathan Fletcher state the problem clearly: "We have invested at unprecedented levels in new mental health and addiction treatment services, but finding enough trained behavioral health workers has proven to be difficult." Fletcher goes on to state: "To create a robust continuum of care that offers a better way for patients to receive treatment, we need the right type of workers and right now the behavioral system region wide is woefully understaffed."

A correction to this shortage of staffing begins by staffing more full-time faculty positions in the discipline of psychology. The AA-T Program in Psychology is the first step to a career in the mental health industry. The data clearly suggests that we need to expand our offerings to help our community. We can begin to close the gap in mental health care need in our community by hiring more full-time faculty in the discipline of psychology.

As a discipline, our WSCH/FTEF ratio has averaged 560 over the last 5 years. This is considerably above the college efficiency goal of 525. Likewise, Psychology retention-rates average over 90% in the last 5 years considerably above the overall school average of 82%. Our AA-T Program has grown by 67% since the 2017 school year, and although campus-wide enrollment is down by over 20% since 2017, enrollment in Psychology courses is up 6% 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.

Refer to data and other analysis earlier in this document.

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 Program.

Are you requesting AA, CAST for Classified Staff?

⊙ Yes ○ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the Benefits Worksheet for additional costs related to benefits for the position.

Title of new position

Administrative Department Assistant (ADA) Behavioral Sciences

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?
○ Full Time ⊙ Part-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.)

The number of ADAs at the college has been reduced from 35 to 13 over the last five years. Because of the size of Behavioral Sciences, we long had two full time ADAs. Our last ADA retired three years ago and was not replaced by the administration to save costs. Since that time, our current ADA has taken on all of the responsibilities of that second full time position. That means she is now responsible for the following disciplines: Anthropology, Archeology, Alcohol and Other Drug Studies, Philosophy, Psychology, Religious Studies, Sociology, Social Work, and Women's Studies. We require a part time ADA for twenty hours per week in order to support our ADA with the administrative tasks within our department. This includes all inputting of scheduling, staffing, budget support, purchasing, student support, faculty support (80 full and part time instructors), and website maintenance to name just a few things. Certain duties can be performed only by full time ADAs such as inputting the schedule and staffing. However, the following are areas where our current ADA requires support that can be performed by an hourly hire:

Answer phones
Post cancelled classes
Process absence reports
Process honorariums
Assist faculty (copy work)
Comet Copy pick up
Pick up and distribute mail (daily)
Assist students
Contact I.S., A.V., Konica repair, Facilities, Campus Police for varies issues
Receive syllabi and post on SBS Division Teams
Email reminders to faculty (new semester starting, syllabi, textbook adoptions, etc.)
Make reservations through Facilitron
Follow up on work orders (Facilities & I.S.)
Process and follow up with Human Resources on new hires (PT faculty, student workers, etc.)
Contact faculty with new hire information and workshops
User Access request for new hires (email, Peoplesoft)
Run enrollment – Dept Look Up
Maintain updated information on main department bulletin boards
Update on-campus class spreadsheet
Collect office hours from full time faculty and post on SBS Division Teams

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

The current workload for our ADA means that her attention is distributed over so many disciplines that this position cannot reasonably be performed by a single person. The result is backlogs and inefficiencies. Thus, a part time hire will increase efficiency since the tasks noted can be performed by the part time hire, thereby allowing our current ADA to focus on eliminating inefficiencies in the most important areas of her position.

Is there funding that can help support the position outside of general funds?
○ Yes ⊙ 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. The proper amount of ADA support in our department would support student retention and academic goals. It would also support full and part-time faculty, by maintaining department organization, smooth functioning, and morale.

Strategic Plan 2022 Objective

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☑ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☑ 3:5	☑ 4:1	☐ 4:2
☑ 4:3	☑ 5:1	☑ 5:2	

Refer to the Palomar College https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf

If the position is not moved forward for prioritization, how will you address this need?

There is no alternative plan since the work of the ADA cannot be outsourced.

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ⊙ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS](#)

[AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
⦿ Yes ◯ No

Technology Request

Technology Request 1

What are you requesting?

We are requesting 2 faculty computers to replace 2 faculty computers that are coming out of warrantee.

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Professor Kathy Young and Professor Netta Schroer

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Faculty need a fully warranted computer to do their jobs effectively.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

The 2 faculty members who are receiving the 2 computers.

c. What are the expected outcomes or impacts of implementation?

The impact would be that these faculty members will continue to perform their duties effectively.

d. Timeline of implementation

The timeline would be best if the computers were replaced prior to their warrantee expiration.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

Based on values from the Apple website without any educational discounts, a iMac desktop costs $2100 to replace and a Macintosh laptop pro computer costs $1300. So, the request is for approximately $3400.

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

Since a functional desktop or laptop computer is essential to most aspects of a faculty members duties, this request would help us to attain all eight of our goals.

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

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☑ 2:4	☑ 3:1	☐ 3:2	☐ 3:3
☑ 3:4	☑ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

If you have multiple requests for technology and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Except for the labor to install the new computers, there will be no additional impact for facilities or the institution.

Will you accept partial funding?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

○ Yes ⊙ No

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

rmorrissette@palomar.edu