

Entry #: 22 - Social and Behavioral Sciences

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DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Microsoft_List_ID**Discipline Name**

Psychology (PSYC)

Department Chair Name

Joe Briceno

Department Chair email

jbriceno@palomar.edu

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

Roger Morrisette, Professor of Psychology

Kathy Young, Professor of Psychology

Fred Rose, Professor of Psychology

Matt O'Brien, Associate Professor of Psychology

Betsi Little, Associate Professor of Psychology

Kristin Peviani, Assistant Professor of Psychology

Marissa McMackin, Assistant Professor of Psychology

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

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 links shown in red.

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

9

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

9.00

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

7.73

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 has not been replaced yet.

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

N/A

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

Yes. The Discipline of Psychology has a 6-year average success rate of 66.5%. This value is a few percentage points below the Palomar College 6-year average of 69.04. This value comes very close to meeting the overall college benchmark of 70%. When you review the data for the 12 courses taught by the Discipline of Psychology, 6 of 12 have 6-year average success rates over 70%, and 5 of 12 have 6-year average success rates over 66%. It is not surprising that the one course students find the most difficult: Psyc 205: Statistics for the Behavioral Sciences, scores the lowest with a 6-year average success rate of just under 60%. Since, we offer many sections of Psyc 205 and since success rates are weighted based on the number of sections offered, these lower values bring our overall success rate value below the 70% benchmark. All in all, the Discipline of Psychology is satisfied with our discipline success rates.

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

Stayed the same

Was this expected? Please explain.

Yes. The Discipline of Psychology has a 6-year average success rate of 89.9% and would be higher if not for the dip in retention rates during the fall 2020 semester. This value matches the Palomar College 6-year average of 89.9 and, if you round up, meets the overall college benchmark of 90%. The Discipline of Psychology is satisfied with our discipline retention rates.

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

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

Age

Modality (Online, Face to Face, Hyflex, etc.)

Ethnicity

Gender

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

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

Time of Day: Day, Evening, Distant Education

Five-year average Success Rates and Retention Rates are distorted due the impact of COVID on the fall 2020 and 2021 semesters but fall 2023 Retention Rates (Day; 70.5%; Evening: 72.2%) meet the benchmark of 70%, while Distant Education (58.5%; 5-year average of 63.1%) are a bit lower than the college average of 69.1% for fall, 2023 and 67.7% for the 5-year average. This may be due to a couple of reasons:

1. Many sections of our most challenging course: Psyc 205: Statistics for the Behavioral Sciences are taught via Distant Education. Expanding the availability of Statistics tutors could result in a positive impact on Success Rates.

2. Based on Palomar College's Assessment Data (COMPASS) of entering students, 30% of Palomar College new students test into "basic skills" level courses (English 10, Math 10,15; the equivalent of 3rd grade work), about 40% of students assess into non-transfer level course work (English 50, Math 50 the equivalent of 6th grade work), and about 30% (or less) of the students assess ready for transfer level English 100 and Math 110 (college level). It would be expected that at minimum, 30% of students would be able to achieve proficiency in a class like Psyc 205: Statistics for the Behavior Sciences. AB 705 forced community colleges and state colleges to get rid of prerequisites and developmental courses because it "slows" students' progress down, but in fact, it is doing the opposite. It is NOT a surprise that students who are not prepared to read, write, or perform basic mathematical functions at a college level take longer to finish college and drop out at higher rates. This fact cannot be ignored and may be the main factor that the Success Rate of Psyc 205 is below 60%, which, in turn, brings other Success Rates within our discipline down with it. And if the state legislature has its way, we will soon be offering college-level statistics to 9th graders - wonder how that is going to turn out?

Fall, 2023 Retention Rates for Day (94.5%), Evening (90.7%) meet the benchmark of 90%, while Distant Education (85.6%; 5-year average of 87.3%) Retention Rate values fall just below the college benchmark. These values are acceptable.

Term: Fall, Spring, Summer

2023 Success Rates meet or exceed benchmark values for Day, Evening and Distant Education courses except for Fall Distant Education (58%) and Spring Evening (57%). It is unclear why these disparities exist. It may be that incoming freshman are not prepared to take Distant Learning courses. It may also be that spring is often a time to enjoy our beautiful San Diego surroundings and some evening students, who are often working full-time jobs spend a bit more time enjoying their surroundings than studying. Retention Rates come close to, meet, or exceed the college benchmark of 90% for all terms and all delivery forms.

Location: San Marcos (SM), Escondido (ESC), Rancho Bernardo (RB), Fallbrook (FB)...

Fall, 2023 Success Rates for three of the four campuses meet or exceed the college benchmark of 70% (RB: 89%; FB: 81%; SM: 71%) while the Escondido Center Success Rate of 61% falls below the benchmark. It is unclear why the ESC rates are lower, but these rates do model the overall college rates with the Escondido Center having the lowest Success Rates of all centers at 68%. Retention Rates meet the benchmark value of 90% for all four centers (RB: 100%; SM: 94%; ESC: 93%; FB: 93%).

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

There are clearly many variables at play and a great deal of variability from year to year in this data, so it is difficult to ascertain any real driving force creating any change in Success or Retention Rates across course modality.

Time of Day: Success and Retention Rates for the Discipline of Psychology seem to model the overall school rates showing that Distant Education formats produce lower rates for both categories. This is not very surprising and represents a historical perspective for online teaching - it is more challenging and not all students respond positively to the format.

Term: 2023 Retention Rates for the Discipline of Psychology seem to parallel those of the school as a whole. The school also shows a similar dip in Distant Education Success Rates in the fall semester. The dip in evening Success Rates in the Summer does not model school-wide values so is still a bit of a mystery. We will continue to monitor these values to see if any trends appear.

Location: Discipline of Psychology Success and Retention Rates, once again, model the respective rates of the school at large with values at the Escondido Center showing the weakest performance values. It is unclear why this effect is present, but it may have to do with the demographics of students who study at the Escondido Campus. Is there a higher percentage of ESL or first-time college students that matriculate to the Escondido Campus? Without the demographic data it is difficult to ascertain any reasoning.

Modality: Differences in semester length modality do not show any trends that are different from the college as a whole, but the Discipline of Psychology is currently experimenting with new modality formats, such as converting one section of our Psyc 230: Research Methods in Psychology course into a hybrid offering in an attempt to preemptively address the drop in enrollment. It is our hopes that this modality experiment will lead to an increase in enrollment and ultimately an increase in success and retention rates.

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Fall, 2023 Retention Rates across the 4 Gender categories: Female (F), Male (M), Non-Binary (NB), and Unknown/Unassigned (UN) all approach, meet, or exceed the benchmark value of 90%. For fall, 2023 Success Rates are a bit more puzzling. NB students in Psychology (76%) exceed the benchmark of 70% although, this same group shows the lowest Success Rate performance for the school as a whole (61%). The remaining categories fell just below 70% for the Discipline of Psychology: F (64%), M (66%), UN (60%). Gender differences do not seem to exist except for the elevated rate for NB students. Could this possibly be due to the fact that the Discipline of Psychology routinely discusses gender issues in its classes and just might be perceived as being more accepting of this classification? We can't tell but further research is warranted.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

There are no real Success or Retention Rate differences across Age except for a slight dip in Retention for the 50 and older age group. This dip is also seen in the school-wide data, albeit it occurs at a smaller rate. It is unclear why the dip in Retention Rate for 50+ students occur in the Discipline of Psychology but since the sample size is so small for this category of data, there may be some sampling error at play.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

There are no real Retention Rate differences across Ethnicity, all Ethnic group categories meet or exceed the benchmark value of 90%. As with the college-wide data, Success Rates do vary considerably with African American and Hispanic students fairing less well when compared to other ethnic groups. The data from the Discipline of Psychology models that of the school at large.

Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?

Foster Youth data is not sufficient to conduct an analysis. There are no real Success or Retention Rate differences across Veteran and Non-Veteran students. Both Retention Rate scores meet or exceed the benchmark and Success Rate scores are steady at around 65%. No special action is needed for this population of students.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

Our discipline has spent a great deal of time an energy to secure tutors for our Psyc 205: Statistics for the Behavioral Sciences, Psyc 230: Research Methods in Psychology, and Psyc 210: Physiological Psychology classes. These are three of our most difficult classes and having dedicated tutors available at the tutoring center should have the positive effect of increasing both Success and Retention Rates. This is one way our discipline is striving to improve rates.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)

9 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

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

Associate in Arts Degree:

2016-17: 2 2017-18: 4 2018-19: 1 2019-2020: 2 2020-21: 2 2021-2022: 0

Associate in Arts Degree for Transfer:

2016-17: 71 2017-18: 85 2018-19: 116 2019-2020: 118 2020-21: 120 2021-2022: 130

Certificate of Achievement:

2016-17: 3 2017-18: 5 2018-19: 3 2019-2020: 4 2020-21: 0 2021-2022: 0

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome \(1\).xls](#)
8 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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 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 6 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 four full-time faculty to teach those additional sections. 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 previous 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 previous 5 years, 9% above the school average. There are currently 9 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 student's success and the growth of our programs. We pay very close attention to fill rates and course timing and location, and every semester seem to have to fight with administration to prevent key classes from being cancelled or promoting others to be added. We excite our students in the classroom and show them a clear path to their success. How else can you explain why campus-wide enrollment is down by over 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 shift 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 last year by the Faculty Senate on how to correct the systematic barriers to enrollment at Palomar College.

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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.

In August of 2022, Governor Newsome released a Master Plan for Kid's Mental Health in California. This plan provides \$4.7 Billion dollars of investment. The plan calls for creating a pathway for 40,000 new mental health professionals, offers tuition assistance and loan forgiveness. Besides our AA-T Program, the Discipline of Psychology offers additional relevant coursework for mental health professionals: Psyc 110: Developmental Psychology, Psyc 225: Abnormal Psychology, and Psyc 235: Learning and Behavior

Modification. These courses are foundational for those who would be working in mental and behavioral health. The Discipline of Psychology can provide the tools and with this kind of state-wide incentive, there is no better time to invest in the Palomar College, Discipline of Psychology, AA-T Program.

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

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, Ethical 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, Ethical 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

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

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

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Continue to advocate for increased 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, Psyc 210: Physiological Psychology, and other Psychology courses.

Goal Status

Ongoing

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

Progress has been made on this goal. After much shuffling of tutors and unknown sources of revenue, the school now has one "dedicated" Psychology tutor located at the STAR Tutoring center. This position is funded via the \$65,000/year funding that the school provides the STAR Tutoring Center. This one tutor provides tutoring for all Psychology courses including: Psyc 205: Statistics for the Behavioral Sciences (over 60 sections per year), Psyc 230: Research Methods in Psychology (10 sections per year) classrooms, and Psyc 210: Physiological Psychology (4 sections per year). These are three of our most challenging courses. As a whole, that is over 2500 psychology students per semester.

Due to the implementation of AB 705, and the subsequent removal of prerequisites for our more challenging courses, now more than ever, we will need increased funding to support more Star Tutoring Center tutors, and ideally, embedded tutors in the classrooms for Psyc 205: Statistics for the Behavioral Sciences and Psyc 230: Research Methods in Psychology. 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, as mentioned above, there is only one General Psychology tutor within the STAR Tutoring Center.

Palomar College has secured funding for the STAR Tutoring Center, but their budget is small (\$65,000/year) and they must meet the needs of students in many disciplines and departments. The Discipline of Psychology continues to advocate for more tutor funding both in the classroom and at the STAR Tutoring Center. If the Palomar College administration is now focused on increasing success rates in our courses, especially due to the devastating effects of AB 705, there is no better way to do that than to hire more tutors. And for that, we need more funding. State provided AB 705 funding should, in part, be directed to fund an increase in these tutoring programs.

Prior Year PRP Goal 2

Brief Description

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

Goal Status

Ongoing

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

Prior Year PRP Goal 3**Brief Description**

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

Goal Status

Ongoing

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.

Prior Year PRP Goal 4**Brief Description**

Expansion of new faculty mentoring program

Goal Status

Ongoing

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.

Prior Year PRP 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

Ongoing

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 for us to fully realize this goal.

Prior Year PRP 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

Ongoing

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.

Prior Year PRP Goal 7

Brief Description

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

Goal Status

Ongoing

**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. This is one of our discipline's proposed options.

Most recently, VPI Interim Studinka had 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. This location is only made available due to the generosity of the Athletics Department. Should a conflict arise in the future we would be back to square 1, without a facility to host the research projects of our finest students. Therefore, we are still pursuing a permanent solution to this issue.

Prior Year PRP Goal 8

Brief Description

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

Goal Status

Ongoing

**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.

Prior Year PRP Goal 9

Brief Description

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

Goal Status

Ongoing

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 in the 21st century. We should not have to make an argument for why faculty members need updated computers to prevent them from going out of warranty. 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.

In addition to the difficulty we have had attaining new faculty computers, the "computer desks" in MD-130 have never worked properly since the day we moved into the MD building almost 10 years ago. It is beyond comprehension that a discipline has to advocate for years to get properly functioning computer desks in our classroom. As of this writing, the computer desks in MD-130 are still non-functional and so too, now are many of the chairs. It would be great if the school could address this dire situation.

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

Do you have any new goals you would like to add?

No

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 [Vision Plan 2035](#).

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 requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

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.

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

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

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

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

Are you requesting AA, CAST for Classified Staff?

Yes

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

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 thru 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?

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 an increase in student success and retention rates and help students attain their overall academic goals. It would also support full and part-time faculty, by maintaining department organization, smooth functioning, and morale.

Educational Vision Plan 2035 Objective

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

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

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

The "computer desks" in MD-130 have never worked properly since the day we moved into the MD building almost 10 years ago. It is beyond comprehension that a discipline has to advocate for years to get properly functioning computer desks in our classroom. As of this writing, the computer desks in MD-130 are still non-functional and so too, now are many of the chairs. It would be great if the school could address this dire situation. Therefore, the Discipline of Psychology is requesting 30 new computer station desks in MD-130. The desk should be able to hide the desktop and mechanically raise and lower the monitor so that the classroom can serve as a classic lecture room and a fully functioning computer laboratory.

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 and 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.

1. 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

Technology Request

Technology Request 1

What are you requesting?

25 laptop computers available for use in the PSYC 230: Research Methods in Psychology courses.

A computer cart to securely house the laptop computers when not in use.

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

New Technology

Provide a detailed description of the the request. Include in your response:**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

PSYC 230 is the capstone course in our discipline and requires students to put into action the skills they have acquired in their previous psychology courses. In doing so, students complete two APA-style research manuscripts and part of the process involves using the computer program SPSS to run the statistical analyses for their projects. Furthermore, students also create (and present) large posters in a poster fair showcase at the end of the semester and need access to Microsoft Powerpoint to create these posters.

All three of the SLOs for 230 are directly attached to these projects:

- Differentiate between the different research methods designs used by psychologists
- Understand the appropriate treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research according to the APA Code of Ethics
- Design, conduct, and present the results of psychological research in written form, adhering to APA editorial style.

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

- All faculty who teach PSYC 230
- All students who take PSYC 230

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

Students will gain invaluable experience working with the programs that are the standard for conducting research in our field. Furthermore, their level of preparation for upper-division coursework will be directly impacted as these programs and skills are required for success at the 4-year Universities.

d. Timeline of implementation

Ideally ASAP. Once the laptops are in place, the faculty within the department can arrange for an appropriate schedule to share these computers across all offered sections of PSYC 230. The administration continues to request additional sections of PSYC 230, and so support with technology to complete the basic requirements of the course are needed.

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

\$25-35,000, assuming an individual computer cost of roughly \$1000.

Do you already have a budget for this request?

No

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

Goals 6 & 9

What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:2	1:7	3:5	5:2
1:3	2:5	3:7	
1:4	2:6	4:5	

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)?

n/a

Will you accept partial funding?

No

PART 4: FACILITIES REQUESTS

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

No

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.

rmorrisette@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Joe Briceño

Date

4/4/2024