

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Psychology

Name of Division

Social Sciences, Human Development & Physical Education

Name of Person Preparing this Report

Sandra Moore

Extension

8594

Names of Department Members Consulted

Name of Reviewers

Yon Che and Todd Heibel

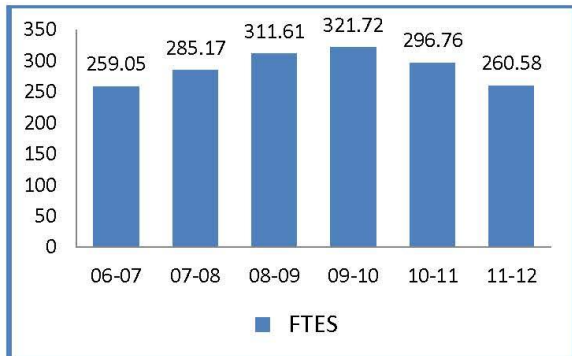
Work Flow	Due Date	Date Submitted
Date of initial meeting with department, March 1, 2013	Feb. 28, 2013	Feb. 28, 2013
Final draft sent to the dean & committee	March 29, 2013	March 29, 2013
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	1		12 (Spring 2013)
Classified Staff			
Total	1		12

Psychology - 2012



Description:

Psychology offers classes in General, Abnormal, Child and Adolescent Psychology, Human Sexual Behavior, Lifespan, Personal and Social Adjustment, and Statistics. Two new courses (Biological Psychology and Research Methods) will be offered as part of the new AA-T in Psychology, effective Fall, 2013. On average, about 20% of Psychology courses are offered online. Psychology courses meet general education requirements and fill early.

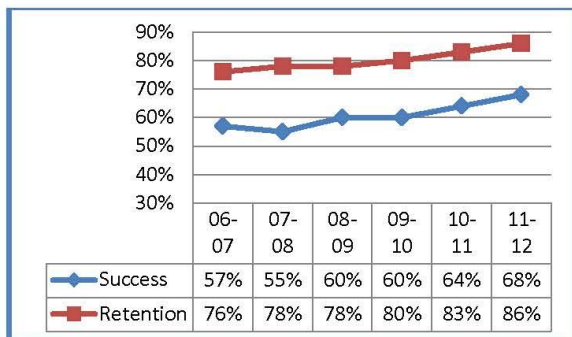
Assessment

- Efficiency rates remain high rates despite section cuts
- Fluctuating FTES rates are slightly higher than in 2006-2007
- Success rates have improved 11% since 2006-2007
- Retention rates have improved 10% since 2006-2007
- Number of online sections steady at about 20% since 09-10

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	2,557	2,821	3,154	3,199	2,985	2,511
FTEF	14.80	17.00	16.40	15.20	15.20	12.60
WSCH per FTEF	525	503	570	635	586	620

Program Goals:

- To offer all courses in the AA-T in Psychology within a 2 year period
- To maintain an updated curriculum
- To maintain quality in instruction despite only having 1 full-time faculty



Challenges and Opportunities:

- To serve the increasing demand for psychology classes with fewer resources and reduction in number of classes offered
- To develop and implement strategies to improve retention and success rates
- To continue to offer quality instruction and diversity in course offerings with only one full time faculty in the department

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	81	91	88	82	80	68
% of online enrollment	12%	15%	14%	18%	20%	19%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Action Plan:

- To develop a plan for offering courses in psychology that enable students to complete Psychology courses in the AA-T in 2 years
- To offer professional development opportunities to adjunct faculty
- To enhance communication with adjunct faculty who teach approximately 89% of Psychology course offerings

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Psychology	Demographics Fall 2009 – Fall 2012	Campus
7.2%	Asian	6.2%
17.7%	African-American	20.3%
52.6%	Hispanic	48.6%
0.9%	Native American	1.0%
0.6%	Pacific Islander	0.7%
19.6%	White	21.0%
1.4%	Other/Unknown	2.1%
63.7%	Female	54.6%
36.3%	Male	45.2%
4.4%	Disability	5.4%
Min: 15	Age	Min: 15
Max: 79		Max: 88
Avg: 26.05		Avg: 29.47

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The demographic data comparing the students in the Psychology Program to the campus indicates that the students in the Psychology Program reflect the diversity of the campus population. There are just a few differences between the demographic data of students in Psychology and the campus. The Psychology Program has more female, Hispanic, and Asian students than the college population. Although the African-American and White student population in the department is slightly lower than the college population, the percentages of students from these groups enrolled in Psychology classes are not significantly lower than the college population. These slight differences may be due to cuts in Psychology course offerings and the fact that students self-select Psychology classes. Psychology is a discipline that celebrates diversity and can be applied to students from all walks of life. If more full time psychology faculty were hired and more courses were offered in Psychology, more students from underserved areas would be able to enroll in classes. The Psychology AA-T degree takes effect in Fall 2013. This may also impact the diversity of students enrolling in Psychology in terms of offering a clear transfer path in Psychology to underserved populations. There are not diversity issues that need to be addressed in Psychology in terms of the student population.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The pattern of service and/or instruction provided by the Psychology department has depended on the sections available in recent years and the fact that there is only one full time faculty person. Psychology courses are offered every weekday morning, afternoon, evening, and online. This has met the needs of the community to some extent. Psychology courses have also been offered as part of the Big Bear ITV Program, but due to budget cuts, Psychology courses have not been offered as part of this Program in the past year. Psychology courses were available as part of the Weekend College, but due to the budget, these sections were cut. The number of online Psychology sections has remained the same in the past few years due to section cuts. If sections were restored and more full time faculty hired, then more online sections, sections for the Big Bear ITV Program, and Weekend College sections would be available.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success - Rubric		

Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded” on page 3 of this form.)

The data from the EMP summary reveals that Psychology continues to be a highly efficient program despite section cuts and having only 1 full time faculty. Success rates have improved 11% since 2006-2007. In 2006-2007, the success rate was 57% and by 2011-2012, the success rate was 68%. Retention rates have improved 10% since 2006-2007. In 2006-2007, the retention rate was 76% and by 2011-2012, the retention rate was 86%. Retention rates (86% in 2011-2012) and Success (68% in 2011-2012) rates in Psychology are comparable or higher than many other disciplines in the Division and the campus. Psychology sections fill quickly for both online and regular classes. With the implementation of the waiting list in Spring 2013, all sections of Psychology had full waiting lists. The percentage of online sections hit a peak of 20% in 2010-2011 and was at 19% in 2011-2012. Online sections have not grown due to section cuts in the Program. No certificates or degrees were awarded from 2006—2012 because there were no certificates or degrees available in the Program. Fall 2013 will be the first time the AA-T in Psychology will be available for students. The goal of offering all courses available for the AA-T in Psychology during a 2-year period will be met by Spring 2014. Overall, this data indicates that student success rates have had a steady increase and student retention rates are at high levels. The data demonstrates that quality in instruction has been maintained despite only having 1 full-time faculty person, although this quality may not be maintained in the future without more full-time faculty.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

According to the Community College League of California Fast Facts 2013 (revised January 2013), 70% of nurses in California received their education from community colleges. General Psychology (PSYCH 100) is one of the prerequisites for the SBVC nursing program. General Psychology (PSYCH 100) and other courses in Psychology are prerequisites for nursing programs throughout the state. The Psychology Program contributes to student success by providing prerequisite instruction for students pursuing Career and Technical careers such as nursing careers (which continue to be in demand). General Psychology (PSYCH 100) is also a prerequisite for the Psychiatric Technology Program and the Human Services AA degree. The National Center for Education Statistics (NCES) indicates that of the 1.7 million bachelor's degrees awarded in 2009-2010, 6% (97,200) were in psychology. It is not possible to determine how many students are specifically majoring in psychology at SBVC or any community college, but the NCES reports that from 1999-2000 to 2009-2010, "the field of psychology experienced the largest percentage increase (http://nces.ed.gov/programs/coe/indicator_fsu.asp#info) in the number of associate's degrees awarded over this time period (352 percent, from 1,500 to 6,600 degrees)." Although the AA-T in Psychology will not be available for students until Fall 2013, the Program will contribute to student success by providing a clear transfer path to CSU. Psychology also contributes to student success by meeting General Education Requirements for transfer to 4-year colleges. Psychology will contribute to student success even further by offering the AA-T in Psychology. Students who major in Psychology may go on to careers in the legal system, health care, education, and business. The critical thinking and analytical skills students develop in Psychology are highly desirable to employers in many fields and give students flexibility in career choices.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

Psychology course SLOs were defined in all courses from 2008-2012. All assessments have been defined in expected course SLOs from 2008-2012. There has been only 1 full-time faculty person in Psychology since Fall 2011, thus regular discussions of SLOs took place with other Psychology faculty from 2008-2011. Assessments of PSYCH 100, PSYCH 100H, PSYCH 102, PSYCH 105, PSYCH 110, PSYCH 111, PSYCH 112 and PSYCH 118 were conducted in Spring 2008. Data were used for improvement in Spring and Fall 2009. PSYCH 105 SLOs were revised in 2010 to better capture student learning. SLO assessment data is used to adjust how material is presented in courses. SLOs are revised after the assessment data is analyzed and it is determined that a revision of the SLO would capture student learning more effectively. An assessment schedule of SLOs has been created and courses have been assessed on this schedule. Currently, all course SLOs are being reviewed to determine if a revision would capture student learning more effectively. About 89% of the faculty are adjunct, so discussions of SLOs with adjunct faculty were not been conducted as that would have been a violation of the contract

with adjunct faculty. Now that the contract has changed to compensate adjunct faculty for SLO work, the adjunct faculty will be included in the discussions. The Program has made progress on the course SLOs and continues to use information from assessed courses to address instruction. Course SLOs have not been assessed for new courses that will not be offered until 2013-2014 (PSYCH 101 and PSYCH 141), however, SLOs and assessments have been defined for these courses. The Program has demonstrated progress on SLOs based on the plans of the college since 2009. The AA-T for Psychology does not go into effect until Fall, 2013. This means that program SLOs have not been assessed, although they have been defined. Once the new courses are offered in 2013-2014, it will be possible to assess program SLOs.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

The Psychology AA-T degree does not take effect until Fall 2013, and there is only 1 full time faculty in Psychology. Program SLOs have been defined. Development and possible revision of program and course SLOs were discussed with the Interim Dean of the Division and other division faculty in Fall 2012. Program SLOs were defined in Fall 2012, but may be revised to reflect course SLO revisions. College-Wide Core Competencies covered by Psychology courses include: 1. Read and retain information. 2. Employ vocabulary of the subject studied. 3. Find and interpret information. Course SLOs have been developed to reflect these core competencies. Course SLOs and core competencies will be further linked in order to contribute to program level SLOs and assessments. The Program has demonstrated progress on SLOs based on the plans of the college since 2009.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The Psychology Associate in Arts Degree for Transfer (Psychology AA-T degree) provides students with an education in the core aspects of Psychology which include research methods, statistics, biological influences on behavior and mental processes, and major theoretical perspectives in the discipline. The Psychology AA-T degree prepares students for transfer to CSU campuses that offer bachelor's degrees in psychology.

How does this purpose relate to the college mission?

The Psychology Program provides quality education and services that support a diverse community of learners through the courses offered in the Program. Psychology courses contribute to General Education requirements as well as CTE programs. The mission of the Program links clearly with the institutional mission.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Since 2006-2007(when there were four full-time faculty), FTES (259.05) have fluctuated with the 2011-2012 FTES (260.58) now slightly higher than the 2006-2007 rates but with only one full-time faculty person. The FTES rates in 2010-2011 and 2011-2012 is a reflection of section cuts. According to the WSCH per FTEF (620 in 2011-2012), Psychology remains an efficient program despite section cuts and lack of full time faculty. The WSCH/FTEF of 620 in 2011-2012 is well above the 2010 EMP goal of 525 WSCH/FTEF for the campus. In fact, the WSCH/FTEF data indicate that WSCH/FTEF rates for Psychology have been well above the campus goal of 525 WSCH/FTEF since 2008-2009. The data shows that the Psychology Program is productive with a high efficiency level. In terms of duplicated enrollment, the numbers have fluctuated from a peak of 3,199 in 2009-2010, which was about 25% higher than the 2006-2007 data (2557), to about a 2% decrease (2,511) in 2011-2012 from the 2006-2007 data. This decline is based on section cuts. The change in FTEF from a peak of 17.00 in 2007-2008 to 12.60 in 2011-2012 is also a reflection of section cuts. This 2011-2012 FTEF of 12.60 is still high with only one full-time faculty person. All of the data indicate an extremely high load in Psychology. Although there are enough FTES and sections to support at least 5 full time faculty, there is currently only **one** full time faculty person. The Program has remained efficient despite section cuts and lack of more full-time faculty although this efficiency may change given staffing issues.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Course	Status	Last Content Review	Next Review Date
PSYCH100 General Psychology	Active	03/24/2008	03/24/2014
PSYCH100H General Psychology - Honors	Active	03/24/2008	03/24/2014
PSYCH101 Introduction to Research Methods	Active	10/15/2012	10/15/2018
PSYCH102 Personal and Social Adjustment	Active	09/28/2009	09/28/2015
PSYCH102 Personal and Social Adjustment	Active	05/16/2008	05/16/2014
PSYCH105 Statistics for the Behavioral Sciences	Active	02/25/2008	02/25/2014
PSYCH110 Abnormal Psychology	Active	02/25/2008	02/25/2014
PSYCH112 Developmental Psychology: Child and Adolescent Psychology	Active	02/25/2008	02/25/2014
PSYCH112 Developmental Psychology: Child and Adolescent Psychology	Active	09/28/2009	09/28/2015
PSYCH118 Human Sexual Behavior	Active	10/15/2012	10/15/2018
PSYCH141 Introduction to Biological Psychology	Active	11/28/2011	11/28/2017
PSYCH111 Developmental Psychology: Lifespan	Launched	03/11/2013	03/11/2019

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

The Psychology Program has no curriculum that is out of date.

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All courses in Psychology articulate and transfer to CSU and UC.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic--programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information in the catalog is accurate regarding Psychology courses.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Psychology is a very popular major at 4 year colleges and continues to be an important prerequisite for career and technical programs such as Nursing and Psychiatric Technician. Major trends in the field include more integration of neuroscience research and application of research methods. These trends have led to requiring at least one course in Research Methods and in Biology at the associate degree level and the development of Research Methods (PSYCH 101) and Biological Psychology (PSYCH 141) courses that are included in the AA-T degree requirements. It is not possible to determine how many students will major in psychology at SBVC, but the NCES reports that from 1999-2000 to 2009-2010, "the field of psychology experienced the largest percentage increase (http://nces.ed.gov/programs/coe/indicator_fsu.asp#info) in the number of associate's degrees awarded over this time period (352 percent, from 1,500 to 6,600 degrees)." Although the AA-T in Psychology will not be available for students until Fall 2013, it is very possible that there may be even stronger interest in the Program. Having more full-time faculty would assist in meeting the goal of providing quality education in the Program. The

new courses developed for the Psychology AA-T require faculty to have experience teaching Research Methods (PSYCH 101) and Biological Psychology (PSYCH 141). These are not courses that current adjunct faculty in Psychology have experience in. It is difficult to find adjunct faculty to teach these and other courses above the 100 level in Psychology. The only full time faculty member and department chair is not able to teach all of the advanced courses due to scheduling and other obligations. Each time that the Program has made a Needs Assessment request in the past few years, more full-time faculty have been requested, however, these requests have gone unfulfilled. The planning that the Program can control is what courses are offered to students during an academic year. The Program plans to offer all of the courses required for the AA-T in Psychology in during 2013-2014 to help students who want to transfer to CSU to have a chance to enroll in the courses needed for the transfer degree.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The major accomplishment of the Psychology Program since 2009 has been the development of an AA-T in Psychology. In order to offer this degree, 2 new courses in Psychology (Research Methods, PSYCH 101, and Biological Psychology, PSYCH 141) were developed and curriculum was updated in other courses. Planning for 2013-2014 and beyond includes offering all courses in the AA-T at least once during a 2-year cycle so students have the opportunity to meet the transfer degree requirements. One of the strengths of the Program is high student interest and offering courses beyond the 100 level will help the Program retain that strength. Offering the AA-T in Psychology is also strengthens the Program. Offering professional development opportunities to adjunct faculty and enhancing communication with adjunct faculty will help in maintaining quality education in the Program. Updating the curriculum to allow many Psychology courses to be taught online is an additional accomplishment of the Program. Another area of strength in the Program is that student success rates and retention rates have gradually increased. This is a major accomplishment given that there is only one full time faculty in the Program. An additional strength of the Psychology Program is its contribution to Nursing, Psychiatric Technology, and Human Services as a prerequisite course as well as its contribution to the College goal of transfer education by being a General Education requirement for CSU, UC and most 4-year colleges.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Demand for Psychology courses continues to be high, yet the reduction in sections offered (due to budget cuts) and lack of more full-time faculty make it difficult to meet this demand. It is also difficult to have diversity in course offerings with section reductions and only 1 full-time faculty person. This difficulty is compounded by the fact that many adjunct faculty do not have the experience or desire to teach some of the more complex courses offered in Psychology such as PSYCH 101 (Research Methods), PSYCH 105 (Statistics), and PSYCH 141(Biological Psychology). The plan to offer at least one section in all Psychology courses for 2013-2014 addresses the trend of increased interest in Psychology and helps student have transfer degree options. The weakness of doing this is that some courses may have demand for more than 1 section and high demand courses will lose some sections. This also means that

there will be fewer sections offered for PSYCH 100 in order to increase offerings of more advanced courses. Hiring more full time faculty and being given more sections for Psychology would address some of these issues, but that is not something the Program can anticipate or plan for. Therefore the planning for the Program addresses these weaknesses and trends by planning for at least one section of courses above the 100 level to be offered in a 2-year period and searching for adjunct faculty with experience and willingness to teach the courses above the 100 level that are more complex. The courses that have not been taught in Psychology for the AA-T degree (PSYCH 101, Research Methods and PSYCH 141, Biological Psychology) will be taught by the only full-time faculty person in 2013-2014. This means that most students taking the other Psychology courses will be taught by adjunct faculty.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology: The Psychology Program offered 14% of its sections online in 2008-2009 and there was a steady increase in online offerings until 2011-2012. Due to budget cuts, online offerings were at 19% in 2011-2012. Except for PSYCH 101, Research Methods, PSYCH 105, Statistics, and PSYCH 110, Abnormal Psychology, all courses in the Psychology Program can be offered online. The curriculum was updated in 2009 to offer several Psychology courses online. PSYCH 110 will be updated to be taught online as part of the 2014 content review update assuming that I am still department chair. Online offerings in Psychology are based on instructor ability to teach online. At the current time, only the 1 full-time faculty person (and department chair) and 1 adjunct instructor demonstrate the ability and interest to teach online. If new full-time faculty members are hired in the Program, they may bring online teaching skills with them. If not, any new full-time faculty and current adjunct faculty who have interest in teaching online will be provided with information on teaching online through professional development and other sources. Psychology courses have also been offered as part of the Big Bear ITV Program. Due to budget cuts, Psychology courses have not been offered as part of this program in the past year. Currently, most faculty use technology in the classroom to supplement their instructional techniques and use the Blackboard system to manage their regular face-to-face courses.

Campus Climate: Instructors in the Psychology Program encourage students to move on from the community college to 4-year institutions and beyond. Although a career in Psychology does require an advanced degree, Psychology instructors have focused on helping students understand how a college education (not any specific major) can help students meet their career and life goals. This meets a campus goal of encouraging transfer and success. The critical thinking and analytical skills that students can develop by taking Psychology courses is one of the reasons why the discipline is useful to business, law, and education careers. Psychology is a discipline that encourages diversity and respects differences. Instructors support the campus climate initiative through their classroom interactions with students and the continued diversity of students who take Psychology courses reflects that.

Partnerships: Partnerships with external entities would typically include community guest speakers brought in to psychology classes. Increasing partnerships with external entities is contingent on more full-time faculty participating in the Program. Partnerships with internal entities include working with the Tutorial Center with respect to Psychology tutors and working with the Honors Program to encourage Honors students to enroll in Honors courses. Instructors have also worked with the Student Health Services center to have guest speakers come to classes to discuss stress and other health issues. Partnerships with internal entities might expand as the AA-T in Psychology becomes available and more information is needed by various entities on the transfer degree requirements. Increasing partnerships with internal entities will also depend on the number of full-time faculty in the program.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

There are no previous 'Does Not Meet' areas in Psychology. In the last Program Efficacy document in 2009, the need for more full-time faculty was identified as the major challenge for the program. This continues to be the major challenge for the program. In the last needs assessment (Fall, 2012), three full time faculty were requested. There is still a need for at least three additional full-time faculty in Psychology.