

**Program Efficacy Report  
Spring 2013**

**Name of Department: Psychology**

**Efficacy Team: Yon Che and Todd Heibel**

**Overall Recommendation (include rationale): Continuation**

The Psychology Department makes a solid case for continued institutional support. In spite of having only one full-time faculty, this department serves the diverse needs of an equally diverse student population. The author of the efficacy document includes two sets of operational plans. The first assumes that no additional full-time faculty will be hired to assist with the program, and how the program will continue to serve student needs in its current condition. The second suggests the growth potential of the program if one or more additional full-time faculty are hired. Regardless of the future faculty scenario, the Psychology Department will offer a new AA-T degree for students desiring to transfer to the California State University system. Within this new degree pattern, two new Psychology courses will be offered. This reflects the departmental and institutional mission to fully support a wide array of student needs. The Psychology Department clearly warrants a Program Review Committee recommendation of “continuation.”

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
<b>Demographics</b>	<i>The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population</i>	<i>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.</i>
<p><b>Efficacy Team Analysis and Feedback: <u>Meets</u></b></p> <p>The program provides an analysis of the demographic data and addresses the discrepancy between the demographic data of students in Psychology and the campus. It also provides possible reasons for the discrepancy. The evaluation committee appreciates the discussion on AA-T program and how it will help recruit the underserved population.</p>		

<b>Pattern of Service</b>	<i>The program's pattern of service is not related to the needs of students.</i>	<i>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.</i>
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**Efficacy Team Analysis and Feedback: Meets**

The evaluation committee feels that Psychology program responds to the needs of students by offering classes in different times of the day and offering alternative delivery methods such as on-line courses and the Big Bear ITV program. Due to the budget cuts, the Weekend College and the Big Bear ITV program are not currently available. However, once the sections are restored and more full-time faculty are hired, the program plans to offer these courses again. The Psychology courses continue to be popular and have long waiting lists each semester, which suggests that their pattern of service/instruction is meeting the needs of our students.

**Part II: Student Success**

<b>Data demonstrating achievement of instructional or service success</b>	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.</i>
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**Efficacy Team Analysis and Feedback: Exceeds**

The document supports that the program is progressing towards the department goals stated in the EMP summary. The data reflect the improvement on student retention and the success rate from 2006/2007 to present. The demand for the psychology courses can be evidenced through the waiting lists. The document also addresses the progress being made in the AA-T in Psychology.

Although the goal of maintaining up-to-date curriculum is not discussed in this section, it is indicated that the program's curriculum is current in the section Relevancy and Currency, Articulation of Curriculum (p. 10).

The supplemental data supports that the Psychology courses not only help the students in the discipline but also in programs such as Nursing, Psychiatric Technology and the Human Services. The National Center for Education Statistics (NCES) verifies the increase in the number of students receiving AA degrees in Psychology across the country, as well as the career choices available for these students.

<b>Student Learning Outcomes and/or Student Achievement Outcomes</b>	<i>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.</i>	<i>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.</i>
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**Efficacy Team Analysis and Feedback: Exceeds**

Individual course SLOs have been created and regularly assessed since spring 2008. SLO assessment results have been effectively used to improve the SLOs themselves, course content, and overall course

curriculum. Difficulties of administering SLO assessments with a majority adjunct faculty population are noted with a potential solution found within recent CTA-District SLO negotiations.

Although program-level SLOs have been created, they have not yet been fully assessed. However, program-level assessment will occur during the fall 2013 semester when the Psychology AA-T degree is available to students. It is clear that these assessments are mapped to specific core competencies.

**Part III: Institutional Effectiveness**

<b>Mission and Purpose</b>	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
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**Efficacy Team Analysis and Feedback: Meets**

The program's goals are geared towards the institutional mission.

<b>Productivity</b>	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>
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**Efficacy Team Analysis and Feedback: Meets**

Data from FTEs, FTEF and WSCH per FTEF (2006/2007 to 2011/2012) support the productivity of the program. Although the program has shrunk in the last two academic years due to the budget cuts, the FTEs (2011/2012) are still higher than that of 2006/2007 despite having three fewer faculty members. According to the data, the program continues to run efficiently by maintaining WSCH/FTEF rates above the campus goal since 2008/2009. While there is a clear need to hire one or more additional full-time faculty, the author of the document indicates that the program will continue to run efficiently with only one full-time faculty and numerous adjunct faculty. Nonetheless, continued program growth and further increases in efficiency will be diminished unless additional full-time faculty are hired.

<b>Relevance, Currency, Articulation</b>	<i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i>  <i>Out of date course(s) that are not launched into Curriconet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i>	<i>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</i>  <i>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</i>
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**Efficacy Team Analysis and Feedback: Meets**

Based on the Content Review Summary from Curriconet provided by the program, the curriculum review process is up-to-date. The courses are relevant and current to the mission of the program, including C-ID and AA-T updates.

The program indicates that all Psychology courses articulate and transfer to CSU and UC.

**Part IV: Planning**

<b>Trends</b>	<i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i>	<i>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.</i>
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**Efficacy Team Analysis and Feedback: Meets**

Although the program addresses that the AA-T in Psychology will respond to the current trends there is a lack of data or research from to support the claim. The Psychology programs projects (without data) that there will be higher demand in Psychology due to the AA-T program which will be offered in Fall 2013. Studies from NCES state that there will be increased interest in AA degrees nationwide.

In order to meet career and transfer degree demands, two new Psychology courses will be available to students as early as the fall 2013 semester. Unfortunately, the current faculty cohort may not be immediately available to teach all new and existing Psychology courses. The department is aware of the staffing issue and is striving to ensure that it can efficiently serve the students in the AA-T program. The plans to resolve this challenge are addressed in the planning section.

<b>Accomplishments</b>	<i>The program does not incorporate accomplishments and strengths into planning.</i>	<i>The program incorporates substantial accomplishments and strengths into planning.</i>
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**Efficacy Team Analysis and Feedback: Meets**

The evaluation committee appreciates the concrete plans for the AA-T program, identified as the major accomplishment as well as the plans to maintain high student interest and quality education.

The evaluation committee would like to know more about the other items identified as the strengths of the program (student success and retention rates and contributions to other programs) and how they will be incorporated into planning. Nonetheless, new course creation, updates to existing course curriculum, implementation of the AA-T degree, encouragement of adjunct faculty to engage with professional development, and expansion of online (DE) courses suggests that the Psychology program will continue to serve students with or without the addition of full-time faculty. However, there is a clear need to hire one or more full-time Psychology faculty.

<b>Weaknesses/challenges</b>	<i>The program does not incorporate weaknesses and challenges into planning.</i>	<i>The program incorporates weaknesses and challenges into planning.</i>
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**Efficacy Team Analysis and Feedback: Exceeds**

The Psychology program states that its main weakness/challenge is not having adequate staffing to teach advanced courses. In addition, section cuts have further circumscribed the ability of the program to best serve all student needs. The program suggests detailed plans to overcome the challenge.

The evaluation committee is amazed by the dedication of Professor Moore who is the only full-time faculty in the department and has been leading the program without compromising quality. Two plans are offered. One relies on current staffing levels (only one full-time faculty member) and the other suggests the potential brought about by hiring additional full-time faculty.

<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		
	<p><i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> <p><i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p>	<p><i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> <p><i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p>
<p><b>Efficacy Team Analysis and Feedback: <u>Meets</u></b></p> <p>The programs shows active incorporation of technology into courses such as on-line curriculum which make up for 14%. The program projects increase in on-line courses as more resources become available. Also, they plan to offer professional development opportunities to train more instructors to teach these courses. In addition, the faculty members who teach face-to-face classes are encouraged to use technology such as the Blackboard system in their classes.</p> <p>In regards to Campus Climate, the program emphasizes to the students the importance of college education. This directly correlates to the campus goal of transfer and success. The Psychology program students are encouraged to be open to diversity and to develop critical thinking and analytical skills which will lead to more diverse work opportunities.</p> <p>The program makes efforts to partner with the community as well as with internal entities such as the Tutorial Center and Student Health Service center. Once the AA-T in Psychology becomes available, more internal partnerships will be forged.</p>		

<b>Part VI: Previous Does Not Meets Categories</b>	
<p><i>Program does not show that previous deficiencies have been adequately remedied.</i></p>	<p><i>Program describes how previous deficiencies have been adequately remedied.</i></p>
<p><b>Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review):</b></p> <p>N/A</p>	