Program Name:

PSYCHOLOGY

A.   **PAST:**   **Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10**

    1.   List the objectives developed for this program during the last comprehensive program review.

           The main program objectives of the Psychology Program during the Academic Years 2007-2010 were to:

           a. Hire 2-3 additional full-time faculty in Psychology.
           b. Maintain a sufficient adjunct pool of qualified Psychology instructors.
           c. Update/modernize Psychology classrooms including furniture and desks.
           d. Update/modernize technology in Psychology classrooms including A/V equipment; internet access and smart classrooms.
           e. Develop distance learning classes in core Psychology courses.
           f. Continue to develop SLO's for the Psychology program and train adjunct Psychology faculty in SLO process.
           g. Create a Behavioral Sciences Lab for both teaching courses (Statistics/Research) and conducting research.
           h. Develop an integrated and balanced schedule which supports program completion and graduation.
           i. Improve student retention and success
           j. Develop a joint Psychology Program/major with SDSD-IVC.
           k. Develop a statistics and research course specifically to serve Behavioral Sciences majors

    2.   Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
         a.   For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
         b.   For non teaching programs this data should include the following: TBD

Program Review - Psychology Program

Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
PSY 101	569	647	673	1889	521	639	563	1723	109	157	158	424	136	135	117	388	4424
PSY 106					42			42									42
PSY 120	21	27	27	75	9	25	29	63									138
PSY 130						9		9									9
PSY 142					46	33	36	115									115
PSY 144	33	41	50	124	27	39	41	107	12	23	26	61	24	39		63	355
PSY 146		43		43	68	58	49	175									218
PSY 200	98	57	62	217	64	99	129	292		68	26	94	15	35		50	653
PSY 202	32	103	96	231	43	50	59	152	61		41	102	42	18	20	80	565
PSY 204	161	147	197	505	118	151	205	474	51	43	47	141	41	41	29	111	1231
PSY 206		35	53	88													88
PSY 208						17		17									17
PSY 210						11		11									11
PSY 212	14		15	29													29
PSY 220	17	13	15	45	15	11	15	41									86
PSY 221	0	0	1	1	0	0	0	0									1
Total	945	1113	1189	3247	953	1142	1126	3221	233	291	298	822	258	268	166	692	7982

Psychology Program

Number of Sections

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
PSY 101	13	14	13	40	14	15	13	42	4	4	4	12	4	4	3	11	105
PSY 106					2			2									2
PSY 120	1	1	1	3	1	1	1	3									6
PSY 130						1		1									1
PSY 142					1	1	1	3									3
PSY 144	1	1	1	3	1	1	1	3	1	1	1	3	1	1		2	11
PSY 146		1		1	1	1	1	3									4
PSY 200	2	2	2	6	2	2	2	6		1	1	2	1	1		2	16
PSY 202	1	2	2	5	1	2	2	5	1		1	2	1	1	1	3	15
PSY 204	3	3	4	10	2	3	4	9	1	1	1	3	1	1	1	3	25
PSY 206		1	1	2													2
PSY 208						1		1									1
PSY 210						1		1									1
PSY 212	1		1	2													2
PSY 220	1	1	1	3	1	1	1	3									6
PSY 221	1	1	1	3	1	1	1	3									6
Total	24	27	27	78	27	31	27	85	7	7	8	22	8	8	5	21	206

Psychology Program

Average Number of Students per Section

Course	Fall				Spring				Summer				Winter				Grand
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	Total
PSY 101	44	46	52	47	37	42	43	41	27	39	40	35	34	34	39	35	42
PSY 120	30	34	38	34	37	30	42	36									35
PSY 130						20		20									20
PSY 142					45	33	36	38									38
PSY 144	33	41	50	41	27	39	41	36	12	23	26	20	24	39		32	32
PSY 146		43		43	67	58	49	58									54
PSY 200	49	29	31	36	32	50	65	49		68	26	47	15	35		25	41
PSY 202	32	52	48	46	43	25	30	30	61		41	51	42	18	20	27	38
PSY 204	52	49	49	50	59	50	51	52	51	43	47	47	41	41	29	37	49
PSY 206		40	53	47													47
PSY 208						17		17									17
PSY 210						39		39									39
PSY 212	14		15	15													15
PSY 220	31	31	37	33	15		28	19									26
Avg.	42	44	47	44	38	40	44	41	33	41	37	37	32	34	33	33	41

Psychology Program

Student Success Rate

Course	Fall				Spring				Summer				Winter				Grand
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	Total
PSY 101	63%	61%	65%	63%	55%	63%	62%	60%	81%	83%	76%	80%	79%	76%	86%	81%	71%
PSY 106					69%			69%									69%
PSY 120	86%	82%	93%	87%	56%	88%	93%	79%									83%
PSY 130						100%		100%									100%
PSY 142					82%	100%	94%	92%									92%
PSY 144	82%	80%	80%	81%	85%	82%	88%	85%	100%	87%	85%	91%	96%	88%		92%	87%
PSY 146		60%		60%	75%	72%	88%	78%									74%
PSY 200	74%	44%	40%	53%	34%	72%	78%	61%		91%	35%	63%	53%	89%		71%	61%
PSY 202	38%	68%	67%	57%	77%	36%	41%	51%	90%		80%	85%	83%	67%	75%	75%	66%
PSY 204	84%	86%	72%	81%	76%	73%	75%	75%	86%	93%	81%	87%	85%	90%	69%	82%	81%
PSY 206		71%	68%	70%													70%
PSY 208						59%		59%									59%
PSY 210						64%		64%									64%
PSY 212	21%		47%	34%													34%
PSY 220	82%	71%	73%	76%	73%	82%	92%	82%									79%
PSY 221			100%	100%													100%
Avg.	66%	69%	71%	69%	68%	74%	79%	74%	89%	89%	71%	82%	79%	82%	77%	80%	74%

Psychology Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
PSY 101	82%	80%	87%	83%	77%	84%	85%	82%	90%	93%	91%	91%	91%	85%	93%	90%	87%
PSY 106					81%			81%									81%
PSY 120	86%	82%	96%	88%	67%	92%	97%	85%									87%
PSY 130						100%		100%									100%
PSY 142					100%	100%	94%	98%									98%
PSY 144	91%	88%	88%	89%	93%	87%	90%	90%	100%	96%	88%	95%	96%	93%		94%	92%
PSY 146		84%		84%	88%	93%	96%	92%									90%
PSY 200	85%	72%	69%	75%	59%	91%	91%	81%		100%	58%	79%	67%	97%		82%	79%
PSY 202	59%	92%	98%	83%	93%	64%	59%	72%	97%		95%	96%	93%	89%	95%	92%	85%
PSY 204	90%	92%	94%	92%	91%	90%	91%	91%	88%	98%	91%	92%	98%	95%	72%	88%	91%
PSY 206		86%	92%	89%													89%
PSY 208						76%		76%									76%
PSY 210						91%		91%									91%
PSY 212	57%		73%	65%													65%
PSY 220	88%	71%	73%	78%	87%	91%	92%	90%									84%
PSY 221			100%	100%													100%
Avg.	80%	83%	87%	84%	84%	88%	89%	87%	94%	97%	85%	91%	89%	92%	87%	90%	87%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
PSY	200730	Sum.	2007	PSY101	51	21	16	6	2			1	11	108	81.5%	89.8%
PSY	200810	Fall	2007	PSY101	106	133	120	46	59			0	104	568	63.2%	81.7%
PSY	200815	Win.	2008	PSY101	41	39	28	4	12			0	12	136	79.4%	91.2%
PSY	200820	Spr.	2008	PSY101	77	104	107	54	60			0	118	520	55.4%	77.3%
PSY	200830	Sum.	2008	PSY101	55	51	25	10	4			1	11	157	83.4%	93.0%
PSY	200910	Fall	2008	PSY101	127	146	125	65	57			0	129	649	61.3%	80.1%
PSY	200915	Win.	2009	PSY101	44	39	20	8	4			0	20	135	76.3%	85.2%
PSY	200920	Spr.	2009	PSY101	134	153	123	57	82			0	103	652	62.9%	84.2%
PSY	200930	Sum.	2009	PSY101	49	38	34	14	8			1	15	159	76.1%	90.6%
PSY	201010	Fall	2009	PSY101	116	167	152	64	86			2	86	673	64.6%	87.2%
PSY	201015	Win.	2010	PSY101	36	44	21	6	1			1	8	117	86.3%	93.2%
PSY	201020	Spr.	2010	PSY101	92	135	123	58	74			1	83	566	61.8%	85.3%
PSY	200910	Fall	2008	PSY104	7	7	7	2	1			0	5	29	72.4%	82.8%
PSY	200920	Spr.	2009	PSY104	1	8	4	6	1			0	4	24	54.2%	83.3%
PSY	201010	Fall	2009	PSY104	7	5	11	2				0	2	27	85.2%	92.6%

PSY	200820	Spr.	2008	PSY106	7	10	12	5					0	8	42	69.0%	81.0%
PSY	200810	Fall	2007	PSY120	12	6							0	3	21	85.7%	85.7%
PSY	200820	Spr.	2008	PSY120	2	1	2		1				0	3	9	55.6%	66.7%
PSY	200910	Fall	2008	PSY120	22		2						0	5	29	82.8%	82.8%
PSY	200920	Spr.	2009	PSY120	19	2	1		1				0	2	25	88.0%	92.0%
PSY	201010	Fall	2009	PSY120	22	3		1					0	1	27	92.6%	96.3%
PSY	201020	Spr.	2010	PSY120	11	16			1				0	1	29	93.1%	96.6%
PSY	200920	Spr.	2009	PSY130	9								0		9	100.0%	100.0%
PSY	200820	Spr.	2008	PSY142	21	12	4	4	4				0		45	82.2%	100.0%
PSY	200920	Spr.	2009	PSY142	24	7	3						0		34	100.0%	100.0%
PSY	201020	Spr.	2010	PSY142	30	4							0	2	36	94.4%	94.4%
PSY	200730	Sum.	2007	PSY144	12								0		12	100.0%	100.0%
PSY	200810	Fall	2007	PSY144	22	2	3		2				1	3	33	81.8%	90.9%
PSY	200815	Win.	2008	PSY144	18	3	2						0	1	24	95.8%	95.8%
PSY	200820	Spr.	2008	PSY144	18	3	2		2				0	2	27	85.2%	92.6%
PSY	200830	Sum.	2008	PSY144	17	3			2				0	1	23	87.0%	95.7%
PSY	200910	Fall	2008	PSY144	28	5		1	2				0	5	41	80.5%	87.8%
PSY	200915	Win.	2009	PSY144	30		5		1				1	3	40	87.5%	92.5%
PSY	200920	Spr.	2009	PSY144	27	3	2		2				0	5	39	82.1%	87.2%
PSY	200930	Sum.	2009	PSY144	16	4	2		1				0	3	26	84.6%	88.5%
PSY	201010	Fall	2009	PSY144	25	14	1	1	3				0	6	50	80.0%	88.0%
PSY	201020	Spr.	2010	PSY144	31	4	1	1					0	4	41	87.8%	90.2%
PSY	200820	Spr.	2008	PSY146	20	21	10	5	2				2	8	68	75.0%	88.2%
PSY	200910	Fall	2008	PSY146	13	11	3	8	2				1	7	45	60.0%	84.4%
PSY	200920	Spr.	2009	PSY146	13	13	16	6	6				0	4	58	72.4%	93.1%
PSY	201020	Spr.	2010	PSY146	12	18	13	3	1				0	2	49	87.8%	95.9%
PSY	200810	Fall	2007	PSY200	20	28	25	10					0	15	98	74.5%	84.7%
PSY	200815	Win.	2008	PSY200		4	4	1	1				0	5	15	53.3%	66.7%
PSY	200820	Spr.	2008	PSY200	2	5	15	12	4				0	26	64	34.4%	59.4%
PSY	200830	Sum.	2008	PSY200	24	23	15	4					2		68	91.2%	100.0%
PSY	200910	Fall	2008	PSY200	1	5	19	5	11				0	16	57	43.9%	71.9%
PSY	200915	Win.	2009	PSY200	8	12	11	2	1				0	1	35	88.6%	97.1%
PSY	200920	Spr.	2009	PSY200	17	24	30	14	5				0	9	99	71.7%	90.9%
PSY	200930	Sum.	2009	PSY200	1	1	7	5	1				0	11	26	34.6%	57.7%
PSY	201010	Fall	2009	PSY200	1	9	15	8	10				0	19	62	40.3%	69.4%
PSY	201020	Spr.	2010	PSY200	22	33	45	12	6				0	11	129	77.5%	91.5%
PSY	200730	Sum.	2007	PSY202	25	19	11	3	1				0	2	61	90.2%	96.7%
PSY	200810	Fall	2007	PSY202	1	4	7	3	4				0	13	32	37.5%	59.4%
PSY	200815	Win.	2008	PSY202	12	15	8	1	3				0	3	42	83.3%	92.9%
PSY	200820	Spr.	2008	PSY202	8	13	12	6	1				0	3	43	76.7%	93.0%
PSY	200910	Fall	2008	PSY202	13	36	23	13	12				1	8	106	67.9%	92.5%
PSY	200915	Win.	2009	PSY202	1	6	5	3	1				0	2	18	66.7%	88.9%
PSY	200920	Spr.	2009	PSY202	2	1	15	5	9				0	18	50	36.0%	64.0%
PSY	200930	Sum.	2009	PSY202	11	15	6	3	2				1	2	40	80.0%	95.0%
PSY	201010	Fall	2009	PSY202	14	28	24	14	16				0	2	98	67.3%	98.0%
PSY	201015	Win.	2010	PSY202	1	3	11	2	2				0	1	20	75.0%	95.0%
PSY	201020	Spr.	2010	PSY202	1	5	18	6	5				0	24	59	40.7%	59.3%
PSY	200730	Sum.	2007	PSY204	19	19	6						1	6	51	86.3%	88.2%
PSY	200810	Fall	2007	PSY204	52	58	21	4	6				0	15	156	84.0%	90.4%

PSY	200815	Win.	2008	PSY204	11	15	9	5				0	1	41	85.4%	97.6%
PSY	200820	Spr.	2008	PSY204	41	28	21	7	10			0	11	118	76.3%	90.7%
PSY	200830	Sum.	2008	PSY204	31	9		1	1			0	1	43	93.0%	97.7%
PSY	200910	Fall	2008	PSY204	63	42	23	6	2			0	12	148	86.5%	91.9%
PSY	200915	Win.	2009	PSY204	15	16	6	2				0	2	41	90.2%	95.1%
PSY	200920	Spr.	2009	PSY204	37	43	30	15	10			0	15	150	73.3%	90.0%
PSY	200930	Sum.	2009	PSY204	12	17	9	4				1	4	47	80.9%	91.5%
PSY	201010	Fall	2009	PSY204	45	51	47	17	25			1	12	198	72.2%	93.9%
PSY	201015	Win.	2010	PSY204	5	6	9		1			0	8	29	69.0%	72.4%
PSY	201020	Spr.	2010	PSY204	41	59	53	17	16			0	18	204	75.0%	91.2%
PSY	200910	Fall	2008	PSY206	10	9	6	2	3			1	5	36	69.4%	86.1%
PSY	201010	Fall	2009	PSY206	14	14	8	3	10			0	4	53	67.9%	92.5%
PSY	200920	Spr.	2009	PSY208	1	3	6		3			0	4	17	58.8%	76.5%
PSY	200920	Spr.	2009	PSY210	6	1		2	1			0	1	11	63.6%	90.9%
PSY	200810	Fall	2007	PSY212		1	2	3	2			0	6	14	21.4%	57.1%
PSY	201010	Fall	2009	PSY212		1	6	1	3			0	4	15	46.7%	73.3%
PSY	200810	Fall	2007	PSY220	14				1			0	2	17	82.4%	88.2%
PSY	200820	Spr.	2008	PSY220	11				2			0	2	15	73.3%	86.7%
PSY	200910	Fall	2008	PSY220	9	1						0	4	14	71.4%	71.4%
PSY	200920	Spr.	2009	PSY220	9							1	1	11	81.8%	90.9%
PSY	201010	Fall	2009	PSY220	11							0	4	15	73.3%	73.3%
PSY	201020	Spr.	2010	PSY220	12							0	1	13	92.3%	92.3%
PSY	201010	Fall	2009	PSY221			1					0		1	100.0%	100.0%

Psychology Program

Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
PSY 101	58.3	66.8	69.7	194.8	54.0	65.9	58.3	178.3	11.5	16.5	16.6	44.6	13.7	14.2	12.3	40.2	457.9
PSY 120	2.9	3.4	3.9	10.3	3.8	2.9	4.4	11.1									21.4
PSY 142					4.8	3.4	3.7	11.9									11.9
PSY 144	3.4	4.2	5.2	12.8	2.8	4.0	4.2	11.1	1.4	2.4	2.7	6.5	2.4	4.1		6.5	37.0
PSY 146		4.5		4.5	7.0	6.0	5.1	18.1									22.6
PSY 200	10.2	5.9	6.4	22.5	6.6	10.3	13.4	30.3		7.1	2.7	9.9	1.5	3.7		5.2	67.8
PSY 202	3.3	10.7	9.9	23.9	4.5	5.2	6.1	15.8	6.4		4.3	10.7	4.2	1.9	2.1	8.2	58.6
PSY 204	16.7	15.2	20.4	52.3	12.2	15.6	21.2	49.1	5.4	4.5	4.9	14.8	4.1	4.2	3.0	11.4	127.7
PSY 206		4.1	5.5	9.6													9.6
PSY 208						1.8		1.8									1.8
PSY 212	1.5		1.6	3.0													3.0
PSY 220	7.1	7.5	9.5	24.2	7.5	6.9	8.1	22.5									46.6
Total	103.4	122.4	132.2	358.0	103.2	122.1	124.5	349.9	24.7	30.6	31.3	86.6	25.9	28.1	17.5	71.5	865.9

Psychology Program
Full Time Equivalent Faculty (FTEf)

Course	Fall 2007	2008	2009	Total	Spring 2008	2009	2010	Total	Summer 2007	2008	2009	Total	Winter 2008	2009	2010	Total	Grand Total
PSY 101	2.60	2.80	2.60	8.00	2.80	3.00	2.60	8.40	0.80	0.80	0.80	2.40	0.80	0.80	0.60	2.20	21.00
PSY 120	0.20	0.20	0.20	0.60		0.20	0.20	0.40									1.00
PSY 142					0.20	0.20	0.20	0.60									0.60
PSY 144	0.20	0.20	0.20	0.60	0.20	0.20	0.20	0.60	0.20	0.20	0.20	0.60	0.20	0.20		0.40	2.20
PSY 146		0.20		0.20	0.20	0.20	0.20	0.60									0.80
PSY 200	0.40	0.40	0.40	1.20	0.40	0.40	0.40	1.20		0.20	0.20	0.40	0.20	0.20		0.40	3.20
PSY 202	0.20	0.40	0.40	1.00	0.20	0.40	0.40	1.00	0.20		0.20	0.40	0.20	0.20	0.20	0.60	3.00
PSY 204	0.60	0.60	0.80	2.00	0.40	0.60	0.80	1.80	0.20	0.20	0.20	0.60	0.20	0.20	0.20	0.60	5.00
PSY 206		0.20	0.20	0.40													0.40
PSY 208						0.20		0.20									0.20
PSY 212	0.20		0.20	0.40													0.40
PSY 220	0.47	0.47	0.47	1.40	0.47	0.93	0.47	1.87									3.27
Total	4.87	5.47	5.47	15.80	4.87	6.33	5.47	16.67	1.40	1.40	1.60	4.40	1.60	1.60	1.00	4.20	41.07

Psychology Program
FTEs per FTEf

Course	Fall 2007	2008	2009	Total	Spring 2008	2009	2010	Total	Summer 2007	2008	2009	Total	Winter 2008	2009	2010	Total	Grand Total
PSY 101	22.4	23.8	26.8	24.4	19.3	22.0	22.4	21.2	14.4	20.6	20.8	18.6	17.1	17.7	20.5	18.3	21.8
PSY 120	14.6	17.1	19.7	17.1		14.6	21.8	27.8									21.4
PSY 142					23.8	17.1	18.7	19.9									19.9
PSY 144	17.1	21.2	25.9	21.4	14.0	20.2	21.2	18.5	6.9	12.1	13.7	10.9	12.1	20.5		16.3	16.8
PSY 146		22.3		22.3	35.2	30.0	25.4	30.2									28.2
PSY 200	25.4	14.8	16.1	18.7	16.6	25.6	33.4	25.2		35.7	13.7	24.7	7.5	18.4		13.0	21.2
PSY 202	16.6	26.7	24.9	23.9	22.3	13.0	15.3	15.8	32.1		21.6	26.8	21.1	9.5	10.5	13.7	19.5
PSY 204	27.8	25.4	25.5	26.2	30.6	26.1	26.6	27.3	26.8	22.6	24.7	24.7	20.6	21.1	15.2	19.0	25.5
PSY 206		20.7	27.5	24.1													24.1
PSY 208						8.8		8.8									8.8
PSY 212	7.3		7.8	7.5													7.5
PSY 220	15.2	16.2	20.4	17.3	16.0	7.4	17.3	12.0									14.3
Total	21.2	22.4	24.2	22.7	21.2	19.3	22.8	21.0	17.6	21.9	19.6	19.7	16.2	17.6	17.5	17.0	21.1

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

. Student Learning Outcomes are being discussed and with changing faculty teaching Psychology courses, improvements and adjustments will be made as needed. The student learning outcomes are in line with the Institutional Student Learning Outcomes. Student Learning Outcomes are as follows:

Course	SLO's	Cycle Assessment Completed	ISLO Linked To
PSY 101	Research and write a paper on a psychological topic using a number of data sources including at least one non-western point of view and integrating course-based concepts with identified research – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5
PSY 120	Present active listening skills - presentation rubric	Identified; assessed	
PSY 130	Prepare group leadership plan - paper rubric	Identified; assessed	
PSY 142	SLO's need to be identified and assessed		
PSY 144	Identify, create and practice positive affirmations – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5
PSY 146	Identify the critical elements that determine sexual intelligence and use these to create a sexual education class for high school students – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5
PSY 200	Write a number of critical thinking response papers integrating issues developed in class and textbook – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5
PSY 202	Research and write an APA formatted paper on a topic in learning using a number of data sources including at least one non-western point of view integrating and applying course-based concepts with identified research – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5
PSY 204	Students will select a movie from a list pertaining to various developmental stages in human life. From that movie, they will identify and describe, in writing, either the physical developmental stage, mental development stage or one of Erikson's psychosocial developmental stages and whether the individual has successfully mastered the stage. Students will support their answer with examples from the movie – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3
PSY 206	From the social psychology theories discussed in class, identify three theories and compose a biography of how each of the three theories has affected the choices you made in life and how they apply to who you are today – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3
PSY 208	Research and write a critical thinking paper, using APA formatting, on a topic developed in the class or textbook evaluating and integrating a number of data sources and including at least one non-western point of view – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5
PSY 210	Develop and participate in field placement activities - journal and progress report	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
PSY 212	Research and write the introduction to a research proposal, using a number of data sources, APA formatting, and including at least one non-western point of view – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5

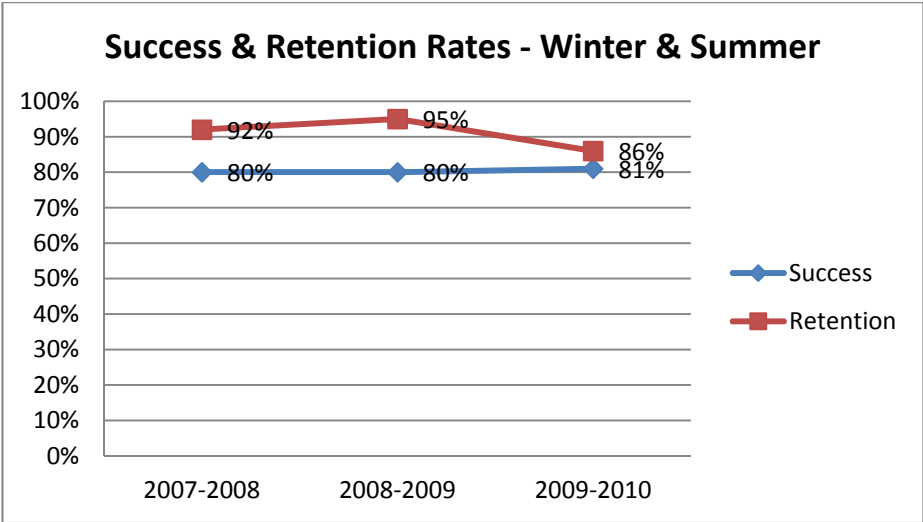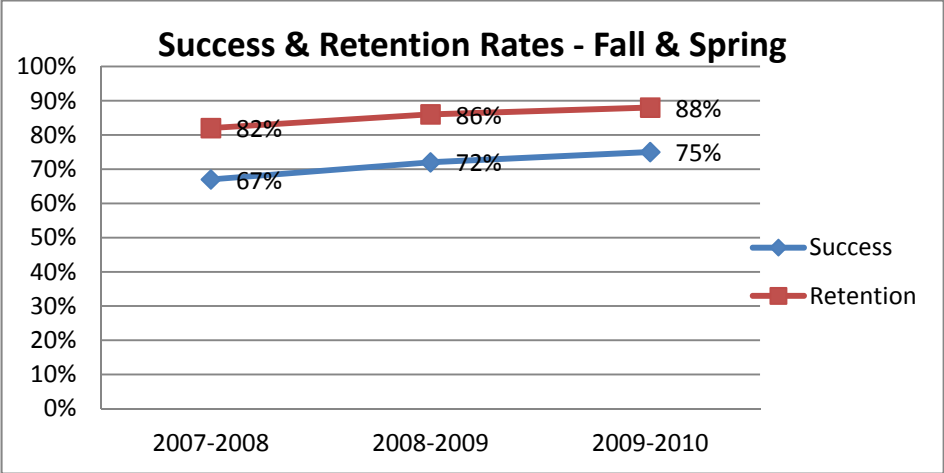| PSY 220 PSY 221	Identify needed community prevention program and propose a written plan - writing rubric	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Enrollment & Access
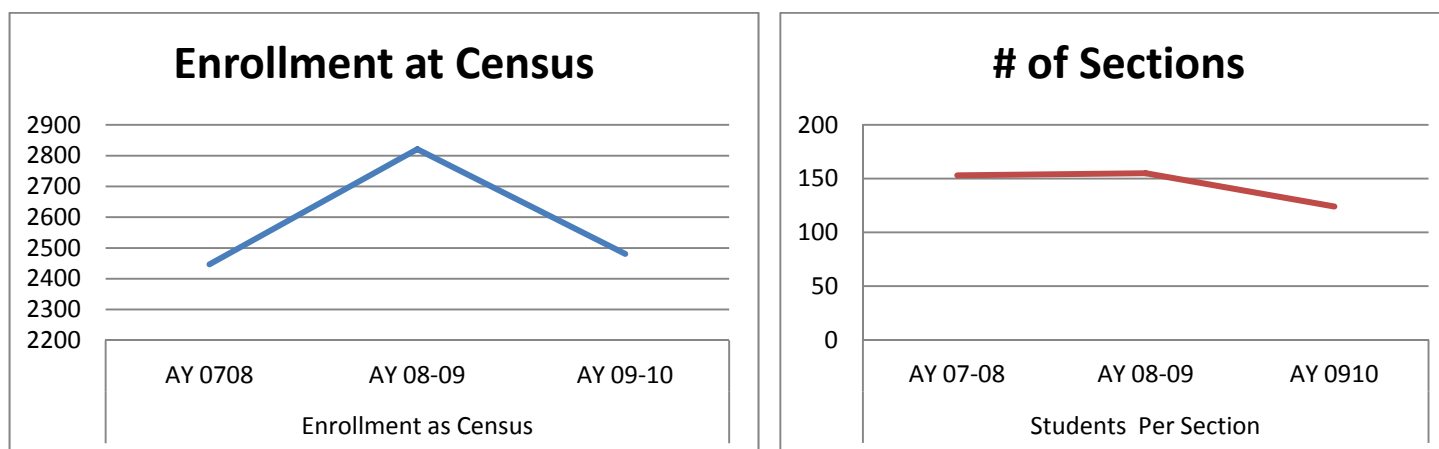
The above graphs reflect the number of sections offered and the enrollment at census for Psychology courses over a three-year period. During the academic years 2007-2009, we had increased the number of Psychology courses offered each academic year until 2009-2010. The reason we believe that the data depict a decrease is because the number of Psychology courses offered in the Summer of 2010 is not included in the data and because of limited Psychology faculty, the number of sections offered was reduced. Even though we are in need of additional Psychology faculty, we have tried to maintain the number of sections being offered each academic year. In addition, we had increased the number of students being served in Psychology courses from 2447 enrolled at census in 2007-2008 to 2821 students enrolled at census in 2008-2009, which is an 11.5% increase. During the 2009-2010 academic year, the data show a decrease in the number of students being served at census to 2481, but again we believe this decrease is because of Summer 2010 data not being included and also because of less sections being offered. We have averaged 41 students per section, with a quota of 25-40 students per class, thus fill rates continued far above 100% at census in almost every Psychology course. We have also offered a balanced schedule of Psychology courses, both day and evening classes, which are rotated to meet the needs of all our students who need access to these classes. Psychology courses are required and/or recommended in the most populated majors at I.V.C., including Psychology, Alcohol and Drug Studies, Liberal Studies and Nursing.

Retention & Success

Success & Retention Rates - Fall & Spring

	2007-2008	2008-2009	2009-2010
Retention	82%	86%	88%
Success	67%	72%	75%

Success & Retention Rates - Winter & Summer

	2007-2008	2008-2009	2009-2010
Retention	92%	95%	86%
Success	80%	80%	81%

Student success rates for the Fall and Spring semesters during the 2007-2010 academic years have averaged 71%. The retention rate for the same academic period has averaged 85%. The retention rate saw a steady increase from 82% to 88% in 2007-2010. The success rate has also increased during this time period from 67% to 75%. We believe the high retention and success rates found in these Psychology courses are due to the courses being needed for the Psychology major, Alcohol and Drug Studies major/certificate, Liberal Studies major, and Nursing major. Since there is less faculty currently teaching in Psychology than previous years, and less sections of the same class offered every semester, the students are motivated to succeed the first time around. Although one of the Psychology Department's objectives is to increase student success and retention, we are optimistic about our current success rate (71% average) in a majority of the Psychology courses. We would like to point out that the majority of students taking PSY 101 classes are non-majors and usually taking the course for transfer or as a requirement for another major. PSY 101 is usually the students first time being exposed to the psychological discipline. A student success rate that averages 71% in new academic content is encouraging.

Overall, student success and retention rates in Psychology courses for the Winter and Summer semesters during the 2007-2010 academic years has been outstanding. We contribute the higher success and retention rates in Winter and Summer to students who are more motivated and choose to attend school in the winter and summer when other students are taking a break. Taking courses year round leads to faster completion time and demands a more committed student. The data does depict a slight drop in retention rates for 2009-2010. One reason for this could be that the higher level (200 level) courses in Psychology were offered during this time and the fast pace of the courses, at either five weeks or six weeks, made it difficult to master all the concepts. Thus, instead of receiving a failing grade, the students might have chosen to drop.

B.   PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011

1.   Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

Currently, there are two full-time Psychology faculty. For the 2010-2011 academic year, a temporary full-time Psychology instructor was hired to teach classes. In addition, there are approximately 10 adjunct faculty members who teach Psychology courses in the Fall and Spring semesters, as well as Winter and Summer. With the majority of classes exceeding the 100% fill rate (some as high as 168%) every semester, and with a lack of faculty, we have reached a point where we are unable to serve every student that either needs Psychology classes for major preparation or is taking a Psychology course as an elective that meets other academic requirements. Psychology is one of the most populated majors at Imperial Valley College. The two current full-time faculty teach anywhere from 4-7 preps per semester in an attempt to keep the Psychology major successful. Almost every PSY 101 course that is being offered at I.V.C. is being taught by an adjunct faculty member. PSY 101 is needed for transfer, the Psychology major, and the Nursing major, as well as other majors on campus. This deficit faculty issue has been ongoing in Psychology. One reason is that we have lost three full-time faculty members in Psychology over the last six years that to date, have not been replaced. In addition the two full-time faculty members and some of the adjunct faculty also teach in the Sociology Department and ADS Department, as those areas also face a deficit in available faculty. If it were not for adjunct faculty that currently teach Psychology courses, we would not be able run a Psychology program at this time.

In addition, because of the implementation of SB 1440, we are currently beginning the process of creating a new Psychology Transfer major, including new courses, which we expect to be implemented by 2013, pending the budget. We are currently in discussion and planning with San Diego State, Imperial Valley Campus, regarding a joint partnership for our Psychology majors. This partnership would include sharing faculty and facilities. The students would attend both campuses, as a cohort, and follow a schedule of courses leading to expedited graduation.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

As mentioned above, the State of California, in Senate Bill 1440 (SB 1440) has created a plan for students to streamline their courses for their majors at both the community colleges and state colleges. They feel this would lead to a quicker and guaranteed transfer from the community college to the state college and then a quicker and greater completion rate. Imperial Valley College has decided that Psychology will be one of the majors under this new plan. This will affect Psychology as we will be required to offer specific new courses according to the proposed Psychology major and we need to have sufficient and qualified Psychology faculty in order to do so. In addition, SPSS software and a dedicated computer classroom to teach Statistics and Research courses for this proposed major will be necessary.

The joint partnership with San Diego State, Imperial Valley Campus is also a factor that will affect the Psychology Program starting Fall, 2012. Psychology will be one of the three majors participating in the partnership. Students will be admitted at both I.V.C. and S.D.S.U.-I.V.C. campuses. The psychology students involved in the proposed program will be attending classes as a cohort. All students who are psychology majors and are admitted to this accelerated program, will be given the same schedule and attend classes together. At a time when we are down to two full-time permanent psychology faculty and our program depends on many adjuncts to offer critical classes, this is going to put more pressure on the current faculty to meet the needs of these additional students. Full-time psychology faculty will have to be hired for proposed program to be successful.

3. List any significant issues or problems that the program is immediately facing.

Our significant issue at this time is lack of funding for the faculty that we desperately need. Due to budget issues at both the State level and at I.V.C., we have not been able to hire the number of full-time faculty or even hire more adjunct faculty to teach the much needed Psychology courses. In seeking adjunct faculty, we have had problems being able to find qualified Psychology instructors in the Imperial Valley. In addition, this lack of faculty and courses significantly affects our students as it takes them longer to get classes and thus transfer and/or graduate.

Additionally, some of the Psychology courses currently being taught on a limited basis are not just required for Psychology majors. For example, Nursing majors in the L.V.N. program must take PSY 204. In addition, PSY 204 is strongly recommended for R.N. students and required for R.N. students who wish to pursue their B.S.N. Thus, the PSY 204 class is heavily populated by nursing students and it has limited some of our Psychology and even Liberal Studies or Early Childhood Education students from access to the course. This is another result of not having enough Psychology faculty to meet the needs of the students at I.V.C.

Another issue that is just as pressing due to lack of funding is the state of classrooms here at I.V.C. The classrooms need to be modernized as to technology as well as furniture in order to enhance instruction and improve student success.

One last issue due to lack of funding and faculty is in regards to the SLO process. Due to the fact that the Psychology Department's main focus has been teaching classes in order to keep the Psychology program operating, there has not been a lead person to focus on training to implement and assess SLO's. The two full-time Psychology faculty each teach approximately 21-27 units each semester and thus, there has been a delay in full implementation of SLO's for all adjunct faculty teaching Psychology courses. In January, 2012, a meeting was held with adjunct faculty regarding this matter and at that time those who attended were trained in the SLO process for PSY 101. These trainings will continue in the future.

C.   FUTURE: Program Objectives for the Next Three Academic Years: 2011-2012, 2012-2013, 2013-2014

1.   Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire one full-time permanent faculty member for Psychology and maintain a qualified adjunct faculty pool	Hiring of Faculty; increasing number of classes offered	2011
Develop new SB 1440 Psychology Major and create new courses for Psychology major – Ex. Develop Statistics course for Behavioral Sciences majors and update Research course.	New courses and major in catalog	2012
Develop Joint Partnership with SDSU-IVC for Psychology majors	Courses and major in catalog	2012
Complete training, implementation and assessment of SLO's with all Psychology faculty; update records and make appropriate changes	Data collected and analyzed	2011-2012
Modernize classrooms as to technology and furniture; dedicated Psychology computer classroom for teaching Stats/Research courses	Modernization of 200 Building	2014
Develop new teaching methodologies, ideas for instruction and course work for Psychology courses that we hope will contribute to raising the success and retention rates of our students by 5%.	Trainings; colloquia; new courses; online courses, institutional data	2014

2.   Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Because of our lack of Psychology faculty, we have not assessed or analyzed the data of those assessments in every Psychology course. Adjuncts are sometimes the sole instructors teaching classes and have not been trained on how to identify and assess because of lack of tenured faculty or full-time faculty in the service area. The Dean of Behavioral & Social Sciences will continue to coordinate the training of the entire SLO procedure for all new and existing Psychology faculty that have not been participating in the process. This will begin in the Fall, 2011 semester and continue as needed. The entire Psychology Department will be meeting in the Fall, 2011 semester to discuss the results of the current SLO assessment being used for PSY 101. At that time, changes will be made if needed.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

    Funding would be the most needed resource to accomplish these objectives, especially the funding for a permanent full-time Psychology faculty member. An obstacle that has resulted from this lack of permanent full-time faculty teaching Psychology courses is that the academic requirements outside of the classroom, such as SLO's or curriculum, have been neglected. The focus has been on meeting the students' needs in instruction. Hiring of a permanent full-time Psychology faculty member will help to solve these issues. Funding is also needed for any modernization of current classrooms. Because of the two new programs currently being proposed, the SB 1440 and the Joint Partnership between S.D.S.U.-IVC and Imperial Valley College for Psychology majors, funding is needed for a dedicated Statistics and Research classroom, as well as SPSS software for the courses. Obstacles to funding are ongoing at the State level which in turn affects the available funding at I.V.C. Plans for funding through grants are being discussed currently.

4. Identify any outside factors that might influence your program during the next three years.

    As the budget crisis continues in the State of California, Imperial Valley College will be affected many ways. Currently, we are hearing that due to budget cuts, the California State University system will continue to cut enrollment. This leads to more students seeking services at the community college. Because of State budget cuts, I.V.C. is expecting to be directed to cut FTES per academic year, starting in Fall, 2011. There is also a possibility that current adjunct faculty will not be hired to teach in upcoming semesters due to budget constraints. At a time when more students will be seeking courses at I.V.C., we will be unable to meet the need, both for financial reasons and because of lack of Psychology faculty and courses. The issues facing us in the next three years will revolve around the budget crisis.