Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Psychology

Program Code: 2001 - PSYCHOLOGY

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The purpose of the psychology department's program is to provide students with both core introductory courses and specialty courses in psychology and social science. We provide a wide range of classes to our students. We teach psychology to the entire range of Chaffey College students and bring multicultural and diversity perspectives into every course. We also continuously update our classes to better serve all cognitive styles of the Chaffey student population as well as to bring students the most current information in the field of psychology. The vast majority of our courses serve general education/transfer needs and most of our psychology courses address career selection and workplace issues as well as practical application of work related skills. Students in psychology courses include the following: -Students completing general education/transfer requirements for transfer. -Students will meet the TMC transfer requirements. -Students preparing for the psychology major as well as many other majors on campus. -Students entering the nursing, dental, radiology & other Health Science programs at Chaffey. -Students completing departmental core requirements for various programs on this campus. -Students who are seeking life enrichment through the study of psychology. We evaluate our effectiveness is a variety of ways including:
-Students who meet the TMC requirements.
-Students who transfer to a four-year university.
-Students who successfully complete Psychology courses needed to obtain a major in another field.

Review Team Response
The psychology department is to be commended for supporting the College's mission by providing a wide range of course offered, in a variety of instructional modes and at a variety of times and days.

PROGRAM DATA

Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3799</td>
<td>3962</td>
<td>4131</td>
</tr>
<tr>
<td>Day</td>
<td>1843</td>
<td>2003</td>
<td>2107</td>
</tr>
<tr>
<td>Evening</td>
<td>932</td>
<td>948</td>
<td>912</td>
</tr>
<tr>
<td>Online</td>
<td>977</td>
<td>1011</td>
<td>1112</td>
</tr>
<tr>
<td>Arranged</td>
<td>47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

We have a continual increase in enrollment in Psychology courses. There has been a slight decrease in evening course offerings due to budget cuts which has resulted decreased enrollment for this module. We have also seen an increase in the online presence based on student need as shown by early enrollment patterns.

Retention
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>0.55%</td>
<td>-0.07%</td>
</tr>
<tr>
<td>Day</td>
<td>0.32%</td>
<td>-0.66%</td>
</tr>
<tr>
<td>Evening</td>
<td>1.4%</td>
<td>1.72%</td>
</tr>
<tr>
<td>Online</td>
<td>0.87%</td>
<td>-0.14%</td>
</tr>
<tr>
<td>Arranged</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Our retention rate continues to be well above 85% in all of our module offerings. It is important to note that our online offerings have almost identical high retention patterns when compared to our face-to-face offerings. It was unfortunate that some of our online sections were cut due to one low retention class skewing the data.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>12.27%</td>
<td>-3%</td>
</tr>
<tr>
<td>Day</td>
<td>10.37%</td>
<td>-0.95%</td>
</tr>
<tr>
<td>Evening</td>
<td>13.29%</td>
<td>3.01%</td>
</tr>
<tr>
<td>Online</td>
<td>20.11%</td>
<td>-11.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>60.00</td>
<td>67.36</td>
</tr>
<tr>
<td>Day</td>
<td>61.04</td>
<td>67.37</td>
</tr>
<tr>
<td>Evening</td>
<td>62.39</td>
<td>70.68</td>
</tr>
<tr>
<td>Online</td>
<td>53.15</td>
<td>63.84</td>
</tr>
<tr>
<td>Arranged</td>
<td>97.67</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Our success rates continue to remain stable over the last two years. This was due to a concerted effort by the Psychology Department to identify successful strategies through the use of the Student Learning Outcomes. Online success rates have fluctuated due to the offering of one particularly challenging course (Psychology 41). This course has only been offered online 2008-2009 and 2010-2011. For this year, we are now offering Psychology 41 face-to-face.

Review Team Response
Data and trends are interpreted properly. Implications for the program are included. The psychology department is to be commended for having high retention and stable success rates, and for increasing enrollment.

DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

During the last two years, we have transitioned to the TMC transfer model and have counseled students to transfer as opposed to obtaining the A.A. degree. We think this helps explain why we have seen a slight increase in degrees obtained. Most of our students transfer with an A.A. in University Studies.

Review Team Response
The Psychology department is to be commended for increasing the number of degrees conferred.

STUDENT LEARNING OUTCOMES
Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach.

Recognize the major theoretical perspectives in Psychology.

Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends.

Understand and apply basic research methods, including research design, data analysis, and interpretation.

Show insight into one’s own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

Recognize, understand, and respect the complexity of sociocultural and international diversity.

Respect and use critical and creative thinking, skeptical inquiry and the scientific approach.

Students will be able to understand the larger political, economic and social forces necessary to achieve a particular constitutional order.

Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends.

Show insight into one’s own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.
Recognize, understand, and respect the complexity of soiciocultural and international diversity.

Discuss how the number, type, depth, and breadth of the courses support program SLO's. 
In 2009-2010, we began transitioning to the TMC suggested transfer pattern for Psychology. This alignment assures that our courses support Student Learning Outcomes. The basis for our Student Learning Outcomes is the suggested undergraduate pattern from the American Psychological Association.

Discuss how courses in the program articulate with or complement each other. 
Our Introduction to Psychology (Psychology 1) course is a prerequisite for all of our course offerings with the exception of Life Span Psychology (Psychology 25). Psychology 25 was specifically developed in response to a state mandate for our Nursing majors. It now also meets a lower division transfer requirement for our TMC.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources). 
Our Introduction to Psychology course serves as a general education requirement for all transfer students at Chaffey College. In addition, this course is a prerequisite for many of the science and health science majors/certificates on campus. The greatest resource we share with the Social Science Program is a full-time faculty member who teaches 90% of her course load in this area.

How and when has your department assessed Program SLO's and how have you responded to the results? 
Every semester our Department reviews both program and course SLOs. We have made adjustments to our course SLOs. We have also continued to update our assessment tools to make them more accurate and informative. These data driven decisions have helped to increase our success and retention rates.

What program or course changes have been made based on the result of the assessed outcome? 
After reflecting on our brain physiology assessment, we modified our teaching strategies to improve comprehension of these difficult concepts.

Review Team Response 
Overall Program Level Implementation of SLOs is Proficiency: SLOs and authentic assessment are in place for the programs SLOs. Results of assessment are being used for improvement. There is widespread dialogue in the program about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Comprehensive SLO reports exist and are completed on a regular basis. The Outcomes and Assessment Committee would like to commend your program for your work on Student Learning Outcomes.

Discuss how your services help maintain a high level of student satisfaction. 
Discuss how you evaluate your effectiveness in meeting students' needs. 
How and when has your service reviewed or revised SLO?s and/or AUO?s.
How has your program utilized SLO/AUO assessment results for program improvement?
Review Team Response

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 25 Developmental Psychology: Lifespan Development - Active</td>
<td>11/19/2008</td>
</tr>
<tr>
<td>PSYCH 80 Research Methods in Psychology - Active</td>
<td>08/31/2011</td>
</tr>
<tr>
<td>PSYCH 1 Introduction to Psychology - Active</td>
<td>09/14/2011</td>
</tr>
<tr>
<td>PSYCH 20 Developmental Psychology: Childhood and Adolescence - Active</td>
<td>04/28/2010</td>
</tr>
<tr>
<td>PSYCH 55 Abnormal Psychology - Active</td>
<td>04/28/2010</td>
</tr>
<tr>
<td>PSYCH 45 Psychoactive Drugs: The Chemistry of Consciousness - Active</td>
<td>09/08/2010</td>
</tr>
<tr>
<td>PSYCH 430 Health Psychology - Active</td>
<td>10/23/2009</td>
</tr>
<tr>
<td>PSYCH 65 Social Psychology - Active</td>
<td>11/01/2006</td>
</tr>
<tr>
<td>PSYCH 21 Developmental Psychology: Adulthood and Aging - Active</td>
<td>04/28/2010</td>
</tr>
<tr>
<td>PSYCH 5 Personal and Social Awareness - Active</td>
<td>09/30/2009</td>
</tr>
<tr>
<td>PSYCH 41 Biological Psychology - Active</td>
<td>11/02/2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH Psychology - Active</td>
<td>05/04/2011</td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
All of our courses have been updated within the past six years. We will be updating Social Psychology (Psychology 65) during this semester.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Develop New Courses/Programs

Briefly explain:
We developed the TMC to meet student transfer needs. We are scheduling our Psychology course offerings for the next two years on a rotational pattern to meet student transfer needs.

Review Team Response
The Psychology department is to be commended for staying current with all curriculum.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - OTHER
How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Increase stability in the Psychology Department to improve student success.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Increase our adjunct faculty pool with well qualified and diverse teaching professionals. Success will be achieved if we have increased our adjunct pool by 10% with well qualified and diverse instructors.

Year 2 Steps to Success (activities) and VIP Assessment:
Offer adjunct orientation during FLEX for all new and continuing adjunct faculty and develop a "Best Practices" set
of guidelines to be given to all current and new hires. Success will be achieved when we have offered orientation during FLEX and developed and distributed our guidelines.

**Year Three Goal:**
Our goal is to increase transfer rates upon Psychology students now that we are implementing the TMC transfer model.

**To which planning direction does this goal apply?**
- Excellence in teaching and learning
- Flexible and continuous student support
- Connectedness
- Sustainability

**Year 1 Steps to Success (activities) and VIP Assessment:**
Educate students about the TMC pattern for transfer. Develop a student pamphlet about the TMC in Psychology at Chaffey and include our two year plan of course offerings. Distribute this pamphlet to all students enrolled in Introduction to Psychology courses. Survey students at the end of each semester to determine their awareness of the TMC in Psychology.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Offer workshops at the Global Career Center on the TMC in Psychology. Continue to distribute the TMC in Psychology pamphlet. Review preliminary transfer patterns as well as Student Education Plans. Continue to survey students at the end of each semester to determine their awareness of the TMC in Psychology.

**Review Team Response**
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
The Psychology department is to be commended for implementing the TMC model and for taking steps to increase the stability and quality of their pool of adjunct instructors. Regarding goal # 2: A rationale must be given: "Increase transfer rates in order to..."

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List Recent departmental professional development activities connected to student learning.

| Recent activities | Recent workshops/courses taken | Recent conferences/training | Other |
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
All of these activities have one thing in common, to better prepare us to meet the diverse needs of our student population. These activities help us grow as professionals and motivate us to provide an optimal learning environment.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate</td>
<td>PSR Committee/Numerous Hiring Committees/High School Equivalency Committee/Distance Education</td>
<td>Nursing Advisory Committee/Student Mentoring/Health Center Advisory Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocational Advisory Budget Allocation Committee/F.I.T. Teams</td>
</tr>
<tr>
<td></td>
<td>Tree Committee/Numerous Tenure Committees/Numerous Faculty Evals./Behavioral Intervention Team</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Being involved keeps us informed of all aspects of the campus and gives us the opportunity to network with other programs and services. This involvement also benefits our students as we can update them about current campus events and services.
Teaching/Years of Service

<table>
<thead>
<tr>
<th>Teaching/Years of Service</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>6-10 years</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>11-15 years</td>
<td>16-20 years</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21+ years</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Given the data how has your program been impacted?**
This data does not reflect our most recent faculty retirement which occurred in December 2011. We currently only have three full-time members in our department, with one of these members teaching 90% of her academic load in the Social Science Department.

**Does your program anticipate retirements within the next 3 years?**
No.

**Review Team Response**
The Psychology department is to be commended for their many professional development activities to stay current in a rapidly-changing field.

**PROJECTED NEEDS**

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

**FT Faculty:**

**Year 1:**
Two Full-Time Faculty Members: Having full-time faculty members will increase stability in our department and student success in many ways. They will have office hours and global knowledge of campus resources and workshops. They will have the consistency of rigor in their classes and be able to teach a multitude of courses in our discipline. This gives students the benefit of taking the same Instructor several times which can lead to increased student success and an ongoing supportive relationship. Full-time faculty generally know students better and can write more detailed and accurate letters of recommendation for graduate school. Full-time faculty will know about transfer requirements of our feeder schools (Cal States and U.C’s) and be able to informally counsel and assist with information about appropriate programs to transfer to and the requirements for each of these programs. Full-time faculty have detailed knowledge about and input into Student Learning Outcomes and the Transfer Model. Full-time faculty are more accessible to students and have a broader knowledge of the interventions (Early Alert, for example) Chaffey College provides to help students succeed. Full-time faculty are members of committees on campus so they are aware of and invested in the decisions made that influence course selection of student offerings.

**Hiring Criteria:**
Institutional Level Considerations
Positions that support the assessed skills levels of our students given the number of students (98%) who are under prepared in either math, English, or reading and the 65% who are under prepared in all three.
Supports Chino expansion
Supports Fontana expansion
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New and expanding student populations (e.g., Veteran’s, Early Alert)
New initiatives (e.g., Student Success Initiative, Early Assessment/Pre-Orientation/Advising on feeder high school campuses).
Affects counselors, librarians, and instructional specialists since doing something new is sometimes at the expense of an existing service
Courses that will be taught are part of the GE pattern for students that are not fulfilled other courses
Supported by institutional data

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Supports diversity of program and course offerings

Year 2:

Hiring Criteria:

Year 3:

Hiring Criteria:

STAFF

Year 1
Year 2
Year 3

EQUIPMENT

Year 1
Year 2
**Review Team Response**
The Psychology department is to be commended for clearly showing how their projected needs correlate with their VIP goals.

**Review Team Response**
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests. The Psychology department is to be commended for a very thorough, detailed and useful program review. All questions were answered clearly. This program review will be a useful tool for planning the future of the program.