



FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

Instructional Programs

2014-2015 Self-Study

Three-Year Program Review Template

Psychology

Social Sciences Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

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11/21/14

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1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: *We prepare students to be successful learners.*

The Department of Psychology prepares students to be successful learners through a comprehensive program designed to 1) promote the primacy of the scientific method as a means of understanding the biological basis of behavior, human development, social behavior, culture, cognition, motivation, emotion and psychological disorders, 2) provide lower division requirements for the major as well as meaningful breadth of basic psychology courses. Within our program we provide student-centered and student-supportive courses that embrace diversity in learning experiences and provide a network of academic assistance for those in need of supplemental instruction. Moreover, the department embraces the mission of Fullerton College by extending the learning environment beyond the college classroom. Through faculty mentorship, department sponsored activities, independent study experiences, the psychology club, and service learning, the students interact with professionals in a wide variety of the fields of psychology, participate or attend professional or student conferences, and take part in the community and field experiences that relate and apply psychological theory, practice, and principles.

Vision: *Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and life-long appreciation for the power of learning.*

The Psychology Department seeks to create a culture of personal curiosity and scientific inquiry in all psychology classes. Through sound and innovative pedagogy, students learn to differentiate between science and pseudoscience, compare the major perspectives in psychology, describe the rich human diversity in behavior, and personally reflect and apply psychological principles to promote their own personal growth.

We believe that psychological literacy among our students, achieved through active, engaged applied learning experiences inside and outside the classroom will go beyond simple mastery of content and lead to intellectual curiosity, critical thinking skills, information literacy, and a life-long appreciation of learning.

Core Values:

- *We respect and value the diversity of our entire community.*
- *We value tradition and innovation.*
- *We support the involvement of all in the decision-making process.*
- *We expect everyone to continue growing and learning.*
- *We believe in the power of the individual and the strength of the group.*
- *We expect everyone to display behavior in accordance with personal integrity and high ethical standards.*

- *We accept our responsibility for the betterment of the world around us.*
- *We value and promote the wellbeing of our campus community.*

As professionals in the field of psychology, faculty are trained in and follow the ethical guidelines of the American Psychological Association, which requires respect for all persons, an on-going evidence-based search for understanding of the human condition and effective methods to achieve and maintain well-being. Multiculturalism has become a major focus within the field of psychology, and is emphasized in both research and application. Issues of multi-cultural understanding are woven into all of our courses as integral to understanding the effects of culture on human development, expression, and cross-cultural communication.

Students have a rich variety of opportunities to participate in traditional lecture style classes, Honors seminars, online and hybrid courses, and independent study. All instructors have increased their use of technology in the classroom and some engage in student polling via cell phones with the Socratic software. Students learn to use the same software used by professionals in the field (SPSS) to tabulate and analyze quantitative research data, and utilize library databases to search for professional journal articles. Some instructors have begun using the “flipped classroom” approach to increase student engagement and accountability for their own learning.

The Psychology Club provides opportunities to extend their reach beyond the classroom to develop both academic and personal bonds which strengthen their relationship to the college. Service Learning projects take the student into the community to meet people in need face-to-face, break down stereotypes, and offer real-world experiences. The Psychology Day event provides an opportunity for students to mingle with faculty, peers, and professionals from the community while learning about career paths in psychology and how to successfully navigate transfer into the university and preparation for graduate school. Students regularly work with faculty in one-on-one in mentoring relationships.

Faculty in the Psychology Department continue to be actively involved in Shared Governance committees and the Faculty Senate, often serving in leadership positions. Decision-making within the department is by consensus. Faculty have also participated in forums and other events on campus that address student and community concerns such as domestic violence, cross-cultural understanding, and sexual abuse.

College Goals:

1. *Fullerton College will promote student success*
2. *Fullerton College will reduce the achievement gap*
3. *Fullerton College will strengthen connections with the community*

By learning how psychologists use the scientific method to study human behavior, students engage in critical thinking and analysis which prepares them for advanced study in the sciences. Although we have only anecdotal data regarding transfer success, we have reason to feel confident that our students are very well prepared for success after transfer, in some cases more-so than students native to the university to which they transfer. Having implemented the AA-T degree in psychology our students are now guaranteed that they will be accepted into the CSU system. Availability of faculty to serve as club advisors and mentors increases student retention and success. Challenges to maintaining an active Psychology club will be discussed in Section 3. The multicultural emphasis is making its way into textbooks and teaching strategies, which helps students from traditionally underrepresented groups to feel a greater connection to the field of psychology as

well as to the college. Students of all backgrounds are encouraged to take advantage of speakers brought to campus and/or attendance at professional conferences. Our faculty regularly attend professional conferences and sometimes make presentations at them. Several of our students have also attended these conferences to present their own research.

The primary focus of the Psychology Day event is to demonstrate how scientific research is used by psychologists working in the field to understand the human condition. Both professionals and graduate students present their work to our students in a manner that challenges the common fear among lower-division students that research is either too boring or too difficult. Another component of the Psychology Day event is the community resource fair at which representatives from community service agencies are available to meet with students about services they offer and volunteer opportunities. Some classes require service learning at community agencies or schools. The Alumni Panel shares tips for transfer success and encouragement.

Each year, faculty from the department participate in the High School Night event. And each spring, students and faculty participate in the campus-wide “Clothesline Project” and “Walk in Her Shoes” events. Students also participate in KinderCaminata each year. For the past 9 years the psychology students have been instrumental in the “It’s About Brains” station.

The psychology faculty established the Psychology Faculty Student Achievement Award to recognize excellent scholars in the program. The award is presented each year at the Social Science Division Scholarship Event. In addition to this award, individual faculty often provide financial assistance with textbooks and other study materials.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	The 1314 academic year proved to have the highest enrollment for our program in the past five years with 5,860 students. The peak enrollment prior to that was 5,411 students in 0910 (which had occurred after a gradual increase over years) but then enrollment began to decline over the next two years (1011 and 1112) followed by a slight increase the following year (1213). However, during the 1314 year, the number of students enrolling in our classes not only increased from the three previous declining years, but exceeded the prior high enrollment by 449 students. These data reflect changes in the District’s enrollment goals, with a drop during the recession and increase when State funding returned.

Total FTES	FTES increased to 567 annually in 0910 and then dropped to 533 in 1011 and further to 453 in 1112. It then increased to 501 in 1213 and further increased to 611 in 1314.
Sections	Similar to the five-year trend discussed with enrollment, the number of sections offered in 0910 was 80 sections for the year. This number then decreased over the next two years followed by a slight increase the fourth year but ultimately increased to 93 sections in 1314.
FTEF	We have some concern that not all of the data on the KPI report are accurate. While the 5-year trend in FTEF does seem at first glance to follow that numbers of sections offered, it dips abnormally low for 1112 and 1213 in both Fall and Spring. We had 5 full-time faculty working more than full-time plus adjunct instructors, so how, for example could we have a semester in which we show only 5.9 FTEF? The figures for 0910, 1011, and 1314 more accurately reflect the level of staffing.
Fill Rate	The fill rate at census has gradually decreased over the past five years from 109% to 99%. Because of student demand during the economic crisis when sections were cut, many faculty have been willing to overfill their classes even though this is not optimal for the learning environment. The other drawback of having done so was that because this put us over cap, we were given fewer sections in the following semesters. However, it also appears in the 1314 year in particular, the summer fill rate was significantly lower (82%) than the previous years (98-100%) and brought down the overall yearly average. The fall 2013 fill rate was 103% and the spring 2014 fill rate was 100%. That one year of lower fill rates was due to an overabundance of sections students could choose from.
WSCH/FTEF	Because we are concerned with the accuracy of the FTEF data, we are also concerned about WSCH/FTEF. In 1112 and 1213, WSCH/FTEF goes up even though enrollment is down. The most recent year's data, 1213 appears to be correct, showing an annual WSHC/FTEF at 1,062 which is an improvement over the beginning of the period (2009), demonstrating that our program is improving in efficiency.
Retention	The overall course retention rates for our program have only slightly varied in the past five years. It essentially fluctuates between 85-87% each year. In our last program review, it was reported that retention had increased by 5% (from 81% to 86%) between the years 2006/2007 and 2010/2011. It appears as if that rate has stayed steady since then.

Success	Similar to retention, our overall course success rate remained almost the same the past five years. During the last program review (1011) it was noted that success rose from 61% in 0607 to 67%. It then increased to 68%, decreased to 66%, and was 64% for the 1314 academic year. Considering the economic crisis the students and our campus faced our success rate fluctuated very little.
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2.2 Peer Institution Comparison

Complete the table below.

Peer A = Mt. San Jacinto College

Peer B = Santa Ana College

Peer C = Rio Hondo College

Peer D = Long Beach City

College/Program:	Your Program	Peer A	Peer B	Peer C	Peer D
Retention:	F09 89% F10 86% F11 88% F12 86% F13 85%	F09 84% F10 87% F11 89% F12 87% F13 87%	F09 77% F10 79% F11 78% F12 75% F13 81%	F09 82% F10 83% F11 85% F12 82% F13 87%	F09 83% F10 84% F11 87% F12 84% F13 87%
Success:	F09 68% F10 67% F11 70% F12 66% F13 64%	F09 68% F10 75% F11 77% F12 75% F13 73%	F09 56% F10 59% F11 56% F12 53% F13 61%	F09 55% F10 57% F11 59% F12 54% F13 60%	F09 59% F10 56% F11 60% F12 59% F13 64%
Degrees Awarded:	An1112 44 An1213 70 An1314 81	An1112 N/A An1213 N/A An1314 N/A	An1112 30 An1213 52 An1314 74	An1112 9 An1213 24 An1314 35	An1112 11 An1213 28 An1314 71
Certificates Awarded:	N/A	N/A	N/A	N/A	N/A
Transfers:	N/A	N/A	N/A	N/A	N/A

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

We made a change in our choice of Peer Institutions from the last Program Review to (a) show a program that we believe to be a strong one that gives us something to aspire to, and (b) include comparisons closer to our size and location. Data from the OIRP were rounded to the closest whole number to better compare to the peer institution data to our KPI report.

Our retention and success rates hold up well in comparison to our peer institutions. There are no clear upward or downward trends across the years in retention or success among any of these colleges, but rather some

minor fluctuations from year to year. Differences in retention between the five colleges are relatively small and may not be statistically significant, although it does appear that Santa Ana and Rio Hondo fall below the levels achieved by Fullerton and Mt. San Jacinto. Mt. San Jacinto pulls away from the pack in success rates, with Fullerton in second place and the other three institutions clumped together in third place. We are proud of the level of success demonstrated by our students but know that this can be improved with the appropriate support. In comparison to the other three peer institutions we are doing very well. Anecdotal reports from CSU Fullerton are that our majors arrive better prepared for upper division work than students from most other colleges and better even, than many of their native students. The psychology program at Mt. San Jacinto has more fully equipped labs for Statistics and Research Methods courses than we have at Fullerton College. We have been urging the college to support us in moving our program forward in this direction for many years. The Mt. San Jacinto program also has a large Honors component, which may be a factor in their success rates.

The marked increase in AA degrees at all reporting colleges in this comparison reflects the implementation of the new AA-Transfer degree (Fall 2012) which gives students a clear advantage for transfer to the CSU system. In the first years of implementation it is possible that some students chose to transfer without the benefit of the AA-T if they didn't need it and were otherwise ready for transfer, or transferred to a UC or private institution. We expect these numbers to continue to grow as more students determine that the AA-T degree will benefit them. For students not interested in transferring into the CSU system, there is no clear benefit to the degree. Without the ability to track transfers it is difficult to know the reasons that students leave without a degree. It is unfortunate that OIRP data for degrees awarded did not include data from Mt. San Jacinto. In comparison to the other three institutions, our numbers are very strong.

See the Fullerton College and Statewide Retention and Success Rates report in the Appendix.

The program's success rate is comparable to the college success rate, but our retention rate is slightly higher.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	An0910 84%; An1011 84%; An1112 86%; An 1213 85%; An1314 83%	An0910 63%; An1011 63%; An1112 67%; An 1213 63%; An1314 62%
Females	An0910 88%; An1011 87% An 1112 86%; An1213 86%; An1314 85%	An0910 71%; An1011 70%; An1112 69%; An 1213 68%; An1314 66%
Asian-American	An0910 87%; An1011 90%; An1112 89%; An1213 88%; An1314 86%	An0910 74%; An1011 77%; An1112 76%; An 1213 74%; An1314 73%
African-American	An0910 83%; An1011 76%; An1112 82%; An1213 83%; An1314 82%	An0910 54%; An1011 50%; An1112 55%; An 1213 55%; An1314 47%
Filipino	An0910 91%; An1011 89%; An1112 86%; An1213 91%; An1314 88%	An0910 73%; An1011 71%; An1112 71%; An 1213 73%;

		An1314 76%
Hispanic	An0910 85%; An1011 84%; An1112 84%; An1213 85%; An1314 83%	An0910 62%; An1011 60%; An1112 64%; An 1213 62%; An1314 60%
Native American	An0910 88%; An1011 83%; An1112 77%; An1213 95%; An1314 78%	An0910 63%; An1011 65%; An1112 65%; An 1213 68%; An1314 69%
Other Non-White	An0910 90%; An1011 85%; An1112 80%; An121386%; An1314 100%	An0910 67% ; An1011 67%; An1112 80%; An 1213 43%; An1314 79%
Pacific Islander	An0910 70%; An1011 93%; An1112 65%; An1213 71%; An1314 83%	An0910 44%; An1011 68%; An1112 47%; An 1213 57%; An1314 44%
White	An0910 88%; An1011 87%; An1112 86%; An121388%; An1314 87%	An0910 73%; An1011 73%; An1112 72%; An 1213 73%; An1314 71%
Unknown	An0910 87%; An1011 88%; An1112 90%; An1213 81%; An1314 83%	An0910 73%; An1011 74%; An1112 73%; An 1213 63%; An1314 56%
Range (Max-Min)	65-100%	44-80%

Retention:

In looking over the data, no clear trends emerge over the five-year period, but rather small differences between years neither improving nor declining over time. Without knowing the actual number of students in each group we are unable to perform tests to determine statistical significance between groups. Taken at face value, it appears that Asian American students are at some advantage for retention, followed by Filipino, White, Hispanic, and African American students. And males are slightly more likely than females to stay in their psychology courses. Our African American students are significantly less in number than our Hispanic, Asian and White students so this kind of comparison may not be as accurate a snapshot of the situation as it could be. However, we have taken note that there is some small difference in retention between African Americans and other groups that we will address as we discuss strategies for improving student retention and success. Numbers of Other Non-White, Pacific Islander and Unknown are definitely too small for meaningful comparison to other groups. But overall, we believe our retention rates to be good. We recognize that it is important for minority students to have role models in the careers they aspire to and so we feel fortunate that our current pool of adjunct faculty is so ethnically diverse.

We did not show summer retention figures in chart above. In general our summer students tend to show greater success and retention over Fall/Spring students. This may be in part due to the intensity of a short summer class as well as high motivation among those who take on summer classes, but also the fact that many summer students are coming from the university to make up some lower division coursework.

Success:

Again, there is no clear trend heading upward or downward over the five year period, *and* without knowing the actual numbers in each group we are unable to know whether the apparent differences in

success between groups are statistically significant. Taken at face value, it appears that again, Asian American students are showing greater success, followed by Filipino, then White, Hispanic, and African American students. The lower success rates for African American and Pacific Islander students are of concern to us and will be addressed as we continue to strategize for greater effectiveness in our program. Although females had slightly lower retention than males, succeeded in their classes more often than did males, so we will also be paying extra attention to the academic support needs of our male students. Again, a look at the summer numbers shows greater success than during the Fall or Spring semesters.

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

Adapting to the 16-week calendar and new stop-start class times may have been more stressful to faculty than to students. Although we have the same number of minutes of class time per semester, adapting lectures and activities to make the best use of time after having honed our activities over the course of many years, has been challenging and time consuming. One benefit to the new schedule is that faculty are now required to schedule 5.5 office hours each week instead of 5, which increases availability to mentor students outside of class.

At the same time, this increased time each week in class and in the office decreases the amount of time available for participation in shared governance and training activities. During this period, faculty workload on administrative tasks, most notably SLO/SLOAs has increased dramatically. With more shared governance and administrative tasks required, faculty have less time to keep current in the field, update curriculum and teaching materials, and provide feedback to students about their progress in their classes.

The development of the new AA-Transfer degree in Psychology has encouraged more students to obtain the AA degree before transfer and increased their likelihood of acceptance into the CSU system. The new degree required the development of a new course, Psy 221 Brain and Behavior. This is a course we had looked forward to adding for many years but without a full-time faculty member expert in this area it has been a challenge to anticipate the needs of this course with regard to teaching materials and facilities. We have been fortunate to find experienced and talented adjunct instructors to help us step into this new direction.

Increased use of technology both in the classroom and at a distance has increased the ways in which we are able to communicate with students and provide them with resources designed to enhance their success. Due to budget limitations and lack of formal communication channels between faculty and IT staff, there have often been frustrations about what is needed to create an optimal learning environment vs. what can/has been provided and what can be reliably maintained. Although the campus has been slowly expanding student access to computers and internet access, students continue to find lab and library hours to be overly limited. This is especially frustrating to students who are not able to afford their own computers and who are constrained by work schedules or other obligations off campus.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

The **economic recession** hit all educational institutions hard. We were unable to purchase instructional materials and equipment or have equipment repaired in a timely manner. The Chancellor announced a hiring freeze that has just now ended, which left us short one-full time instructor due to a retirement for the past 3 years. And although our need for a growth position was supported by our last Program Review, we were unable to fill that position either. Being short on full-time instructors has a direct impact of students. Full-time instructors are required to hold scheduled office hours but are also generally available at “off times” as well. Sometimes adjunct faculty are able to schedule time and find a place to meet with students but they are not required to do so and often cannot because they have to rush off to teach at another college. Having a smaller number of full-time faculty also means that we have less opportunity to be represented on campus and district committees. Although we pride ourselves on being available to mentor new adjunct faculty, it is a challenge to schedule time with these “freeway fliers.” We began teaching a new class (Psy 221 Brain and Behavior) which is a highly technical class using adjunct faculty.

After the announcement of the “**hiring freeze**” by the District emails continued to show up at the same rate as before in our campus accounts advertising classified and administrative job openings. It should be no surprise that this affected morale of faculty who had to “make do” while other centers at the campus and district level deemed their losses more “critical” to the functioning of the college and the district than faculty positions. A large number of faculty are being hired on campus this year but Psychology was not awarded any of those positions, so we remain short two full-time positions (one retirement and one growth).

We continue to be frustrated by **barriers to creativity** with regard to the development of new curriculum to meet the needs of our student population. We often meet with colleagues from other colleges both in California and around the nation when we attend conference seminars on the teaching of psychology and find that they are able to act as leaders in creating courses and seminars in new and growing areas within psychology. The policy here is that we cannot offer a course that is not already being taught by at least three other colleges, at the freshman or sophomore level. That means no seminar in computer applications, no seminar in careers in psychology, no seminar in forensic psychology, no course in positive psychology or media psychology...and so on. There are many courses we could offer on a rotating schedule, if allowed to, that would benefit students in the realm of “lifelong learning” and/or in the realm of transfer success. At Fullerton College we are not able to be leaders in curriculum development.

2.6 Provide any other data that is relevant to your self-study.

Under-prepared students: The open enrollment policy of the California Community Colleges is a boon to those who can benefit from college education but fail to meet the qualifications needed for acceptance into a university. We are well used to working with academically under-prepared students

to meet the mission of the college to “Prepare students to be successful learners” and pride ourselves on our ability to work with a diverse student population. It has long been a source of frustration that we cannot require a reading and writing prerequisite for our classes without risking a significant loss in enrollment. We know that education in psychology has many benefits for students academically, vocationally, and personally and so we don’t want to lose them to majors that have no such prerequisites. And so we keep doing the best we can to help them keep up, and advise remedial coursework for those who clearly need it. Over the years we have noted that reading and writing abilities of our students have continued to drop; large numbers of students are less prepared than ever before. This situation goes beyond the scope of what the program can address internally and so we will bring this up again in Section 3/Challenges.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

Psychology is one of the most popular majors on campus, growing from 1134 majors in 2010 to 1447 in 2014. Our overall class fill rate is 99%, and faculty are well used to having to turn students away from full classes. We could easily fill additional sections if the college allowed us to expand. Our retention and success rates are also very strong.

Anecdotal reports from our peers and transfer students at CSU Fullerton tell us that our students begin their studies there very well prepared, and even ahead of many of CSUF’s native students. Many students stay in touch with us in the years following their studies here and report successes in completing their education at the graduate level and in achieving employment in their chosen area.

Our faculty are dedicated professionals, committed to remaining current in their field through reading scientific literature, participation at professional conferences, in online forums, and sabbatical research projects. Among us are members of the American Psychological Association (APA), Association for Psychological Science (APS), Western Psychological Association (WPA), Psychology Teachers at the Community Colleges (PT@CC), and the Society for the Scientific Study of Sexuality (SSSS). Many of our adjuncts are recent graduates who have been trained in the most up-to-date methods and technologies, and some have participated in seminars in teaching psychology. Faculty use a variety of instructional and assessment methods to provide an optimal learning environment for our diverse student population. Our adjunct pool is diverse in ethnicity and professional experiences. We have active authors and researchers among our faculty. **(College Goals 1, 2)**

Faculty have already begun to implement Supplemental Instruction for core courses and are actively planning to increase these efforts. In addition to the official SI program, faculty are available during office hours and even at special study sessions (often held on Saturdays) to work with students who are struggling. At-risk students who have attended these sessions report that the additional “hands on” activities have strengthened their understanding of the course material and this has been reflected in their grades. **(College Goal 1)**

Psychology faculty have been among the leaders on campus in online and hybrid instruction, and have introduced new technologies and pedagogies in the classroom as well. Use of a variety of methods allows us to better connect with and meet the needs of our diverse student population. Many of our students maintain a heavy load of work and family responsibilities in addition to their college workload. Opportunities to complete their courses utilizing the flexibility of online courses have allowed many students to complete their education who would have been able to do so otherwise. Use of multiple communication technologies also allows us to more effectively reach out to students who are at risk. **(College Goals 1,2)**

Mentoring is a valuable element of the Psychology Program **(College Goals 1, 2)**. Mentoring meetings during office hours are commonplace for all of our faculty. Some also regularly work with students on Independent Study (Psy 199) projects. This allows students to go beyond classroom instruction to apply their knowledge to either a literature review or actual research project involving human subjects. Some students have presented their completed research projects at the Western Psychological Association Convention (WPA). These experiences prepare our students for work in faculty research labs when they transfer to university.

As noted in Section 2, the Psychology Club events (speakers and service projects), Psychology Day, attendance at professional conferences (WPA) and the Cal Tech Speaker Series, Kinder Caminata, The Clothesline Project, Walk a Mile in Her Shoes, the Christine Lamm Food Bank, training and volunteer service at the OC Rape Crisis Center and volunteering experiences at other community organizations as part of a Service Learning project provide unique opportunities for students to broaden and deepen their knowledge of how psychology works in the field and their sense of connection to the academic community as well as the community at large. One of our former students is now a full-time sexual assault victim's counselor as a result of her continued interest in the this community concern, following her participation in program sponsored campus events. **(College Goals 1, 2, 3)**

The program is in step with the American Psychological Association's push for increasing the multicultural competence of psychologists in all specialty areas. We offer one course in Cross Cultural Psychology, but, as stated earlier, multiculturalism is making its way into all psychology textbooks and course curriculum as psychologists recognize that no behavior occurs in a cultural vacuum. One's very identity is shaped by one's culture, as well as one's perceptions, expectations, relationships, attitudes toward mental health, and communication and problem solving styles. **(College Goal 2)**

3.2. What are the weaknesses of your program?

As noted in Section 2, the shortage of full-time faculty **(College Goals 1, 2, 3)** is a significant weakness of our program. Over 50% of our sections are taught by adjunct faculty, whereas the college goal is that no more than 40% should be taught by adjuncts. Without adequate staffing by full-time faculty, our students are denied the mentoring opportunities that full-time faculty have time to provide. The program and the college also suffer in that there are fewer faculty available to participate in shared governance committees, to develop and implement new curriculum and certificate programs, to assess and improve effectiveness of SLOs, to provide guidance to new adjuncts, availability to advise student clubs or accompany students on field trips and all of the other activities common among full-time

faculty that serve the campus community. Specifically, it is a weakness of the program that we must rely on adjunct faculty to teach one of our required “core” courses, Psy 221, Brain & Behavior because we have not been allowed to hire.

Computers in faculty offices are aging quickly and some need to be replaced. Although ACT is quick to respond to repair orders, the classroom demo stations are often not working properly. **(College Goal 1)**

Faculty and students in the program have experienced frustrations when students receive misleading information from counselors who are not expert in our field, whether it was about a prerequisite or the pros and cons of seeking a career in a particular specialty area within psychology. We would also appreciate some support from Counseling with regard to underprepared students. Improving our relationship with the Counseling faculty and the flow of information will be one of our short-term goals. **(College Goals 1, 2)**

As stated in Section 2, our inability to be innovative in creating new curriculum has stymied our attempts to add breadth and depth to our program that is enjoyed at other community colleges. **(College Goals 1, 2, 3)**

Psychology is a highly dynamic field and it is the ongoing responsibility of every psychologist to put in the time and effort to keep as up-to-date as possible. For this reason, financial support is needed so that faculty can afford to attend professional conferences where they share research findings and teaching strategies with colleagues from across the region and the nation. **(College Goals 1, 2, 3)**

Our Research Methods lab course falls short of optimal standards for learning **(College Goal 1)** because of the lack of student computers with the appropriate software and internet connection in the 1416 lab/classroom. Both Research Methods students and Statistics students are frustrated when the SPSS software (available in computer labs across campus) crashes because too many users are on the system at one time; our site license is too limited. We have also been frustrated by a lack of dedicated storage space in the lab room 1416. We have large research posters, professional journals, sheep brains, brain models, nervous system monitoring equipment, and other scientific equipment that must be stored in a safe and secure location. Much of it is currently squirreled away in faculty offices where it is not readily available to other faculty. Where once we had a lab room (523-Sem and 523-P1) dedicated solely to the psychology department, we now share room 1416 with the Anthropology and Geography departments (they used to share a lab in the 1000 building), each of which has significant storage needs. And they are likely frustrated by the space taken up by the ten desktop computers that we currently have in there. Compromises made by administrators regarding lab space when this building was designed have not worked out well for faculty or students.

Instructional supplies are an ongoing need for the program to be able to offer up-to-date educational experiences. When threatened by Academic Computing that they would no longer support VHS format the Division responded in a near panic and won the right to keep the VHS machines because so much has been invested in VHS materials and there has not been enough money to replace them with DVDs. During the economic recession there was little in the way of instructional supply funding and so we have a backlog of requested materials on our “wish list.” Our most recent request for materials is still pending approval. Given more time to consider our needs we would add a list of updated DVD videos to our list, some of which would specifically address issues of multiculturalism. There has been a

reticence among faculty to spend time creating a comprehensive “wish list” because the effort would be futile due to lack of funding. Resources allocated to the Social Sciences have traditionally been low due to a campus-wide attitude that the Social Sciences are a “chalk and talk” operation, without need of much in the way of instructional equipment or supplies. **(College Goals 1, 2)**

Student attendance and participation at professional conferences such as WPA is limited because students can generally not afford the expense of travel, hotel stay, and conference registration on their own. In the past, the Psychology Club has done fundraising to assist students but this resource is not available every year that there are students who have done research that could be accepted for presentation. Nor are all of the students who “should” attend WPA able to be Psychology Club members because of scheduling conflicts. **(College Goals 1, 2)**

We have been very fortunate that one of our faculty has volunteered her time for the past several years as both department and division webmaster. But for the college to rely on volunteers as a long term strategy is unworkable and unfair. When the software supported by Academic Computing changes, such volunteers must become proficient in a whole new process on their own time, and generally at their own expense. Currently, most faculty in the program have websites running on old software that is no longer supported by the college. If it crashes, that is the end of their website. There is a gaping hole in the college’s website administration. While the District has offered the MyGateway platform for communication with students in one’s current classes, it is not an adequate substitute for a faculty website, and it offers nothing to the Department or the Division. **(College Goals 1, 3)**

After moving into our beautiful new classroom office building, we discovered that the window shades were not adequate to darken some classrooms from sunlight enough for students to be able to see the projection screen. We have been reporting this problem to our dean since our first semester here but no solution has been forthcoming. **(College Goal 1)**

3.3 What opportunities exist for your program?

The field of Psychology continues to diversify and grow. The Bureau of Labor Statistics (BLS) reports a 12% growth (as fast as average) in jobs for psychologists between 2012 and 2022.

<http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>

According to ABC News, Industrial/Organization Psychology is number one among the 20 fastest growing occupations. This field is explored briefly in our Applied Psychology course but we would appreciate the opportunity to offer a 1-unit seminar of the topic if we could get support from the Curriculum Committee. Many community colleges offer such seminars but we have not been allowed to do so in our District.

<http://abcnews.go.com/Business/americas-20-fastest-growing-jobs-surprise/story?id=22364716>

Psychology majors who do not yet have their Masters or Doctoral degree will find that their AA and BA degrees will open doors to rewarding work in a variety of social services settings as well as in business, education, and health care - all areas expected to experience growth (BLS). The American Psychological Association (APA) lists skills that employers are looking for and cites these as common in students

graduating with a psychology degree: critical thinking; problem-solving; oral, writing and interpersonal communication; ability to locate, organize and evaluate information from multiple sources; appreciation of diversity and individual differences; potential for continued learning and professional development; innovation and creativity; and ability to apply knowledge and skills in real-world settings. **(College Goal 1, 3)**

<http://www.apa.org/ed/precollege/psn/2013/09/job-applicants.aspx>

The American Psychological Association continues to make efforts to attract members of under-represented groups into the field. It is no longer the science of “old white men” as used to be depicted in Introductory or History of Psychology textbooks. Its Office of Ethnic Minority Affairs is testimony to dedication to this movement. In fact, one of our own alumni once served in that office after her role as a Student Leader in Psi Beta’s (The Honor Society for Psychology Students at Community Colleges) Diversity Project. Divisions within the APA that actively address the study, needs and concerns of minority or oppressed groups grow in number and size. **(College Goal 2)**

There is a slowly growing movement to include Psychology in STEM, which may make additional funding available. http://chronicle.com/article/How-U-of-San-Diego-Added-8/150051/?cid=wc&utm_source=wc&utm_medium=en **(College Goals 1, 3)**

As psychologists learn more about the working of the brain, and influences of hormones and other chemicals on brain and nervous system functioning, and that information gets out to the general public it will become easier for people to understand that psychology is a science. At the same time, the movement by clinicians to use therapies that are supported by research is growing, and that information will also slowly seep into the public consciousness about the nature of psychology. The field of Positive Psychology is an example of how a once discredited realm of human behavior (Humanistic Psychology with its emphasis on altruism, personal growth, and well-being) has been resurrected thanks to a new group of researchers who are using solid scientific methodology to study these human experiences. The U.S. military has been an advocate and recipient of such training in well-being as a preventive measure against PTSD (through the University of Pennsylvania). There are multiple applications of well researched topics in psychology that can and will benefit the public in the years to come **(College Goals 1, 2, 3)**

There continue to be many opportunities for faculty to participate in regional, national and international conferences to share ideas with colleagues and stay updated in the field. Our only lack is the funding to support faculty attendance. **(College Goals 1, 3)**

3.4 What challenges exist for your program?

Creating new curriculum is made more challenging by the fact that we currently have only a half/time Articulation Officer who struggles with the workload of a full-time position. This directly limits our ability to have new courses approved. **(College Goals 1, 2, 3)**

A safety concern arose during our recent “active shooter drill.” Instructors have been told to lock classroom/office doors and then move away from the door. Office doors can be quickly locked by pressing the mechanism on the edge of the door, but classroom doors must be locked from the hallway with a key. Imagine trying to lock a door with a key while hearing gunfire. **(College Goal 1)**

Computer Lab room 611 is available for faculty from across the campus to reserve for their classes. It is very difficult to schedule this room as often as it is needed for our Statistics (Psy 161) classes, and the equipment in the room is not adequately maintained. **(College Goal 1)**

We find it difficult to offer adequate sections of our Research Methods class because our colleagues at Cypress College offer only one section of Research Methods each semester, forcing many of their students to take the course here at Fullerton College. If Cypress would schedule to meet their own needs more adequately that would take the pressure off of us and allow all of our students a seat in this required class. **(College Goal 1)**

For 3 years we had no faculty willing to serve as advisor to the psychology club because working with Student Affairs was such a morass of red tape. Instead, we just invited guest speakers to campus on behalf of the Psychology Department. We understand the need for rules and order, but the amount of paperwork and inconsistencies in instructions about how to complete it has been more frustration than it was worth. We used to also support a chapter of Psi Beta (the national honor society for psychology students at community colleges) but we let it drop, for the most part, because of difficulties with Student Affairs about their willingness to recognize it as a legitimate organization and refusal to allow our members to wear their regalia (a simple honor cord) at graduation. In fact, Psi Beta is a member in good standing with the national Association of College Honor Societies (ACHS). Each year Psi Beta chapters are invited to participate in a national research project and other academic activities. Further, it actively promotes the attraction and success of minorities into the field of psychology through its Diversity Project. **(College Goals 1, 2, 3)**

While the future looks brighter than the past with regard to convincing students, administrators, and the public that psychology is a science, for the time being, it remains a major challenge. And although clinicians (therapists) do make up the single largest group of professional psychologists, psychology is a much broader field, and all supported by research using scientific methodologies. We don't need sofas or cigars to teach psychology; we need the same tools that any scientific endeavor requires. **(College Goal 1)**

We continue to struggle with how to teach at the college level when so many of our students arrive underprepared for college level work. In addition to Basic Skills courses and workshops offered by the college, and supportive programs such as TAP and Puente, there is a need for High Schools to better address the academic expectations their students will encounter when they leave high school and enter college. High school outreach must do much more than make Fullerton College appear to be an inviting place to study; it must include information about academic expectations. Perhaps there are improvements that could be made to freshman orientations, including an assessment of study skills. As community college instructors we love to be able to cheer on our students when they are working hard and we hurt for them when they have to face the fact that the strategy they used to get by in high school is not yielding a passing grade now. **(College Goals 1, 2)**

A growing number of students tell us that they are not reading their textbooks. These are students who actually have them, not just those who report that they cannot afford them. There is a need for a change in the college culture so that it becomes normative that being a student includes having and

reading one's assigned textbook. We can only imagine that so many believe that they can succeed without reading because they have been able to do so in the past. **(College Goals 1, 2)**

Over the years there has been an ongoing struggle for faculty to feel respected as experts in curriculum and teaching modalities. Our Faculty Senate has had to remind upper level administrators many times of the areas that are, by the Education Code, within our purview. We are strong supporters of Shared Governance and are right to feel disrespected when important decisions are made without our input or serious discussion of our concerns. This is not an issue specific to our program but it affects us as members of the larger campus and district community. A recent example would be the creation of a new Vice Chancellor of Instruction at the District. Faculty felt strongly that there were far more pressing needs at the campus level than for a new position at the District. We supported our colleagues in the Science Division when they refused to approve plans for a new building that had been "green-lighted" by administrators but was not going to meet their pedagogical needs. A couple of examples that are specific to our program are mentioned elsewhere in this report: ACT announcing that it would stop supporting the VHS format and ACT announcing that it was going to stop supporting SPSS software, failure to hire for faculty positions while continuing to hire administrative and classified staff. Over reliance on adjunct faculty is an injustice to students, who ought to be our number one priority. It is also an injustice to full-time faculty who take on an ever increasing workload of administrative requirements to be shared by a shrinking number of full-time faculty. Meeting the requirements to complete this ever growing list of reports only takes away time that can be spent working with students, grading and providing feedback on student work, and updating instructional materials. **(College Goals 1, 3)**

The SLO/A movement in particular, while well-intentioned and with some minor benefits, has resulted in a vast increase in workload, without any increase in compensation or proof that it actually leads to increases in student success. To write our SLOs, we looked at what we were already doing and reworded our learning objectives to fit the required format. The few SLOs that we measure are far less meaningful than the dozens (and more) of other learning outcomes each of us measures each semester. The benefit of SLO implementation is that we are forced to look at the data and talk with each other about what is working or not working in our program; that is a good thing. However, we are not learning anything new; each of us already knew which topics were troublesome for our students and which were more easily understood. We would like to suggest that faculty be compensated with reassigned time and/or funding for the growing list of analyses and reports now required. **(College Goal 1)**

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to the Psychology Associate in Arts Degree for Transfer, the student will be able to identify why psychology is considered a science.	Fall 2012(Psy 101)* Spring 2013 (Psy 101 Honors)*	Spring 2013 Fall 2014 (H) Results range from 68 - 82% success at the 70% level.	Spring 2013 Spring 2015 (H)	3 2 (H)
2.	Upon successful completion of courses leading to the Psychology Associate in Arts Degree for Transfer, the student will be able to identify appropriate statistical tests to be conducted on data for specific types of research studies.	Spring 2013	Fall 2013 Results range from 61-88.6% at the 70% level.	Fall 2013 and ongoing	2
3.	Upon successful completion of courses leading to the Psychology Associate in Arts Degree for Transfer, the student will be able to summarize and critically evaluate research articles as well as information presented in the popular media.	Spring 2014	Fall 2014 Results range from 61.3-80.7% at the 70% level.	Fall 2014	2

*Many instructors assess SLOs every semester, and use these assessments to inform changes to their teaching strategies every semester. The department/program only collects and analyzes reports of SLOAs from faculty according to the 2-year schedule set for each Course level SLOA.

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. The current PSLO's meet have been deemed adequate measures for success in the three core courses: Psy 101, Psy 161, and Psy 202.</p> <p>2. As we have added a 4th core course to the AA-T degree, we will be discussing the creation of an additional PSLO to reflect learning outcomes from that course (Psy 221). However, not all students seek the AA-T. Some continue to seek the AA which does not include this course and some simply follow the IGETC program for entry into the UCs and also do not take this course.</p> <p>3. There remains the question of adjunct participation in SLOs. Their contract requires them to administer the SLOAs but not to analyze their data. Full-time faculty are facing the possibility of being handed stacks of Scantrons from adjuncts (who teach more than 50% of our sections) with a hearty "here ya go." Without data from all or even most of our sections, how are we to determine an accurate sense of student success in our program?</p>	<p>A success rate of 70% has been our criteria and we feel no need to change that. It is a reasonable expectation, especially given that many of our students come to us under-prepared for college level work.</p>	<p>Some but not all instructors teaching the courses included in the PSLOs have reported their success rates for departmental discussion.</p>	<p>Psy 161 (Statistics) is now a prerequisite for Psy 202 (Research Methods).</p> <p>Supplemental Instruction for Psy 161 and Psy 202 has begun and will be expanded. At least one instructor also offers supplemental instruction in Psy 101.</p> <p>We are hopeful that the e-Lumen software will allow for 100% of faculty to easily share their data with the department so tht we can get a more complete view of student success rates.</p> <p>We recommend that the college pay adjuncts to attend SLOA training and to complete data entry into the E-Lumen software due to be implemented in Spring 2015. Our peers at Mt. San Jacinto have done just that.</p>

4. Methods	Multiple measures are used and every instructor is free to create their own measure. Among those used are multiple choice items, statistical problems, individual and group papers.	Students would be better served if they had access to computers with SPSS software for every Research Methods lab meeting. Statistics students need more access to SPSS software on campus both during class time and for homework completion.	We continue to urge the administration to support our request to make the SPSS software more readily available and to a larger number of students; our current site license is too limited. We have also requested that our Research Methods lab be outfitted with laptops connected to the campus server. The VPI supports our request but funds have not yet been allocated.
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4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

*100% - PSLO's are assessed on a two year cycle. PSLO #1 was first assessed Fall 2010; PSLO #2 was first assessed Spring 2011; PSLO #3 was first assessed Spring 2012. All of our SLOs have been assessed but we have not received success data from every instructor.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

It is premature to know for certain as we have not had time to implement many improvements.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

It is premature to know for certain. We have seen a dramatic rise in degrees awarded but that may all be due to the new AA-T agreement between the Community Colleges and the CSUs.

4.6 What challenges remain to make your program level SLOAs more effective?

There is an ongoing stereotype that psychology is not really a "science." The general public as well as many academics still think "Freud" and "talk therapy" and compare us more to philosophy than to economics or biology or chemistry. But modern psychology is built upon sound, empirical scientific research methodology and it includes a growing focus on the physiology of the brain and nervous system, the influence of genetics, hormones, medications, and recreational drugs. Further, there is a common assumption that one cannot study concepts like "love" because that is so personal. Yet psychologists and other social scientists DO have ways of defining what we study in such a way that it lends itself to scientific assessment using both quantitative and qualitative measures.

The attitude that psychology is not a "real science" not only causes people to be skeptical of our findings, but also an unwillingness to recognize our need for the sort of instructional equipment and supplies necessary for scientific inquiry. For example, we have been threatened with the loss of SPSS (Statistical Package for the Social Sciences) software because of its expense, and it is true that some

community colleges have chosen to teach their introductory statistics and research methods courses without it. We believe this is a significant disservice to their students, who will have to play catch up when they transfer to the university. It also denies them any opportunity to present their work at a professional conference or even to understand research presentations at such conferences or in library searches they do for their coursework here.

We have been stating our case for a fully equipped computer lab for over 10 years. We have been willing to accept less than what was optimal because we were happy to get at least something. But we have found that many times, something is NOT better than nothing. Having ten computers for use by 25-35 students has not worked. Looking over someone's shoulder does not have the same power as when each student has the opportunity to do their own work, during lab when the instructor is present and peers can support one another.

Lack of student preparedness for college reading and writing, and effective study skills. Because we do not have reading and writing prerequisites, many students attempt our courses before they have the basic skills necessary for success. Although we advise them to come back after they are better prepared, many don't want to "waste their time" taking remedial classes if they are not required to do so, or just in waiting to take courses in their major until they have mastered their basic skills. Although students have support in basic writing skills through their English classes and the Writing Center, there is no support for use of APA format (American Psychological Association) outside of the Psychology department. Grammar and spelling do not seem to be supported at the writing center at all. Students do get help in formulating ideas for their papers and creating a flow from one topic to another, but they need much, much more. For this reason we look forward to obtaining more funding for Supplemental Instruction.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

Goal 1

Measurable Outcome: Update our Psychology Student Success Handbook and make it available online.

Plan: Apply for Fullerton College Foundation Funds to work on Handbook.

Goal 2

Our immediate needs for equipment and supplies for the new course, Brain and Behavior, have been partially met through instructional funds allocated to the Social Science Division. Building the necessary equipment and supplies is a work-in-progress and we still need additional materials, such as a computer program, sheep-brains, etc. We hope to be given additional monies to complete the equipment and supplies needs before fall 2012 when the class is offered. Furthermore, we are actively attempting to procure these items through other sources too. Although we have not been successful, we continue to be hopeful that our college will allocate funds for instruction and our needs will be "granted" before we offer the class.

Goal 3

Measurable Outcome: Create new 1 unit course on Educational Psychology, Tutoring & Mentoring.

Plan: Use course as a foundation for select students to learn basics in educational psychology and to assist students in other courses, for example in General Psychology, Statistics and Research Methods. Students enrolling in the Tutoring & Mentoring course will also earn Service Learning Credits for working with other students.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Goal 1: No progress. No funds were awarded and no faculty was able to volunteer the many, many hours it would take to update the contents and convert the guide to an electronic format.

Goal 2: For the most part, funding was unavailable until Fall 2014 to purchase instructional supplies for this course. We did already have a couple of sheep brains from another source and have used those for class demonstrations. And we were able to purchase some blood pressure cuffs for measurement of autonomic nervous system activity. We have put in a request for additional sheep brains and plastic brain models and are awaiting approval for these purchases. The lack of funding has not been the only factor holding us back. Special computer programs that may be useful in the course have not yet been identified. As mentioned in Section 2, we have been short two full-time faculty positions (one retirement and one growth); one of these positions would have been for an instructor for this course; someone who would best know what resources should be procured. The other reason we have held back on looking at computer modeling software is that our research lab is lacking in computers for student use. We have been requesting a fully equipped computer lab since moving into the 1400 building 5 years ago.

Goal 3: We were not allowed to offer the 1-unit class because of restrictions at the State level. So now we are looking at beefing up this unit in the Applied Psychology class and/or creating a new 3-unit class in Educational Psychology.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

We would have been successful if we could have been adequately funded on goals that included procurement of teaching and mentoring materials. We would have been successful if we had been supported in developing creative, new courses designed to increase student success. We could then measure how many students had access to these materials/courses.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Goals 1 and 3 were developed to improve our ability to guide students successfully through the psychology curriculum at the community college level as well as to help them prepare for success at the baccalaureate and graduate levels. The Educational Psychology course would have also been applicable to any learning endeavor.

Goal 2 was developed to prepare the department for the needs of a new course required of majors seeking the AA-Transfer degree. Success will be measured as we continue to acquire instructional supplies and equipment.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

No resources were allocated.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

We continue to “make-do” as best we can. Students who learn visually and kinesthetically are especially impacted by not having access to 3-D brain models and animal brains (in different states of dissection). Lack of access to computer modeling limits the sorts of learning activities instructors can utilize. Today’s students are more visually oriented than ever, which makes it all the more challenging to help them understand complex concepts and physiological functions. Instructors can sometimes find free video clips online which are helpful, but not as effective as materials specifically designed for the teaching of biological psychology.

We have run out of our old printed version of the Psychology Student Success Guide. The Guide had been a very useful tool in mentoring sessions.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan:	<p>Bring our technologies and Research Method lab up-to-date.</p> <p>(A) Obtain 25 laptop computers, a secure charging storage cart, and the infrastructure to support these computers in lab room 1416. Laptops must be able to run SPSS and Microsoft Office.</p> <p>(B) Increase availability of SPSS to all Statistics and Research Methods students</p> <p>(C) Identify dedicated storage space for program materials so that they are readily available to all program faculty</p>
List College goal/objective the plan meets:	<p>College Goal #: 1 Objective #: 2,3,4</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p>(A) Instructional Equipment funding to be approved by the VPI; purchase, installation, and maintenance by ACT. We have requested this for the 2014-2015 school year but if it is not funded or implemented this year we request that it be accomplished ASAP.</p> <p>Faculty will be responsible for making sure that computers are secured in the charging storage cart between classes.</p> <p>(B) Request funding through the Instructional Equipment process for an increase in the site license for SPSS so that it does not crash when an entire classroom of students are using it.</p> <p>It must be available to students in the 1416 lab room as well as the 611 lab classroom and open labs on campus. ACT will be responsible for negotiating the purchase, installation, and upgrades as necessary.</p> <p>We have already made this request this year but if it is not funded we will continue to make this request, along with our colleagues in Sociology who also use this software.</p> <p>(C) Work with the Dean and members of the Geography and Anthropology Departments to Identify dedicated storage space</p>

	for program materials so that they are readily available to all program faculty	
What <i>Measurable Outcome</i> is anticipated for this SAP?	(A) 25 laptops ready for student use in room 1416 (B) All psychology and sociology statistics students will report that they are able to access SPSS in Fullerton College computer labs, including room 1416. (C) Move all of our lab equipment into a central, secure storage site, available to all faculty who teach those classes.	
What specific aspects of this SAP can be accomplished without additional financial resources?	N/A for parts A and B. There may be no cost or negligible cost for Part C.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	Approx. \$2,000 cart	VPI IE Budget
Supplies		
Computer Hardware	Approx. \$25,000 laptops	VPI IE Budget
Computer Software	Site License cost unknown	ACT
Training		
Other	Infrastructure cost unknown	ACT
Total Requested Amount	Approx. \$33,000	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan:	Hire two full-time faculty (one replacement and one growth)
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1, 2, 3, 4, 5
Describe the SAP: (Include persons responsible and timeframe.)	As soon as positions are approved, members of the department will follow the District hiring process One new hire must be ready to teach the Brain & Behavior course.

	Other courses where we need to increase faculty support: Statistics, Research Methods, Abnormal Psychology, Multi-Cultural Psychology
What <i>Measurable Outcome</i> is anticipated for this SAP?	Welcoming two new full-time tenure-track faculty to our department.
What specific aspects of this SAP can be accomplished without additional financial resources?	Faculty involvement in the hiring process

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	District Salary Schedule	NOCCCD
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	District Salary Schedule	

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan:	Train all full-time faculty in eLumen and designate one faculty member as SLOA coordinator to receive re-assigned time to input data from all adjunct faculty and to aggregate data for the entire program.
List College goal/objective the plan meets:	College Goal #: 1 Objectives: 1,2,3,4,5 College Goal #: 2 Objectives: 1,2,3,4
Describe the SAP: (Include persons responsible and timeframe.)	Adjunct faculty are not required by contract to do anything beyond including the SLOAs in their student assessments. The burden of gathering their data and inputting to eLumen is an untenable burden to full-time faculty who are already strained by responsibilities to assess and enter their own course data. Training to be provided through Staff Development. Department SLOA coordinator will be able to aggregate SLOA data from all program faculty.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The SLOA coordinator will verify that all faculty have either entered their own data, according to the SLOA schedule, into eLumen or

	handed it over to the coordinator for entry. The program will then have access to SLOA data from all instructors teaching the courses being assessed each semester	
What specific aspects of this SAP can be accomplished without additional financial resources?	Staff development is already making arrangements for training in eLumen for both full-time and adjunct faculty	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	NOCCCD salary schedule or professional expert rate	VPI or grant
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	NOCCCD salary schedule or professional expert rate	At this time we do not know the amount of time needed to enter and retrieve data using eLumen so it is difficult to estimate the number of hours needed for these tasks.

STRATEGIC ACTION PLAN # 4	
Describe Strategic Action Plan:	Establish better communication with counselors
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 3, 4, 5 and Goal #3, Objectives 2, 5
Describe the SAP: (Include persons responsible and timeframe.)	Schedule meetings with counseling faculty assigned to Social Sciences majors. Topic 1: Discuss prerequisites, transfer and degree requirements. Topic 2: Career paths in Psychology vs. Career paths in Human Services Topic 3: How can we get accurate information about the psychology major to all counselors, regardless of which majors they are normally assigned to?

What <i>Measurable Outcome</i> is anticipated for this SAP?	Meetings will be held. New handouts may be created. Students will demonstrate knowledge of the required prerequisites (by enrolling in the correct math classes, for example).
What specific aspects of this SAP can be accomplished without additional financial resources?	No new financial resources are needed.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	0.00	N/A

STRATEGIC ACTION PLAN # 5

Describe Strategic Action Plan:	Provide Supplemental Instruction to students in the program's four core courses to reduce the achievement gap
List College goal/objective the plan meets:	College Goal #: 1 Objectives: 1,2,3,4,5 College Goal #: 2 Objectives: 1,2,3,4
Describe the SAP: (Include persons responsible and timeframe.)	Apply for funds for Supplemental Instruction Train and oversee peer educators by SI staff Peer educators attend classes as assigned and hold study sessions for students, overseen by program faculty
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students attending supplemental instruction sessions will show an improvement in their grades
What specific aspects of this SAP can be accomplished without additional financial resources?	Faculty receive no stipend for their time spent mentoring peer educators

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	4 Peer educators	SI funding
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	Stipend for Peer educators as determined by the SI program	

STRATEGIC ACTION PLAN # 6

Describe Strategic Action Plan:	Reinstate the FC chapter of the Psi Beta Honor Society
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2,3,4,5 College Goal #: 2 Objectives # 2,3,4 College Goal #: 3 Objectives # 5
Describe the SAP: (Include persons responsible and timeframe.)	Reinstating the honor society will provide an opportunity for students to be recognized as scholars and scientists-in-training, provide opportunities for leadership on campus, and interaction with peers at other colleges locally and nationwide through conferences, workshops, and scholarship competitions. For minority students there is also an opportunity to attend the Diversity Project associated with the APA's annual conference. A faculty advisor will be identified. Contact with Psi Beta. Submission of required application materials and fees.
What <i>Measurable Outcome</i> is anticipated for this SAP?	FC psychology students will become members in a nationally recognized honor society
What specific aspects of this SAP can be accomplished without additional financial resources?	Recruiting student members, holding meetings, community service activities, campus and national research projects, outreach to other chapters of Psi Beta

If additional financial resources would be required to accomplish this SAP, please complete the section

below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	Possible one-time fee \$150	Student Affairs/ICC/student fundraising
Total Requested Amount	We may be able to reinstate without paying the new chapter fee	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

1. It is our on-going plan to improve the acceptance of psychology as a science.
 - a. Seek STEM recognition
 - b. Discussions with faculty about re-emphasizing psychology as a science in all psychology courses
 - c. Brown bag research talks for students and faculty (campus wide audience)
 - d. Provide technical writing workshops for students in conjunction with the Writing Center
 - e. Seek funding for students and faculty to attend research conferences
2. Seek two more replacement positions for faculty due to retire during this period.
3. Develop strategies to improve retention in online classes – college wide discussion of strategies. Perhaps a change in policy that once a student has withdrawn from two online classes they must demonstrate competency in online learning methods before being allowed to register for another. Develop interactive orientations to online learning for use across campus, involving Counseling faculty.
4. Develop and offer new courses/seminars in Educational Psychology, Parenting, Industrial/Organizational Psychology, and Careers in Psychology. Where we are not allowed to offer the sorts of seminar we believe would benefit students, we faculty may invite speakers or develop their own presentations.
5. Develop certificate programs in Human Services and in Research Skills (modeled after programs such as those already in place at Mira Costa College)
6. Schedule the Psychology Day event on a regular basis

7. Work with the Institutional Researcher to develop a plan for persistence tracking in the program's core courses to increase success of all students and reduce the achievement gap.
8. Engage in outreach to students enrolled in high school psychology classes
9. Seek training to increase the multicultural competencies of faculty to decrease the achievement gap
10. Schedule class assignments so that faculty can attend regular department meetings
11. Continue building our supply of high quality instructional materials and equipment

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Psychology Program continues to offer excellent opportunities for student achievement as evidenced by our solid retention and success rates. However, there has been a struggle to stay up-to-date with regard to technology and staffing of full-time faculty. The program continues to grow in popularity with students seeking careers in this diverse and growing field. The field of psychology has evolved from its early origins in philosophy and introspection to solid scientific inquiry into human thought and behavior, however public perception lags behind our reality.

Campus-wide challenges to assist underprepared students succeed in college are addressed within the program and between programs. Program faculty have been working toward increasing their multi-cultural competence to better address the needs of minority students so as to address the achievement gap and are committed to continuing to do so. We are fortunate that we have such cultural/ethnic diversity among our adjunct pool and are hopeful that when we are finally allowed to hire new full-time faculty that we will be able to diversify the ranks of our full-time faculty. Significant movement of ethnic minorities into psychology has been slow and the universities and the higher paying colleges have been quick to snap them up, so it remains a challenge to attract a diverse pool of qualified applicants. We have adjunct working for us now, teaching our core courses, that we would love to be able to hire full-time.

The program is committed to maintaining high standards for academic achievement, support and guidance to struggling students, and updating course offerings in keeping with the ever-changing and expanding field of psychology.

Appendices:

KPI Report dated October 17, 2014

Fullerton College Goals and Objectives

Psychology Department SLOA Schedule

Rationale for Full-Time Member Hiring submitted 9/22/14

Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page



*I concur with the findings contained in this Program Review.
S. B. Viltz, Interim Dean*



I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:



I do not concur with the findings contained in this Program Review (include a narrative exception):
