Verification Team Report  
1st Draft November 10, 2008

A. Identification of Program, Program Evaluation & Planning Team members and Verification Team Members 

ID of Program: Psychology with Updates 11-6-08  
Program Evaluation & Planning Team Members: Signatures Blank (see p 5 of 30) 
   Program Evaluation Chair: Jeff Wachsmuth  
   Division Chair / Supervisor : Lauren Coodley  
Verification Team Members 
   Administrator: Oscar DeHaro  
   Faculty: Donna Geiger  
   Classified: Mark Martin

Document Reviewed: Instructional Program Evaluation Self Study

B. Status of Curriculum Revision

Major course Psych 120 was revised in 2007 and all other courses have been updated in the last 5 years. WebCMS update is in progress.

C. Statement of Completion

The Self Study was well prepared, comprehensive, easy to read and understand. The summary on pages 29-31 was particularly useful in delineating the more pressing needs of the department without restricting the future plans for the growth and development of this vital department.

Verified Program updates were suggested, all schedules were attached, 

Strengths of the Program

Existing faculty is performing at a high degree of excellence maintaining high standards despite the fact that there are only 2 full time instructors. In addition full time faculty is maintaining a large number of adjuncts indicating that employment in the department is desirable as well as essential. The number of sections offered also support this reality.

The load and productivity numbers (page 15 Section B) are impressive.

The department achieved its long term goal by offering a Major in Psychology beginning Fall 2008. This has enabled and increased the ability of students from our community to be accepted into 4 year institutions. It also supports the student in self funding further education with the skills acquired at the community college degree level.
With the requirement for Statistics consistent, the department has increased rigor to the degree that will serve the college well given the future goal for an increased focus on research.

New Fall 2009 proposal for Psych 127 Psychology of Childhood & Adolescence relates well to programs at NVC in both Clinical and Social Science areas.

The department demonstrates an impressive and extensive list of professional development attended by faculty as well as participation with presentations given at major conferences nationally.

There is excellent student retention of 82-86% with parity across all cultural, gender, generational and students with disability categories.

The department has demonstrated a commitment to on-line education evidenced by the development of the new PSYC 120 course by full time faculty for their program.

**Areas for Program Improvement**

Suggest AA Degree Guidelines in Psychology (found on NVC website) be included in this summary. It would be convenient if the website map could fit on one screen.

Full-time faculty are in process of creating more specific guidelines for testing and grading to ensure that similar standards of academic rigor in the course outline of record are followed by all instructors in the discipline including adjuncts.

We support the addition of any pre-requisite courses and the supplemental instruction mentioned on page 17 (B. paragraph 2) as a successful methodology to improve student success. Use of supplemental on-line remediation might improve course completion rates in appropriate classes. Adding detail to the course descriptions in the college catalog could better enable students to effectively select courses from among the offerings in psychology.

Maintain ongoing analysis of SLOs for effectiveness. Current SLOs are limited by the tool (item analysis of tests given).

A position opening would attract many well-qualified applicants.

Tactile and visual learners will benefit from purchase of anatomical models and visual aids. However, our understanding of neuroscience and anatomical structure functions are rapidly changing. Investments in such "durable goods" might be most effective after dialog with other departments with similar needs.

**Summary of Verification Team Recommendations**

All students who would want to enroll in psych should be able to do so and be able to find the course that is most appropriate for their needs.
We concur with assessment that the department is not able to support more class offerings because of lack of full time faculty.

We agree that the ratio of full time to part time faculty must be improved because this does threaten the overall integrity of the program. SLOs would improve with smaller class size. Psychology is a rapidly changing field as was noted in the program summary and resources need to be directed to the full time faculty to ensure appropriate curriculum revisions and integration of new theoretical frameworks into the current courses.

We recommend continued dialog with HEOC Departments (especially Associate Degree in Nursing and EMT and Psych Tech Programs) to help faculty identify core knowledge expectations for students entering these programs and to share resources. Videos, anatomical models and publications could be cross-referenced between departments via announcements when item are purchased.

Given the state and national trends for increased offering of on-line education courses with greater access to technology for the majority of students and the ability of this technology to capture comments and feedback from students while accessing courses, we encourage continued refining of on-line course offerings.

We suggest acquisition of Psychology laboratory and equipment, which is much needed.

We suggest, given the plethora of web based video that is available and the ability to use free resources, a dedicated classroom (ideally a SMART classroom) is the fastest and most flexible physical investment the college could make to support the department (with the caveat that more full time faculty takes precedence over all other needs).

It might be possible to collaborate with HEOC to identify needs and resources to improve meeting student needs and consider establishing an ongoing dialog between the two departments with bi-annual or annual meetings. Use of the Wine Country Regional Simulation Lab in Yountville could also be incorporated into the curriculum in a collaborative process.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Psychology

DATE: March 13, 2008

1. MISSION
   A. Program Mission Statement
      The Psychology Department offers courses that enable students to understand, analyze, and apply psychological research and theories.
   
   B. The program falls within one or more of the following categories (check all that apply):
      - Transfer/Degree
      - Vocational
      - Remediation
      - Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS
   A. Review the Accreditation Planning Summary and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.
      Not applicable.
   
   B. Indicate the sources of information used in Question 2A.
      - Accreditation Self-Study Planning Agenda
      - Accreditation Final Report
      - Previous program evaluation recommendations
      Not applicable.
   
   C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.
      Not applicable.
   
   D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write objectives for improvement on Schedule A, Program/Discipline Plan.
3. **CURRICULUM AND INSTRUCTION**

A. Prepare/revise the [Student Learning Outcomes Matrix](#).

Please see attached SLO Matrix.

B. Review the course outlines of record:

- **Assess the appropriateness of the degree and certificate requirements.**
  
  The Psychology Department recently developed an AA degree with a major in psychology. This degree should be approved in time for the 2008-2010 catalog revision.

- **Evaluate the appropriateness of courses to the program.**
  
  All of the courses currently offered have been determined to be appropriate for the psychology major, with the exception of PSYC 124 and PSYC 200, which are applied courses offered by the Psychology Department. There are also four courses cross-listed in PSYC and CFS that the Psychology Department is reviewing. These four courses may be archived before the 2008-2010 catalog revision if it is determined that they do not meet the SLOs for psychology.

- **Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have pre- and co-requisites been validated through the NVC curriculum process?**
  
  Current prerequisites and recommended preparation are appropriate and have been validated through the NVC curriculum process.

- **Determine which course outlines have not been updated since the last program evaluation or within the past five years.**
  
  All course outlines have been updated within the past five years or have recently been updated and are pending review by the Curriculum Committee.

- **Write SLOs for the program and for each course.**
  
  The SLOs for the program have been written, as have the SLOs for each course.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

Please see the Curriculum Action Plan below.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

All syllabi are submitted to the Division Chair at the beginning of every semester for review. Adjunct instructors’ syllabi are forwarded to the program’s course subject expert for review, to ensure that they are congruent.

E. **Assess Student Learning Outcomes**

- **Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).**

  SLOs have been assessed using an item analysis of questions from examinations in PSYC 120 (General Psychology).
Summarize your findings from the data.
An analysis of the data revealed that the program-level SLOs are being met almost equally well in PSYC 120 (SLO #1 = 70% of items correct, SLO #2 = 65%). The course-level SLOs were also assessed, and similar consistency was found (SLO #1 = 71% of items correct, SLO #2 = 67%).

Please see attached SLO Assessment Table.

Describe how you used the data and the results to improve teaching and student learning.
The data suggest that our program-level SLOs and course-level SLOs are being effectively met in PSYC 120. This process will be repeated for future examinations and in future courses to determine if there are areas where the program-level or course-level SLOs are not being effectively met.

An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

- Syllabi
- Catalog
- Brochure
- Articulation/Transfer agreements
- Website
- Other ______________________________

F. Instructional Methods

Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.

Full-time faculty create the course outlines of record, and copies of these outlines are given to adjunct faculty before they teach courses in the department. Adjunct faculty are then observed and evaluated to determine if they are appropriately following the outlines. The syllabi of both full-time and adjunct faculty are reviewed to ensure congruency with the course outline of record. Both tenured and non-tenured full-time faculty participate in a regular, cyclical evaluation process. This process includes syllabus review, class observation, evaluation, and mentoring.

Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.

Instructional methods used to address the diverse student population focus on modality, inclusivity, and resourcing.

1) **Modality** – By presenting information in a variety of ways including lecture, experiential, and multimedia, instructors make information accessible to diverse student populations.

2) **Inclusivity** – Bias in research and theory is thoroughly discussed in courses throughout the semester. The impact of culture, social context, gender, class strata, and the like are discussed by critically analyzing research and course content. Case studies, examples,
guest speakers, test items, readings, and ancillary materials are designed and chosen with inclusivity in mind.

3) **Resourcing** – Campus and community resources are used as a referral source for the diverse student population. These resources can increase student retention and readiness. In addition to this, full-time instructors are available to students during office hours and reach out to at-risk students.

- **Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.**

  Instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence include, but are not limited to, the following: information presented in a variety of modalities such as auditory lectures, visual/verbal PowerPoint slides, visual/nonverbal movies and documentaries, kinesthetic in-class exercises, experiments, models, and writing. Student performance is evaluated through multiple methods including discussions, essays, multiple choice questions, short answer questions, and presentations.

  Full-time faculty hold consistent office hours to offer assistance and mentoring to students. Students in need of additional support services are referred to appropriate campus and community resources.

G. **Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?**

The program has no articulation agreements with high schools. Articulation agreements with other colleges are current and effective.

H. **Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.**

4. **COMMUNITY OUTREACH AND ARTICULATION**

A. **What recruitment and/or community outreach activities has the program engaged in or initiated?**

   Enrollment in psychology courses at NVC is extremely high, and it often exceeds the department's ability to serve students, given our ratio of full-time to part-time faculty. Community outreach activities may be considered in the future if our full-time to part-time faculty ratio improves.

B. **What has the program done to establish relationships with secondary schools and/or four-year institutions?**

   The program currently offers courses at New Tech High School in Napa on a revolving basis. These courses allow high school students to receive college credit and begin a relationship with the campus while still in high school. Many courses offered by the Psychology Department also transfer to four-year institutions, and course development in the department is regularly informed by consideration of the needs of students planning on transferring.

C. **What has the program done to establish relationships with the business community (if a vocational program)?**

   Not applicable.
D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
Not applicable.

E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.

**REVIEWS AND SIGNATURES**

Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

PSYCHOLOGY

1. Understand the major theoretical perspectives in psychology and analyze the implications of these theories

2. Comprehend the findings of research in psychology and apply this understanding to everyday life
## PROGRAM EVALUATION AND PLANNING

### STUDENT LEARNING OUTCOME (SLO) MATRIX

#### AA DEGREE WITH A MAJOR IN PSYCHOLOGY

<table>
<thead>
<tr>
<th>COURSE</th>
<th>#1 Understand the major theoretical perspectives in psychology and analyze the implications of these theories</th>
<th>#2 Comprehend the findings of research in psychology and apply this understanding to everyday life</th>
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* Course is from outside of PSYC, but is included in the AA degree with a major in psychology.

** Course is not included in the AA degree with a major in psychology, but is offered in PSYC.
PROGRAM EVALUATION AND PLANNING

ASSESSMENT OF STUDENT LEARNING OUTCOMES

PSYCHOLOGY

Psychology 120 Student Learning Outcomes

1. Understand the major theoretical perspectives in psychology and analyze the implications of these theories
2. Comprehend the findings of research in psychology and apply this understanding to everyday life

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<td><strong>Average Number Correct</strong></td>
<td><strong>67</strong></td>
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INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

CURRICULUM ACTION PLAN

PROGRAM: Psychology

PROGRAM FACULTY: Jennifer Carlin and Jeff Wachsmuth

DATE: March 13, 2008

1. COURSE REVIEW LIST AND TIMELINE

A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS
   The following courses have been reviewed within the last five (5) years and/or do NOT require substantive changes to remain current.

<table>
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<th>COURSE NUMBER</th>
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<td>PSYC 120</td>
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<td>PSYC 135</td>
</tr>
<tr>
<td>PSYC 175</td>
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<tr>
<td>PSYC 200</td>
</tr>
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</table>

   COMMENTS
   PSYC 120, 124, 135, & 175 were revised in 2007. PSYC 123 was revised in 2006. PSYC 200 was revised in 2004.

B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2008
   The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
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<tbody>
<tr>
<td>PSYC 125</td>
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<tr>
<td>PSYC 126</td>
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<tr>
<td>PSYC 128</td>
</tr>
</tbody>
</table>

   COMMENTS
   Update 11-6-2008: PSYC 125, 126, and 128 required the addition of SLOs, updated textbooks, and other minor revisions. These course outlines have been updated, and the changes made were approved by the Curriculum Committee during spring of 2008.
C. **Courses to be Moved to Obsolete or Archived Status**

The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status.

<table>
<thead>
<tr>
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<th>Course Number: Archive</th>
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<tbody>
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<td>PSYC 186</td>
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<td>PSYC 187</td>
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</table>

**Comments**

Update 11-6-2008: PSYC 184, 185, 186, and 187 were cross-listed with CFS courses. The Psychology Department archived the PSYC portion of these courses because they did not meet the SLOs for psychology.

2. **New Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Proposed Units/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 127</td>
<td>Psychology of Childhood and Adolescence</td>
<td>3.0/3.0</td>
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</tbody>
</table>

**Comments**

Update 11-6-2008: PSYC 127 is being proposed as a new course. If approved, it will be offered beginning in Fall Semester 2009.

3. **Course-Level Student Learning Outcomes**

All courses in PSYC either have SLOs or will have SLOs by the end of spring of 2008.

4. **Degree or Certificate Revision Timeline**

The AA degree with a major in psychology was created in Spring Semester of 2008 and will be offered beginning in the Fall 2008 semester.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 2

PROGRAM: Psychology
DATE: November 10, 2008

5. ENROLLMENT TRENDS AND STUDENT SATISFACTION

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Enrollment in psychology courses at NVC has been generally stable over recent years. However, the total enrollment in psychology courses is lower than it should be for a college of NVC's size. Additionally, our average class size is 32-36 students per section, while the college average is 23-24 students per section. It would be appropriate for psychology classes to be around the same size as the college average, if not smaller. The nature of the material covered in psychology would lend itself better to smaller classes with more opportunities for interaction and participation. This problem would be best solved through the hiring of additional full time faculty members in psychology.

Our only minor decrease in class size occurred for PSYC 125 (with an average of 4.6 fewer students per semester from 2005-2006 to 2007-2008). This is the result of a deliberate effort by the department to offer more sections of this course per semester to meet the needs of the campus community. Ideally, we will be able to hire additional full-time faculty members in the future to continue to meet this demand.

Currently, PSYC 125 (Developmental Psychology) is a prerequisite for students pursuing nursing degrees at NVC or at other institutions. According to the Bureau of Labor Statistics, not only is nursing the largest health care occupation, but it is also projected to generate almost 600,000 new jobs before 2016. According to the U.S. Census Bureau (2006), Napa County has a greater percentage of its population over 65 years of age than the general U.S. population. This demographic trend increases the need for health care providers. This career growth area will continue to put a demand on the Psychology Program to provide multiple sections of PSYC 125 taught by experienced, trained faculty.

The Psychology Program also provides prerequisite courses for students pursuing Psychiatric Technician and Respiratory Therapy degrees. According to the California Job Journal (6/06) all health occupations are expected to see stable or strong growth for at least the next ten years.

Analyses of retention and course completion data also indicate that no equity group claims a disproportionately small share of the population of students retained or successfully completing courses in psychology at NVC. However, although changes in the demographics of the community and economic factors do not appear to have had a major influence on the data being considered in this report, future economic changes will likely increase the demand for psychology courses as the enrollment of the college as a whole increases. With only two full-time faculty members, the Psychology Department is currently unable to accommodate the changes this increase in enrollment will bring.
Research compiled by *Inside Higher Ed* (08/22/08) outlined the pattern of increases in enrollment U.S. community colleges experience during periods of economic downturn. The nine Bay Area counties have been hard hit by the recent economic downturn and, in particular, the housing market crash. If the *Inside Higher Ed* research generalizes to NVC and the Psychology Program, then our enrollment can be predicted to increase in the future.

Psychology also continues to be one of the most popular liberal arts majors at four-year colleges and universities in the U.S. A survey of local schools reveals that the choice of psychology as a major ranks second at UC Davis, San Francisco State, Sonoma State and CSU East Bay, and it ranks third at Sacramento State. The popularity of the major makes transferring into these programs at four-year colleges more difficult, and it makes taking a broad range of introductory psychology courses and achieving an AA degree with a major in psychology more advantageous for those students interested in pursuing bachelor’s degrees in the discipline.

**B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.**

As mentioned above, average class size in the Psychology Program is larger than the class size of the college as a whole, and larger than it should be. Load and productivity in the Psychology Department also exceed the targets identified by the college. From Fall '05 to Spring '08, the average load was 539, and the average productivity was 18. Additionally, load and productivity in Psychology have both been increasing consistently since Spring '06. The most recent data from Spring '08 show load in Psychology at 599 and productivity at 20. The target load identified by the college is 525, and the target productivity is 17.5. Recent college averages place load college-wide at approximately 391 and productivity at 13. This suggests that the Psychology Department incurs load and generates productivity that are well above college norms.

**C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.**

The student satisfaction survey results indicate that course offerings in the Psychology Department are generally scheduled appropriately to meet student need. However, the survey results also indicate a clear interest among students in having a greater variety of psychology courses available. In particular, students expressed an interest in courses on adolescence, the psychology of religion, health psychology, death and dying, criminal psychology, gender, sexual orientation, and consciousness. The Psychology Department has plans to develop some of these courses in the future, but we are currently too understaffed to fully address the desire for a greater diversity of course offerings that has been expressed by our students.

The student satisfaction survey results also reveal the ambivalence that students have about online courses. Many students expressed their strong dissatisfaction with online courses (saying that they need an instructor present for feedback and guidance, that they are unable to learn effectively in an online environment, or that online courses are inappropriate for the subject of psychology). Other students requested more online courses. Of the open-ended student comments addressing online courses that we received, 15 expressed a negative view of online education, while 9 expressed a positive view. Taken as a whole, the student data suggest that we should not be focusing our efforts on developing more online courses in psychology. Particularly because we currently offer more online courses than we did at the time of the survey, perhaps we should consider limiting (or even reducing) our existing reliance on online courses. However, at the time of the survey, no online courses were offered in psychology that had been specifically designed or taught by full time faculty in the Psychology Department. We are currently in the process of redesigning our online PSYC/SOCI 123 (Social Psychology) course, and we have also developed a new online PSYC 120 (General Psychology) course. Further research will need to be conducted...
in the future to determine if these changes to the curriculum result in an improved opinion of online education among students taking psychology courses at NVC.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

In addition to the aforementioned interest that students have in us broadening our course offerings in psychology and the strong opinions both against and in favor of online education that were expressed, the student satisfaction survey results also indicated that students are very pleased with the quality of instruction that they are receiving in psychology at NVC. There were many comments about how well the material is presented, the amount of material that is learned in class, and the positive learning environment that is created. Our instructors were described by the students in very positive terms, being praised both for their level of knowledge and creative, effective teaching abilities. Several full time and adjunct instructors were also identified by name and described positively in the open-ended data that were collected in the survey.

The quantitative data also indicate that students are very satisfied with the Psychology Department at NVC. The lowest percentage of students (78%) agreed or strongly agreed with the statement addressing the variety of teaching techniques used in the classroom. The highest percentage of students (97%) agreed or strongly agreed with the statement addressing the clarity course expectations. The satisfaction range between 78% and 97% (with an average of 89%) for all of the quantitative survey questions suggests that the Psychology Department should generally attempt to continue its current successful strategies with students. However, if there is room for improvement, the introduction of a greater variety of teaching modalities (through the purchase of physical models, computer terminals for students, etc.) is a good starting point.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable.

F. Reflect on your responses to Section 5, Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

6. STUDENT EQUITY AND SUCCESS

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Enrollment in psychology courses has been increasing at a slightly lower rate than NVC credit programs as a whole. Psychology enrollment should be keeping pace with or exceeding the rate of overall enrollment growth in credit programs at the college. The trends that we are seeing are likely due to the fact that the department lacks sufficient full-time faculty to meet the needs of students. Student survey data indicate a strong desire for expanded course offerings in psychology, and the average class size in psychology is above the college average (psychology ranges from 32-36 students per section, while the institution averages 23-24 students per section). These factors suggest that enrollment growth in psychology is not being restrained by student interest but rather that limits on the number and variety of courses the current faculty can offer are inhibiting enrollment growth. Additional full-time faculty would allow us to be more responsive to student interest and subsequently increase the rate of enrollment growth.
The overall retention rate for psychology ranges from 82% to 86%. This is consistent with the retention rate of the institution as a whole. However, retention for one psychology course (PSYC/SOCI 135) is consistently lower than the program-level rate. The Psychology Department has been considering adding a prerequisite to PSYC/SOCI 135 to ensure that students are better prepared for the course upon entry, and if this prerequisite is added in the future, it will likely help address this disparity.

The successful course completion rate in psychology has been increasing over the past three years (ranging from 62% to 73%). Last year, the successful course completion rate in psychology exceeded the institution-level rate. However, the rate of successful course completion for PSYC/SOCI 135 is consistently lower than the program-level rate. The addition of a prerequisite for PSYC/SOCI 135 has the potential to help students succeed more frequently in this course.

No equity group’s retention or course completion rates in psychology are disproportionately lower than would be expected based on the group’s proportion of the total enrolled population. Equity indices for groups based on gender, ethnic/racial group, age, and disability status range from 0.93 to 1.09 for retention and from 0.81 to 1.22 for successful course completion.

**B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.**

By collaborating with the Counseling Division and establishing recommended courses for all classes within the Psychology Program, we have worked to redirect potentially underprepared students to important remedial classes. This ensures that students have the basic skills necessary to be successful in the courses we offer in psychology. Early assessment and identification of at-risk students through written and standardized testing has proven to be successful.

Instructors also intervene with students who are doing poorly in the course to discuss strategies for academic improvement, and students are referred to support services as needed. Additionally, Supplemental Instruction has been implemented for one course and has been proven to be very effective in improving student success.

**C. What has the program done to formalize links with support services for students?**

The faculty members in psychology have developed professional relationships with members of the Counseling Division, DSPS, the Writing Center, the Testing and Tutoring Center, and Supplemental Instruction. These relationships not only allow faculty to assist students in connecting with specific support personnel, but they have also enabled us to create a reciprocal system of follow-up and continuing support.

**D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.**

In Fall 2008, there were 23 psychology courses offered. Ten of those courses were taught by full-time faculty in psychology (43%). Full-time faculty outside of the Psychology Program taught an additional two cross-listed courses. This trend has remained consistent, with very little variation, since Fall 2005 when the last full-time faculty member in psychology was hired. The average 38% to 62% ratio of full-time to part-time faculty in psychology is significantly lower than the state overall mandated ratio of 75% to 25%. To approach the 75%, the Psychology Program should have at least three full-time faculty members at this time. An additional hire is required immediately to ensure the academic integrity and future growth of the program.

**E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program.**  
(vocational programs only)

Not applicable.
F. Reflect on your responses in Section 6, Student Success and Equity, and write objectives for improvement on Schedule A, Program/Discipline Plan.

7. **PLANNING & BUDGET REQUESTS**

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. **Program/Discipline Plan**

Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

There are five main priorities for the Psychology Department at this time:

1) We need to hire additional full-time faculty members to advance the learning experiences of our existing students and to enable the department to attract new students and develop new courses. We currently have two full-time faculty members and ten part-time faculty members. This ratio needs to be improved to better serve our students.

2) As mentioned above, we need to develop new courses to meet the needs of our students. Data collected from student surveys as part of the program evaluation process are assisting us as we identify the specific areas where our curriculum requires development.

3) To improve instructor access to teaching materials and technology, dedicated classroom space for psychology courses is necessary.

4) New instructional materials need to be purchased to allow for more effective teaching using tactile/kinesthetic and visual channels.

5) Funding for the professional development of faculty in psychology needs to be provided to help the members of the Psychology Department remain current in their areas of expertise.

B. **Staffing**

Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete Schedule B, Request for New Permanent Faculty and Staff.

The Psychology Department is requesting two additional full-time faculty hires. The first hire should have expertise primarily in research methods and psychological statistics. The second hire should have expertise primarily in developmental psychology and the psychology of adjustment.

C. **Operational Budget**

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C, Request for Operating Budget Augmentation.

There currently are not enough operational funds to enhance program success. Additional operational funds would allow faculty to receive much-needed teaching and learning tools. They could also be used to provide subscriptions to professional journals to assist in maintaining
faculty knowledge of the most up-to-date information about the rapidly changing knowledge base within psychology. Additionally, funding is necessary to allow faculty members to attend conferences, training, and seminars focusing on psychology and pedagogy.

D. Program-Specific Equipment

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D, Program-Specific Equipment Request.

The program does not require substantial program-specific equipment. However, we do have a need for new anatomical models, primarily for our PSYC 120 (General Psychology), PSYC 125 (Human Development), and PSYC/SOCI 135 (Human Sexuality) courses. The Media Center currently has models of the human brain and female and male anatomy, but some of these models are older and are becoming worn. The models in the Media Center also do not specifically meet the needs of the Psychology Department. The brain models, for example, do not break down into the parts that best illustrate basic concepts that are covered in psychology courses. The female and male anatomical models are also smaller than would be appropriate for our large classes, and they are not specifically designed to illustrate sexual anatomy. The college currently possesses no models that effectively illustrate sensory anatomy and concepts that we cover in our Human Development courses.

E. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E, Technology Request.

Given that psychology is one of the most popular college majors, there is a vast array of program-specific equipment available to enhance the program’s success. Currently, the NVC Psychology Program makes use of only a few of these resources. In the last few years, the Psychology Program has purchased several new video/DVD titles to augment a small and generally outdated collection currently housed on campus. The majority of the current titles can no longer be used, as the information contained in them is no longer valid or of use to students. Psychology has made use of video material acquired by other programs (such as CFS, Nursing, Biology, Sociology, and Anthropology); however a significant quantity of new core materials for psychology should be purchased to have a base to work from.

The same situation exists regarding the psychology-related publications available on campus. No new titles have been added to the library’s collection for several years. Many of the existing titles are outdated and have little value to students. Even some classic titles are missing.

Currently, there is little in the area of models, charts, displays, and experimental materials available to NVC psychology faculty. The items that are available are often too small for use in the large classes that are common in the discipline. The lack of dedicated classroom space also makes it difficult to impossible to productively use charts and displays in classes. This often leaves instructors finding creative methods, yet not always the best methods, for describing phenomena. This is particularly true of biological processes.

A list of items desired by the faculty has been made and priorities have been established. The publications related to psychology in the library are currently being reviewed, and new titles are being added. Division funds are being used to purchase video collections. Funding sources will have to be identified in order to purchase adequate models, charts and displays. Also, dedicated classroom space and/or lab space is crucial for having easy access to these materials.
In addition, instructional technology that allows instructors access to PowerPoint and a projector to display PowerPoint slideshows on a screen in class is vital in psychology courses. To best ensure consistent access to this classroom technology as well as the pedagogical tools mentioned above, the Psychology Department is requesting dedicated classrooms for psychology classes.

F. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F, Facilities Improvement/Renovation Request.

As mentioned above, the Psychology Department should have dedicated classrooms to be used for psychology courses. These classrooms should be equipped with computers with internet access and PowerPoint. The classrooms should also contain locking cabinets where anatomical models and other instructional materials can be securely stored.

G. Professional Development

1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program. See Professional Development Information on pages 12-13.

2) Complete Schedule G, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. Note: Budget requests for Travel & Conference should be addressed on Schedule C, Operating Budget Augmentation. See Schedule G.

H. Learning Resources/Media Materials

Complete Schedule H, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success. See Schedule H.
# Program/Discipline Plan
## Psychology

<table>
<thead>
<tr>
<th>NVC Strategic Goal(s) Addressed: 1–5</th>
<th>Program Evaluation Section and Page Number</th>
<th>Objectives</th>
<th>Priority in Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>5A, 6D, pages 14-15, 17</td>
<td>Increase the number of full-time faculty members teaching psychology courses.</td>
<td>1</td>
<td>Hire two new full-time faculty members in psychology.</td>
<td>See Schedule B.</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>5C, page 15</td>
<td>Develop new courses in psychology to meet the needs of students.</td>
<td>2</td>
<td>Develop new courses from among the following topics: 1) Child &amp; Adolescent Psychology 2) Adulthood, Aging, and Death 3) Research Methods in Psychology 4) Psychological Statistics 5) Sexual Orientation</td>
<td>No additional resources needed. However, completion of this goal will require an increase in full-time faculty members, as discussed in the objective above.</td>
</tr>
<tr>
<td>4 &amp; 5</td>
<td>3F, pages 3-4</td>
<td>Increase instructor access to in-class materials, anatomical models, and other teaching equipment.</td>
<td>3</td>
<td>Assign designated classroom space for psychology courses and develop a psychology lab.</td>
<td>See Schedule F.</td>
</tr>
<tr>
<td>4</td>
<td>3F, pages 3-4</td>
<td>Improve teaching materials that target tactile/kinesthetic learners.</td>
<td>4</td>
<td>Purchase new anatomical models (of the human brain, the eye, the ear, female and male sexual anatomy, etc.).</td>
<td>See Schedule D.</td>
</tr>
<tr>
<td>2</td>
<td>Professional Development Information, pages 12-13</td>
<td>Encourage professional development and continuing education of faculty members in psychology.</td>
<td>5</td>
<td>Provide funding for conferences, professional membership, and continuing education.</td>
<td>See Schedule G.</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

### Program Evaluation Section
- 2. Accreditation & External Reviews
- 3. Curriculum & Instruction
- 4. Community Outreach & Articulation
- 5. Enrollment Trends & Student Satisfaction
- 6. Student Equity & Success
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

List in priority order: Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychology Instructor</td>
<td>N</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>The Psychology Department currently has two full-time instructors and ten part-time instructors. To effectively maintain our current level of success and also to develop our department, our first new hire should be someone with expertise in research methods and psychological statistics. These two areas of study are particularly important for transfer students in psychology, and they are lacking in our current course offerings. The person hired should also be comfortable teaching our General Psychology (PSYC 120) course as well as our Psychology of Adjustment (PSYC 124) course and should be able to develop courses on Research Methods in Psychology and Psychological Statistics, among others, to improve our current course offerings.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Psychology Instructor    | N    | 1.0 |       |
| The second new hire necessary to maintain and develop our department is someone with expertise in developmental psychology and the psychology of adjustment. Psychology of Adjustment (PSYC 124) is a course that is necessary for a number of majors on campus, and it is also an important course in our curriculum in psychology. This course has historically been staffed primarily by adjunct faculty members at NVC, and a new full-time hire is needed to restore a proper full-time/part-time ratio to the instruction of this course. It would also be advantageous for this new hire to have expertise in developmental psychology. Although we currently have a full-time faculty member with expertise in this area, we offer an average of four to five sections of Human Development (PSYC 125) each semester, and we are also planning on adding additional courses in this area to our curriculum. An additional subject-matter expert in this area is required if we are to manage to meet the needs of our students in this sub-area of psychology. |

*N=New, R=Replacement

Submitted By: ______________________________  Approved By: ______________________________

Budget Center Manager  President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: _________________________ Activity __________________________

**Accreditation Reference:** Financial planning is integrated with and supports all institutional planning.

**Operating Budget—List in priority order:** This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology Department needs are funded through the Social Sciences Division budget.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ________________________________     Approved By: ________________________________

Budget Center Manager

President/Vice President
**Program Specific Equipment Request**

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

**List in priority order:** Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Instructional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy models</td>
<td>$1,400</td>
<td>$0</td>
<td>Anatomy models will allow for visual exploration of human anatomical systems, including the brain, neurological systems, reproductive systems, and developmental phenomena. Three-dimensional models are important learning tools for understanding the interaction of biological systems. The models currently owned by the Media Center are either too small or inadequately detailed, or they are simply lacking in their ability to display certain biological processes or anatomical areas.</td>
</tr>
<tr>
<td>Anatomy/Physiology charts</td>
<td>$500/classroom</td>
<td>$0</td>
<td>Sequential anatomy charts provide visual instruction that demonstrates the multiple layers of anatomical structures in a way that cannot be easily demonstrated using models. These charts allow for insight into the spatial relations of the parts of the human body.</td>
</tr>
<tr>
<td><strong>B. Non-instructional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No request.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ________________________________  Approved By: ________________________________

Budget Center Manager         President/Vice President
Technology Request

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer-related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order. Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

The instructional technology in general classrooms on campus that are used for psychology courses needs to be effectively maintained. Psychology instructors rely very heavily on computer technology in the classroom, and the facilities to project PowerPoint demonstrations on a screen are required for all psychology courses. Document cameras are also necessary in most psychology courses. To best secure access to these types of technology, dedicated classrooms should be provided for the Psychology Department. These dedicated classrooms should also contain locking cabinets where our anatomical models and other supplies can be stored. In addition, the Psychology Department would like to develop a psychology lab. This lab will require computers for students and audio/visual equipment (see Schedule F).

Cost estimates will be provided for priority projects only.

Submitted By: ______________________________
Budget Center Manager

Approved By: ______________________________
President/Vice President
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order. Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

As mentioned in Schedule E, dedicated classrooms would greatly improve access to technology for instructors and students in psychology by providing consistent and reliable technology for presenting material in a visual format in the form of PowerPoint presentations.

These classrooms would also enhance our ability to teach to multiple learning styles by providing convenient and secure storage space for anatomical models that can be used for tactile/kinesthetic learning and by enabling the permanent display of anatomical charts and diagrams necessary for teaching psychology courses.

Additionally, the Psychology Department would like to develop a psychology lab to be used for Research Methods and General Psychology courses. This lab should be in a smaller room than the rooms currently used for our large 50-student classes. It should also include multiple computer stations for student use (10 computers total) and equipment to record and play back audio and video.

Cost estimates will be provided for priority projects only.

Submitted By:            Approved By:

______________________________     ______________________________
Budget Center Manager         President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   The program instructors require consistent opportunities to attend national and regional conferences in areas of subject expertise. These conferences are instrumental in keeping faculty up-to-date on recent research and the rapidly changing advances in neuroscience and technology.

2. What pedagogical training needs have been identified in your program review?
   Training focused on online pedagogy is required to increase the persistence rate among students in our distance education courses. In addition, training on student remediation and meeting the needs of students with diverse levels of academic preparedness would be advantageous to the program.

3. What types of technology does your program use? What technology training needs have you identified?
   The Psychology Program currently uses computer-based instructional technology including PowerPoint, WebCMS, faculty web pages, and Blackboard/WebCT. The program also uses audio/visual classroom resources such as video/DVD and online resources. Additional training in Blackboard/WebCT is needed.

4. What are the leading publications specific to your discipline and/or program?
   Journal of Personality and Social Psychology
   Journal of Neuroscience
   Journal of Sex Research
   Journal of Cross-Cultural Psychology
   Journal of Abnormal Psychology
   American Psychologist

Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager                     President/Vice President
# LEARNING RESOURCES/MEDIA MATERIALS REQUEST

## Books including Reference:

Number of titles to add: **3**

Recommendations/comments/Estimated cost for new materials:

1. *Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR*. Regular updates of the *DSM* are published and should be purchased as they become available. Estimated cost for new materials: $76.00 x 4 = $304.00 (2 copies for NVC Library; 2 copies for NVC Psychology Department.)


3. *Encyclopedia of Multicultural Psychology* (2008). This is a standard reference book for theories and research relating to multicultural psychology. Estimated cost: $175.00

## Periodical Titles: (Newspapers, Journals, Magazines)

Number of titles to add: **4**

Recommendations/comments/Estimated cost for new materials:

The psychology-related periodicals currently in the library are insufficient for students to research new ideas and theories in the discipline. Subscriptions to the following journals would provide a basic foundation for research:

- *Journal of Personality and Social Psychology*  $1,450/yr
- *American Psychologist*  $710/yr
- *Journal of Family Psychology*  $400/yr
- *Journal of Abnormal Psychology*  $450/yr

## Electronic Databases and Indexes:

Number of databases to add: **0**

Recommendations/comments/Estimated cost for new materials:

## Media Collection (closed captioned or DVD):

Number of titles to add: **0**

Recommendations/comments/Estimated cost for new materials: Audio/visual materials for psychology are purchased using the Social Sciences Division budget on an as-needed basis.

---

Yes X No  Are library/learning resource service hours adequate for this course/program?

Yes   No X Is the quantity of materials sufficient for students within needed time frame?

Yes X No X Will library/learning resources assignments be used in your course?

Yes   No__ Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

_____ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

X To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.
PROGRAM EVALUATION SUMMARY FOR

Psychology

Complete the following sections based on the completed program evaluation. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)
The Psychology Department effectively educates a diverse group of students at Napa Valley College. We prepare students for transfer to four-year colleges, we help students meet their basic general education requirements, and we ready students for a lifetime of learning. There have been many recent developments and achievements in our program. Below is a brief summary of some of the highlights of our Program Evaluation report.

The Psychology Department has:
1. developed an AA degree with a major in psychology
2. created new courses to increase the range of course offerings in psychology and reintroduced courses that have not been offered for many years
3. updated the entire psychology curriculum
4. developed course and program-level student learning outcomes
5. made efforts to increase student success by adding recommended course preparations to our curriculum
6. increased the use of technology in our classrooms
7. developed and redesigned online courses and made use of supplemental instruction and tutoring
8. collaborated with Health Occupations faculty to revise prerequisites and better integrate psychology course offerings into HEOC degree programs
9. developed our relationship with student support services

Strengths (unique characteristics, special capacities)
The Psychology Department consists of two well-trained full-time faculty members and an array of carefully-chosen part-time instructors. The educational background of our faculty is exceptional, and all are dedicated to high-quality instruction, academic rigor, supporting underprepared students, and increasing student success and persistence. Our students have proven themselves to be motivated and intellectually curious. Many of our students transfer to selective four-year colleges, pursue degrees and careers in psychology, and make considerable contributions to the community.

Challenges (concerns, difficulties, areas for improvement)
The Psychology Program provides fundamental support for HEOC programs. As HEOC programs have grown and continue to grow (over 8% in the last year alone), the Psychology Program’s resources have not kept pace. Other HEOC support programs, such as Biology, have grown parallel to HEOC. In order to keep serving the needs of HEOC while also providing adequate support for our transfer program, the following issues must be addressed:

1. The table below demonstrates that over 60% of PSYC courses are taught by adjunct faculty. Our ratio of full-time to part-time instructors must be dramatically improved. We have two full-time faculty members and ten part-time faculty members. Although our adjunct faculty members are talented in the classroom, this ratio does not serve the needs of our students, threatens program continuity and quality, and hampers our ability to advance our program further.
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<th>Semester</th>
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<tr>
<td>AVERAGE RATIO</td>
<td>38.33%</td>
<td>61.67%</td>
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The Psychology Department must hire two full-time faculty members, to maintain program quality and continuity of standards and to expand curricula and delivery venues to meet student need. Currently, only 36% of classes are taught by full-time psychology faculty members. The program has historically had three faculty members but due to a retirement almost 10 years ago and subsequent resignations, it has operated with only one or two full-time faculty, despite significant growth during the last decade in enrollments and in the array of courses offered by the department. The first hire should have expertise primarily in research methods and psychological statistics. The second hire should have expertise primarily in developmental psychology and the psychology of adjustment.

2. Our facilities need immediate improvement. Dedicated classrooms and the development of a Psychology Lab are necessary for the future advancement of the program. These resources, similar to Biology, will allow for expanded teaching tools, hands-on learning and the development of research methodology courses necessary to the program. These courses are currently conspicuously absent. As with staffing, other HEOC support programs on campus have the appropriate lab and classroom space to teach their students. Psychology requires the facilities to provide the same level of instruction about techniques of scientific investigation.

3. Our teaching materials are obsolete, and our anatomical models and other equipment need to be replaced and updated. Lack of basic models and equipment leave instructors without means to properly address visual and tactile learning pathways.

4. Our faculty members need greater access to opportunities for professional growth and development. Funding is necessary for professional memberships, attending professional conferences, and purchasing books, journals, and other academic resources. Psychology is a rapidly changing field of study. New technology and research arenas are bringing new data and theories into the academic community on a regular basis. Support for multi-modal avenues for faculty members to access this information is vital for the life and validity of the program. Our faculty members need to stay abreast of changes in our areas of expertise in order to provide information in the classroom about current research and breakthroughs in psychology.

**Process:** Briefly describe the process used to complete the PEP Report.

The full-time faculty members in the program met multiple times per week to discuss and generate the PEP report. The report was written collaboratively. For some portions of the report, the members were assigned sections to focus on and then combined their individual efforts into the final version which the
members then edited together. For other portions of the report, the full-time faculty members sat down and worked together from the beginning to write the material. The process of writing the report allowed for the free exchange of ideas and increased the cohesiveness of the Psychology Department.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the VP (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development for the verification phase.

**Program Evaluation Chair Signature:** ______________________________

**Division Chair/Supervisor Signature:** ______________________________

**Date:** ______________________________

### VERIFICATION PHASE

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services).

**Verified on:** ______________________________

**Verification Committee Signatures:** ______________________________

### ACKNOWLEDGEMENT PHASE

The Vice President (or President for administrative services) reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program evaluation results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

**Vice President/President** ______________________________

**Date Letter Sent:** ______________________________

**Recommend review in 2 years:** Yes _____ No _____