**Section I – Accomplishments and Status of 2013 Program Review Report**

1. **Last Year’s Initiatives**
2. Initiative: Support for transfer degree completion

Initiative ID: PSY1301

Link to Data: Degree completion data and performance data (we are down 1768 students)

Expected Benefits: Support psychology transfer students. Psychology has become an effective overall career preparation for undergraduate students training for a variety of careers.

Goal: Increase number of psychology transfer degree completions by increasing the size of daytime psychology classes. Increase psychology students by 800.

Performance Indicator: Increase number of psychology transfer students by 25 percent

Timeline: 2013-2014

Funding Resource Category: Staffing Funds

Ranking: H

**Outcome:** **Student access was increased and the number of psychology CSU transfer degrees increased 55 percent. We have not yet achieved the requested increase of 800 students, but we are progressing towards that goal.**

1. Initiative: Increase number of psychology sections

Initiative ID: PSY1302

Link to Data: Degree completion data and performance data (we are down 1768 students)

Expected Benefits: Support psychology transfer students.

Goal: Increase sections by 1 – PSY 7 online, 1 – PSY 4 online, 5 – PSY 1, 3 – PSY 5. Increase psychology students by 500.

Performance Indicator: Increase number of transfer degree students in psychology and other majors by 10 percent.

Timeline: 2013-2014

Funding Resource Category: Hourly Instruction Funds

Ranking: H

**Outcome: Some psychology sections were increased and the number of psychology CSU transfer degrees increased 55 percent. An increase in larger classroom availability during the daytime is still needed for psychology program.**

1. Initiative: Create online psychology courses

Initiative ID: PSY1303

Link to Data: Degree completion data and SLO information

Expected Benefits: Support psychology transfer students.

Goal: Create PSY 7 online content and PSY 4 online content to support College goal of complete online psychology degree

Performance Indicator: Increase access for psychology students by getting online courses approved by Curriculum Committee

Timeline: 2013-2014

Funding Resource Category: No new resources needed

Ranking: M

**Outcome: The online Psychology Degree Program is fully online as of 2103. The Psychology Program is the first discipline at Ventura College to achieve this goal.**

1. Initiative: Create new psychology courses

Initiative ID: PSY1304

Link to Data: SLO information and degree completion data

Expected Benefits: Assist students to prepare for psychology transfer

Goal: Research which of the following new courses should be created; cognitive, sports, organizational, engineering/technology, and law psychology

Performance Indicator: Increase access for psychology students

Timeline: 2013-2014

Funding Resource Category: No new resources needed

Ranking: L

**Outcome: Psychology faculty continue to meeting and plan the curriculum for new psychology transfer courses.**

1. Initiative: Updating media library of DVD/Videos for psychology classes

Initiative ID: PSY1205 – Carrying forward from last program review – department was not able to complete order for DVDs until major changes in psychology industry were completed. We are now ready to complete the DVD order.

Link to Data: The current supply of DVD/Videos is degrading and need to be replaced on a regular basis.

Expected Benefits: These media supplies are important additions to enrich student’s learning of complex and difficult to understand topics.

Goal: DVD/Videos ($2500 one-time expense and $400 annual maintenance)

Performance Indicator: Update and increase psychology DVD/video library

Timeline: 2013-2014

Funding Resource Category: Equipment-non computer

Ranking: L

**Outcome: Video databases were reviewed for subscription. It was determined that video database subscriptions are the best way to maintain current video access. The VC Library subscribed to a general video library for the campus.**

1. **Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year’s report.**
* The Psychology Program maintained a higher level of Hispanic enrollment than the college average. The Hispanic Success data created at Ventura College shows psychology courses having a high rate of Hispanic success.
* Psychology CSU Transfer degrees have increased 55 percent over prior year’s degree total.
* As of 2013 the Psychology Program is the first discipline at Ventura College to offer a completely online choice for students to earn the Psychology CSU Transfer Degree.

**Section II - Description**

1. **Description of Program/Department**

Psychology is the study of behavior, mental processes, and our relationship to others within our society. Psychology is a science used to understand the diverse cultural, economic, ethnic, social, and historical viewpoints that exist in a multicultural world. This discipline seeks to understand how these viewpoints interact with individual and group behavior. An awareness of these viewpoints help students to understand themselves, the behavior of people in their environment, and how to actively participate within a society. A student graduating with an Associate of Arts in Psychology may transfer to a four year institution to complete a Bachelor’s Degree. Psychology is excellent preparation for a wide range of career paths in business, mental health, teaching, law enforcement, social services, and community relations.

 **Degrees/Certificates**

Program’s courses are designed to articulate to UC and CSU for transfer students.

Associates in Arts Degree – Psychology for transfer

1. **Program/Department Significant Events (Strengths and Successes), and Accomplishments**
* What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?

The Ventura College Psychology Transfer Degree Program currently has the highest number of applications and graduates. In addition to an extensive general education population taking psychology courses, several programs also include psychology course requirements. These programs include: Psychology Transfer Degree, Anthropology, Administration of Justice, Business Administration, Communications Studies, Criminal Justice, Holistic Studies, Human Services, International Studies, Kinesiology, Nursing, Political Science, and Sociology all of these programs require psychology courses to complete certificates of completion and Associate Degrees. The Psychology Program has retention and success rates above the college averages. The Psychology Program has surpassed district 525 goals through efficient scheduling and large enrollment classes. The Psychology Program shows a higher level of Hispanic enrollment than the College average and the Hispanic Success data created at the College show psychology courses having a high rate of Hispanic success.

The Psychology Program had been severely cut (about 1/3 of enrollment – 1768 students) over the prior 3 years. To maintain and increase the high number of Psychology transfer students the program needs more sections and more large classes.

* What is impacting the program now?

The psychology program is currently impacted by a lack of large rooms for our daytime classes.

1. **2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Cost** |  | **Cost** |  | **Cost** |  | **Cost** |
| Enrollment Fees |  | Enrollment Fees |  |  |  |  |  |
| Books/ Supplies |  | Books/ Supplies |  |  |  |  |  |
| Total |  | Total |  | Total |  | Total |  |

1. **Criteria Used for Admission**

Meet transfer requirements.

1. **College Vision**

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

1. **College Mission**

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

1. **Our Guiding Principals**

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

* Embrace the strength of diversity
* Listen with intensity and compassion
* Communicate with integrity and patience
* Design student-centered solutions
* Spark self-confidence and a sense of discovery
* Pursue our vision and goals with passion
1. **Organizational Structure**

*Instructions: Fill-in the appropriate information below.*

**College President:** Greg Gillespie

 **Executive Vice President:** Patrick Jefferson

 **Dean:** Gwendolyn Lewis-Huddleston

 **Department Chair(s)**: Ron Mules

 **Faculty/Staff**:

|  |  |
| --- | --- |
| **Name** | **Mark Pauley** |
| Classification | Professor |
| Year Hired  | 1985 |
| Years of Work-Related Experience |  |
| Degrees/Credentials | B.S., M.A., M.S. |

|  |  |
| --- | --- |
| **Name** | **Lucy Capuano-Brewer** |
| Classification | Professor |
| Year Hired  | 1991 |
| Years of Work-Related Experience |  |
| Degrees/Credentials | B.A., M.A. |

|  |  |
| --- | --- |
| **Name** | **Edelwina Rivere** |
| Classification | Professor |
| Year Hired  | 1991 |
| Years of Work-Related Experience |  |
| Degrees/Credentials | B.A., M.S., Ph.D. |

|  |  |
| --- | --- |
| **Name** | **Michael Cushner** |
| Classification | Professor |
| Year Hired  | 2013 |
| Years of Work-Related Experience |  |
| Degrees/Credentials | B.A., M.A. |

**Section IIIa – Data and Analysis**

1. **SLO Data**

The psychology faculty have assessed all psychology courses and the resulting data demonstrates that students taking psychology courses are performing well and completing courses successfully. We are collecting more data and looking for trends that could be used to continue improvement in student success. The Psychology Program is current on maintaining their SLO rotational plan, mapping, and other TracDat work.

1. **Performance Data**
2. **Retention – Program and Course**

Retention refers to the number/percentage of students completing the class.

The Psychology Program has a retention rate significantly above the College average.

The Psychology Program has maintained a very high retention rate over the last 3 years.

The data for retention rates for diverse and ethnic groups taking psychology courses are not showing gaps across multiple psychology courses.

1. **Success – Program and Course**

Success refers to the number/percentage of students who pass the class with a grade of C or better or a “pass.”

The Psychology Program has a success rate significantly above the College average.

The Psychology Program success rate has increased from 74 to 76 percent over the past three years.

The data for success rates for diverse and ethnic groups taking psychology courses are not showing gaps across multiple psychology courses.

1. **Program Completion – for “Programs” with Degrees/Certificates Only**

Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?

The degree completion rates for the Psychology Transfer degree have increased over the last two years with a total of 69 CSU Transfer degrees granted. This is a 55 percent increase from the previous year. In addition to the transfer degree numbers there were 16 AA Degrees with a Social/Behavioral Science emphasis.

The Psychology Program transfer degree completion rate is currently the highest level for programs at Ventura College.

If the Psychology program is allowed to increase sections and large classes the program can increase the level of transfer degree completion.

If we are to maintain our degree granting performance level we must have increased availability and access to larger classrooms and higher class caps especially during the day when full time instructors are available to teach these classes.

1. **Operating Data**
2. **Demographics - Program and Course**

Demographics refer to the students enrolled in the program/course.

The demographics for the Psychology Program are the same as the College averages with the only difference of higher level of female students.

1. **Budget**

Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.

Prior to 2013 the Psychology Program had been cut dramatically by 1768 students per year; about 30 percent of previous enrollment. Last year some increase of sections was added back to the psychology program offerings. The previous cuts had a negative effect on student degree completion. If the Psychology Program is allowed to increase sections and the number of large classes the program can increase the level of transfer degree completion. The increase of student access to psychology is seen in the 55 percent increase of psychology transfer degrees in 2014.

X Program members have reviewed the budget data.

☐ No comments or requests to make about the budget

1. **Productivity – Program and Course**

Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program’s productivity goal.

Psychology courses are meeting or exceeding the college productivity goal for the program. Statistics and research classes are below productivity goal due to limited class sizes. Limiting class sizes of statistics and research classes is important for student success. All other psychology classes need to have larger class sizes to maintain productivity.

The program productivity information indicates that the Psychology Program offerings have decreased 12 percent in sections over the previous three years. Extra-large psychology classes decreased 88 percent. These massive cuts to psychology class sizes have reduced productivity by 1768 psychology students per year. Efficiency could be enhanced by providing more access to larger (73 to 120) lecture rooms. The Psychology Program has limited access to large-lecture space available on campus. The number of seats available is not meeting the needs of those students enrolled; with the demand being greater than the available number of seats since students are turned away from all classes due to an insufficient room sizes. The Psychology Program has performed well with very high retention and success numbers. We are capable of providing quality education to a large number of students including classes in larger rooms.

If we are to maintain our degree granting performance level we must have increased availability and access to larger classrooms and higher class caps especially during the day when full time instructors are available to teach these classes.

1. **Resources**
2. **Faculty**

The Psychology Program has four full time faculty with the recent hire of a new full time instructor. Over the last three years the number of part time faculty has been reduced along with the overall number of psychology sections and class size reductions.

1. **Classified Staff**

There were no changes in classified staff for psychology.

1. **Inventory**

In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.

Equipment for the Psychology Program is functional, current, and otherwise adequate to maintain a quality learning environment.

1. **Facilities or other Resource Requests**

The Psychology Program needs access to more large classrooms during daytime classes to increase student access and success.

1. **Combined Initiatives**

There are currently no combined initiatives for this year.

1. **Other Program/Department Data**

The program/department does not have other data from other sources.

**Section IIIb – Other Program Goals and Initiatives**

1. **Other Program Goals**

*Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:*

* *Innovation*
* *Legislation*
* *Regulations*
* *Industry Standards*
* *New Technology*
* *Professional Development*
* *Advisory Committee Recommendations*

**Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)**

The total score is 24. The Psychology Program is very successful and effective. We do need some new sections and increase large classroom access to be able to increase our student transfer success rate.

**Section V – Findings and Initiatives**

1. **Findings**
2. Finding # 1 - Psychology transfer degree completions are below department goals. Psychology has become an effective overall career preparation for undergraduate students training for a variety of careers. The current goal is to increase the number of psychology transfer students by an additional 30 percent. Linked with VCMP Goal #1.
3. Finding # 2 - Students at Ventura College lack an awareness of complex human behavior and the elements of abuse. Linked with VCMP Goal #1 and 2.
4. Finding # 3 - Students at Ventura College need to have a wider breadth of knowledge related to psychology subjects such as: cognitive, sports, organizational, engineering/technology, and law psychology. Linked with VCMP Goal #1.
5. Finding # 4 - Students at Ventura College need to have a wider breadth of knowledge related to application and experiments in human behavior and psychology. Linked with VCMP Goal #1.
6. Finding # 5 – Psychology students need to be able to use computers and SPSS software during an entire class without sharing computers. Linked with VCMP Goal #1 and 4.
7. Finding # 6 – Instructors at Ventura College need to be able to access SPSS off-campus. Linked with VCMP Goal #4.
8. Finding # 7 – Psychology instructors at Ventura College need to be able to complete complex operations with multiple software applications and distance education functions on their office computers. Linked with VCMP Goal #4.
9. Finding # 8 – Online Social Sciences and Math classes need to have SPSS access for online students. Linked with VCMP Goal #1.

Findings → Link to VC Educational Master Plan Goal(s) → Link to District Strategic Goal(s)

1. **Initiatives (Non-Staffing Initiatives)**

*Link the Initiative(s): Link the initiatives with a finding. Findings link to one or multiple VC Educational Master Plan goals and VCCCD Strategic Goals. We did not do this last year. Copy and paste one or multiple goals below to each initiative.*

VC Educational Master Plan Goals

* VC Educational Master Plan Goal #1 - Continuously improve educational programs and services to meet student, community, and workforce development needs. Aligns with District Strategic Goal 1 (increase access and student success).
* VC Educational Master Plan Goal #2 - Provide students with information and access to diverse and comprehensive support services that lead to their success. Aligns with District Strategic Goal 1 (increase access and student success).
* VC Educational Master Plan Goal #3 - Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community, and the area’s economic vitality. Aligns with District Strategic Goal 2 (partner more effectively to meet community needs).
* VC Educational Master Plan Goal #4 - Continuously enhance institutional operations and effectiveness. Aligns with District Goal 3 (promote effective use of organizational resources)
* VC Educational Master Plan Goal #5 - Implement the Ventura College East Campus educational plan. Aligns with District Goals 1, 2 and 3 (increase access and student success, partner more effectively to meet community needs, and promote effective use of organizational resources)

Initiative(s) link to a Finding → Link to VC Educational Master Plan Goal(s) → Link to District Strategic Goal(s)

**Example of an Initiative (***directions in italics***):**

**Initiative Title:** Replace Power Train Lab Station. *(provide a brief title)*

**Initiative ID:** DT1507 *(program abbreviation + 2 digit fiscal year + 2 digit initiative number. Maintain initiative numbers from prior program reviews if any are being carried forward into this review)*

**Links to Finding:** Finding #3 - The Diesel Technology program needs to maintain its laboratory equipment. *(New step this year. Choose the department finding related to this initiative)*

**Initiative Finding Link**: DTF1503 *(This is new for tracking purposes. Abbreviation + “F” for finding + 2 digit fiscal year + 2 digit finding number)*

**Initiative Action:** Purchase and install a replacement Power Train Lab Station = $20,000. This is an Allison automatic transmission training module, mounted on a stand, with full authority diagnostic control systems. *(Basic description and action for this initiative)*

Timeline: 2014-15 *(This is the academic year. The fiscal year is FY15. These timelines will create a multi-year plan for your program/department.)*

**Expected Benefits**: The current power train lab station is obsolete and failing. Students will benefit by learning to industry entry-level how to operate equipment that they will be expected to operate as they obtain employment in the field for which they are being trained. They will benefit by having access to dependable, safe and current technology. They will benefit by learning to work efficiently with efficient equipment. *(2-3 sentences on expected benefits)*

Funding Resource Category: Equipment-non computer

Estimated Cost: $20,000

Ranking: H

**R** = Required – mandated or unavoidable needs – only put in if pre-approved by EVP or VP (litigation, contracts, unsafe to operate conditions, etc.)

**H** = High – Approximately 1/3 of the total program/department/division’s initiatives by resource category

**M** = Medium – Approximately 1/3 of the total program/department/division’s initiative by resource category

**L** = Low – Approximately 1/3 of the total program/department/division’s initiatives by resource category

1. **Initiative Title:** Support for transfer degree completion

**Initiative ID:** PSY1401

**Links to Finding:** Finding # 1

**Initiative Finding Link:** PSYF1501

**Initiative Action:** Increase the number of psychology transfer degree completions by increasing the classroom size of daytime psychology classes. Increase psychology student access by 300.

Timeline: 2014-2015

**Expected Benefits:** Support psychology transfer students. Psychology has become an effective overall career preparation for undergraduate students training for a variety of careers. Increase number of psychology transfer students by 15 percent.

Funding Resource Category: Hourly Instruction Funds

Estimated Cost: $30,000

Ranking: H

1. **Initiative Title:** Increase number of psychology sections

**Initiative ID:** PSY1402

**Links to Finding:** Finding # 1

**Initiative Finding Link:** PSYF1501

**Initiative Action:** Increase sections 1 - PSY 7 online, 1 - PSY 2, 5 - PSY 1, 1 - PSY 25. Increase psychology students by 600.

Timeline: 2014-2015

**Expected Benefits:** Support transfer students by increasing access to psychology classes. Increase graduation rates 15 percent.

Funding Resource Category: Hourly Instruction Funds

Estimated Cost: $50,000

Ranking: M

1. **Initiative Title:** Guest Speakers for Clothesline Project

**Initiative ID:** PSY1403

**Links to Finding:** Finding #2

**Initiative Finding Link:** PSYF1502

**Initiative Action:** Increase the number of guest speakers at the annual Clothesline event at VC

Timeline: 2014-2015

**Expected Benefits:** Create anawareness of complex human behavior and the elements of abuse

Funding Resource Category: Supply Funds

Estimated Cost: $4,000

Ranking: H

1. **Initiative Title:** Supplies and Marketing items for Clothesline Project

**Initiative ID:** PSY1404

**Links to Finding:** Finding # 1 and 2

**Initiative Finding Link:** PSYF1501, PSYF1502

**Initiative Action:** Increase the effectiveness of the annual Clothesline event at VC

Timeline: 2014-2015

**Expected Benefits:** Create an awareness of complex human behavior and the elements of abuse

Funding Resource Category: Supply Funds

Estimated Cost: $3,000

Ranking: M

1. **Initiative Title:** Create new psychology courses

**Initiative ID:** PSY1405

**Links to Finding:** Finding # 3

**Initiative Finding Link:** PSYF1503

**Initiative Action:** Research which of the following new courses should be created: cognitive, sports, organizational, engineering/technology, and law psychology

Timeline: 2014-2015

**Expected Benefits:** Assist students to prepare for psychology transfer and create a more diverse view of human behavior in different industries.

Funding Resource Category: No new resources needed

Estimated Cost: None

Ranking: L

1. **Initiative Title:** Media subscriptions of application and experiment Videos

**Initiative ID:** PSY1406

**Links to Finding:** Finding # 4

**Initiative Finding Link:** PSYF1504

**Initiative Action:** Add media subscriptions of application and experiment videos for psychology classes

Timeline: 2014-2015

**Expected Benefits:** These media supplies are important additions to enrich student’s learning of complex and difficult to understand topics.

Funding Resource Category: Supply Funds

Estimated Cost: $1500 one-time expense and $1500 annual fee

Ranking: L

1. **Initiative Title:** Laptops and power outlets Psychology Lab (MCE 347)

**Initiative ID:** PSY1407

**Links to Finding:** Finding # 5 - Enrollment size and room capacity (73) in Psychology Lab (MCE 347) exceeds the number of available laptops.  Currently, laptops with SPSS program are stored in two portable rolling cabinets in MCE 345 which are too heavy to move.  The adjacent classroom (MCE 347) has no outlets near desks, where laptops can be plugged in.  PSY V04 (4 units) classes run between 2 to 4 hours (depending on schedule), and access to outlets is needed to keep the laptops running throughout class session.

**Initiative Finding Link:** PSYF1505

**Initiative Action:** Increase the number of laptops and provide infrastructure to enable use of laptops and SPSS access in Psychology Lab (MCE 347) - (1) Purchase additional laptops to provide each enrolled student access to the use of SPSS in class.  This goal is in line with the College's goal to increase enrollment. (2) Add AC power source to desks in MCE 347.

Timeline: 2014-2015

**Expected Benefits:** Access to computers with SPSS allows use of statistical software to work on problems and exercises during class time.  Students trained in the use of SPSS are better prepared to succeed in other courses (e.g., PSY V07) which involve the use of SPSS, as well as upper division transfer classes requiring proficiency in the use of SPSS.

Funding Resource Category: Technology Funds Facilities Funds

Estimated Cost: $16,000

Ranking: H

1. **Initiative Title:** Instructor access to SPSS off-campus

**Initiative ID:** PSY1408

**Links to Finding:** Finding # 6 - Instructors typically prepare for classes away from campus and during times when they are not involved in classroom and campus activities.  Instructors do not have access to SPSS program off-campus.

**Initiative Finding Link:** PSYF1506

**Initiative Action:** Provide instructor access to SPSS off-campus, to enable course preparation. Provide instructors access to SPSS off-campus either by loading the program in their personal computers, or allowing the use of college laptops with SPSS, off-campus.

Timeline: 2014-2015

**Expected Benefits:** Increased instructor use of SPSS in their classes, which will provide students with competence in the use of SPSS, a widely-used statistical package in the academic and research community.

Funding Resource Category: Technology Funds

Estimated Cost: $500

Ranking: M

1. **Initiative Title:** Online Student access to SPSS

**Initiative ID:** PSY1409

**Links to Finding:** Finding # 8 - Online student can’t use the SPSS software to do required homework.

**Initiative Finding Link:** PSYF1508

**Initiative Action:** Provide online student access to SPSS off-campus. We have the unlimited license for SPSS, but we need to have an SPSS server setup to host SPSS for online students.

Timeline: 2014-2015

**Expected Benefits:** Increased student use of SPSS in their classes, which will provide students with competence in the use of SPSS, a widely-used statistical package in the academic and research community.

Funding Resource Category: Technology Funds

Estimated Cost: $1200

Ranking: M

1. **Initiative Title:** Larger Monitors and Improved Hardware - Office Computers

**Initiative ID:** PSY1410

**Links to Finding:** Finding # 7

**Initiative Finding Link:** PSYF1507

**Initiative Action:** Upgrade psychology instructor’s office computer hardware with larger monitors, improved computer performance, and printers.

Timeline: 2014-2015

**Expected Benefits:** Instructors need to perform complex computer work which requires upgraded hardware to perform job effectively.

Funding Resource Category: Technology Funds

Estimated Cost: $1500

Ranking: L

**Section VI – Process Assessment**

1. **How have the changes in the program review process this year worked for your area?**

The new 2014/2015 program review format is impossible to complete without recreating an entirely new and full program review. The time required to complete the new program review format is extreme and prohibitively time consuming to use.

1. **How would you improve the program review process based on this experience?**

Simplify the answer form dramatically. The answers should fit within a 5 page document. Put the program review answers, program review instructions, and appeals in separate documents. It would be useful to have SLO data summary report to be able to effectively answer the SLO questions in the program review. The new program rating rubric format size takes a great deal of room. Maybe the details could be in an instructions file and a very small summary chart could be used in an answers file.

1. **Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division’s decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website. The appeal will be handled at the next higher level of the program review process.

**VII – Submission Verification**

**Program/Department: Psychology/Behavioral Sciences**

**Preparer: Mark Pauley**

**Dates met (include email discussions): 1-29-15, 2-2-15, 2-3-15, 2-4-15, 2-5-15, and 2-6-15**

**List of Faculty who participated in the program Review Process:**

Mark Pauley, Lucy Capuano, Edelwina Rivere, Michael Cushner

**X** **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

☐ **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

**Program Review Process Map**

Appendix-A

**I . Status report and accomplishments from prior year**

**o**

**III(a). Data**

1. **Review**
2. **Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **A. SLO’s**
 | 1. **B. Success**
 | 1. **C. Operating**
 | 1. **D. Resources**
 | 1. **E. Other**
 |
|  | * **Retention**
 | * **Demographic**
 | * **Faculty**
 |  **Data** |
|  | * **Success**
 | * **Budget**
 | * **Classified Staff**
 |  |
|  | * **Completion**
 | * **Enrollment/Productivity**
 | * **Inventory**
 |  |
|  |  |  | * **Facilities or other Resource Requests**
 |  |
|  |  |  | * **Combined Initiatives**
 |  |

**II. Description**

**III(b). Other program goals and initiatives**

**(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)**

**IV. Program vitality-(Academic Senate rubric)**

**VII. Verification of review**

**VI. Process assessment**

**V. Summary of initiatives and requests**

**Minority reports if any**

Program Review Resource Initiatives Guidelines

Appendix-B

**WHAT TO LEAVE OUT**

*The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.*

|  |
| --- |
| The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.  |
| **Excluded Items** | **Who to Contact** | **Explanation** |
| Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process. | Dean, M&O or Appropriate Office | All safety issues should be immediately reported to the Dean, M&O, or appropriate department. |
| EAC Accommodations that can be resolved through the normal process. | DSPS and Dean | Any accommodation should have the guidance of the DSPS office. |
| Routine M&O maintenance & repair(light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you. |
| Cyclical Maintenance(painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you. |
| Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process. | Campus Technology Center or Division Office | Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you. |
| Section Offerings/Change of classrooms | Dean/Department Chair | Dean will take requests through the enrollment management process. |
| Substitutes | Dean | Dean will process in accordance with existing guidelines. |
| Conferences, Meetings, Individual Training | Professional Development Committee | Requests should first be addressed by the PDC and only go through program review if costs cannot be covered. |

Program Review Resource Initiatives Guidelines

Appendix-B

**WHAT TO LEAVE IN**

*The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.*

|  |
| --- |
| Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation. |
| **Included Items** | **Committee Group** | **Explanation** |
| Replacement of classroom furniture | Facilities Oversight Group | Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process. |
| Upgrade and/or replacement of computer and other technological equipment | Technology Committee | These items will go on to a list for replacement or upgrade per the technology plan. |
| New Equipment/Furniture/ classroom items (i.e. microscope, etc.) | Budget Resource Council | These items must be approved included in a plan to improve student learning and/or services. |
| Buildings/Office Space(new renovation, modernization) | Division Dean | The division dean will work with Administrative Council and the Fog Committee to pursue the projects. |
| New Software | Technology Committee | These items must be approved included in a plan to improve student learning and/or services. |
| New Faculty Positions | Faculty Staffing Priorities | Requests for new positions will compiled on a list and sent to the FSP committee. |
| New Classified Positions/or increase in percentage of existing positions. | Classified Staffing Priorities | Requests for classified positions will compiled on a list and sent to the CSP committee. |
| New Programs/certificates | Curriculum Committee | These program/certificates must be approved by the curriculum committee. |
| Training and Professional Development above normal | Professional Development/ Budget Resource Council | These are items over and above what the PDC can provide. |
| Expansion/Conversion to Distance Learning | Dean of Distance Learning and Distance Learning Committee | Requests will be compiled and sent to the committee process for discussion. |
| Service Agreements | Budget Resource Council | Requests must include justification. |
| Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating | Budget Resource Council/Dean | These items must include a compelling reason and be above what the normal budget will allow. |

**Rubric for Instructional Program Vitality-Academic (non-CTE)**

Appendix-C

Appendix-B

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**Academic programs:**

|  |  |  |
| --- | --- | --- |
| **Point Value** | **Element** | **Score** |
| **Up to 6** | **Enrollment demand** [[1]](#footnote-1) |  |
|  |  A “6” would be the ability to fill 100% of sections prior to the start of the semester. |  |
|  |  A “5” would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. | 5 |
|  |  A “4” would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  |  A “3” would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  |  A “2” would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  |  A “1” would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  |  A “0” would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. |  |
|  |  |  |
|  | **Sufficient capital / human resources to maintain the program, as defined by:** |  |
| **Up to 3** |  **Ability to find qualified instructors** |  |
|  |  A “3” would indicate that no classes have been canceled due to the inability to find qualified instructors. | 3 |
|  |  A “2” would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. |  |
|  |  A “1” would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. |  |
|  |  A “0” would indicate that classes are not even scheduled due to the inability to find qualified instructors. |  |
| **Up to 3** |  **Financial resources, equipment, space** |  |
|  |  A “3” would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. |  |
|  |  A “2” would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment | 2 |
|  |  A “1” would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. |  |
|  |  A “0” would indicate that there is no college support with regards to class / lab space, supplies and equipment. |  |
|  |  |  |
| **Up to 4** | **Agreed-upon productivity rate** [[2]](#footnote-2)  |  |
|  |  A “4” would indicate that a program has met or exceeded its productivity rate. | 4 |
|  |  A “3” would indicate that a program is at 90% or greater of its productivity rate. |  |
|  |  A “2” would indicate that a program is at 80% or greater of its productivity rate. | Appendix-C |
|  |  A “1” would indicate that a program is at 70% or greater of its productivity rate. |  |
|  |  A “0” would indicate that a program is at less than 70% of its productivity rate. |  |
|  |
| **Up to 4** | **Course completion rate** [[3]](#footnote-3) |  |
|  |  A “4” would indicate that the program’s course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” | 4 |
|  |  A “3” would indicate the program’s course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.”  |  |
|  |  A “2” would indicate that a program’s course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  A “1” would indicate that a program’s course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  A “0” would indicate that a program’s course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 3** | **Success rate** [[4]](#footnote-4)  |  |
|  |  A “3” would indicate that the sum of the program’s course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” | 3 |
|  |  A “2” would indicate that the sum of the program’s success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.”  |  |
|  |  A “1” would indicate that the sum of the program’s success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  A “0” would indicate that the sum of the program’s success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.”  |  |
|  |  |  |
| **Up to 3** | **Ongoing and active participation in SLO assessment process** |  |
|  |  A “3” would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. | 3 |
|  |  A “2” would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  |  A “1” would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  |  A “0” would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year.  |  |

Note rationale on next page.

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Appendix-C

The Psychology Program is very successful and effective. We do need more sections and large classrooms to be able to increase our student transfer success rate.

Score interpretation, academic programs:

**22-26** Program is current and vibrant with no further action recommended

**18-21** Recommendation to attempt to strengthen program

**Below 18** Recommendation to consider discontinuation of the program

**Rubric for Instructional Program Vitality-CTE**

Appendix-D

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**CTE programs:**

|  |  |  |
| --- | --- | --- |
| **Point Value** | **Element** | **Score** |
| **Up to 6** | **Enrollment demand / Fill rate** [[5]](#footnote-5) |  |
|  |  A “6” would be the ability to fill 100% of sections prior to the start of the semester. |  |
|  |  A “5” would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. |  |
|  |  A “4” would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  |  A “3” would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  |  A “2” would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  |  A “1” would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  |  A “0” would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. |  |
|  |  |  |
|  | **Sufficient capital / human resources to maintain the program, as defined by:** |  |
| **Up to 3** |  **Ability to find qualified instructors** |  |
|  |  A “3” would indicate that no classes have been canceled due to the inability to find qualified instructors. |  |
|  |  A “2” would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. |  |
|  |  A “1” would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. |  |
|  |  A “0” would indicate that classes are not even scheduled due to the inability to find qualified instructors. |  |
| **Up to 3** |  **Financial resources, equipment, space** |  |
|  |  A “3” would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. |  |
|  |  A “2” would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment |  |
|  |  A “1” would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. |  |
|  |  A “0” would indicate that there is no college support with regards to class / lab space, supplies and equipment. |  |
|  |  |  |
| **Up to 4** | **Agreed-upon productivity rate** [[6]](#footnote-6)  |  |
|  |  A “4” would indicate that a program has met or exceeded its productivity rate. |  |
|  |  A “3” would indicate that a program is at 90% or greater of its productivity rate. |  |
|  |  A “2” would indicate that a program is at 80% or greater of its productivity rate. |  |
|  |  A “1” would indicate that a program is at 70% or greater of its productivity rate. |  |
|  |  A “0” would indicate that a program is at less than 70% of its productivity rate. | Appendix-D |
|  |
| **Up to 3**  | **Program Completion** |  |
|  |  A “3” would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  |  A “2” would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  |  A “1” would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  |  A “0” would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  |  |  |
| **Up to 3** | **Employment Outlook for Students/Job Market Relevance**   |  |
|  |  A “3” would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or “leavers” of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college. |  |
|  |  A “2” would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.  |  |
|  |  A “1” would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years. |  |
|  |  A “0” would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years. |  |
|  |  |  |
| **Up to 3** | **Success rate** [[7]](#footnote-7)  |  |
|  |  A “3” would indicate that the sum of the program’s course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  A “2” would indicate that the sum of the program’s success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.”  |  |
|  |  A “1” would indicate that the sum of the program’s success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  A “0” would indicate that the sum of the program’s success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.”  |  |
|  |  |  |
| **Up to 4** | **Course completion rate** [[8]](#footnote-8) |  |
|  |  A “4” would indicate that the program’s course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  A “3” would indicate the program’s course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.”  |  |
|  |  A “2” would indicate that a program’s course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  A “1” would indicate that a program’s course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  A “0” would indicate that a program’s course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  | Appendix-D |
| **Up to 3** | **Ongoing and active participation in SLO assessment process** |  |
|  |  A “3” would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. |  |
|  |  A “2” would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  |  A “1” would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  |  A “0” would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year.  |  |

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

**27-32** Program is current and vibrant with no further action recommended

**22-26** Recommendation to attempt to strengthen program

Below **22** Recommendation to consider discontinuation of the program

**APPEAL FORM**

Appendix-E

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Category for appeal: \_\_\_\_\_ Faculty

 \_\_\_\_\_ Personnel – Other

 \_\_\_\_\_ Equipment- Computer

 \_\_\_\_\_ Equipment – Other

 \_\_\_\_\_ Facilities

 \_\_\_\_\_ Operating Budget

 \_\_\_\_\_ Program Discontinuance

 \_\_\_\_\_ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

**Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.**

1. Enrollment demand is determined by the ability to fill classes. [↑](#footnote-ref-1)
2. Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college. [↑](#footnote-ref-2)
3. As defined by the RP Group, the course completion rate is the “percentage of students who do not withdraw from class and who receive a valid grade.” [↑](#footnote-ref-3)
4. As defined by the RP Group, the success rate is “the percentage of students who receive a passing/satisfactory grade” notation of A, B, C, P, IB, or IC. [↑](#footnote-ref-4)
5. Enrollment demand is determined by the ability to fill classes. [↑](#footnote-ref-5)
6. Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college. [↑](#footnote-ref-6)
7. As defined by the RP Group, the success rate is “the percentage of students who receive a passing/satisfactory grade” notation of A, B, C, P, IB, or IC. [↑](#footnote-ref-7)
8. As defined by the RP Group, the course completion rate is the “percentage of students who do not withdraw from class and who receive a valid grade.” [↑](#footnote-ref-8)