

Psychology Program Review

2011-2012

1. Program Description

A. Description

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.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate theoretical and applied comprehension of the major concepts, theoretical perspectives, empirical findings, historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically based research methods in psychology using statistical analyses appropriate for specific research problems.
3. Demonstrate the application of social interaction and life skills, including basic proficiency in information technology.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

Meet math and chemistry prerequisites.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

Psychology Program Review

2011-2012

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
Associates in Arts Degree – Psychology for transfer

J. Program Strengths, Successes, and Significant Events

A new transfer psychology degree was created last year and is available to students beginning in fall 2011 semester. In addition to an extensive general education population taking psychology courses several programs also include psychology courses. These programs include Human Services,

Psychology Program Review

2011-2012

International Studies, Sociology, and Holistic Studies programs offering 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 in FY2009, FY2010, and FY2011 by efficient scheduling and large enrollment classes. Even with large classes the Psychology Program faculty maintained success and retention rates above the college averages. Psychology faculty are dedicated and passionate about teaching and helping students to perform at their highest levels academically and socially.

Courses from the Psychology program articulate to other colleges and university systems. The Psychology Department cooperates with other disciplines and has a course co-listed with sociology to provide students with educational options. Psychology courses are updated on a regular schedule to provide students with current and relevant knowledge. Students are provided with current technological attendance options through Internet based distance education classes. Service learning courses are provided for students to apply psychological concepts and learn the importance of community participation.

The Ventura College Psychology Club was formally established in 2005. Since its inception, the Psychology Club has gained recognition and notoriety around the college and community at large. The Club successfully organized a number of community events such as the Clothesline Project, which raises the awareness of violence perpetrated against women, the LGBTQ community, and more. They have also organized bake sales to raise funds for the KIRF foundation (Non-Profit organization designed to help children who have been directly and indirectly affected by AIDS in Thailand), the Pacific Pride Foundation and NAMI (National Alliance for Mental Illness). The Think PINK project in conjunction with the women's basketball team worked together to increase awareness of breast cancer and lastly created the THINK project in 2009, specifically designed to increase awareness and lower the incidence of drug and alcohol use prior to Spring Break. Both the Clothesline Project and The THINK project have been aired in NPR-KCLU radio casts; the piece on the Clothesline Project earned Lance Orozco (NPR-KCLU) a peer award. The club's student membership and participation has continued to grow over the years, as its involvement in the community at large by increasing an overall awareness of the various issues in the field of applied psychology. The Psychology Club has also raised funds via sponsoring the AIDs Walk and the NAMI Walk over the last couple of years. The club is in the process of organizing a day to increase awareness on mental health and psychopathology much like the Think event and the Clothesline projects with speakers, resources and referral services for the Ventura College Student Body and the community at large. The plan is to establish the new event by early 2012.

Psychology Program Review

2011-2012

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis-Huddleston

Department Chair: Mark Pauley

Instructors and Staff

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

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

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

Name	Joseph Robinson
Classification	Professor
Year Hired	1992
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.S., Ph.D.

Psychology Program Review

2011-2012

2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate theoretical and applied comprehension of the major concepts, theoretical perspectives, empirical findings, historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically based research methods in psychology using statistical analyses appropriate for specific research problems.
3. Demonstrate the application of social interaction and life skills, including basic proficiency in information technology.

B. Student Success Outcomes

1. The program will maintain its retention rate at or above the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will maintain its retention rate at or above the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will maintain the student success rate at or above the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.
4. The program will maintain its success rate at or above the average of the college's prior three-year success rate. The student success rate is the percentage of students who receive a grade of C or better.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF at or above the 525 goal set by the District.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.
3. The Psychology Program will continue to improve its curriculum and learning environment. The program will continue to review curriculum and assess equipment needs, including maintenance, to assure that student needs are being met.

Psychology Program Review

2011-2012

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
PSY V01	M	M	M
PSY V1SL	P	P	P
PSY V02	M	M	M
PSY V02SL	P	P	P
PSY V03	M	M	M
PSY V04	M	M	M
PSY V04S	P	P	P
PSY V05	M	M	M
PSY V07	M	M	M
PSY V07L	P	P	P
PSY V15	M	M	M
PSY V25	M	M	M
PSY V29	M	M	M
PSY V30	M	M	M
PSY V31	M	M	M
PSY V88	M	M	M
PSY V89	M	M	M
PSY V90	M	M	M

Psychology Program Review

2011-2012

3. Operating Information

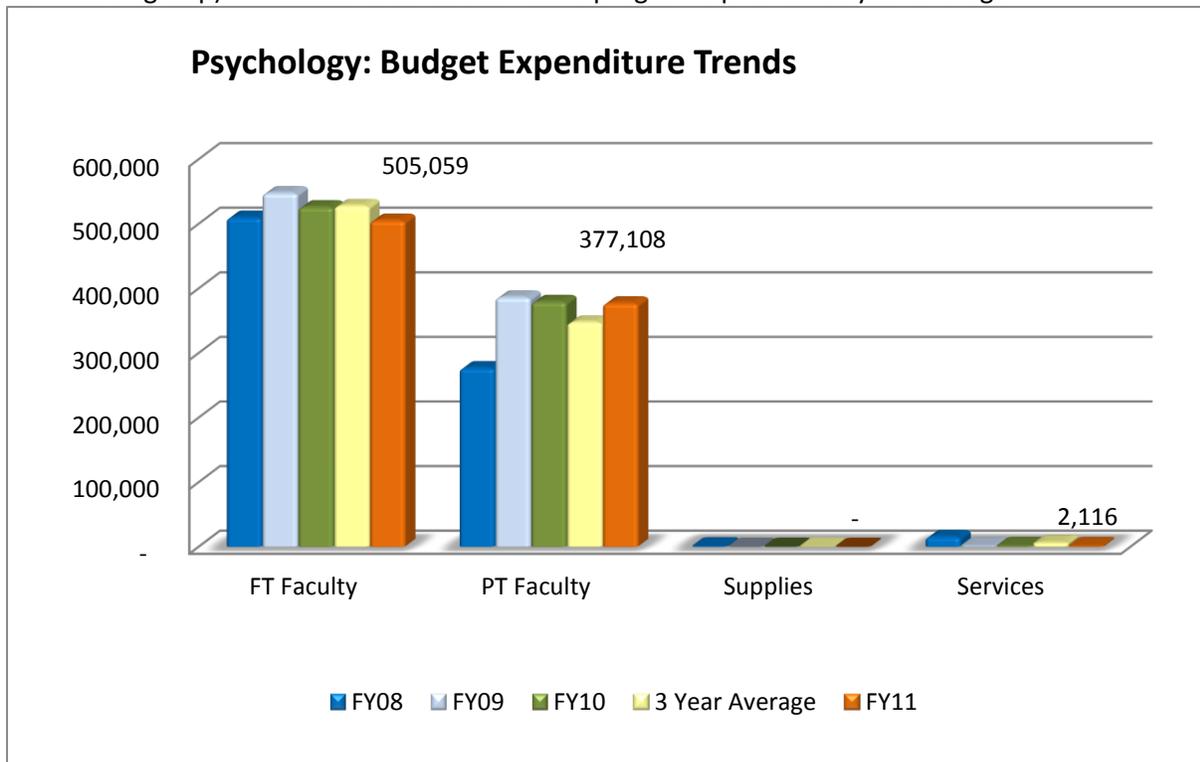
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	509,792	547,720	525,873	527,795	505,059	-4%	12%
2	PT Faculty	276,744	386,216	379,335	347,432	377,108	9%	-10%
7	Supplies	1,363	-	81	722	-	-100%	24%
8	Services	15,483	2,202	2,403	6,696	2,116	-68%	-17%
	Total	803,382	936,138	907,692	882,404	884,283	0%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

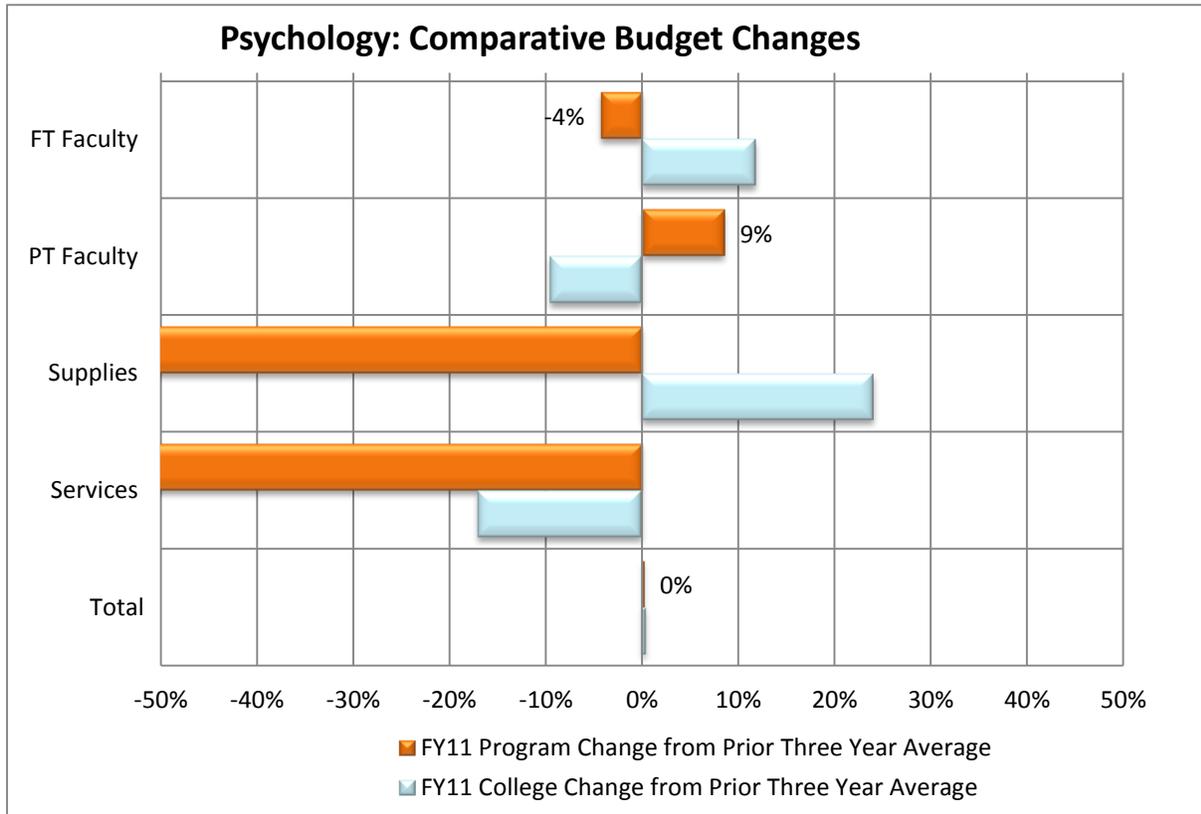


Psychology Program Review

2011-2012

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

Psychology Program Review

2011-2012

A5: Interpretation of the Program Budget Information

The Psychology Program shows a relatively stable rate of full-time and part-time numbers in relation to the college's average faculty expenditures over the last three years. Three factors accounting for some differences include; step and column increases, changes in release time, load bank leave and changing full-time loads. Increases in part-time expenditures correspond to the fluctuation in full-time expenditures. Since the Psychology Program has lost more sections than the college average the data also reflects this as an increased rate of loss in part-time faculty.

The supplies budget shows dramatic fluctuations of 68 to 100 percent over the past three years. This was due to no longer having a dedicated psychology lab after 2008. With a new psychology lab included in one of the new buildings at the college we will need to restart the inventory and management of equipment, supplies, and software starting in fall 2011.

Psychology Program Review

2011-2012

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
(No items in Banner)								

B2: Interpretation of the Program Inventory Information

The psychology equipment list provided by Banner is missing and does not accurately reflect the program's holdings. An inventory is underway to provide an accurate equipment list. A survey of equipment should show 50 new notebook computers and 50 SPSS licenses housed in the psychology lab, room MCE-347. There is a collection of DVD/videos and in faculty offices there is equipment such as printers, computers, telephones, and furniture. All of these items are necessary for the program to function effectively.

Psychology Program Review

2011-2012

C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

Psychology Program Review

2011-2012

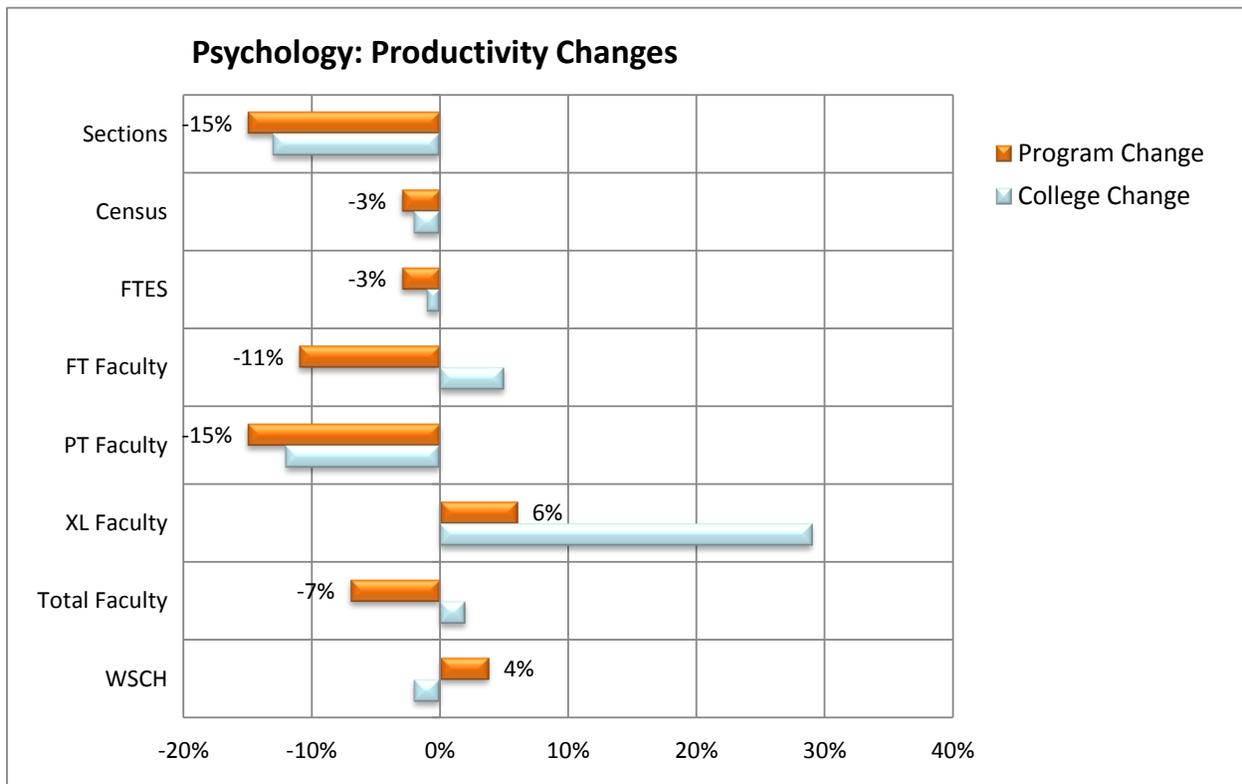
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	87	85	82	85	72	-15%	-13%
Census	4,691	5,764	6,216	5,557	5,390	-3%	-2%
FTES	472	580	628	560	542	-3%	-1%
FT Faculty	3.48	3.67	3.60	3.58	3.20	-11%	5%
PT Faculty	4.71	4.71	4.16	4.53	3.83	-15%	-12%
XL Faculty	2.90	4.45	5.72	4.36	4.60	6%	29%
Total Faculty	11.10	12.83	13.47	12.47	11.63	-7%	2%
WSCH	638	678	699	674	699	4%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



Psychology Program Review

2011-2012

C4: Interpretation of the Program Productivity Information

The C2 Chart and the C3 Graph indicate that the Psychology Program offerings have decreased 15 percent which is more than the 13 percent decrease in sections by the college over the same period. In fall 2011 the scheduling of extra-large faculty of psychology classes increased 6 percent when the college average increased by 29 percent. The extra cuts to psychology show as a decrease of 7 percent in total faculty as compared to an increase by the college of 2 percent in total faculty.

The WSCH/FTEF ratio has been above the District goal for the years 2009, 2010, 2011 and is currently at 699, which is also above the district goal of 650. This productivity is difficult to maintain with the reduction in the number of sections and reduction in access to large classrooms beyond the college's average. In addition, with difficulty getting access to larger rooms in general and especially during the morning hours the Psychology Program is struggling to maintain a balanced schedule of large classrooms necessary to maintain our productivity numbers. The coring of courses into appropriate levels of tiers 1 through 3 is critical for the success of the Psychology Program. We must provide pathways for an extensive general education population to take psychology courses, students completing the Psychology Degree, and students completing other programs including Human Services, International Studies, Sociology, and Holistic Studies.

Psychology Program Review

2011-2012

D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

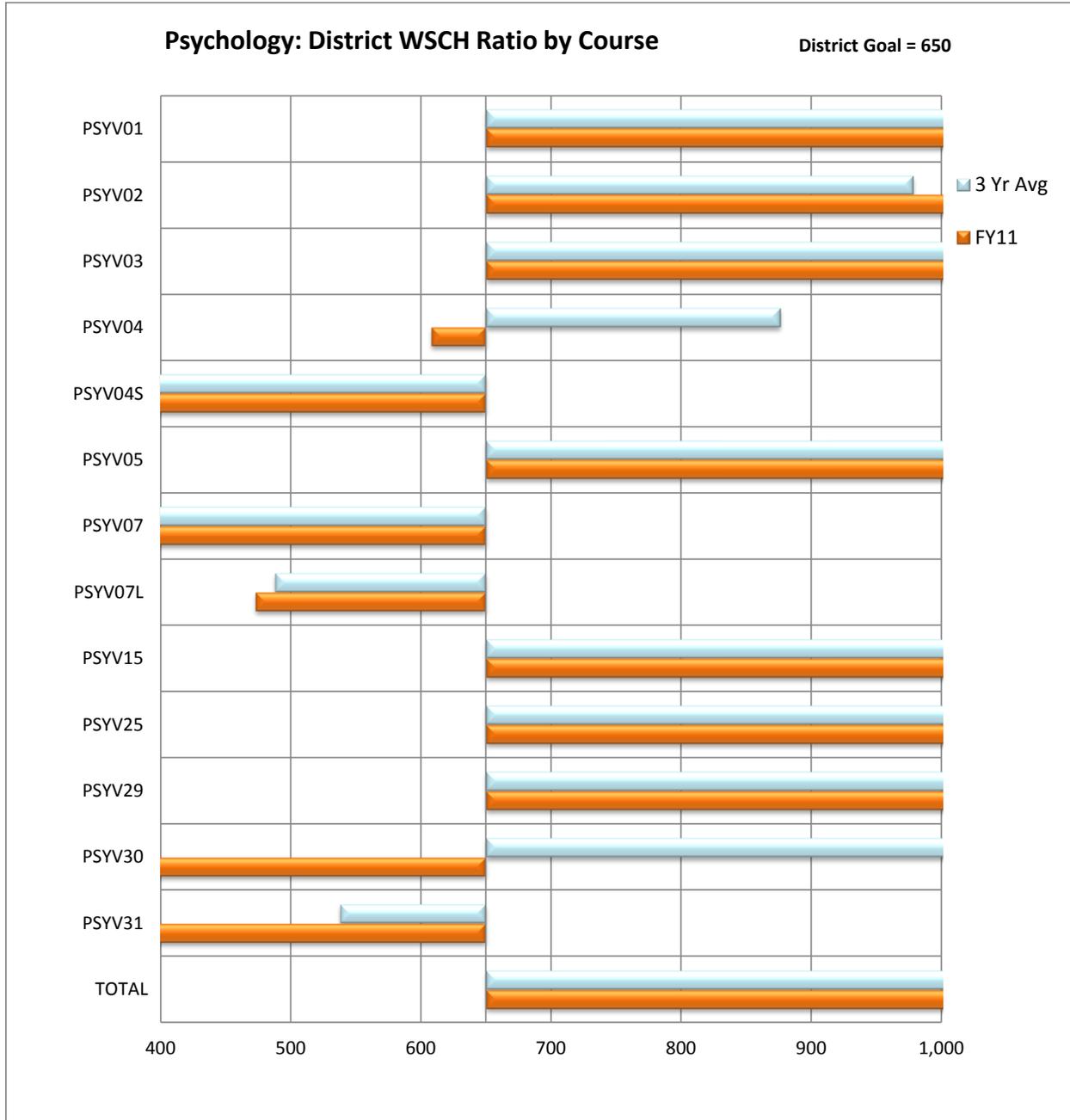
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
PSYV01	Introduction to Psychology	836	1,025	1,187	1,009	1,123	11%	650	173%
PSYV02	Personal Growth & Awareness	720	833	1,380	978	1,283	31%	650	197%
PSYV03	Physiological Psychology	968	1,012	1,175	1,055	1,180	12%	650	182%
PSYV04	Statistics: Social & Behavioral	755	844	1,052	876	608	-31%	650	93%
PSYV04S	Statistics Discussion Session	184	315	248	251	195	-22%	650	30%
PSYV05	Developmental Psychology	885	1,085	1,239	1,074	1,337	24%	650	206%
PSYV07	Experimental Psychology	270	315	390	325	315	-3%	650	48%
PSYV07L	Experimental Psychology Lab	405	473	585	488	473	-3%	650	73%
PSYV15	Intro to Abnormal Psychology	742	1,051	1,363	1,052	1,376	31%	650	212%
PSYV25	Psychology of Human Sexuality	1,436	1,556	1,630	1,533	1,825	19%	650	281%
PSYV29	Intro Personality Psychology	1,185	1,520	1,399	1,392	1,165	-16%	650	179%
PSYV30	Multicultural Psychology	1,365	1,560	1,965	1,563	-	-100%	650	0%
PSYV31	Intro to Social Psychology	494	572	570	538	-	-100%	650	0%
TOTAL	Annual District WSCH Ratio	863	1,039	1,214	1,036	1,155	11%	650	178%

Psychology Program Review 2011-2012

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



Psychology Program Review

2011-2012

D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

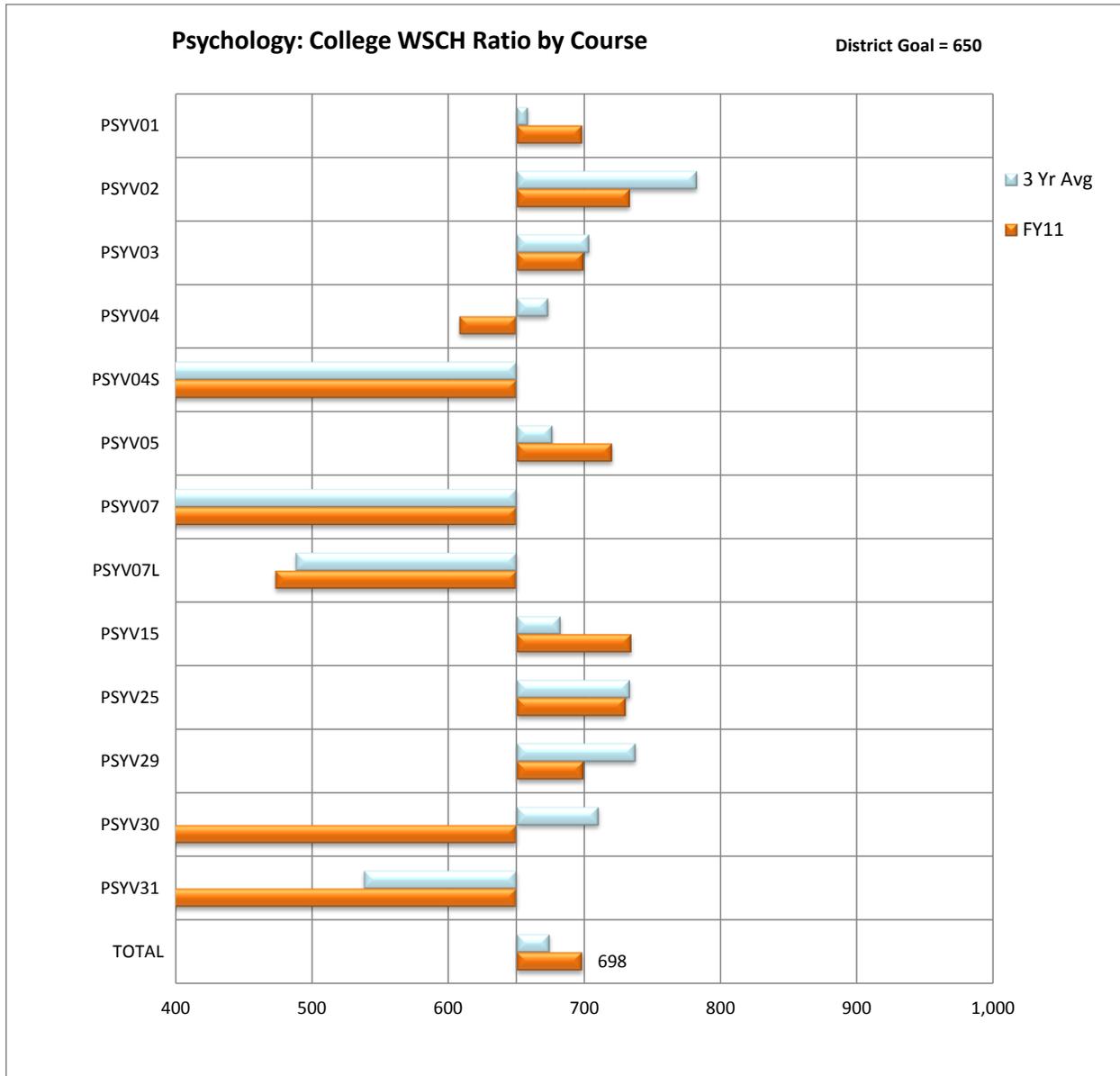
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
PSYV01	Introduction to Psychology	620	652	697	658	698	6%	650	107%
PSYV02	Personal Growth & Awareness	720	833	789	782	733	-6%	650	113%
PSYV03	Physiological Psychology	673	759	682	703	699	-1%	650	108%
PSYV04	Statistics: Social & Behavioral	598	672	751	673	608	-10%	650	93%
PSYV04S	Statistics Discussion Session	184	315	248	251	195	-22%	650	30%
PSYV05	Developmental Psychology	651	697	676	676	720	6%	650	111%
PSYV07	Experimental Psychology	270	315	390	325	315	-3%	650	48%
PSYV07L	Experimental Psychology Lab	405	473	585	488	473	-3%	650	73%
PSYV15	Intro to Abnormal Psychology	660	672	703	682	734	8%	650	113%
PSYV25	Psychology of Human Sexuality	718	732	752	733	730	0%	650	112%
PSYV29	Intro Personality Psychology	790	760	699	737	699	-5%	650	108%
PSYV30	Multicultural Psychology	683	693	786	710	-	-100%	650	0%
PSYV31	Intro to Social Psychology	494	572	570	538	-	-100%	650	0%
TOTAL	Annual College WSCH Ratio	638	679	699	674	698	4%	650	107%

Psychology Program Review 2011-2012

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



Psychology Program Review

2011-2012

D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

For fall 2011 the D3 Chart shows mixed WSCH/FTEF ratios, including large classes, with the average at 698, which is above the District 525 goal. Considering laboratory size limits for research and statistics classes, this is a remarkable efficiency. Inefficiencies are noted for PSY 4 – Statistics for Social and Behavioral Sciences, PSY 7/7L Experimental Psychology, and PSY 31 Social Psychology.

Note: There are minor differences (698 versus 699) in the totals in the C2 and D3 tables. These minor differences need to be corrected.

Psychology Program Review

2011-2012

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

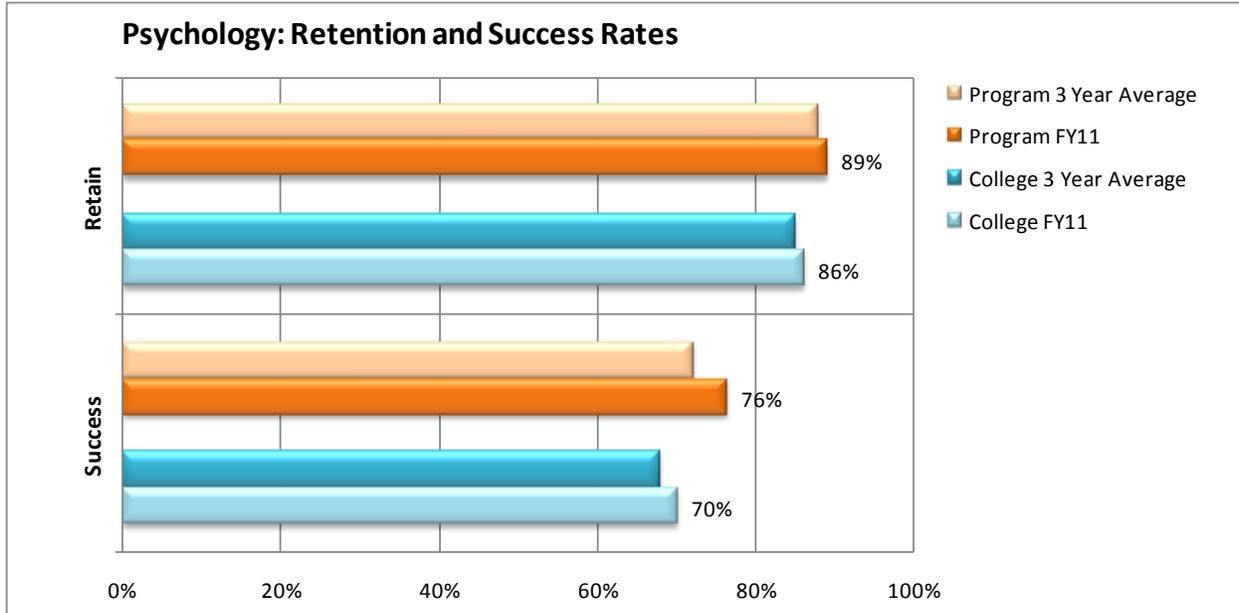
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
PSY	FY08	1,960	754	416	31	202	508	705	14	4,590	3,884	3,161
PSY	FY09	2,349	1,069	615	42	254	621	656	12	5,618	4,962	4,075
PSY	FY10	2,565	1,198	685	34	255	685	624	8	6,056	5,428	4,482
PSY	3 Year Avg	2,291	1,007	572	36	237	605	662	11	5,421	4,758	3,906
PSY	FY11	2,240	1,146	642	14	196	463	586	11	5,298	4,712	4,042
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
PSY	FY08	43%	16%	9%	1%	4%	11%	15%	0%		85%	69%
PSY	FY09	42%	19%	11%	1%	5%	11%	12%	0%		88%	73%
PSY	FY10	42%	20%	11%	1%	4%	11%	10%	0%		90%	74%
PSY	3 Year Avg	42%	19%	11%	1%	4%	11%	12%	0%		88%	72%
PSY	FY11	42%	22%	12%	0%	4%	9%	11%	0%		89%	76%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

Psychology Program Review

2011-2012

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

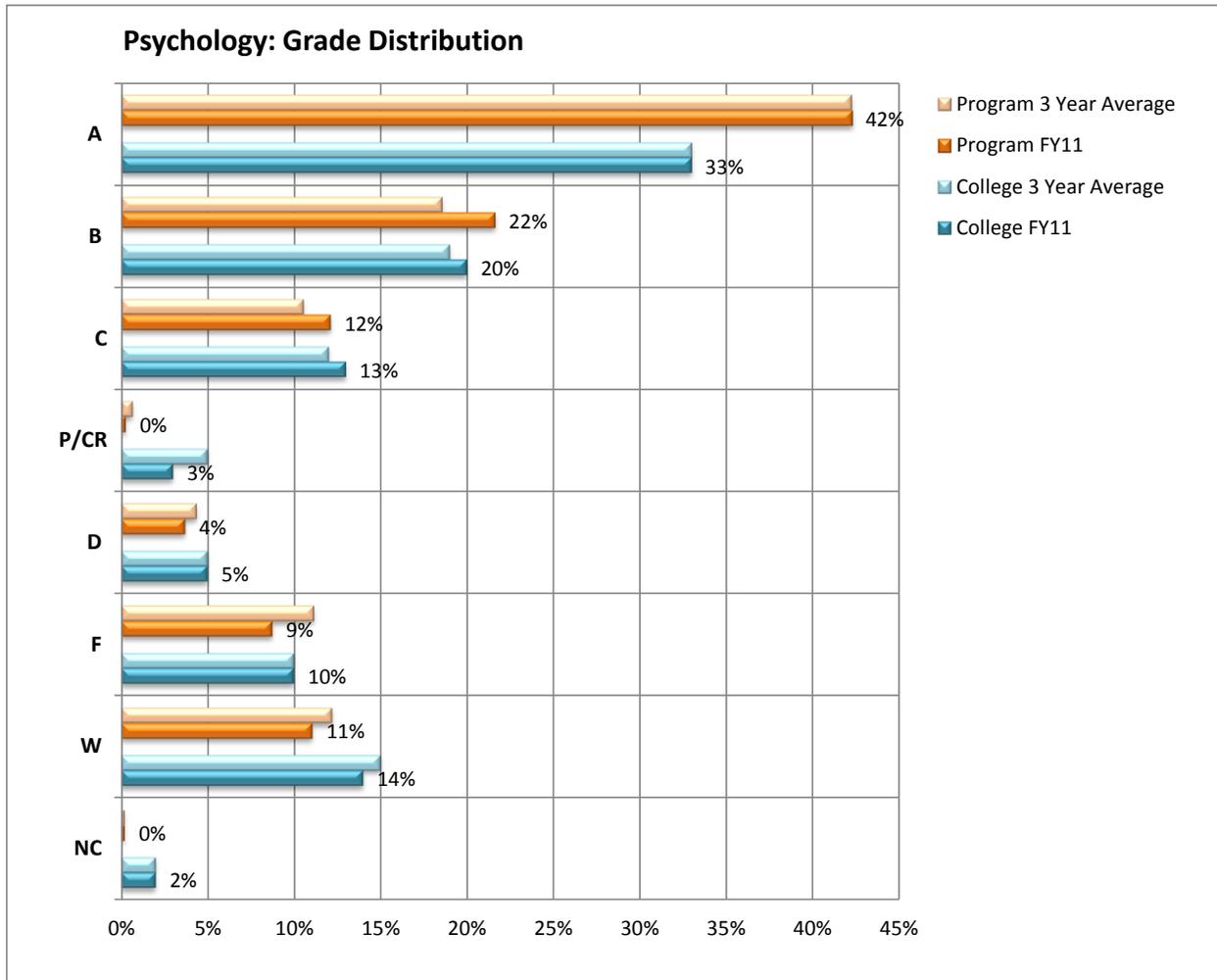


Psychology Program Review

2011-2012

E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

Psychology Program Review

2011-2012

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Student success and retention rates in Psychology are higher than the prior three year average of the program and the college. The grade distributions are similar to those of the college with 42% of the students receiving A's, 22% of students receiving B's, and 12 percent of students receiving C's. The only notable difference is that the percentage of A grades is higher than the college's average. The difference demonstrates the effort put into teaching and monitoring student success and retention rates by psychology faculty. The quantity of D, F and W grades have all decreased due to diligence by the faculty and caring about student success. In addition the SLO assessment process has been taken seriously by faculty and may have provided some additional improvement in psychology student success.

Psychology Program Review

2011-2012

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

No certificates or degrees.

F2: Interpretation of the Program Completion Information

Faculty of the Psychology Department created a new transfer program which is available for the first time fall 2011. During fall 2011 Psychology faculty began to inform students about the new program and encouraging students to enroll in the program. We will not be able to measure program completion rates for a couple of years.

Psychology Program Review

2011-2012

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
PSY	FY08	1,750	1,919	164	155	36	133	65	368	3,035	1,535	20	26
PSY	FY09	2,265	2,185	206	208	50	193	78	433	3,624	1,960	34	25
PSY	FY10	2,453	2,443	158	246	60	228	77	391	3,954	2,085	17	24
PSY	3 Year Avg	2,156	2,182	176	203	49	185	73	397	3,538	1,860	24	25
PSY	FY11	2,451	1,932	148	190	29	185	70	293	3,438	1,853	7	23
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

This table shows the program and college percentage of census enrollments for each demographic category.

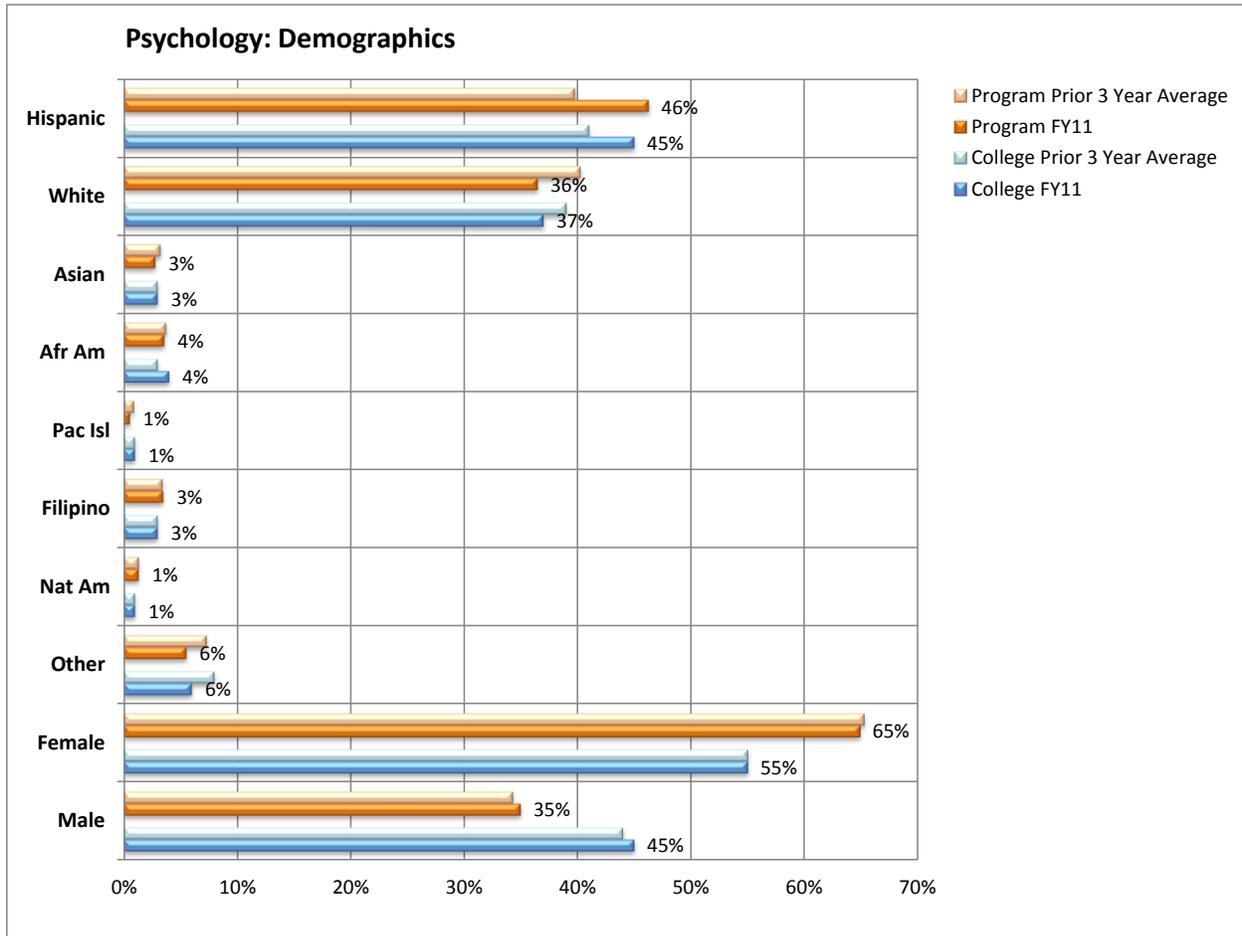
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
PSY	FY08	38%	42%	4%	3%	1%	3%	1%	8%	66%	33%	0%	26
PSY	FY09	40%	39%	4%	4%	1%	3%	1%	8%	65%	35%	1%	25
PSY	FY10	41%	40%	3%	4%	1%	4%	1%	6%	65%	34%	0%	24
PSY	3 Year Avg	40%	40%	3%	4%	1%	3%	1%	7%	65%	34%	0%	25
PSY	FY11	46%	36%	3%	4%	1%	3%	1%	6%	65%	35%	0%	23
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

Psychology Program Review

2011-2012

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The ethnic and gender distribution in the Psychology Program has remained relatively constant over the past three years and roughly mirrors the college as a whole. The only notable difference is the percentage of female students taking psychology is higher than the college average.

Psychology Program Review

2011-2012

4. Performance Assessment

4A: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
<p>Students will demonstrate theoretical and applied comprehension of the major concepts, theoretical perspectives, empirical findings, historical and contemporary trends in psychology.</p>	<p>Assignments and exams are evaluated using rubrics to assess student's ability to demonstrate theoretical and applied comprehension of the major concepts, theoretical perspectives, and empirical findings. In addition, students are asked to verbally communicate historical and contemporary trends in psychology during class. Lecture, research homework, and exams are used to measure students' abilities to effectively communicate theoretical and applied comprehension with 75% or more of students achieving mastery.</p>
Operating Information	
<p>In PSY 29 - 88% of the students were able to demonstrate comprehension of demonstrate theoretical and applied comprehension of major concepts including features of the scientific method. Other courses in the program will be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO.</p>	
Analysis – Assessment	
<p>In the two courses evaluated, students exceeded the performance goal. There was a lack of current social science journal data for students to use for research projects. Without a quality journal database students struggled to perform effectively creating research relevant for the social sciences.</p>	

Program-Level Student Learning Outcome 2	Performance Indicators
<p>Students will demonstrate comprehension of scientifically based research methods in psychology using statistical analyses appropriate for specific research problems.</p>	<p>Assignments and exams are evaluated using rubrics to assess student's ability to demonstrate comprehension of scientifically based research methods in psychology using statistical analyses appropriate for specific research problems. In addition, students are asked to verbally communicate scientifically based research methods in psychology during class. Lecture, homework, and exams are used to measure students' abilities to effectively communicate scientifically based research methods with 75% or more of students achieving mastery.</p>
Operating Information	
<p>In PSY 1 - 78% and in PSY 5 - 79% of the students were able to demonstrate comprehension of scientifically based research methods in psychology. Other courses in the program are to be evaluated in the future after</p>	

Psychology Program Review

2011-2012

development of appropriate rubrics for measuring this program-level SLO.

Analysis – Assessment

In the twenty sections evaluated, students exceeded the performance goal by a small amount. There was a lack of current social science journal data for students to use for research projects. Without a quality journal database students struggled to perform effectively creating research relevant for the social sciences.

Program-Level Student Learning Outcome 3	Performance Indicators
Students will demonstrate the application of social interaction and life skills, including basic proficiency in information technology.	Assignments and exams are evaluated using rubrics to assess student’s ability to demonstrate the application of social interaction and life skills. In addition, students are asked to verbally communicate social interaction and life skills in psychology during class. Lecture, homework (including research papers), and exams are used to measure students’ abilities to effectively demonstrate social interaction, life skills, and a proficiency in information technology with 75% or more of students achieving mastery.
Operating Information	
In PSY 25 - 82% of the students were able to demonstrate comprehension of demonstrate the application of social interaction and life skills. Other courses in the program are to be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO.	
Analysis – Assessment	
In the one course evaluated, students exceeded the performance goal.	

Psychology Program Review

2011-2012

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate at or above the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain the retention rate at or above the average of the program's retention rate for the prior three years.
Operating Information	
Psychology's prior three year average retention rate was 88%. Psychology's FY11 retention rate was 89%. (E2 and E3)	
Analysis – Assessment	
In FY 11 Psychology student retention rate was 1% greater than the program average for the prior three years and this Student Success Outcome was met. The retention rate is at an exceptional level demonstrating that faculty of the Psychology Program are successfully retaining students throughout the semester.	

Student Success Outcome 2	Performance Indicators
The program will maintain its retention rate at or above the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain the retention rate at or above the average of the college's retention rate for the prior three years.
Operating Information	
The college prior three year average retention rate was 85%. Psychology's FY11 retention rate was 89%. (E2 and E3)	
Analysis – Assessment	
Psychology student retention rate in FY 11 was 4% greater than the college average for the prior three years. The Psychology department is on track and providing exceptional level of service to students.	

Psychology Program Review

2011-2012

Student Success Outcome 3	Performance Indicators
The program will maintain the student success rate at or above the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will maintain student success rate at or above the program's average student success rate for the prior three years.
Operating Information	
Psychology's prior three year average student success rate was 72%. Psychology's FY11 success rate was 76%. (E2 and E3)	
Analysis – Assessment	
In FY 11 the Psychology student success rate was 4% greater than the program average for the prior three years. (See E2 and E3) The Psychology department is on track with serving the needs of the students and maintaining a high level of student success.	

Student Success Outcome 4	Performance Indicators
The program will maintain its success rate at or above the average of the college's prior three-year success rate. The student success rate is the percentage of students who receive a grade of C or better.	The program will maintain the success rate at or above the average of the college's success rate for the prior three years.
Operating Information	
The college prior three year average student success rate was 68%. Psychology's FY11 success rate was 76%. (E2 and E3)	
Analysis – Assessment	
In FY 11, the Psychology student success rate was 8% greater than the college average for the prior three years. The Psychology department is on track and providing an exceptional level of service for students creating a high level of student success.	

Psychology Program Review

2011-2012

4C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF at or above the 525 goal set by the District.	The program will maintain performance at or above the efficiency goal of 650 set by the District.
Operating Information	
WSCH/Faculty FTE ratio data is reported in D3 and D4 and indicates a FY11 efficiency of 698 which is about 7% above the District's WSCH Ratio goal of 650.	
Analysis – Assessment	
Efficiency (D3) appears to be near the upper limit considering the limits of seating available per section. Efficiency could be enhanced by providing more access to larger (90 to 120) lecture rooms. The Psychology Program has limited access to large-lecture space available on campus. Scheduling and the number of sections is not meeting the needs of those students enrolled; with the demand being greater than the available number of sections since students are turned away from all classes due to an insufficient number of sections and room sizes. The Psychology Program has performed well with very high retention and success numbers (E2, E3). We are capable of providing quality education to a large number of students including many classes in larger rooms. If we are to maintain our performance level we must have increased availability and access to larger classrooms.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the Psychology Program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (B1)	
Analysis – Assessment	
The inventory list through Banner is out of date and does not contain most equipment used in the program. With the data in B1, there is no way to analyze the total cost of ownership, budget service contracts for equipment, and plan for replacement costs. Baseline inventory data is that listed under the program code in banner. An on-site inventory is being conducted in Fall 2011 and hereafter inventory maintenance will be an ongoing activity. In addition to equipment the current supply of DVD/Videos are degrading and have not been replaced on a regular basis. These media supplies are important additions to enrich student understanding of complex and difficult to understand topics.	

Psychology Program Review

2011-2012

Program Operating Outcome 3	Performance Indicators
The Psychology Program will continue to improve its curriculum and learning environment. The program will continue to review curriculum and assess equipment needs including maintenance, to assure that student needs are being met.	The review of curriculum is be guided by the course-level and program –level SLO evaluation process and student’s success in meeting SLOs. Equipment needs will be assessed by following trends in social science research and statistics software used for research.
Operating Information	
The Psychology department assesses course-level and program-level SLOs to determine the effectiveness of instruction and to inform changes in curriculum and equipment.	
Analysis – Assessment	
We have limited SLO data for advanced analysis of this Program Operating Outcome. However, we have a strong need to improve the availability of current journal sources through the Ventura College library. The APA journal database is the best available source for current research material. Research data is commonly processed using SPSS statistical software. Students would do better with their research with access to this important statistical software. The software should be available on each computer in the Psychology laboratory.	

Psychology Program Review

2011-2012

5. Findings

Finding 1:

Students are having difficulty finding current quality social science journal material at the Ventura College library to conduct quality college-level research. (Program-level SLO 1, Program-level SLO 2, and Program Operating Outcome 3.)

Finding 2:

Psychology laboratory equipment needs to be maintained to have data gathering and statistical analysis software to prepare students for higher-level courses and transfer. (Student Success Outcome 3)

Finding 3:

The Psychology Program is exceeding the 525 efficiency goal set by the district. (D3, D4, D6, and Student Success Outcomes 1)

Finding 4:

The Psychology Program has suffered greater reductions in the number of sections and number of classes taught in large classrooms beyond the college averages. (C2, C3, and C4)

Finding 5:

The curriculum is current and is meeting the needs of the students. Retention and success rates are at rates above the college levels. (Student Success Outcomes 1, Student Success Outcomes 2, Student Success Outcomes 3, Student Success Outcomes 4)

Finding 6:

The equipment and supplies are not inventoried accurately and have not been updated or replaced on a regular basis. (Program Operating Outcome 2)

Psychology Program Review

2011-2012

6. Initiatives

Initiative: Improve quality of social science journal material at the Ventura College library

Initiative ID: PSY-12-1

Links to Finding 1: In order for students to successfully perform research, it is critical that students have access to a database of current journals. Currently our students try to use the ProQuest database at the VC library without much success. The Psychology Department can improve student performance related to the research SLOs by updating the ProQuest subscription to include APA PsychArticles which has over 70 journals students can use to perform literature reviews.

Benefits: Improvement in student access to PsychArticles will increase students' ability to effectively practice the theory and application of research methods. Other disciplines will also benefit from access to these journals. The improved journal access for social science students is also a goal of the VC Library faculty.

Request for Resources: APA PsychArticles Database added to ProQuest subscription (\$2400 annual cost)

Funding Sources:

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Psychology Program Review

2011-2012

Initiative: Improve student access to technology in the Psychology Laboratory

Initiative ID: PSY-12-2

Links to Finding 2: In order to maintain students' ability to perform research and study statistics Psychology and social sciences students need to have access to current computers and statistical software in the Psychology laboratory.

Benefits: Practicing data collection and statistical analysis will improve students' ability to learn and perform effectively with research projects.

Request for Resources: The Psychology Laboratory should currently have 50 notebook computers and 50 licenses to SPSS statistical software. This equipment needs to be maintained in computer and software refresh cycles.

Funding Sources:

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Psychology Program Review

2011-2012

Initiative: Improve scheduling of Psychology Program offerings to better serve students.

Initiative ID: PSY-12-3

Links to Finding 4: Program efficiency is directly linked to scheduling effectiveness and students' convenience. This includes daytime access to classes which are large enough to accommodate student need. Behavioral Sciences and Philosophy Department has begun to improve the scheduling matrix with consideration for course overlaps and availability of space for required courses to improve student's progress through the new psychology program. Offering most of the psychology courses each semester and a couple courses each year will be critical for student success in the various programs that psychology supports and an extensive general education population.

Benefits: Students can move through the curriculum efficiently and achieve their goal of AA for transfer without wasted semesters waiting for program courses to be offered.

Request for Resources: Increased sections and increased access to large classrooms in particular more daytime sections are required to implement this initiative

Funding Sources:

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Psychology Program Review

2011-2012

Initiative: Evaluate Psychology curriculum to assure we are meeting students' needs in attaining the new Psychology AA for Transfer degree and other general education needs.

Initiative ID: PSY-12-4

Links to Findings 4 and 5: Evaluate the Psychology AA for Transfer requirements of the new SB 1440 AA for Transfer degree program in psychology. Validate that all courses articulate the CSU system. Review other programs at VC and determine which could benefit from psychology course requirements or general education.

Benefits: Students will be able to transfer into a CSU as a Psychology major with all lower-division units accepted and be able to take psychology courses to complete other general education requirements

Request for Resources: None

Funding Sources:

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Psychology Program Review

2011-2012

Initiative: Inventory and update supplies and equipment. A current need is for updating and replacing the media library of DVD/Videos used for psychology classes.

Initiative ID: PSY-12-5

Links to Finding 6: In addition to equipment not being inventoried and updated the current supply of DVD/Videos are degrading and have not been replaced on a regular basis.

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

Request for Resources: DVD/Videos (\$2500 one-time expense and \$400 annual maintenance)

Funding Sources:

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Psychology Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Psychology Program Review

2011-2012

Computer Equipment and Software

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R, H, M, L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R, H, M, L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Psychology Program Review

2011-2012

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division’s spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

Psychology Program Review

2011-2012

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

Psychology Program Review

2011-2012

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.