[Plans for Psychology](#) >> 2012 - 2013 Psychology CHC Instructional Program Review 2012-2013

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2012 - 2013 Psychology CHC Instructional Program Review 2012-2013
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Version: 38
Group: 2012 - 2013
Type: CHC Instructional Program Review 2012-2013
Last Modified On: 1/28/2013 2:49:50 PM
Last Modified By: Jessica McCambly
State: Submitted (Finalized)
State By: Jessica McCambly

Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

    a. Organization (including staffing and structure)
    b. Mission, or primary purpose
    c. Whom you serve (including demographics)
    d. What kind of services you provide
    e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)
    f. **Rubric Item**: Needs-Based Curriculum (Note: All instructional departments must consider the results of their most recent curriculum reviews in this section.)
    g. **Rubric Item**: Scheduling Matrix (Attach your scheduling matrix.) Click here for sample!

1. a. Crafton Hills College (CHC) is a small community college located in Yucaipa, California. It is one of two in the San Bernardino Community College District and one of one hundred and twelve community colleges state-wide. CHC's sister college in the District is San Bernardino Valley College. CHC provides services primarily to students from Yucaipa, Calimesa, Beaumont, Banning, Redlands, San Bernardino, Highland, and surrounding mountain regions. Given the economic challenges in California and the resulting impact upon the educational system, it is not surprising that students now arrive at CHC from as far away as Riverside, Rancho Cucamonga and even Barstow. Crafton Hills College provides services to approximately 5,000 students on-campus,on-line and via hybrid options.

The Psychology Department at CHC offer courses/programs that contribute to an AA degree, an AA degree with a major in Psychology, the AA-T degree with a major in Psychology, the IGETC program, and transfer courses for other four year institutions. The department also teaches courses that are required pre-requisites for external programs (e.g. nursing, physical therapy, psychiatric technician).

The Psychology Department has two full time tenured faculty members, T.L. Brink and Diane J. Pfahler, although Dr. Brink is teaching a .60 load in psychology at present and teaching his remaining load in Philosophy/Religious Studies. The department also has four courses being taught by .20 part time faculty members: Jennifer Downy, Joan Harter-Speer, Mark Porritt, and Gary Williams. Three classes that are cross-listed are also being taught by faculty members outside of the department. James Holbrook is teaching PBSF/Psych 127 (Emergency Management: Decision Making and Problem Solving), Julie McKee is teaching Soc/Psych 150 (Gerentology), and Henry Stone is teaching one section of Math/Psych 108 (Statistics).The Psychology Department is housed within the Human Development Division with JoAnn Jones as the Division Chair.

Courses are offered on-campus (twelve sections), on-line (two sections), and are presented mornings, afternoons, one evening and Friday mornings. Honors students are accepted in two Psychology 100 (Introduction to Psychology) courses taught by Dr. Brink. Classes currently include seven sections of Psychology 100 (one evening and one on-line), three sections of Psychology 111 - Developmental Psychology: Lifespan (one on-line section), one section of Psychology 101 (Research Methods), one section of Psychology 102 (Personal and Social Adjustment) and two sections of Psych/Math 108 (Statistics).

1. b. The Mission of the Psychology Department at CHC is to provide courses for students that will allow them to earn AA degrees with a Major in Psychology, AA-T degrees (CSU) with a Major in Psychology, meet the general education requirements for other four year institutions according to our articulation agreements (e.g. IGETC) and offer transferable lower division requirements and electives for other majors and transferring students. This is consistent with one of the college's Missions - "...to be the premier transfer institution". Another aspect of the college's Mission is to be a provider of public safety education. The Psychology Department provides courses that meet some requirements, electives, and pre-requisites for public safety degrees/careers in paramedic training, nursing, physical therapy, and psychiatric technician training, to name a few. During the time period covered in this Program Review, the psychology faculty developed and implemented a Forensic Psychology program.

1. c. The population the Psychology Department serves included a higher percentage of females (59.60%) to males (40.20%) during this three year period being reviewed while the five year period beginning in 2007 shows a slight decrease in females overall and a slight increase in the percentage of males today. Campus gender percentages were 50.5% and 49.30% for females and males respectively during the past five years (See Appendix A). Age ranges for the Psychology Department students are similar to the CHC totals. The department serves slightly more Asian students versus the campus as a whole and during the past academic year the department saw a major increase in African American students - a jump from 4.50% to 8.00% which is slightly higher than the CHC percentage (7.10%). The increases in these groups are probably not statistically significant. It is possible that the increase in African American students in the department's classes may be due to campus recruitment strategies or even the presence of the advisor for the Black Student Union (BSU) being a psychology professor. All other group percentages in the demographics are consistent with the campus percentages.

1. d. The services provided by the Psychology Department's faculty contribute to: an AA-T degree with a Major in Psychology, an AA degree with a Major in Psychology, transfer requirements and electives for all students transferring to four year institutions, and courses providing pre-requisite units for a variety of programs including, but not limited to, nursing, physical therapy, physician assistant, and psychiatric technician.

1. e. Course are offered on-campus (twelve sections), on-line (two sections), and are presented mornings, afternoons, one evening and Friday mornings. Honors students are accepted in two Psychology 100 (Introduction to Psychology) courses taught by Dr. Brink. Classes currently include seven sections of Psychology 100 (one evening and one on-line), three sections of Psychology 111 - Developmentalmental Psychology: Lifespan (one on-line section), one section of Psychology 101 (Research Methods), one section of Psychology 102 (Personal and Social Adjustment and two sections of Psych/Math 108 (Statistics). Our Psychology 100 classes are offered every day with one Monday and Wednesday section being held in the early morning, one evening, one Friday three hour block, one on Tuesday and Thursday afternoon, and one on-line. The Psychology 111 classes are on-campus and on-line. The Psychology/Math 108 sections are held on both Monday and Wednesday and also Tuesday and Thursday with one section in the morning and one in the early afternoon. The math section of Math/Psychology 108 is held in the late afternoon.

1. f. Psychology offers the following courses:

- Psychology 100 Introduction to Psychology
- Psychology 100H Introduction to Psychology - Honors (not a separate section; five Honor students per two sections)
- Psychology 101 Research Methods
- Psychology 102 Personal and Social Adjustment
- Psychology 103 Personality
- Math/Psychology 108 Statistics
- Psychology 110 Abnormal Psychology
- Psychology 111 Developmental Psychology: Lifespan
- Psychology 118 Human Sexuality

All of these courses meet requirements or electives for the following: the AA-T transfer degree with a Major in Psychology, the CHC AA degree with a Major in Psychology, the CHC AA degree, and the Intersegmental General Education Transfer Curriculum. Individual courses also meet requirements/pre-requisites for other programs (e.g. nursing).

In the Spring 2012, Psychology 101 and 110 were up-dated through the curriculum process. The original AA-T degree was approved by the Curriculum Committee and the Board of Trustees. During the Fall 2012, the following courses are being up-dated in the curriculum process: Psychology 100, Psychology 100H, Psychology, 102, Psychology 103, Math/Psychology 108, Psychology 111, and Psychology 118 with several already being approved by the committee and the Board. The AA-T degree with a Major in Psychology was revised to agree with the specific state requirements and the CHC AA degree with a Major in Psychology has been revised to address the loss of six psychology units with the AA-T degree. The AA-T mandated three less units than the CHC psychology major degree had and changed another three-four of the psychology units to represent Biology 100. The AA degree with a Major in Psychology at CHC is now requiring two electives versus the one elective for the AA-T degree. A number of courses have been deleted due to lack of need, one course a better representative of several others, and/or budgetary constraints. An example of "better representation" is the elimination of Psychology 112 (Child and Adolescent Psychology), Psychology 113 (Adulthood and Old Age), and Psychology 150 (Gerentology), in favor of offering adequate sections of Psychology 111 (Developmental Psychology: Lifespan) which more transfer institutions prefer because it is inclusive. Courses deleted include: Psychology 112, Psychology 113, Psychology 121 (Forensic Psychology), and Psychology 132 (Counseling and Interviewing Techniques). Cross-listing with two other courses were deleted: Psychology 127 (Emergency Management: Decision Making and Problem Solving) and Psychology 150 (Gerontology). Both will continue to be offered by the other departments. Courses on track for deletion are Psychology 116 (Gender Roles) and Psychology 117 (SPSS training - Statistical Package for the Social Sciences). Gender Roles had not been offered in many years, its content is covered in major part in Human Sexuality, and it is not on the AA-T degree list of acceptable courses. Psychology 117, a course developed and taught once by psychology faculty, is cross-listed with Math. It appears the Math Department faculty may wish to change the number and make it a math course which they will currently bank. When it was taught in psychology, it had low enrollment. More importantly for our department, that information now must be covered in the up-dated Research Methods course that has been revived for the AA-T degree.

1. g. The scheduling matrix for psychology courses for a two year period will include Psychology 100, 101, 108 and 111 being offered every semester (See Appendix B). There will be one section of Psychology 101 and two sections of Math/Psych 108. The two sections of the latter are a necessity because psychology majors must complete with other groups for those seats. Psychology 111 needs three sections to accommodate all students including and beyond psychology majors that require it. Psychology 100 is the "feeder" course for all other psychology courses and is a course that meets the needs of other students as well who do not intend to go on in psychology so multiple sections in a variety of formats are necessary. According to the campus data provided, 47.60% represents the percentage of students who transferred to a four year institution in the same year or after earning an AA degree in Psychology at CHC divided by

the total number of students who earned an AA degree. We have a significant number of not only students, but successful students, as the entirety of this document will demonstrate.

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

a. Budgetary constraints or opportunities
b. Competition from other institutions
c. Requirements of four-year institutions
d. Requirements imposed by regulations, policies, standards, and other mandates
e. Job market
    i) Requirements of prospective employers
    ii) Developments in the field (both current and future)

a. External factors, especially economic ones, are a concern for the CHC campus and for the Psychology Department as well. Course sections have been cut each semester this past year. Fortunately, we are able to offer enough sections to minimally meet the needs of our diverse student population and their varied goals. We are still able to offer one section of Psychology 100 in the evening although it is no longer possible to complete the major at night or with an at night/on-line combination. The focus has been for us to create a psychology major that still can be completed in a two year cycle and currently we have that by offering each of the four electives once in the four semester pattern. The department had set a goal to open a designated Honors section of Psychology 100. The budget did not permit an additional section. However, Dr. Brink was able to establish five seats for Honors students in each of his two sections of Psychology 100.

   Having a limited access to SPSS, the statistical software our students need, has been problematic. The licenses are quite expensive. CHC was able to provide five licenses and they have been installed on computers in the Tutoring Center. The Dean of the Learning Resource Center and the Tutoring Center staff have been instrumental in assisting students in getting access by offering more "open time" and allowing students to finish what they are working on when a scheduled event starts while they are still there.

A Forensic Psychology Program was created (Appendices C-1 and C-2) in response to programs becoming very popular, and we had hoped to offer opportunities both for transfer and the development of a two year certificate program. With less classes being offered, it was not possible to fully develop this plan at this time.

b. Seats in our classes in the Psychology Department are now at a premium. All the public institutions in the area - San Bernardino Valley College, Riverside Community College, and California State University, San Bernardino - are in similar situations. It is likely that students will be competing for seats at several schools at one time in order to complete AA/AS degrees, psychology majors, transfer degrees and pre-requisite courses in a timely fashion. Our two year

plan of courses has been attracting students from other schools as far away as Barstow and Rancho Cucamonga.

c. The passage of AB 1440 afforded the Psychology Department the advantage of developing an AA-T degree with the CSUs that offered a Major in Psychology (Appendix D). The following psychology courses meet either requirements or electives for this degree: Psychology 100 (Introduction to Psychology, Psychology 100H (Introduction to Psychology-H), Psychology 101 (Research Methods), Psychology 102 (Personal and Social Adjustment), Psychology 103 (Personality), Psychology/Math 108 (Statistics),Psychology 110 (Abnormal Psychology), Psychology 111 (Developmental Psychology: Lifespan), and Psychology 118 (Human Sexuality). The advantages for our students majoring in psychology who are transferring to a CSU are numerous. This degree allows students to transfer with an associate degree to a CSU with junior standing and a priority admission to a local CSU with this major. Our local CSU (CSUSB) has this major. It clearly identifies a degree with sixty transferable units and, for psychology, sixteen units in the major. Students will not have to repeat courses that are similar to courses taken for the AA degree.

Students transferring to a CSU as "undeclared", "liberal arts majors" or in another major field of study can select Psychology 108 to fulfill partial requirements for section B Scientific Inquiry and Quantitative Reasoning, six units from Psychology 100, Psychology100H, Psychology 102, Psychology 103, Psychology 110, Psychology 111, or Psychology 118 to partially fulfill the requirements for section D. Social and Behavioral Sciences, and three units from Psychology 103, Psychology 111, or Psychology 118 to fulfill the requirements for section E. Lifelong Learning and Self-Development.

The choices of psychology courses that assist in completing the IGETC transfer form for the UC system include: Psychology 100, Psychology 100H, Psychology 102,Psychology 103, Psychology 110, Psychology 111, and Psychology 118 for Area 4:Social and Behavioral Sciences. It is anticipated that Psychology 101 will join this list after it is articulated. Psychology/Math 108 is a requirement possibility for Area 2: Mathematical Concepts and Quantitative Reasoning.

Most other four year institutions (e.g. University of Redlands) accept one to five psychology courses as possible transfer courses with all of our courses meeting some four year college's requirements or electives. Fewer units are typically accepted by private universities for obvious financial reasons.

d. None noted.

e. The job market for students majoring in psychology is very healthy. This is reflected by low unemployment rates (1% compared to Political Science (5.7%), Sociology (4%), Economics (4.25%) and Others (5.5%). There are also employment opportunities. For example, even at a M.A./M.S. level, approximately 40% of students have jobs lined up before graduation and 47% more have jobs in the field within six months of graduation. AA/AS degrees in some areas (e.g. case management) may lead to salaries of $25,000a year while BA/BS degrees have fields starting at $30,000 and up, MA/MS degrees lead to jobs starting at $40,000 and Ph.D.s tend to

start careers at $70,000, depending on their field of expertise. There are exceptions. For example, a MA/MS in Industrial / Organization Psychology is likely to result in job offers in the $100,000 range. Popular employable fields include, Clinical, Counseling, Social, School, Human Development and Family Studies, Industrial/Organizational and General (Experimental) Psychology among others.(National Science Foundation Division of Science Resource Statistics (SESTAT, 2006. Compiled by APA Center for Workforce Studies, April, 2009).

(i) Requirements of perspective employers are affected by the type of position, level of education of the applicant, and area of interest. What employers have in common is the desire for particular skill sets provided by certain psychology courses. These skills include: one-on-one and small group communication and interpersonal skills, effective written communication skills, the ability to locate, understand and interpret research findings on specific topics, the understanding of self, individual, and group behavior, and critical thinking and problem solving. Strong interpersonal skills, for example, are necessary for fields such as sales, marketing, case management, and social services. Courses providing education and experience in developing these skills include Psychology 100 and 100H (Introduction to Psychology), Psychology 102 (Personal and Social Adjustment), Psychology 103 (Personality), Psychology 110 (Abnormal Psychology), Psychology 111 (Developmental Psychology: Lifespan), and Psychology118 (Human Sexuality). Effective one-on-one or small group communication is offered in Psychology 100 and 100H, Psychology 102, Psychology 111, and Psychology 118.These skills are sought by employers hiring for labor-relation positions, Personnel and Training jobs, administrators, marketing positions, real estate, business and insurance fields. Critical thinking and problem solving are important attributes in many jobs including those listed above plus case management, career counselors, rehabilitation specialists, librarian technicians and psychiatric technicians. Additional courses that focus on these areas include Psychology 101, Psychology 108, and Psychology 110.

(ii) The field of psychology is always growing and adapting to changes in the world. On a local level, Ab1440 has presented us with the opportunity to create a new transfer degree to benefit students. The advancement in technology has allowed us to present students the knowledge needed to run statistic software, develop independent research, and both analyze and interpret data. Changes in focus on a larger playing field have opened doors into areas such as forensics.

3. Progress on SLOs

Rubric Item: Student Learning Outcomes

a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
c. What is your plan for continuously completing the assessment cycle?
d. If your program has SAOs, please discuss here.

a. SLOs have been developed for all psychology courses (Appendix E), along with five Program Learning Outcomes (Appendix F) and one Institutional Level Outcome (Appendix G).

All SLOs except in three courses have been administered during the past three years with examples of outcomes and results found in Appendices H-1 through H6 . SLO data are obtained by administering brief essays that are then scored, analyzed, recorded, and reported via elumen. The scope of the SLO(s) is/are identified on the syllabus for each class. They are not connected to course grades. Appendix contains all SLOs and outcome information.

The SLOs not yet administered are newly developed. One course will have SLOs administered in Fall 2012 and the other in Spring 2013 to begin their rotation pattern. There are two for the revised Psychology 101 (Research Methods) course, a course which had not been offered in a number of years. This course now meets a requirement for both the AA-T degree and the CHC AA degree with a Major in Psychology. The SLOs are presented below and are found in Appendices I and J with their measurements. They will be given in the Fall 2012.

Psychology 101 - Research Methods

SLO #1: Describe and discuss ethical issues as they relate to current research studies.

Assessment instrument: In-class essay - Please read the following article (attached). Then, in one paragraph, describe and discuss a possible ethical problem.

Measurement: Non-graded for class; three point scale (one point - ethical issue and two points - accurate discussion)

Analysis: passing score of two; 70% pass rate for class (Note: Can be used for Class SLO #1 and Departmental SLO #2) SLO #2: Identify and discuss factors involved in the process of conducting scholarly research.

Assessment instrument: In-class essay - Please read the following article (attached). Then, in one paragraph, identify and discuss possible issues with operational definitions and subjects concerns.

Measurement: Non-graded for class; three point scale (one point - operational definition issue, one point - subjects concern, and 1 point - accurate discussion)

Analysis: passing score of two; 70% class passing rate

(Note: Can be used for Class SLO #2 and Departmental SLOs #1, #3, and #4)

SLO #2: Identify and discuss factors involved in the process of conducting scholarly research.

Assessment instrument: In-class essay - Please read the following article (attached).
Then, in one paragraph, identify and discuss possible issues with operational definitions and subjects concerns.

Measurement: Non-graded for class; three point scale (one point – operational definition issue, one point - subjects concern, and 1 point – accurate discussion)

Analysis: passing score of two; 70% class passing rate

(Note: Can be used for Class SLO #2 and Departmental SLOs #1, #3, and #4)

There is one SLO created for the Psychology/Math 108 (Statistics) course, a course which now meets a requirement for both the AA-T degree and the CHC AA degree with a Major in Psychology. The SLO is presented below and is found in Appendix . It will be given during the Spring 2013.

Psychology/Math 108 - Statistics

SLO #1: Interpret and discuss statistics found in everyday research findings.

Assessment instrument: In-class essay - Please read the following paragraph (attached). Interpret and discuss the statistics presented.

Measurement: Non-graded for class; three point scale (two points - any two statistical problems and one point - accurate discussion)

Analysis: passing score of two; 70% class passing rate

(Note: Can be used for Class SLO #1 and Departmental SLOs #2 and #4)

  A third course, Psychology 118 (Human Sexuality) was only taught once during the past three years by an adjunct faculty member and this SLO was not administered. It will be given in its next rotation in Spring 2014.

  Psychology 100 now has three SLOs. Two are being used by one full time faculty member and all part timers are asked to do these. A third SLO has been developed by one full time faculty member. Proceeding in this fashion assists in providing several types of validity to the measures including, but not limited to, concurrent validity. Examples of the measures, outcomes, and results appear in Appendices H1-H6. This is also the case for Psychology 111 (Developmental Psychology: Lifespan (See Appendix H-1). All other course and sections are using the same SLOs, PLOs, and ILO.

One of the accomplishments of the Psychology Department faculty was that all SLOs, PLOs, and ILO were updated and entered in time for the Vice President of Instruction to use the data when submitting the Crafton Hills College documentation to the ACCJC in October 2012.

b. Outcome assessments suggest several possible program changes. There appears to be a significant need for increased basic skills. The ability to communicate effectively in writing is problematic. We are focusing on developing a system of referring students to tutoring, attempting to track efforts made by students receiving services there, and collect further data to

determine the effectiveness overall of students utilizing these services. We are also going to monitor the pattern over the course of several semesters to see if we wish to change the requirement for Psychology 100 (and therefore all psychology courses that follow except for Psychology/Math 108) to "completion of English 101 or English 101H".

Second, we are looking at ways to assess for inflated SLO scores based on absenteeism. This is a challenging and on-going discussion. It seems likely, since absenteeism is related to poor grades/course work, that students absent on the days SLOs are administered are the very students whose scores may negatively affect the means.

Third, limited as it is, data suggest that we need to monitor closely the pattern of results over the next few semesters for classes held twice a week versus once a week. The current trend indicates a three hour block may not be the best learning environment. When SLOs were given in three sections of Psychology 100, two sections meeting twice a week each and one section meeting in a three hour block, all taught by the same instructor, the twice a week sections yielded passing means of 87% and 96%. The three hour block SLO passing mean, although above the cut-off of 70%, was only 74%. This will be evaluated again at the end of this semester and also in the spring to have adequate data to determine if an intervention is needed. We also hope to have additional data from the evening sections of Psychology 100 for both semesters, also offered in a three hour block.

Next, our four elective courses - Psychology 102, Psychology 103, Psychology 110, and Psychology 118 - are only offered once each every two years, resulting in limited sample sizes and insufficient data to determine anything significant. They will, however, be affected by any changes made to the pre-requisites if data support a change.

Finally, entering data into elumen has been a challenge. We are now (Fall 2012) going to enter data into the Nichol's Model suggested by our Chair and forwarded to the Research Office in that format (Appendix K).

c. A two year cycle was developed during this past year for evaluating courses Appendices L-1 and L-2). As previously indicated, rotations for Psychology 101 will begin Fall 2012 and Psychology/Math 108 in the Spring 2013. In addition, the ILO will be done this fall as Psychology 102 (Personal and Social Adjustment) is being evaluated in its two year cycle. This SLO addresses the ILO #1 Critical Thinking. The contribution of each course SLO to a PLO and ILO can be found in the Appendix M.

4. Quantitative and Qualitative Results

Please provide...

a. A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
b. A summary of the results of these measures

c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

4. a. Information collected to gauge program effectiveness includes: SLOs, success rates (a manifestation of grades, papers, tests, quizzes, presentations, and participation), retention rates, transfer rates, Honors Program data, and awards. We also consider enrichment of students' lives a major gauge of program effectiveness. Anecdotal evidence is also considered.

b. i) SLOs: Data from SLOs was collected and analyzed from the following courses:

Time	Course/Sections	Class SLOs	Program SLOs	Institutional SLO
Sp 2010	Psych 110 - 1	#1	#1, #2, & #4	
Fa 2010	Psych 100 - 3	#1 & #2	#1, #2, & #4	
Fa 2010	Psych 111 - 1	#1		
Sp 2011	Psych 100 - 3	#1 & #2	#1, #2, & #4	
Sp 2011	Psych 110 - 1	#1	#1	
Sp 2011	Psych 102 - 1	#1	#5	#1 (and perhaps #6)
Fa 2011	Psych 100 - 2	#1 & #2	#1, #2, & #4	
Fa 2011	Psych 103 - 1	#1	#4	
Sp 2012	Psych 100 - 2	#1 & #2	#1, #2, & #4	
Sp 2012	Psych 111 - 1	#1		

Course Outcomes (Examples found in Appendices H-1 - H-6):

   The overall range for Psychology 100, #1, was 1.59 - 2.83. There was a pass percentage range rate of 74% - 98%. The overall range for #2 was 1.61 - 2.62. There was a passing percentage range of 79% - 91%.

   The mean for Psychology 102, #1, was 4.98 out of 7.00 with a passing percentage rate of 70%.

   For Psychology 103, the mean was 4.06 with a passing percentage rate of 87%.

   The mean for Psychology 110 was 4.36 out of five with a percentage pass rate of 89%.

Program Outcomes:

   The overall range for #1 was 1.61 - 2.62. There was a passing percentage range of 79% - 91%. The overall range for Psychology 100, #2, was 1.59 - 2.83. There was a passing percentage range rate of 74% - 98%. The overall range for #4 was 3.39 - 4.36 and the passing percentage rate average was 73.85%. For #5, the mean was 4.98 with a passing percentage rate of 70%.

Institutional Outcomes:

   For #1 (Critical Thinking), the mean was 4.98 with a passing rate of 70%.

Note: Each SLO provides a scoring key in the Measurement Section (Appendices E, F, and G).

   ii) Success rates: Appendix M data demonstrate a mean success rate of 72.9% over the past three years. When we control for Ws, the pass rate average is 81%.

   iii) Retention rates: According to the data provided by ORP, the completion rate average was 90.33% for the past three years (Appendix M).

   iv) According to data from the ORP, 47.60% represents the number of students who transfer to a four year institution in the same year after obtaining an AA degree in with a Major in Psychology divided by the total number of students who earned an AA degree.

   v) Honors enrollment: In Spring 2011, twenty seats in one Psychology 100 were available for Honors students. This was a reduction from the stand alone Honors section offered in the Fall 2010 which started out with thirty students. Currently, there are five seats available in each of Dr. Brink's two Psychology 100 courses. These seats are immediately filled every time they are offered.

   vi) Awards: First, a number of students who graduate with a Major in Psychology graduate with Honors. See Appendix O-1 where three of the five graduates are wearing Honors sashes. Second, in almost every three year period (and probably every), a student majoring in psychology has won the President Medal (e.g. Anne-Marie Emerson and Aline Engel). Finally, the Psychology Department faculty have won four Student Choice Awards in the past three years (Appendix O-2) demonstrating their perceived valued contribution by all students on the campus to the students' education, goals, success, lives.

 vii) Enrichment of Students' Lives:

   a) Research Presentations: The department faculty, particularly Dr. Brink, are prolific at providing research opportunities for students which has resulted in numerous conference presentations (Appendix P-1).

   b) Clubs: Dr. Pfahler is the advisor for three clubs on campus. All are service clubs that support academic success, community service, personal development, skill development, and diversity.

      The Psychology Club was established in Fall 2006 (Appendices Q-1 and Q-2). It is an academic service club. Usual enrollment is between twenty-five to thirty students each year. Activities include conducting and presenting scholarly research and attendance at the Western Psychological Conventions in the spring of each year, a four day event. Students fund raise to pay for the trip. Psychology Club members are volunteering their time at present to assist

students in the Psychology 101 Research Methods class in learning how to run SPSS, both for their research papers for class and also conference submissions. Approximately twenty-five students attended the 2011 conference in Los Angeles, California, and fourteen students went to the 2012 conference in San Francisco, California (Appendix Q-3). Currently, sixteen students have signed up to attend the 2013 conference in Reno, Nevada. The club also provides an annual Christmas party for the children of the low income students on campus; the students are referred from EOPS. Children do arts and crafts, have lunch, have pictures taken with Santa, receive a bagful of presents (all individually labeled with each name), and the parents receive a food gift card to Stater Bros. to help them with the holidays. Approximately four hundred toys are given away to an estimate range of fifty-five to seventy-five children each year.

The Black Student Union (BSU) was formed in Fall 2007 and is designed to encourage cultural awareness and understanding on campus (Appendices Q-4 and Q-5). Emphasis is placed on community service and academic success. The BSU has collected and delivered hundreds of soup lunches to low income and homeless students at CHC via EOPS and to SBVC's low income and homeless students through their Student Assistance Program (SAP). Appendix Q-6 shows one such delivery. Currently, the students are working on campus presentations to be given during February, 2013, for Black History Month. They have chosen to focus on Black female authors, athletes and politicians.

M.E.Ch.A. (Movimiento to Estudiantil Chicano de Aztlan) was organized in the Spring 2008 (Appendices Q-7 and Q-8). Their mission is to promote Chicano, Hispanic, Latino, and Mexicano cultural awareness, provide service, and promote academic success. In the past three years, presentations have been done on campus to celebrate the "Day of the Dead". Members have also taken several field trips to the cultural shopping center in downtown Los Angeles, California. Presently, the students are determining their community service activity for this year.

c) The Psychology Department faculty actively seek events to both involve and benefit students. The SOS (Strutting Our Stuff) Walk-a-Thon is an example of this, involving students in efforts to raise money for a summer session on the campus. Faculty and administrators on the campus have also become involved in the walk on Yucaipa Blvd. for the past few years (Appendix R-1- R-4). At present, according to the President's Report, approximately $6200 has been raised and another walk will be held in the Spring 2013.

viii) Anecdotal Evidence: The Psychology Department faculty receives many messages (and thanks) from students about their successes. We have graduate school successes (e.g. Kelly McClanahan - MSW (Appendix S), CSUSB; Brandon Holt - MSN, UCLA), graduate school admisssions (eg. Bich Nguyen - Industrial/Organizational MS Program at CSUSB; David Drier - General/Experimental MA Program at CSUSB; Emerson Terry - General/Experimental MA Program - CSUDH), and our transfer rates have previously been discussed. David Moreland just notified me this week that he has been accepted to the University of Redlands and Ryan Durkee let us know he is now at USC (University of Southern California).

c. Results:
  i) Measurement Items (SLOs, Success Rates, Retention Rates, and Transfer Rates):

The results from the measurement items indicate the presence of several issues for consideration for the Psychology Department faculty. As previously discussed (see Section 3), we are going to monitor SLOs and grades closely to see if there is a need to change the requirement for Psychology 100 to "Completion of ENG 100 or ENGL 100H" instead of the current "Recommendation". Tracking of the three-hour block classes is continuing. Next semester, we have arranged for the same instructor to teach two sections of Psychology 100, one in the three-hour Friday morning block, in the same classroom. To date, the three hour block during the day has been in the auditorium and we want to control for the size factor as a contributor to the lower results in this forum. Critical Thinking seems to pose a bit of an issue for students as reflected in the SLO for Psychology 102 and the ILO #1. Faculty are working on developing class activities that hopefully will assist students in developing these types of skills, including problem solving, organizational skills, and time management. Dr. Brink has also developed a Learning Community between Psychology 100 and Math 090. When the budget allows, this also should assist with development of those skills.

ii) Honors Program:

A tracking system for following the progress of Honors students would be helpful and support, we believe, more seats for Honors students.

iii) Enrichment of Students' Lives:

Research is clear that student campus involvement is directly related to higher grades, re-enrollment, higher graduation rates, and positive campus/community improvements (The National Survey of Student Engagement - NSSE Studies, 2011).

The Psychology Department faculty take great pride in stating that every submission of student research for approval for a convention presentation has been accepted. This is even more significant when we have our students submit their research to the main convention, not the small community college research event on the afternoon of the last day when many people have left. The students must complete with faculty, graduate students, and upper division students to have their research considered of equal quality. Both Dr. Brink and Dr. Pfahler know full time faculty who have had papers rejected. Appendix P displays a page from a conference program in 2010. Please note that the only community college presentation accepted on that page is from a CHC student and faculty member. This is typical. Research is also one of the factors graduate schools consider when accepting students to their programs. In an ever increasingly competitive environment, both Dr. Brink and Dr. Pfahler are aware the importance of providing this educational mentoring process for students. We are discovering, however, that a lack of time is making this more difficult every year. Currently, we are discussing ways and attempting some interventions to assist our students. For example, Dr. Brink is assisting Psychology Club members with running their analyses and Psychology Club members are helping research students to enter data and select the correct analyses. Dr. Brink also provided two workshops to assist students in learning how to write abstracts. We recognize the need for adequate access to SPSS for the students as a needed feature and have been working with the Dean of the LRC and the tutoring staff in maximize the use of the licenses CHC does have.

The Psychology Department faculty also recognize a need to track students, not just students transferring to four year institutions (which is challenging enough), but to graduate schools. We have had and will continue to discuss possible tracking methodology with the Dean of ORP. One simple measure we have instituted is to allow previous Psychology Club members to remain active in the Psychology Club as alumni. This has been somewhat successful and students that have continued to participate are wonderful examples of success and mentors for current students. Bich Nguyen, a student who came to campus to pick up a few pre-requisites for graduate school, joined the Psychology Club. She has remained active in the club and, several weeks ago, shared her experience of being accepted into the nationally recognized Industrial/Organization Psychology program at CSUSB.

Club activities have assisted students in a variety of ways, other than previously mentioned. It increases their awareness of their community and their providing service in the community assists the community in viewing CHC in a positive light. They are given an opportunity to work on group skills, leadership skills, further develop a healthy sense of pride, and develop empathy for others. For the faculty, it has become a matter of serious time management and we are exploring ways to oversee all these roles (e.g. advisors, mentors, role models) that students need and deserve in the presence of increasingly time-consuming needs of the institution and state in terms of paperwork, workshops, measurement development, data collect and data entry.

5. Performance on Data Items

Please discuss your program's performance on each program specific data item as provided by the Office of Research and Planning. If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it...
a. Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the ORP Web Site, and in the PPR Handbook.)

    i) **Rubric Item**: Course Completion Rate (formally retention) (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)
    ii) **Rubric Item**: Course Success Rate (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)
    iii) **Rubric Item**: Full-Time/Part-Time Faculty Ratio (The target is 75% or higher. Use the data provided by the ORP and please provide a reason for any deviation from the target.)
    iv) **Rubric Item**: WSCH/FTEF Ratio (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)
    v) **Rubric Item**: Fill rate (The target is 80% or higher. Use the data provided by the ORP and please provide a reason for any deviation from the target.)

5. Program Rubric Items:

i) Course Completion Rates: The data provided by the Office of Research and Planning (ORP) indicate the average completion rate for 2009-2012 was 90.33% (Appendix M). This exceeds our target of 70% and is in alignment with the overall campus completion rate for 2011-2012 of 89.5%.

ii) Course Success Rate: The ORP data (Appendix M) present a range of 72.3% - 73.8% with an average of 72.9% which surpasses our target of 70%. When we control for Ws given, our success rate average is 81%.

iii) Full-Time/Part-Time Faculty Ratio: The target presented is 75%. The Psychology Department's ratio has increased from 39% in 2009-2010 to 67% in 2011-2012 (Appendix N). In the Fall 2009, a third faculty member transferred to our sister campus (SBVC), thus yielding a significant drop in this ratio. Currently, there are two full-time faculty in our department, although one teaches a .40 load in Philosophy/Religious Studies, an "orphaned" program without a full-time faculty member. There are four part-time faculty, each teaches a .20 course load. The ratio improvement seems to be based primarily on the decrease of psychology courses offered with the resulting decrease use of part-time faculty members.

iv) WSCH/FTEF Ratio: The WSCH/FTEF Ratio during the past year years increased from 650.50 to 681.94 with the highest year (2010-2011) having a ratio of 708.29 (Appendix N). The norm for community colleges is 525.00; we exceeded that. Further, the FTES reveal an average of 22.71 full-time equivalent students rate for every one full-time equivalent faculty. Our target for WSCH/FTEF is 675.

v) Fill Rate: During the past three years, the average census enrollment was 91.34% (Appendix N). This surpasses the campus target of 80%. This exceeded the campus Fill Rate for 2011-2012 (76.8%).

6. Evaluation

What is going well and why? What is not going well and why? Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below (as applicable), along with any other areas you regard as significant.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Innovation

- Compliance with applicable mandates

6. Overall

a. Representativeness of Population Served:

The population the Psychology Department serves included a higher percentage of females (59.60%) to males (40.20%) during this three year period being reviewed while the five year period beginning in 2007 shows a slight decrease in females overall and a slight increase in the percentage of males today. Campus gender percentages were 50.5-% and 49.30% for females and males respectively during the past five years (See Appendix A). Age ranges for the Psychology Department students are similar to the CHC totals. The department serves slightly more Asian students versus the campus as a whole and during the past academic year the department saw a major increase in African American students - a jump from 4.50% to 8.00% which is slightly higher than the CHC percentage (7.10%). The increases in these groups are probably not statistically significant. It is possible that the increase in African American students in the department's classes may be due to recruitment strategies or even the presence of the advisor for the Black Student Union (BSU) being a psychology professor. All other group percentages in the demographics are consistent with the campus percentages.

b. Alternative modes and schedules of delivery:

Courses are offered on-campus (twelve sections), on-line (two sections), and are presented mornings, afternoons, one evening and Friday mornings. Honors students are accepted in two Psychology 100 (Introduction to Psychology) courses taught by Dr. Brink. Classes currently include seven sections of Psychology 100 (one evening and one on-line), three sections of Psychology 111 (one on-line section), one section of Psychology 101, one section of Psychology 102 and two sections of Psych/Math 108. Our Psychology 100 classes are offered every day with one Monday and Wednesday section being held in the early morning, one evening, one Friday three hour block, one on Tuesday and Thursday afternoon, and on-line. The Psychology 111 classes are on-campus and on-line. The Psychology/Math 108 sections are held on both Monday and Wednesday and also Tuesday and Thursday with one section in the morning and one in the early afternoon. The math section of Math/Psychology 108 is held in the late afternoon.

External factors, especially economic ones, are a concern for the CHC campus and for the Psychology Department as well. Course sections have been cut each semester this past year. Fortunately, we are able to offer enough sections to minimally meet the needs of our diverse student population and their varied goals. We are still able to offer one section of Psychology 100 in the evening although it is no longer possible to complete the major at night or with an at night/on-line combination. The focus has been for us to create a psychology major that still can be completed in a two year cycle and currently we have that by offering each of the four electives once in the four semester pattern. The department had set a goal to open a designated Honors section of Psychology 100. The budget did not permit an additional section. However, Dr. Brink was able to establish five seats for Honors students in each of his two sections of Psychology 100.

c. Partnerships

External partnerships have been established with CSUSB. Dr. Brink has been in on-going communication with the BASW/BSSW (Social Work) program making sure our students are prepared to apply for their undergraduate and/or graduate programs after transfer from CHC. For students majoring in psychology, a MS degree will allow them to become MSWs with a private practice with supervision until they have practiced post-degree for 2000 hours. Then they make sit for licensing and become LCSW (Licensed Clinical Social Workers). This is the most popular route for psychology majors who strive to do therapy. CSUSB does have a MFT (Marriage and Family Therapy degree. One of its major limitations, however, is that it only accepts twelve graduate applicants a year. The SW program accepts approximately five times that number each year between their full time day and part time evening programs.

Dr. Pfahler maintains strong ties with the CSUSB Psychology Department where she taught for five years as a full time lecturer. She is in contact with members of the faculty, discussing requirements for the different graduate programs. They have the following graduate options: Clinical (MFT), General/Experimental, Developmental, and Industrial/Organizational Psychology.

Both faculty actively seek mentors for students transferring to CSUSB or any other campus where we have faculty ties. Our memberships in the Western Psychology Association and our conference participation allow us many opportunities to talk with representative faculty from universities in the west about CHC, our program, and to get information from them about opportunities for our students in their environments. Dr. Brink also provides partnerships by being a member of the Association for Psychological Science, the Council for the Teaching of Undergraduate Psychology (CTUP), Psychology Teachings at Community Colleges (PT@CC), and the American Association for the Advancement of Science. Dr. Pfahler is a member of the Teaching of Psychology Division of the American Psychological Association.

Internal partnerships during 2009 - 2012 include PBSF, Sociology, and Math, all of which we have shared cross-listed classes. We also have strong associations with EOPS (see 4.b.vii,6), the Health Center, DSPS, Student Life (clubs and activities), the Tutoring Center, and the librarians who provide our students with research assistance.
Dr. Pfahler is also a Transfer Advocate under the new Title V Grant.

This unit is usually represented at CHC Professional Development options.

d. Implementation of Best Practices:

Best Practices in Education are defined by the State Education Resource Center (SERC). Their standards (Appendices T-1 and T-2) include the following nine:

i) A Clear and Common Focus - In high-performing schools, administrators, teachers, students, and parents share and commit to clearly articulated and understood common goals based on the fundamental belief that all students can learn and improve their performance. There is clear evidence of school practices to support the belief.

ii) High Standards and Expectations - High-performing schools show evidence that each teacher believes "all students can learn and I can teach them." Staff members are dedicated to helping every student achieve challenging state and local standards. All students are engaged in an appropriately ambitious and rigorous course of study in which the high standards of performance are clear and consistent and the conditions for learning are modified and differentiated. This results in all students being prepared for success in the workplace, postsecondary education, and civic responsibilities.

iii) Strong Leadership - School leadership is focused on enhancing the skills, knowledge, and motivation of the people in the organization and creating a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students. Leadership fosters a collaborative atmosphere between the school and the community while establishing positive systems to improve leadership, teaching, and student performance.

iv) Supportive, Personalized, and Relevant Learning - In high-performing schools, supportive learning environments provide positive personalized relationships for all students while engaging them in rigorous and relevant learning.

v) Parent/Community Involvement - In high-performing schools, parents and community members help develop, understand, and support a clear and common focus on core academic, social, and personal goals contributing to improved student performance and have a meaningful and authentic role in achieving these goals. The school community works together to actively solve problems and create win-win solutions. Mentoring and outreach programs provide for two-way learning between students and community/business members.

vi) Monitoring, Accountability, and Assessment - In high-performing schools, teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results are interpreted and applied appropriately to improve individual student performance and the instructional program.

vii) Curriculum and Instruction - High-performing schools have aligned curriculum with core learning expectations to improve the performance of all students. Students achieve high standards through rigorous, challenging learning. Staff delivers an aligned curriculum and implements research-based teaching and learning strategies. Students are actively involved in their learning through inquiry, in-depth learning, and performance assessments.

viii) Professional Development - Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is critical in high-performing schools. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.

vi) Time and Structure - High-performing schools are flexibly structured to maximize the use of time and accommodate the varied lives of their students, staff, and community in orer to improve

the performance of all students. The structure of programs extends beyond the traditional school day and year as well as beyond the school building. The program draws on the entire community's resources to foster student achievement.

Virtually every paragraph in this review demonstrates our support of these practices and believe our department provides "what works" while constantly striving to offer/obtain more in the service of students.

e. Efficiency in Operations:

Our department is efficient in the scheduling of classes and have developed an efficient two-year model within which we will offer them. The Psychology Department faculty are efficient in providing direct student contact, sharing and interacting with colleagues in our field at various conferences/conventions (See 6.c.) and are represented on campus committees. Both full time faculty have served on the Academic Senate and Scholarship Committee (now downgraded to volunteer work which we both continue to do) for many years. In addition, one of us has been on the Honors Committee, Enrollment Management, Crisis Committee, District Distance Education Coordinating Committee and the EducationalTechnology Committee during the past three years (primarily Dr. Brink).

f. Efficiency in Resource Use:

With limited resources available, efficiency is required. The Psychology Department faculty share the limited resources for conducting research. Dr. Pfahler has provided SPSS licenses for the past years for computers until this past year when, in response to the requirements of the new AA-T with a Major in Psychology which required Psychology 101 (Research Methods), the use of SPSS became a need and not a "luxury". Fortunately, the campus was able to provide a number of licenses for SPSS use. To maximize this, the faculty have worked with the Dean of LRC and the tutoring staff to establish the most flexible use schedule for students needing SPSS. In addition, both faculty have either obtained SPSS for their office computer or a SPSS substitute to provide another resource for students. The Psychology Library, located in CL 218A, provides psychology students with valuable books and journals, many donated by clinicians from the community. This library also loans older textbooks to students across the campus. Bulletin boards have been hung outside of SSA312 and a bookcase provided to give students research, conference materials, club information and provide resources.

g. Staffing - The Psychology Department has two full time tenured faculty members, T.L. Brink and Diane J. Pfahler, although Dr. Brink is teaching a .60 load in psychology at present and teaching his remaining load in Philosophy/Religious Studies. The department also has four courses being taught by .20 part time faculty members: Jennifer Downey, Joan Harter-Speer, Mark Porritt, and Gary Williams. Three classes that are cross-listed are also being taught by faculty members outside of the department. James Holbrook is teaching PBSF/Psych 127 (Emergency Management: Decision Making and Problem Solving), Julie McKee is teaching

Soc/Psych 150 (Gerentology) and Henry Stone is teaching one section of Math/Psych 108 (Statistics).The Psychology Department is housed within the Human Development Division with JoAnn Jones as the Division Chair.

h. Participation in Shared Governance - Both full time faculty members participate on the Academic Senate, hiring committees, peer evaluations, and division meetings for Human Development held the last Wednesday of every month in CDC at noon. The department participates in campus climate surveys and other evaluations/surveys requested by the ORP. The Psychology Department faculty have frequent impromptu meetings, particularly when walking back and forth between classes. We frequently stop by each other's office and or connect by email.

i. Professional Development and Training:

Faculty regularly attend campus Professional Development workshops, conference presentations, and belong to numerous professional organizations (see 6.c.). In addition, Dr. Pfahler is participating in the new (last year) Title V Transfer Advocacy Program.

j. Innovation:

The Psychology Department faculty have re-vamped our program to provide both the new CSU AA-T degree with a Major in Psychology and altered the CHC AA degree with a Major in Psychology to adjust for the resulting loss of psychology units.

At present, Jen Floeezka, the Honors Director, is organizing an on-campus mini "Honors Research Conference" with Dr. Brink's assistance to provide students with the opportunity to present their research findings to all members of the campus community while getting "real-life" experience for conference presentation. The first will occur in Fall 2012.

Although the timing turned out to be bad, the faculty has designed a Forensics Program which will be instituted when feasible. We intend to follow that with a credential/certificate program in that field to meet the growing need/interest in our environment.

A Learning Community has been developed between the courses of Psychology 100 and Math 090. This is also ready to go when financially possible.

We have contributed to funding (and courses) by organizing and leading several SOS Walk-a-Thons and another will be held in Spring 2013.

The Psychology faculty are in the process of applying for a national Psi Beta chapter, the Honor society for community college students majoring in Psychology.

k. Summary:

i) What is going well?

- Retention, Success, and Transfer rates

- A growing number of intelligent, hard working students with a desire to learn

- Campus involvement by faculty and by students we mentor

- New programs (e.g. AA-T degree with a Major in Psychology)

- Completion, integration, administration, implementation and assessment of all SLOs with potential useful outcomes for students

- Highly productive faculty who are focused on students: student success, student growth, student involvement, and student confidence

ii) What is not going well?

- Lack of clerical assistance is a major problem. Faculty now spend hours typing in data, learning new computer programs that either are replaced shortly or programs the faculty will not use again for six years
- Budget constraints leading to larger class sizes, no dedicated Honors section

- No evening program, and electives only being offered once every two years

7. Vision and Mission

a. Tell us your vision: Where would you like your program to be three years from now?
b. **Rubric Item** (Alignment): Describe how your mission from question 1B and vision align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan.

7. a. Three years from now:

In three years, we hope to be running a thriving transfer program with many psychology majors able to complete their degrees during the day, during the evening, or any combination including on-line. We would like to have a Student Research Office located in the new student services building for students to share resources (e.g. computers with SPSS, library journals) and be able to chat with others with similar (and not so similar) transfer goals. We see more classes provided to assist with pre-requisites for campus-wide students as well. There will be a dedicated Honors section and a Forensics Program available to students. We envision much more available time to directly assist students with their transfer plans (e.g. providing new classroom techniques,

communicating with other university faculty, advising clubs, assisting students with Statements of Purpose) because there is a designated person to manage data entry, use of specialized computer programs, and provide technology that is needed (e.g. scanning capabilities).

b.This vision is consistent with the campus Mission. The Mission of the Psychology Department at CHC is to provide courses for students that will allow them to earn AA degrees with a Major in Psychology, AA-T degrees (CSU) with a Major in Psychology, meet the general education requirements for other four year institutions according to our articulation agreements (e.g. IGETC) and offer transferable lower division requirements and electives for other majors and transferring students. This is consistent with one of the college's Missions - "...to be the premier transfer institution". Another aspect of the college's Mission is to be a provider of public safety education. The Psychology Department provides courses that meet some requirements, electives, and pre-requisites for public safety degrees/careers in paramedic training, nursing, physical therapy, and psychiatric technician training, to name a few.

Additionally, it aligns with the CHC Master Plan. We are working within our Mission to improve student success, work collaboratively (as reflected in the collaboration, production and ultimate quality of our SLOs, which have received praise from every level of administration up to, and including the Dean of ORP and the Executive Vice-President, and the process, production and ultimate quality of this document). Through our clubs, community service, Honors work, and classroom environments we attempt to attract, embrace, and promote diversity. With service and community events, we hope to do our part to intertwine Crafton Hills College and the surrounding community in positive, productive environment.

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Three-Year Action Plan.

- **1 - Goal - Goal - Develop a 1440 compliant transfer major. A 1440 compliant transfer Psychology major was submitted on curricunet during October, 2011.**
  Priority Rank:
  1
- **2 - Goal - Verify the capability of our transfers to perform at the CSU and UC level. We want to confirm that our students are doing well. Right now, we are limited to the anecdotal data of glowing testamonials of our students and the faculty of the receiving institutions, such as seen in this video of California Baptist University: http://www.youtube.com/watch?v=4crJKVMvI4M.**
  Priority Rank:
  2
  Objectives:
  - **2.1 - Objective - get quantitative data**
    Priority Rank:
    1
    Original Start Date:
    10/15/2011
    Original End Date:
    10/15/2012

Revised Start Date:
10/15/2011
Revised End Date:
10/15/2012
Responsible Person:
T.L. Brink
Status Code:
Objective was Removed
Progress Description:

- **3 - Goal - In order to maintain a quality program at the higher level courses, we need to have a minimal, critical mass, of students enrolling in such higher courses, which also means that the number of students coming out of Psych 100 must be maintained at higher levels.**
  Priority Rank:
  3
  Objectives:
  - o **3.1 - Objective - More sections of Psyc 100**
    Priority Rank:
    4
    Original Start Date:
    10/05/2011
    Original End Date:
    10/05/2011
    Revised Start Date:
    10/05/2011
    Revised End Date:
    10/05/2011
    Responsible Person:
    Dept Chair, Division Dean, VPI
    Resource Requests:
    - ▪ **3.1.r1 - More sections of Psych 100.**
      Description
      We want the ability to hire more adjunct instructions to teach these additional sections of Psych 100.
      Rationale
      all sections have closed out for past two semesters
      Resource Type:
      Ongoing
      Expenditure Category:
      Personnel
      Funded:
      No
      Funding Source:
      NA
    Actions/Activities:
    - ▪ **3.1.a1 - schedule more sections**

Status Code:
Objective was Removed
Progress Description:
Objective was removed because budget constratints will not allow more sections.
Measurements/Documentation of Progress:
NA

- **4 - Goal - More sections of Psyc 111: This course is required by many local nursing and allied health programs. Four sections will be offered this semester (two online and two on campus). One psychology instructor suggests that most of these be online (or evening) due to the fact that the target market for this course would be pre-nursing students who are taking their Chemistry, Anatomy & Physiology, Microbiology in the weekday mornings (and associated labs in the afternoons).**
  Priority Rank:
  4
  Objectives:
  - o **4.1 - Objective - More sections of Psyc 111 : This course also fills up quickly, and at least twenty students inquire about adding. This course is required for many local nursing programs.**
    Priority Rank:
    1
    Original Start Date:
    10/05/2011
    Original End Date:
    10/05/2012
    Revised Start Date:
    10/05/2011
    Revised End Date:
    10/05/2012
    Responsible Person:
    Dept Chair, Division Dean, VPI
    Resource Requests:
    - ▪ **4.1.r1 - More sections of Psych 111 Description**
      Description
      Rationale
      all sections have closed out for past three semesters
      Resource Type:
      Ongoing
      Expenditure Category:
      Personnel
      Funded:
      No
      Funding Source:
      NA
    Actions/Activities:
    - ▪ **4.1.a1 - schedule more sections**

Status Code:
Objective was Removed
Progress Description:
This was removed as the data was contained elsewhere in the
document. It does not meet the criteria for an objective.
Measurements/Documentation of Progress:
NA

- **5 - Goal - More sections of other psychology courses. The more students who go through Psyc 100, the larger the subsequent demand for the later courses.**
Priority Rank:
5
Objectives:
    - **5.1 - Objective - More sections of other psychology courses**
Priority Rank:
1
Original Start Date:
10/05/2011
Original End Date:
10/05/2012
Revised Start Date:
10/05/2011
Revised End Date:
10/05/2012
Responsible Person:
Dept Chair, Division Dean, VPI
Actions/Activities:
        - **5.1.a1 - schedule more sections**
more students coming out of Psyc 100 will create a demand for subsequent
courses
Status Code:
Objective was Removed
Progress Description:
This was removed as the data was contained elsewhere in the document. It
does not meet the criteria for an objective.
Measurements/Documentation of Progress:
NA
        - **5.1.a2 - We need to offer Psyc 101 (research methods) which is a required course within the 1440 compliant major.**
Status Code:
Work is Completed
Progress Description:
This course is now being offered every semester.
Measurements/Documentation of Progress:
NA

- **6 - Goal - A third full time faculty member. We needed adjuncts even when Dr. Moore was teaching here. If we cannot have her back, we would like to get another new hire in three to five years.**
  Priority Rank:
  6
  Objectives:
  - **6.1 - Objective - Third full time faculty member.**
    Priority Rank:
    1
    Original Start Date:
    10/05/2011
    Original End Date:
    10/05/2012
    Revised Start Date:
    10/05/2011
    Revised End Date:
    10/05/2012
    Responsible Person:
    Dept Chair, Division Dean, VPI
    Resource Requests:
    - **6.1.r1 - funding for third full time position**
      Description
      Rationale
      we had three full times for the past four years, and still needed part timers; present faculty nearing retirement; new faculty needed for newer areas of field. We needed adjuncts even when Dr. Moore was teaching here. If we cannot have her back, we would like to get another new hire in three to five years. We must keep in mind that both of the remaining full time faculty members (Brink & Pfahler) are over sixty years of age and will probably retire within five years. It would be better for program continuity to bring on the new faculty member before these retirements occur. However, we admit that Psychology may not be the program with the greatest need for full time faculty. Sociology has only one full time faculty member, and Anthropology has none.
      Resource Type:
      Ongoing
      Expenditure Category:
      Personnel
      Funded:
      No
      Funding Source:
      na
    Actions/Activities:
    - **6.1.a1 - announcements & hiring committee**
      Status Code:
      Objective was Removed

Progress Description:
This is being restated under new objective.
Measurements/Documentation of Progress:
NA

- **7 - Goal - Greater support for student travel to research conferences. The honors projects lead to conference presentations, but the ability of the Psychology Club to raise funds to support out of state (and international) travel is quite limited.**
  Priority Rank:
  7
  Objectives:
  - o **7.1 - Objective - More support for student travel**
    Priority Rank:
    1
    Original Start Date:
    10/05/2011
    Original End Date:
    10/15/2012
    Revised Start Date:
    10/05/2011
    Revised End Date:
    10/05/2012
    Responsible Person:
    Dept Chair, Division Dean, VPI
    Resource Requests:
    - ▪ **7.1.r1 - funding for clubs generating student interest in convention attendance**
      Description
      Rationale
      all sections have closed out for past two semesters
      Resource Type:
      Ongoing
      Expenditure Category:
      Other
      Funded:
      No
      Funding Source:
      NA
    Actions/Activities:
    - ▪ **7.1.a1 - apply for grants**
      Status Code:
      Objective was Removed
      Progress Description:
      Will be re-stated in the new objectives.
      Measurements/Documentation of Progress:
      NA

- **8 - Goal - Office space for adjunct instructors. Especially if we do not get a third faculty member, we will be increasingly dependent upon our adjuncts. These are dedicated individuals who are very excited about psychology and about working with students. They need a place to be able to do more outside of the classroom.**
  Priority Rank:
  8
  Objectives:
  - **8.1 - Objective - Office space for adjunct faculty**
    Priority Rank:
    1
    Original Start Date:
    10/05/2011
    Original End Date:
    10/05/2012
    Revised Start Date:
    10/05/2011
    Revised End Date:
    10/05/2012
    Responsible Person:
    Dept Chair, Division Dean, VPI
    Resource Requests:
    - **8.1.r1 - student centered faculty**
      Description
      Rationale
      need for facilitating out of class contact
      Resource Type:
      Ongoing
      Expenditure Category:
      Facilities
      Funded:
      No
      Funding Source:
      NA
  Actions/Activities:
    - **8.1.a1 - Identify vacant offices, equip with computers & phones, get keys**
      Status Code:
      Work is Completed
      Progress Description:
      NA
      Measurements/Documentation of Progress:
      NA

9. Three-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Three-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of goals, objectives, actions, and how they work together.)

- **1 - Goal - To better serve students in their quest to meet their general education and transfer requirements.**
  Priority Rank:
  1
  Objectives:
  - o **1.1 - Objective - 1.1 To continue to offer the necessary courses in a two year matrix pattern to meet the AA-T Psychology Degree requirement.**
    Priority Rank:
    1
    Start Date:
    11/19/2012
    End Date:
    11/19/2014
    Responsible Person:
    Dept. Chair and Dept. Faculty
    Resource Requests:
    - ▪ **1.1.r1 - Diane Pfahler**
      Description
      Faculty
      Maintain two year course matrix
      Rationale
      To teach courses
      To provide students with requires classes for general education and transfer
      Resource Type:
      Ongoing
      Expenditure Category:
      Personnel
      First Year Cost/Savings:
      $0.00/$0.00
      Second Year Cost/Savings:
      $0.00/$0.00
      Third Year Cost/Savings:
      $0.00/$0.00
    Actions/Activities:
    - ▪ **1.1.a1 - Diane Pfahler**
      Maintain qualified faculty to teach courses
      Review and maintain two year course matrix annually
      Start Date:
      11/19/2012

End Date:
11/19/2014
Responsible Person:
Dept. Chair and Dept. Fcaulty

- o **1.2 - Objective - Offer the Research Methods (PSYCH-101) every semester to meet the needs of transfer students.**
  Priority Rank:
  3
  Start Date:
  02/01/2012
  End Date:
  12/31/2012
  Responsible Person:
  Diane Pfahler
- o **1.3 - Objective - Increase student success at developing and presenting research information by increasing their opportunities to attend APA conference.**
  Priority Rank:
  4
  Start Date:
  08/20/2012
  End Date:
  05/29/2015
  Responsible Person:
  Diane Pfahler and T.L. Brink

- **2 - Goal - To offer a well rounded psychology program**
  Priority Rank:
  2
  Objectives:
  - o **2.1 - Objective - Offer students a Psychology Honors Society**
    Priority Rank:
    2
    Start Date:
    11/19/2012
    End Date:
    05/08/2013
    Responsible Person:
    Dept. Faculty
    Resource Requests:
    - ▪ **2.1.r1 - Diane Pfahler**
      Description
      Faculty advisor
      Rationale
      To sponsor start up process and advising
      Resource Type:
      Ongoing

Expenditure Category:
Personnel
First Year Cost/Savings:
$0.00/$0.00
Second Year Cost/Savings:
$0.00/$0.00
Third Year Cost/Savings:
$0.00/$0.00

Actions/Activities:

- **2.1.a1 - Diane Pfahler**
File for Psi Beta chapter
Maintain qualifired faculty
Start Date:
11/19/2012
End Date:
05/08/2013
Responsible Person:
Dept. Faculty

10. Comments

Division and Area managers can make comments for this plan here.

There are no comments for this plan.

11. Supporting Documents

- [Appendix T-2.pdf](#)
- [Appendix J.pdf](#)
- [Appendix H-2.aww](#)
- [Appendix E-2.aww](#)
- [Appendix Q-7.pdf](#)
- [Appendix B.pdf](#)
- [Appendix R-4.jpg](#)
- [Appendix H-3.aww](#)
- [Course Rotation.xlsx](#)
- [Appendix Q-4.pdf](#)
- [Appendix H-5.aww](#)
- [Attachment Q-6.jpg](#)
- [Appendix C-1.pdf](#)
- [Appendix Q-2.pdf](#)
- [Appendix C-2.pdf](#)
- [Appendix Q-1.pdf](#)
- [Appendix P-2.pdf](#)
- [Appendix Q-3.jpg](#)

- Appendix L-1.xlsx
- Appendix H-4.aww
- Appendix I.pdf
- Appendix A.docx
- Appendix Q-8.pdf
- Appendix H-1.aww
- Appendix T-1.pdf
- Appendix P-3.pdf
- Appendix D.aww
- Appendix O-1.pdf
- PPR_PSYCH_Data_20122013.doc
- Appendix N.docx
- Appendix O-2.jpg
- Appendix S.jpg
- Appendix F.doc
- Appendix G.docx
- Appendix Q-5.pdf
- Appendix K.pdf
- Appendix E.pdf
- Appendix L-2.xlsx
- Appendix P.aww
- Appendix M.docx