

Psychology Program Review

2012-2013

1. Program/Department Description

1A. 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.

Degrees/Certificates

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

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

Meet math and chemistry prerequisites.

1D. College Vision

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

1E. College 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

Psychology Program Review

2012-2013

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.

1F. College 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

1G. Program/Department Significant Events (Strengths and Successes)

The psychology transfer degree currently has the highest number of applications and graduates of the majors offered at Ventura College. In addition to an extensive general education population taking psychology courses, several programs also include psychology courses. These programs include Psychology Transfer Degree, Nursing, Business Administration, Communications Studies, Criminal Justice, Sociology, Human Services, International Studies, and Holistic Studies, which all require Psychology courses to complete certificates of completion and Associate Degrees. The Psychology Program has retention and success rates above the college averages.

The psychology program has surpassed district 525 goals through efficient scheduling and large enrollment classes. 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. The psychology program shows a higher level of Hispanic enrollment than the college average and the Hispanic success reports created at the college show psychology courses having a high rate of Hispanic success.

Psychology Program Review

2012-2013

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 department of psychology uses SPSS software as a tool to teach research and statistical methods. SPSS predictive analytics software provides our students access to an industry standard product which helps prepare them to be successful for transfer and work skills.

The Ventura College 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, Think PINK project, mental health and psychopathology event, and the THINK (drug and alcohol) project. 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.

Psychology Program Review

2012-2013

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.

Psychology Program Review

2012-2013

2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - Institutional Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - Program Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

1. Demonstrate comprehension of major concepts and theoretical perspectives of psychology.
2. Discuss applied aspects of historical and contemporary trends in psychology.
3. Contrast scientific and non-scientific research methods.
4. Demonstrate application of statistical analyses appropriate for a variety of research problems.
5. Discuss application of social interaction and other individual life skills.
6. Demonstrate proficiency in information literacy.

2A3. **2012-2013** - Course Level Student Learning Outcomes

Attached to program review (See appendices).

2B. **2012-2013** 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 the student success rate at or above the average of the program's prior three-year success rates.

Psychology Program Review

2012-2013

2C. 2012-2013 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.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. 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).
FTEF	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 FTEF. Example: 400 student contact hours = $400/525 = 0.762$ FTEF. The State apportionment process and District allocation model both use FTEF 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 prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly 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

Psychology Program Review 2012-2013

	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.

3B: 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.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at

http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

The Psychology Program has recently had one full time faculty retire which shows as a 25 percent reduction in full time faculty. The part-time numbers temporarily increased to cover the sections taught by the retired full time faculty. The Behavioral Sciences laboratory starting in fall 2011 was included in one of the new buildings at the college we are now maintaining an inventory and management of equipment, supplies, and software.

Psychology Program Review

2012-2013

3C2: Interpretation of the Program Inventory Information

The college inventory list does not specify the computers, SPSS, and other software for the Behavioral Sciences lab in MCE-347. A survey of equipment currently shows 48 notebook computers (there should be 50) and 24 SPSS licenses for the Behavioral Sciences lab, room MCE-347. Two computers have been stolen this year and will need to be replaced. There is also 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. The Behavioral Sciences lab does not currently provide any way to print documents.

3C3: Interpretation of the Program Productivity Information

The program productivity information indicates that the Psychology Program offerings have decreased 12 percent in sections over the last three years. Extra-large classes decreased 51 percent when the college average decreased by only 24 percent. The cuts to psychology class sizes reduced productivity by 23 percent.

The WSCH/FTEF ratio for psychology is above the District goal. The program's productivity has dramatically reduced. The Psychology Program is struggling to maintain a balanced schedule of large classrooms necessary to maintain our productivity numbers. We are also struggling to maintain pathways for a large general education population that take psychology courses, students completing the Psychology Transfer Degree, and students completing other programs including Nursing, Business Administration, Communications Studies, Criminal Justice, Sociology, Human Services, International Studies, and Holistic Studies, which all require Psychology courses.

3C4: Interpretation of the Program Course Productivity Information

Productivity data shows mixed WSCH/FTEF ratios with the 3 year average at 692, which is above the District 525 goal for psychology. Inefficiencies are noted for PSY 4 – Statistics and PSY 7/7L Research Methods classes. These are advanced research and math classes which don't work well for students as large classes.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

The psychology transfer degree currently has the highest number of applications and graduates of the majors offered at Ventura College. Success and retention rates for students taking psychology courses are higher than the college average. The retention rate is being maintained at between 88 and 90 percent. Success rates of students taking psychology courses have increased from 73 percent in FY09 to 76 percent in FY12. The FY12 grade distributions for psychology are similar to those of the college with 36 percent of the students receiving A's, 25 percent of students receiving B's, and 15 percent of students receiving C's. One of the factors

Psychology Program Review 2012-2013

not provided in the basic program review data is Hispanic success rates. According to the Hispanic success reports created at Ventura College; the Behavioral Sciences Department has a high Hispanic success rate.

3C6: Interpretation of the Program Completion Information

Faculty of the Psychology Department created a new transfer program which was available for the first time fall 2011. The first year the psychology transfer program was available to students there were 11 students who were able to complete their psychology degree requirements.

3C7: 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 differences are the percentage of female students and Hispanic students taking psychology are higher than the college average.

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	75% of students will reach a satisfactory or higher level according to the institutional communication rubric for visual communication.
Operating Information	
This ISLO will be assessed in fall 2012 in the following courses: PSY 1 and PSY 29	
Analysis – Assessment	
This ISLO has not yet been assessed.	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will be assessed by psychology in spring 2013
Operating Information	

Psychology Program Review 2012-2013

Analysis – Assessment

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed by psychology in fall 2013
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will be assessed by psychology in spring 2014
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed by psychology in fall 2014
Operating Information	
Analysis – Assessment	

Psychology Program Review 2012-2013

4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate comprehension of major concepts and theoretical perspectives of psychology.	75% of students will reach a C or higher level according to the rubric for this PSLO.
Operating Information	
This PSLO will be assessed in the fall 2012 in the following courses: PSY 1, PSY 29 (see TracDat).	
Analysis – Assessment	
This PSLO has not yet been assessed.	

Program-Level Student Learning Outcome 2	Performance Indicators
Discuss applied aspects of historical and contemporary trends in psychology.	75% of students will reach a C or higher level according to the rubric for this PSLO.
Operating Information	
This PSLO will be assessed in the fall 2012 in the following courses: PSY 1.	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Contrast scientific and non-scientific research methods.	75% of students will reach a C or higher level according to the rubric for this PSLO.
Operating Information	
This PSLO will be assessed in the spring 2013 in the following courses: PSY 4, PSY 7.	
Analysis – Assessment	

Psychology Program Review 2012-2013

Program-Level Student Learning Outcome 4	Performance Indicators
Demonstrate application of statistical analyses appropriate for a variety of research problems.	75% of students will reach a C or higher level according to the rubric for this PSLO.
Operating Information	
This PSLO will be assessed in the fall 2013 in the following courses: PSY 4, PSY 7.	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Discuss application of social interaction and other individual life skills.	75% of students will reach a C or higher level according to the rubric for this PSLO.
Operating Information	
This PSLO will be assessed in the spring 2014 in the following courses: PSY 1, PSY 2, and PSY 5.	
Analysis – Assessment	

Program-Level Student Learning Outcome 6	Performance Indicators
Demonstrate proficiency in information literacy.	75% of students will reach a C or higher level according to the rubric for this PSLO.
Operating Information	
This PSLO will be assessed in the fall 2012 in the following courses: PSY 7.	
Analysis – Assessment	

4A3: 2012-2013 Course Level Student Learning Outcomes - *Refer to TracDat*

Psychology Program Review 2012-2013

4B: 2012-2013 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 89 percent and the current retention rate is 90 percent.	
Analysis – Assessment	
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 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 74 percent and the current success rate is 76 percent.	
Analysis – Assessment	
The program average for the prior three years and this Student Success Outcome was met. The success rate is at an excellent level demonstrating that faculty of the Psychology Program are getting students to successfully complete their classes.	

Psychology Program Review 2012-2013

4C. 2012-2013 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 shows the three year average at 692 which is above the District's WSCH Ratio goal.	
Analysis – Assessment	
Efficiency 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 (73 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. We are capable of providing quality education to a large number of students including classes in larger rooms. If we are to maintain our performance level we must have increased availability and access to larger classrooms and higher class caps.	

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	
An inventory list was created by the college this year.	
Analysis – Assessment	
Baseline inventory data is that listed under the program code in banner. The equipment in the Behavioral Sciences lab (MCE-347) does not show as Behavioral Sciences or psychology in the inventory. 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 scientific, complex, and difficult to understand topics. SPSS licenses are inadequate to support student needs and only 24 of the 50 computers in the Behavioral Sciences lab have a SPSS software license.	

Psychology Program Review 2012-2013

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	5.5
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	4
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL 25.5

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

Psychology Program Review

2012-2013

2012-2013 - FINDINGS

Finding 1:

The psychology program is one of, if not the highest performing program related to degree completion. Psychology courses are also needed by other degree programs and for general education support of students at Ventura College. The number of spaces available for Introduction to Psychology students has been greatly reduced and the number of spaces for Developmental Psychology has also been greatly reduced. These two courses are critical to support the needs of students in degree programs and general education. (3C3)

Finding 2:

One of the psychology full time faculty recently retired. (3C1)

Finding 3:

The Psychology Program is exceeding the 525 efficiency goal set by the district. (3C3)

Finding 4:

The curriculum is current and is meeting the needs of the students. Retention and success rates are at rates above the college levels. Hispanic success rates are also high for psychology. The psychology program also has a higher percentage of Hispanic students than the college average, about 50 percent total. (3C5, 3C7)

Finding 5:

Students are having difficulty accessing SPSS due to limited software licenses and have also no way to print while in the Behavioral Sciences lab. (3C2)

Finding 6:

There were 2 notebook computers stolen this year from the Behavioral Sciences laboratory. (3C2)

Finding 7:

The supply of DVDs for psychology is aging and needs to be upgraded. (3C2)

Psychology Program Review

2012-2013

6. Initiatives

6A: 2011-2012 - Initiatives

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

Initiative ID: PSY1201

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.)	

Initiative PSY1201 was completed by the library.

Psychology Program Review

2012-2013

Initiative: **Improve student access to technology in the Psychology Laboratory**

Initiative ID: PSY1202

Links to Finding 2: In order to maintain students' ability to perform research and study statistics Psychology and Behavioral 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

Initiative PSY1202 related to 50 SPSS licenses was not implemented by the college.

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

Initiative ID: PSY1203

Links to Finding4: 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
--	---

Initiative PSY1203 was partially implemented by the college.

Psychology Program Review 2012-2013

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: PSY1204

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
--	---

Initiative PSY1204 was completed and degree changes were implemented.

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: PSY1205

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.)	

Initiative PSY1205 was not implemented by the college.

Psychology Program Review 2012-2013

2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Division Code	Program	Category	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 ID	Initiative Title	Resource Description	Resource Category	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	33	Psychology	None	0	no rating			PSY-12-3	PSY1203	Improve scheduling of Psychology Program offerings to better serve students	Increased sections and increased access to large classrooms in particular more daytime sections are required to implement this initiative	0			-	
2	33	Psychology	None	0	no rating			PSY-12-4	PSY1204	Evaluate Psychology curriculum to assure we are meeting students' needs in attaining the new Psychology AA for Transfer degree and other general education needs	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	0			-	
3	33	Psychology	Budget	1	R		H	PSY-12-2	PSY1202	Improve student access to technology in the Psychology Laboratory	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 SPSS Software	7	2,700	2,700	2,700	
4	33	Psychology	Budget	1	Low rating not counted		L	PSY-12-1	PSY1201	Improve quality of social science journal material at the Ventura College library	APA PsychArticles Database added to ProQuest subscription - annual cost	7	2,400	2,400	5,100	
5	33	Psychology	Other	1	H			PS1205	PS1205	Title V completion of faculty resource room and instructional technology support services center	Technology support services needed	8	Cost not fully known covered by Title V Cooperative Grant estimated 180,000		5,100	
6	33	Psychology	Budget	3	Low rating not counted		L	PSY-12-5	PSY1205	Updating and replacing the media library of DVD/Videos used for psychology classes	DVD/Videos - annual maintenance and update	7	400	400	5,500	
7	33	Psychology (College-wide Initiative)	Budget	1	H		M	PS1205	PS1205	Title V completion of faculty resource room and instructional technology support services center	College-wide request made by Psychology. Technology support services needed	8	180,000	-	5,500	

Psychology Program Review

2012-2013

6B: 2012-2013 INITIATIVES

Initiative 1

Initiative ID PSY1301

SPSS Subscription

Links to Finding:

(Related to part of the initiative PSY1202 from last year that was not implemented)

Finding 5

This is a combined initiative with psychology and sociology

Benefits:

Practicing data collection and statistical analysis will improve students' ability to learn and perform effectively with research projects which is a skill required in transfer students. To perform research and study statistics psychology, sociology, and behavioral science students need to have access to SPSS statistical software in the Behavioral Sciences laboratory. SPSS is the industry standard for behavioral sciences. Through the program reviews of sociology and psychology programs we are requesting to increase the current funding of SPSS statistical software subscription by \$4400 per year.

As a minimum there is an average of 350* combined total of sociology and psychology students per semester who should be using SPSS software as part of their class work, but can't due to limited number (24) of SPSS licenses available at VC. *(4 - PSY 4 statistics, 1 - PSY 7 research, and 2 - SOC 7 research classes – averaging 50 each)

With wider availability there could be even more sociology and psychology students at VC who could gain advantage through some training in the use of SPSS software.

Request for Resources

Need \$4400 in addition to the existing software subscription to take advantage of a new program from IBM for unlimited SPSS licenses for Ventura College costing \$7000 total per year.

Funding Sources

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

Initiative 2

Initiative ID PSY1302

Replace full time psychology faculty that just retired

Psychology Program Review

2012-2013

Links to Finding

Related to finding 2

Benefits

The psychology program serves between 4500 and 6000 student per year and awards a high level of transfer degrees.

Request for Resources

Salary for full time psychology faculty \$110,000

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.)	

Initiative 3

Initiative ID PSY1303

Increase Student Access

Links to Finding

Related to finding 1

Benefits

The psychology program serves a large general education population that take psychology courses, students completing the Psychology Transfer Degree, and students completing other programs including Nursing, Business Administration, Communications Studies, Criminal Justice, Sociology, Human Services, International Studies, and Holistic Studies.

Request for Resources

Increase introduction to psychology by four large sections and increase developmental psychology by 2 large sections.

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

2012-2013

Initiative 4

Initiative ID PSY1304

Replace 2 stolen notebook computers

Links to Finding

Related to finding 6

Benefits

To maintain 50 computers for Behavioral Sciences students to use for research and statistics.

Request for Resources

Need \$1200 to replace 2 computers.

Funding Sources

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

Initiative 5

Initiative ID PSY1305

Printer for Behavioral Sciences lab

Links to Finding

Related to finding 5

Benefits

Students are able to print documents while working in Behavioral Sciences lab.

Request for Resources

Need \$400 to purchase network printer.

Funding Sources

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

Psychology Program Review 2012-2013

Initiative 6

Initiative ID: PSY1306

Update DVD Media

Links to Finding 7: 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. (This was PSY1205 last year and did not get funded.)

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

Request for Resources: DVD/Videos (\$1500 one-time expense and \$400 annual supply budget)

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.)	

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
PSY	5	Budget	H				PSY1301	SPSS Subscription	Increase SPSS annual subscription to unlimited	4,400
PSY	2	Personnel	H				PSY1302	Full time Instructor	Replace 1 retired full time faculty	110,000

Psychology Program Review 2012-2013

PSY	1	Budget	M				PSY1303	Increase Student Access	Add 4 psy 1 and 2 psy 5 - large sections	36,000
PSY	6	Budget	R				PSY1304	Notebook computers	Replace 2 stolen computers	1,200
PSY	5	Budget	M				PSY1305	Network printer	Purchase network printer for Beh. Sci. lab	400
PSY	7	Budget	M				PSY1306	Update DVD media	Update DVD media	1,500 now and 400 annually

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

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 will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

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 **RHML** priority levels defined below.

Psychology Program Review

2012-2013

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

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

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

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

Psychology Program Review

2012-2013

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

- 2a. Were the identified initiatives implemented?

- 2b. Did the initiatives make a difference?

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

4. How have the changes in the program review process worked for your area?

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

7C. 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 appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.