



Psychology Program Review

2013-2014

Department Chairs,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map, What to Leave In and What to Leave out Guidelines, and the Academic Senate Rubric for Instructional Program Vitality.

Please note that instruction prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student success, retention) in which it is trying to improve. And programs, which offer degrees and/or certificates, need to set goals for increasing program completion rates (per direction from the Accrediting Commission).

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

Appendices:

- A-Program Review Process Map-Instructional Programs
- B-What to Leave In and What to Leave Out
- C-Academic Senate Rubric for Instructional Program Vitality-Instructional Academic Programs
- D-Academic Senate Rubric for Instructional Program Vitality-Instructional CTE Programs
- E-Appeal Form

Attachments:

- Data packets for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

Michael Callahan, Institutional Researcher, ext. 6344

Instructional Programs:

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

Debbie Newcomb, Faculty Facilitator, ext. 6368

Sandy Hajas, LRC Supervisor, ext. 6179

Services:

Susan Bricker, Registrar, ext. 6044



Due October 7, 2013



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Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468



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Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

- Evaluate Psychology curriculum - curriculum was reviewed and changes made to improve student success.
- Replace retired faculty – A new full time faculty was hired.
- Improve scheduling of Psychology Program offerings to better serve students – some improvement was made in scheduling psychology courses. The program is still 27 percent below 2010 enrollment for psychology.
- Improve access to technology in the Psychology Laboratory – a college wide SPSS software license was purchased.
- Update DVD media – these items were not ordered. PSY1205 – Carry over from last program review – department was not able to complete order for DVDs until major changes in psychology industry were completed. We are now ready to complete the DVD order.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

The Psychology Program maintained a higher level of Hispanic enrollment than the college average and the Hispanic Success data created at the college show psychology courses having a high rate of Hispanic success.

Section II - Description

A. Description of Program/Department

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

Degrees/Certificates

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

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

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



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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. The Psychology Program shows a higher level of Hispanic enrollment than the College average and the Hispanic Success data created at the College show psychology courses having a high rate of Hispanic success.

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

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

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

D. Criteria Used for Admission

Meet transfer requirements.

E. College Vision

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

F. College Mission

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

G. 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
- Integrity
- Respect
- Quality



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- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

H. Organizational Structure

President: Dr. Greg Gillespie

Executive Vice President: Dr. Daniel Seymour

Dean: Dr. Gwendolyn Lewis-Huddleston

Department Chair: Ronald Mules

Faculty/Staff:

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

Name	Michael Cushner
Classification	Professor
Year Hired	2013
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.

Section IIIa – Data and Analysis

A. SLO Data

The psychology faculty have assessed all psychology courses and the resulting data demonstrates that students taking psychology courses are performing well and completing courses successfully. We are collecting more data and looking for trends that could be used to



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continue improvement in student success. The Psychology Program is current on maintaining their SLO rotational plan, mapping, and other TracDat work.

B. Performance Data

1. Retention – Program and Course

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

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

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

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

2. Success – Program and Course

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

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

The Psychology Program success rate has increased from 74 to 78 percent over the past three years.

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

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

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

The degree completion rates for the new Psychology Transfer degree has increased over the last two years with a total of 58 degrees granted.

The Psychology Program degree completion rate is currently the highest level of transfers for a program at Ventura College.

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

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



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C. Operating Data

1. Demographics - Program and Course

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

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

2. Budget

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

Over the past three years the Psychology Program has been cut dramatically. These changes have had a negative effect on student degree completion. If the Psychology Program is allowed to increase sections and the number of large classes the program can increase the level of transfer degree completion.

Program members have reviewed the budget data.

No comments or requests to make about the budget

3. Productivity – Program and Course

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

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

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



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

D. Resources

1. Faculty

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

2. Classified Staff

There were no changes in classified staff for psychology.

3. Inventory

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

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

4. Facilities or other Resource Requests

The Psychology Program needs access to more large classrooms to maintain student access and success.

5. Combined Initiatives

There are currently no combined initiatives for this year other than increased DE support, active classroom creation, and more access to extra-large classrooms.

E. Other Program/Department Data

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

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

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

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



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

The total score is 24. The Psychology Program is very successful and effective. We do need more sections and large classrooms to be able to maintain and increase our student transfer success rate.

Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

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

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

Example:

Initiative: Provide a brief title

Initiative ID: (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

Link to data (Required): From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

Expected Benefits: What benefits to student learning or completion, etc. do you anticipate?

Goal: What do you believe needs to occur? (i.e. raise student success in ____ course)

Performance Indicator: What do you see as a realistic goal? (i.e. a 5% increase in student success)

Timeline: When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)

Funding Source Category: (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

Ranking: (i.e. H) (a drop down menu is provided) Note: Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.



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Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

- A. Initiative: Support for transfer degree completion**
Initiative ID: **PSY1301**
Link to Data: **Degree completion data and performance data (we are down 1768 students)**
Expected Benefits: **Support psychology transfer students. Psychology has become an effective overall career preparation for undergraduate students training for a variety of careers.**
Goal: **Increase number of psychology transfer degree completions by increasing the size of daytime psychology classes. Increase psychology students by 800.**
Performance Indicator: **Increase number of psychology transfer students by 25 percent**
Timeline: 2013-2014
Funding Resource Category: Staffing Funds
Ranking: H
- B. Initiative: Increase number of psychology sections**
Initiative ID: **PSY1302**
Link to Data: **Degree completion data and performance data (we are down 1768 students)**
Expected Benefits: **Support psychology transfer students.**
Goal: **Increase sections by 1 – PSY 7 online, 1 – PSY 4 online, 5 – PSY 1, 3 – PSY 5. Increase psychology students by 500.**
Performance Indicator: **Increase number of transfer degree students in psychology and other majors by 10 percent.**
Timeline: 2014-2015
Funding Resource Category: Hourly Instruction Funds
Ranking: H
- C. Initiative: Create online psychology courses**
Initiative ID: **PSY1303**
Link to Data: **Degree completion data and SLO information**
Expected Benefits: **Support psychology transfer students.**
Goal: **Create PSY 7 online content and PSY 4 online content to support College goal of complete online psychology degree**
Performance Indicator: **Increase access for psychology students by getting online courses approved by Curriculum Committee**
Timeline: 2014-2015
Funding Resource Category: No new resources needed
Ranking: Click here for options
- D. Initiative: Create new psychology courses**
Initiative ID: **PSY1304**
Link to Data: **SLO information and degree completion data**
Expected Benefits: **Assist students to prepare for psychology transfer**



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

Performance Indicator: Increase access for psychology students

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Ranking: Click here for options

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

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

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

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

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

Performance Indicator: Update and increase psychology DVD/video library

Timeline: 2013-2014

Funding Resource Category: Equipment-non computer

Ranking: H

Section VI – Process Assessment

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

The current format is difficult to read and time consuming to use. There was some condensation of content over last program review format which was helpful, but current format with all instructions and other information is too difficult to use.

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

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

C. Appeals

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



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If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

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

VII – Submission Verification

Program/Department: Psychology/Behavioral Sciences

Preparer: Mark Pauley

Dates met (include email discussions): 10-5-13, 10-4-13, 10-2-13, 10-1-13, and 9-19-13

List of Faculty who participated in the program Review Process:

Lucy Capuano, Edelwina Rivere, Michael Cushner

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

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



Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(a). Data
1. Review
2. Analysis

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

III(b). Other program goals and initiatives

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

IV. Program vitality-(Academic Senate rubric)

V. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

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

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



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

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

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



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

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

Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	5
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
Sufficient capital / human resources to maintain the program, as defined by:		
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "0" would indicate that a program is at less than 70% of its productivity rate.	
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Up to 4	Course completion rate ³	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate ⁴	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Appendix-C

Note rationale on next page.

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

³ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

⁴ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



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

Score interpretation, academic programs:

22-26	Program is current and vibrant with no further action recommended
18-21	Recommendation to attempt to strengthen program
Below 18	Recommendation to consider discontinuation of the program



Psychology Program Review 2013-2014

Rubric for Instructional Program Vitality-CTE

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

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate ⁵	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ⁶	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

⁵ Enrollment demand is determined by the ability to fill classes.

⁶ Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "0" would indicate that a program is at less than 70% of its productivity rate.	
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Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate⁷	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate⁸	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

⁷ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁸ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



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Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate that less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

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

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program



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APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

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

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

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