

**CAÑADA COLLEGE
BI-ANNUAL STATE OF THE DEPARTMENT
DATA COLLECTION DOCUMENT**

Program Name: PSYCHOLOGY

I. Program goals and objectives:

The goal of the Psychology Department includes:

- (1) familiarizing students with the academic study of mental processes, the brain, and human behavior,
- (2) application of psychological knowledge covering a range of domains of human behavior,
- (3) develop an understanding of human life across the lifespan from psychosocial and cultural perspectives,
- (4) knowledge of the treatment of mental illness,
- (5) knowledge of how to describe, predict, and change behavior,
- (6) study of psychological methods and statistical applications, and
- (7) provide an overall framework of psychology for students future for further study, careers and employment.

All Psychology courses offered from this department satisfy General Education/transfer and Associate degree requirements. Strength of the Psychology Department is that a variety of courses offered meets prerequisite requirements for many transfer majors and specifically requirements for allied health majors and nursing.

II. Student Learning Outcomes:

A. List all identified program student learning outcomes:

The Social Science Department has established learning outcomes as follows:

- (1) Students will demonstrate proficiency in social science writing.
- (2) Students will be able to use appropriate documentation styles (i.e. APA, Chicago, and MLA).
- (3) Students will be able to make more informed choices from a well-rounded social, political, psychological, philosophical, anthropological, historical and/or economic perspective.
- (4) Students will be able to demonstrate the ability of critical and conceptual analysis of the content in various social science courses.
- (5) Students will develop and appreciation for both statistical and anecdotal evidence.

B. Attach correlated assessment tools and relevant data:

Students will be assessed with a number of quizzes (online and in class), essay question, learning activities, research papers, journal article reviews, classroom presentations, and final examinations. (See Attachment A, B, C, D, and E.) Course instruction is designed to offer multiply assessment tools and approaches for determining how competent students are in completing subject specific assessments.

- C. List a sample of course level student learning outcomes:
Please refer to the learning outcomes stated for the Social Science Department.
- D. Attach correlated assessment documents and relevant data:
Psychology has no correlated assessment tools or documents.

III. Curricular offerings:

A. New, deleted, “banked” and “unbanked” in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce
Psyc	110	Marriage and Relationship Choices			X		X		X		
Psyc	112	Applied Psychology Through Film			X		X		X		
Psyc	201	Child Development			X		X	X			
Psyc	202	Adolescent Behavior			X		X	X			
Psyc	221	The Special Child			X						
Psyc	330	Sports Psychology			X		X				
Psyc	391	Parenting			X						
Psyc	410	Abnormal Psychology			X		X	X	X		
Psyc	108	Psychology in Practice			X						

B. All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
Psyc	100	General Psychology	X	X	X		X	2007
Psyc	106	Psychology of Prejudice and Discrimination	X	X	X			2007
Psyc	200	Human Development	X	X	X		X	2007
Psyc	300	Social Psychology	X	X	X			2007
Psyc	340	Human Sexuality	X	X	X			2007

C. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
General Psychology offered as a Hybrid course (50% instruction in class and 50% online)	X	X	X		
General Psychology offered online	X	X	X		
Human Development offered as a Hybrid course (50% instruction in class and 50% online)	X	X	X		
Human Development offered Online	X	X	X		

The success of neighboring districts that offer online instruction specifically in Intro Psychology, Development Through the Lifespan, and Child Development suggest a growing trend for courses offered through distance learning. Current offerings in General Psychology and Developmental Psychology are prime examples of courses that would be successful offered through distance learning in the Psychology Department.

IV. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
WSCH	878	929
FTES	1.80	1.80

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
FTE	29.27	30.97
LOAD	488	516

C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2005	2006
Retention	83.3%	84.3%
Success	65.8%	56.3%

D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2004	2006
Certificates	NA	NA
Degrees	3	7
Transfer	Unknown	Unknown

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

Total FTE for the Psychology Department has not changed in two years. However, the ratio of part-time faculty to fulltime has changed. In Fall semester 2005 the department had only part-time faculty; in Fall 2006 one fulltime faculty and three part-timers for a sustained aggregate of 1.80 FTE over the two-year period. Retention rates over the past two years showed a slight upward trend. Retention rate in Fall 2006, 84.3%, is a 1.2% increase over Fall 2005. This is suggestive of a possible correlation between a fulltime faculty equivalence and higher retention of students. Another consideration is fulltime faculty are more available to students through office hours, after class meetings, student service, and other campus referrals than part-timers. This, impart, is justification for additional FTE in Psychology.

A further trend analysis additionally showed a concomitant increase in WSCH. No increase in FTE over the past two years was impacted by a 5.8% increase in WSCH. This

could possibly present a load problem in effective future enrollment management. Moreover, increased WSCH would be a sign for a boarder flexibility of course offerings in Psychology. Over the past several years, there has been a trend in offering fewer courses in Psychology perhaps due to the reduction in FTE. Hence, the current increase in WSCH is a trigger for a wider range in course offerings, which would probably result in an increase in FTE.

Success rate is defined by the number of students who successfully past their courses compared to the number of students who do not complete courses and/or withdraw. A possible explanation for the negative trend of -14.4% in the success rate could be accounted for by reviewing demographic enrollment trends in Psychology. Past age trends of students in Psychology indicated a slight change in number of students of age 20 over the two year period from 2005 to 2006. Employment trends tend to indicate that 20 year olds are seeking stability in terms of income that at the same time trying to manage a successful college career. Therefore, success rates might be greatly affected by 20 year olds dropping out of college to secure employment or to increase hours of employment. Gender enrollment status further supports this possibility as the percent of male students has decreased over the same period. Although there are no known available statistics related to late registrants there could exit a correlation between late registrants and those who complete courses with those who drop the course.

Additionally there is evidence that degree-seeking students take on an additional risk of never completing, the longer they delay college enrollment. Considering that, 51% of students enrolled in Psychology courses in 2005 were over the age of 20, and if that trend were consistent with Fall 2006 (data not currently available) would stand to reason the negative impact on student success rate. This fact influences success rate data that is not apparently explainable.

These trends are indicative of the need for more academic and student support services such as tutoring, academic and career counseling, and faculty intervention.

An associated degree in Psychology is not required in order to transfer, therefore most students do not get one before transferring. This could explain the low number of students who received associate degrees in Psychology, 3 in 2005 and 7 in 2006. Students are participating in different paths for transfer in Psychology by obtaining a degree in either University Studies or Liberal Arts (these degrees follow a transfer pattern). The Psychology department is awareness that an evaluation of AS degree requirements for Psychology is necessary to increase the number of students seeking degrees from the department.

V. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed

B. List adjunct faculty requests and attach formal justification (Not Needed)

Position	Areas of expertise needed
Adjunct faculty	Research Methods
Adjunct faculty	Social Psychology
Adjunct faculty	Child Development

Currently, the Psychology department is interviewing adjuncts to fill needed and projected vacancies.

C. List staff requests and attach formal justification

Position	Areas of expertise needed
Social Science Coordinator	Social Science
Social Science Tutors	Tutoring Psychology
Psychology Assistance Grader/Reader	Current student who achieved an "A" in psychology or a graduate level university student

D. List professional development needs:

To have access to academic and teaching conferences to develop professionally, and professional development funds to support these activities.

VI. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit
Document Overhead Projector	3,000
Updated Psychology DVD's	1,000
Subscriptions to Psychology Journals	500

B. List facilities needs:

New	Maintenance
Social Science Resource/Computer Labs	
Social Science Resource and Tutoring Room	