



Psychology Program Review 2006-2007

Spring 2007

Prepared By:

Dr. Rick Brown
Dr. Michael A. Hurtado
Dr. Andrew Kim
Carolyn Perry

PSYCHOLOGY PROGRAM REVIEW
COMMITTEE MEMBERS 2006-2007

FACULTY:

Dr. Rick Brown
Judy Gregg
Dr. Ken Guttman
Shelley Hahn

Dr. Andrew Kim
Carolyn Perry
James Shannon
Dr. James Skalicky

COMMITTEE CHAIR:

PROFESSOR:

DIVISION DEAN

VICE PRESIDENT OF INSTRUCTION:

ACADEMIC SENATE REP:

ARTICULATION OFFICER:

CURRICULUM COMMITTEE REP:

DEAN OF COUNSELING:

LIBRARIAN:

TeCS:

CLERICAL SUPPORT STAFF:

Carolyn Perry
Dr. Andrew Kim
Dr. Michael A. Hurtado
Irene Malmgren
Gunner Eisel
Michelle Plug
James Lancaster
Lucinda Over
Dr. John Thompson
Linda Welz
Gayle Allen

Table of Contents

	Page #
FACULTY	p. 3
LIST OF DEGREES	p. 3
PSYCHOLOGY LIST OF COURSES	p. 4
INSTITUTIONAL COMPETENCIES	p. 5
PROGRAM DESCRIPTION	p. 6
PROGRAM GOALS	p. 6
PROGRAM STUDENT LEARNING OUTCOMES	p. 7
SLO TIMELINE	p. 7
MISSION	p.8
Commendations	
Previous Recommendations Completed	
Recommendations	
NEED	p. 9
Commendations	
Previous Recommendations Completed	
Recommendations	
QUALITY	p. 10
Commendations	
Previous Recommendations Completed	
Recommendations	
FEASIBILITY	p. 11
Commendations	
Previous Recommendations Completed	
Recommendations	
COMPLIANCE	p. 12
Commendations	
Previous Recommendations Completed	
Recommendations	

PSYCHOLOGY FACULTY

FULL-TIME FACULTY:

Dr. Rick Brown
Judy Gregg
Dr. Ken Guttman
Shelley Hahn
Dr. Andrew Kim
Carolyn Perry
James Shannon
Dr. James Skalicky

ADJUNCT FACULTY:

Alexander Avila
Socorro Gertmenian
Louis Gittens
Harold Martin
Dr. Jerry Newell
Amy Resch
Dr. George Riday
William Seibert
Lisa Weisman-Davlanter
Michelle Yount

LIST OF CERTIFICATES/AWARDS OFFERED

None

LIST OF DEGREES

Psychology is part of the Behavioral Sciences Department and plays a fundamental role in fulfilling general education requirements by satisfying UC transfer requirements (IGETC AREA IV), CSU Category “D” and “E” transfer requirements, as well as fulfilling major preparation requirements for many courses of study. Psychology courses may be taken as part of the general education requirements found in area “D” for Citrus College graduation or as part of the Associate in Arts degree for Social and Behavioral Sciences at Citrus College

LIST OF INDUSTRY BASED STANDARD CERTIFICATES

None

ADVISORY COMMITTEE

Not required

LIST OF COURSES**UNITS**

PSY 101	Introduction to Psychology	3
PSY 102	Psychobiology	3
PSY 103	Elementary Statistics	3
PSY 104	Research Methods in Behavioral Sciences	3
PSY 110	Psychology of Religion I	3
PSY 111	Psychology of Religion II	3
PSY 133	Personal and Social Growth	3
PSY 152	Psychology of Human Relations	3
PSY 203	Research Methods in Behavioral Sciences	3 (new Fall 2007)
PSY 205	Developmental Psychology	3
PSY 206	Child Growth and Development	3
PSY 206H	Child Growth and Development	3
PSY 212	Abnormal Psychology	3
PSY 213	Survey of Drug and Alcohol Use and Abuse	3
PSY 220	Introduction to Social Psychology	3
PSY 225	Psychology of Human Sexuality	3
PSY 226	Psychology of Women	3
PSY 250	Honors Topic Seminar	.5

CLASSES NOT OFFERED IN LAST TWO YEARS

PSY 103	Elementary Statistics
PSY 104	Research Methods in Behavioral Sciences
PSY 250	Honors Topic Seminar

CLASSES TO BE DROPPED Fall 2007

PSY 103	Elementary Statistics
PSY 104	Research Methods in Behavioral Sciences
PSY 250	Honors Topic Seminar

The **Psychology Program** has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25, 2004) are as follows:

Institutional General Education Competencies-
Part of Institutional Mission

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies. Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)
Reading analytically and critically speaking articulately
Writing with clarity and fluency Listening actively
2. Computation
Technology Computer proficiency
Math proficiency Decision analysis
Analyzing and using numerical data (Synthesis and evaluation)
Application of mathematical concepts and reasoning
3. Creative, Critical, and Analytical Thinking
Curiosity Research
Analysis Learning Strategies
Synthesis Problem Solving
Evaluation Decision making
Creativity Aesthetic awareness
4. Community, Critical, and Analytical Thinking
Respect for others beings Citizenship
Cultural awareness Interpersonal skills
Ethics Lifelong learning
Community service Self esteem
Integrity Empathy
5. Technology/information competency
Basic computing and word processing
6. Discipline/subject Area Specific Content Material

DEPARTMENT DESCRIPTION:

The Behavioral Science Department has five areas of specialization: Administration of Justice, Anthropology, Child Development, Psychology, and Sociology.

GOALS:

- To prepare students to think critically about theories and research in the behavioral sciences.
- To demonstrate the significance of the behavioral sciences in vocational areas and matriculation in higher education.
- To demonstrate how the behavioral sciences relate to academic and career choices.
- To develop a student awareness and appreciation of diverse cultural differences and similarities.
- To encourage better understanding of one's own behavior and the behavior of others and society.

PROGRAM DESCRIPTION

Psychology is the scientific study of behavior and cognitive processes. It is, therefore, of particular interest – and unique value – because it informs us of ourselves, the nature of what it is to be human. Psychology coursework, with its wide applicability, satisfies categories of general education and transfer to the California State University system, University of California system, and private universities. Further, while the Psychology Program provides much of the lower-division major preparation in psychology and many related fields

PSYCHOLOGY PROGRAM GOALS

Transfer Curriculum: The Psychology Program is designed to meet the needs of student intending to transfer to four-year college and universities, especially the University of California and the California State University systems. Courses typically satisfy lower division major requirements and sub-categories within general education and IGETC. Further, many courses within the program fulfill requirements for study in other majors as well as, post-baccalaureate professional schools such as law and medicine.

AA/AS and Vocational Curriculum: The Psychology Program consists of many courses that fulfill general education for the Citrus College Associate in Arts or Sciences degree. In addition any course within the program also applies toward the eighteen-unit minimum for the Associate in Arts degree for Social and Behavioral Sciences. Additionally, psychology courses are frequently taken to upgrade or extend vocational objectives. For example, introductory and applied courses are taken by individuals considering management positions where interpersonal and communication skills are critical to success. Additional areas of application are the fields of nursing and child development.

Program Access: The Psychology Program is provided at varied times and by several means to ensure student access to desired coursework. A variety of sections are available morning, afternoon, and evening, during all terms, including summer session. “Distance Education” and “Late Start” courses have been scheduled to reach the widening variety of student needs and preferences.

PSYCHOLOGY PROGRAM STUDENT LEARNING OUTCOMES:

1. Communication (personal expression and information acquisition) information competency.
 - Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.
2. Computation
 - Demonstrate proficiency in analyzing or manipulating numerical data in order to critique scientific study to gain perspective of the role of data in psychological research and research methodology.
3. Creative, Critical, and Analytical Thinking
 - Analyze a variety of behavioral science research designs by participating in class discussions group exercises essays and exams to develop critical analysis needed for transfer level coursework.
 - Demonstrate analytic thinking by comparing and applying psychological theories to human behavior as demonstrated through research assignment, case studies, discussion, and essays to relate classroom theory to real-world examples.
4. Technology/Information Competency
 - Demonstrate proper use of basic word processing and computing skills through research, synchronous and asynchronous communication, and written essay to access information available only through technological means to improve technology skills necessary in a global environment
5. Discipline
 - Explore issues of efficacy and self-exploration by participating in class discussions, group exercises, essays and exams to develop to benefit from the unique content of coursework in psychology.

SLO TIMELINE

The department will work with the curriculum development committee to ensure the course outlines are being developed according to standards developed by the committee. The Psychology Department will develop student learning outcomes for all classes offered at Citrus College based on the following schedule. Any new classes offered will have student learning outcomes and assessment when the class is developed.

COURSE	TITLE	PROJECTED TIMELINE
PSY 101	Introduction to Psychology	Fall 2007
PSY 102	Psychobiology	Fall 2007
PSY 103	Elementary Statistics	Drop from Program
PSY 104	Research Methods in Behavioral Sciences	Drop from Program
PSY 110	Psychology of Religion I	In-progress
PSY 111	Psychology of Religion II	In-progress
PSY 133	Personal and Social Growth	Fall 2007
PSY 152	Psychology of Human Relations	Fall 2007
PSY 203	Research Methods in Behavioral Sciences	Done
PSY 205	Developmental Psychology	In-Progress
PSY 206	Child Growth and Development	Done
PSY 206H	Child Growth and Development	In-Progress
PSY 212	Abnormal Psychology	Fall 2007
PSY 213	Survey of Drug and Alcohol Use and Abuse	Fall 2007
PSY 220	Introduction to Social Psychology	Fall 2007
PSY 225	Psychology of Human Sexuality	Fall 2007
PSY 226	Psychology of Women	In-progress
PSY 250	Honors Topic Seminar	Drop from Program

MISSION

COMMENDATIONS

1. The Psychology Program conforms to the mission of the District by offering course work that prepares students for transfer to four-year colleges and universities.
2. The Psychology Program actively seeks to support students seeking degrees and/or transfer noting 63% of students in psychology courses declare degree/transfer as their academic goal as compared to the campus average of approximately 40% in the same five year period.
3. The Psychology Program provides instruction that meets the District's core competencies.
4. The Psychology Program includes coursework that reflects the cultural relevant issues that based on the diversity of the student population as course content explores issues of self understanding and the understanding of human behavior in a multicultural world.
5. Faculty members from the Psychology Program actively support District programs by participating in the Study Abroad and Distance Education programs.

PREVIOUS RECOMMENDATIONS COMPLETED

N/A based on format/structure of previous program review

RECOMMENDATIONS

1. Departmental review of all courses to include District recommended student-learning outcomes and assessment measures will be completed in the 2007-2008 school year.
2. As new full-time positions become available, continue to seek new faculty members who will reflect District's diversity.

NEED

COMMENDATIONS

1. The Psychology Program provides excellent service to the District in the following areas as noted in these 5-year averages:
 - a. Weekly student contact hours 11,746
High 12,791 (2003-2004) & Low 10,558 (2001-2002)
 - b. Full-time equivalent students served weekly 391.45
 - c. Average WSCH/FTEF (525=good) 764.4
All years exceeded "good" rating with a high of 892 (2003-2004)
Low WISCH/FTEF of 627 (2001-2002) still exceeds good rating
 - d. Average fill rate at census 87.1%
 - e. FTES per FTEF 25.46
 - f. Full-time equivalence 15.46
2. Psychology courses play a fundamental roll in meeting general education requirements by satisfying UC transfer requirements (IGETC AREA IV), CSU Category "D" and/or "E" transfer requirements, and major preparation requirements.
3. Coursework may be taken as part of area "D" or as part of the Associate in Arts degree.
4. Eighteen units of psychology coursework apply toward the Associate in Arts degree for Social and Behavioral Sciences.
5. Faculty membership and participation in professional associations keep the program updated on current trends and needs for academic and vocational training and placement.

PAST RECOMMENDATIONS COMPLETED

A course has been developed specifically to meet the need of students pursuing transfer and major preparation in the field of psychology, PSY 203 Research Methods in Behavioral Sciences.

RECOMMENDATIONS

1. Program should utilize statistical data as it is made available to project scheduling needs for future semester.
2. Program should explore the possibility of tracking of distance education and "late start" sections to monitor effectiveness compared to traditional sections of the same courses.
3. Periodic review of course scheduling to assure most needed classes have sufficient number of sections to assure students can reach their desired academic goals within a timely manner.

4. The program should anticipate the development of a full-time faculty position to replace retiring faculty and meet the demand for classes.
5. Develop distance education addendums for appropriate courses to increase the accessibility of courses to growing population of students taking courses over the internet.
6. Promote the Psychology Program to increase student enrollment.

QUALITY COMMENDATIONS

1. All full/part time faculty meet District qualifications and are well qualified academically and professionally to teach in this program.
2. All lecture/lab unit values are consistent and meet District standards.
3. Faculty are actively involved in a wide variety of District committees, curriculum development, faculty leadership positions, as well as local and regional professional associations and advisory groups.
4. Average class size based on 5-year period is 31.28 students which allows for quality instruction to be delivered and relationships between faculty and students to develop.
5. For the past five years, faculty have demonstrated successful teaching with success rates averaging 1548.2 students per year who receive a grade of C or better.
6. Faculty coordinate with counseling department
 - a. to appropriately advise students
 - b. to develop articulation agreements supporting transfer
7. Psychology faculty have participated in many professional growth activities.
8. Many courses require critical thinking and require analytical writing skills supporting District Competencies.
9. PSY 203—Research Methods in Behavioral Sciences has been developed specifically to assist students in statistical analysis and problem solving skills, as included in District Competencies.
10. Psychology faculty members have taken sabbatical leaves for professional growth activities.
11. Psychology faculty have attended workshops and conferences to stay current with skills needed to use technology mediated instruction.

PAST RECOMMENDATIONS COMPLETED

1. All instructional classrooms have been upgraded to include multimedia capabilities.
2. Two new full-time faculty members have been hired to replace faculty lost through attrition.
3. A psychology lab is currently under development to facilitate the teaching of PSY 203, Research Methods in Behavioral Sciences. Course will be part of the regular rotation of courses beginning Fall Semester 2007.
4. All faculty and clerical support have computer access to email and the internet.

RECOMMENDATIONS

1. Relocate faculty offices to a central location to facilitate program planning, coordination, and communication.
2. Continue faculty involvement in professional organizations at the local, regional, and national level.
3. Continue the District's commitment to professional growth and faculty participation in flex activities, faculty development opportunities, and travel.

FEASIBILITY

COMMENDATIONS

1. Behavioral Science facilities, equipment, library, and computer center resources are adequate.
2. Students currently use the library facilities and resources to conduct research necessary for the completion of class assignments and projects.

PAST RECOMMENDATIONS COMPLETED

Facilities have been allotted for the development of the psychology lab.

RECOMMENDATIONS

1. All facilities, equipment, and technology should be continuously maintained to support the instructional needs of students and faculty.
2. Continue to integrate technology within the curriculum and incorporate decision-making activities through computer technology.
3. Continue to monitor enrollment trends in order to schedule an adequate number of sections in appropriate courses to meet the needs of students.

COMPLIANCE WITH REGULATIONS, LICENSES, STANDARDS

COMMENDATIONS

1. The Psychology Program courses provide content and unit credit needed by many programs, certificates, and licensing programs.
2. All course credits are transferable to CSU and/or UC and private universities.

PAST RECOMMENDATIONS COMPLETED

N/A based on format/structure of previous program review.

RECOMMENDATIONS

1. Continue faculty review of curriculum in 2007-2008 to comply with District standards for inclusion of student learning outcomes on all course outlines.
2. A sufficient pool of adjunct faculty needs to be maintained to assure the adequate number of sections may be offered each semester.