

PALO VERDE COLLEGE

Program Review

General Studies (GES)

Presented by Dr. Bruce Wallace
2011-2012

EXECUTIVE SUMMARY

General Studies (GES)

1. Program Strengths:

- a. GES courses provide valuable introductions to college life for new students.
- b. GES courses are currently being taught in correspondence and face-to-face modes only; however, beginning Session 2012, one or more sections will be offered online, increasing access to this course for many students.
- c. Even though GES 115 is no longer an institutional requirement for graduation, the course has value for EOPS and DSPS students, and others, to help them stay in college and succeed in other courses.

2. Program Weaknesses:

GES is no longer an institutional requirement, resulting in possible losses in enrollment.

3. Recommendations for Program Improvement:

- a. College plans to utilize more counseling faculty to teach GES sections.
- b. Continue efforts to schedule GES courses at times that are compatible with basic skills courses, and evaluate results.
- c. Continue efforts to expand offerings of GES courses via online and ITV, as well as correspondence and face-to-face.

4. Committee Determination:

Report is accepted and may proceed to the next step in the process.

Executive Summary approved by the Program Review Committee, May 1, 2012

General Studies
 Program Review 2012
 Division of History, Social and Behavioral Sciences

<p>Program Evaluation Summary To be completed by the Program Review Committee members</p>	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: <ol style="list-style-type: none"> a. Report is accepted and may proceed to the next step in the process. b. Report is returned to the department for further work, as follows:
<p>1. Support of the College Mission</p>	<p>A. State the purpose of program.</p> <p><i>The General Studies courses help students develop leadership skills and strategies to be successful as they enter the college environment. One course may fulfill general studies requirements/electives and serve to introduce students to areas of study for the Associate of Arts degree.</i></p> <p>B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.</p> <p><i>The GES courses strive to provide an exemplary learning environment that promote student success through certificate and/or degree completion, promote lifelong learning, and encourage community involvement and development.</i></p> <p>C. Describe the unique institutional goal the program achieves.</p> <p><i>The program serves to provide transferable course electives as well as techniques to complete Associate level degree requirements.</i></p>
<p>2 Accomplishments in Achieving Goals Outlined in the Previous Program Review</p>	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <p><i>There were no goals in the last program review 2006.</i></p> <p><i>The goal now is to look at these courses as a program and document achievements.</i></p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p> <p><i>Data is now being collected on student success.</i></p>
<p>3. Populations Served</p>	<p>A. Describe the populations served by the program, including special populations.</p> <p><i>In addition to the traditional face-to-face student, other populations served include inmate students, local correspondence, Title V, DSPS, and EOPS students.</i></p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p>

	<i>The division would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance.</i>
4. Curriculum History	<p>List the courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.</p> <p>*GES 080: Supplemental Instruction for General Studies Courses *GES 095: Basic Skills Development *GES 096: Civic Literacy: United States History I *GES 097: Civic Literacy: Local, State, and Federal Government GES 100: Student Leadership GES 101: Introduction to College Life GES 115: The Master Student</p> <p>*These courses were not successfully offered at least once during the preceding six (6) semesters.</p>
5. Course Scheduling and Availability	<p>Describe how effectively the scheduling process of classes in the program:</p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p>A cohort of essential classes is offered by the college with scheduling such that students may successfully complete programs. The GES 115 course is included in this cohort group of specially scheduled courses.</p> <p>B. Optimizes student learning. The GES 115 course is offered to students face-to-face or correspondence based on the recommendation of counselors when appropriate.</p>
6. Student Learning Outcomes	<p>A. Describe the process by which the program identifies measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed.</p> <p><i>At the course level, student learning outcomes, instructional strategies, and assessment measures are identified on each course outline of record and on every course syllabus. At program and degree levels, the following SLOs have been agreed upon:</i></p> <ol style="list-style-type: none"> 1) <i>Describe and evaluate critically the role and significance of General Studies in the community and the world</i> The master student qualities are the guiding force behind Becoming a Master Student. These are not just behaviors that every student should strive for, but that every person should strive for. 2) <i>Exhibit multiple skills including critical thinking, written and oral communication, and problem solving</i> Exercises throughout the course have been developed to step students through Bloom's six levels of critical thought. Beginning with levels of remembering, understanding, and applying, and then moving on to higher levels of analyzing, evaluating, and creating. 3) <i>Demonstrate research competency</i> Students study how to gather information on books, articles, computer-based sources and interviews. Research papers are studied from other classes and evaluated. <p>B. Describe the process by which program improvements are made, and provide</p>

	<p>evidence that this process is being followed.</p> <p><i>Students are assessed at the beginning and ending of the course to discover and acknowledge their own strengths, as well as areas for improvement in the areas of Attitude, Time, Memory, Reading, Notes, Tests, Thinking, Communicating, Diversity, Money, Health, and Purpose. Students learn to tell the truth about how they study and the type of student they want to become.</i></p>
7. Program and Course Coverage	<p>A. Describe how effectively courses in the program are covered by: 1) Full-time faculty; 2) Part-time (adjunct) faculty One full-time faculty is responsible for course outline updates, program review and teaching. Adjunct and other faculty teach overload.</p> <p>B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program. <i>There is no projected deficiency in faculty coverage.</i></p> <p>C. Describe plans to improve program and course coverage, if applicable. N/A</p>
8. Professional Development	<p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.</p> <p><i>Due to budgetary constraints, professional development activities have been limited to flex day trainings and consultation with colleagues. The one full-time faculty has attended conferences and workshops at his own expense.</i></p> <p>B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.</p> <p><i>The division recognizes the need for professional development activities; however, the current financial situation dictates keeping current through online study when possible.</i></p>

9. Student Performance and Completion	<p>A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)</p> <p>B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years. Not applicable.</p>						
	Student Success*--Question #9 on Program Review Template						
		Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
	GES 100						
	A,B,C,P	3	1				
	A,B,C,P...W	7	3				
	% Success	42.9%	33.3%				
	GES 101						
	A,B,C,P	24	30	11	19	19	21
	A,B,C,P...W	33	45	28	28	29	28
	% Success	72.7%	66.7%	39.3%	67.9%	65.5%	75.0%

	GES 115						
	A,B,C,P	151	112	134	91	138	133
	A,B,C,P...W	261	188	221	158	214	210
	% Success	57.9%	59.6%	60.6%	57.6%	64.5%	63.3%
	<p><i>*Success is defined as earning a grade of A,B,C or P. Success rate is calculated as follows: A,B,C,P divided by A,B,C,D,F,I,NP,P,W.</i></p>						
10. Enrollment and Financial Trends	A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.						
	B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.						
	General Studies	Salaries	Benefits	Supply	Operate Expense s	Capital	TOTAL
	2008-2009	\$ 137,632.5	\$ 29,525.68	\$ 162.28	\$ 35.81	\$ -	\$ 167,356.2
	2009-2010	\$ 72,844.00	\$ 20,984.94	\$ 11.30		\$ -	\$ 93,840.24
	2010-2011	79,237.40	15,009.97	46.93			94,294.30
	Enrollment History--Question #10 on Program Review Template						
		Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
	GES 100-1	7	3				
	GES 101-1	13		9	16	29	28
	GES 101-2	20	23	19	12		
	GES 101-3		22				
	GES 115-1	33	30	26	25	24	31
	GES 115-2	33	24	23	15	22	28
	GES 115-3	26	27	24	29	30	21
GES 115-4	25	25	21	25	29	26	
GES 115-5	25	23	27	24	29	28	
GES 115-6	28	21	26	20	25	27	
GES 115-7	21	27	26	18	25	24	
GES 115-8	24	11	24		30	25	
GES 115-9	21		24				
GES 115-A	25						
GES 115-CX				1			
GES 115-IS				1			
11. Facilities	A. Are current facilities, such as classrooms, offices and equipment, adequate to support the						

and Equipment	<p>program? Explain.</p> <p><i>Yes.</i></p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p><i>Yes.</i></p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p><i>Yes.</i></p> <p>D. Describe plans for future changes in support facilities or equipment.</p> <p><i>N/A</i></p>
12. Strengths and Weaknesses	<p>A. List and comment on the major strengths of the program.</p> <p><i>1. The courses offer specific techniques to achieve college success.</i> <i>2. The full-time faculty member's doctoral studies focused on student success.</i> <i>3. Faculty members are committed to academic integrity.</i> <i>4. Multiple modalities of instruction are used throughout the program in order to optimize student learning.</i></p> <p><i>Students are continuing to change their studying habits. They are also learning important critical thinking skills.</i></p> <p>B. List and comment on the major <u>weaknesses</u> of the program.</p> <p><i>1. The program has been reliant on adjunct faculty. This will change July 1, 2012 as the college becomes more budget conscious. Even though GES 115 was eliminated as an institutional requirement for graduation, the EOPS and DSP&S Programs use the course for helping their students stay in college and succeed in other courses. Counselors also use the course to fill the 12 credit minimum for students receiving PEL Grants.</i></p>
13. Plans to Remedy Weaknesses	<p>Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.</p> <p><i>The college is reducing the use of adjunct faculty Spring 2012. Counselors will be teaching more of these classes in lieu of adjuncts.</i></p>
14. Plans to Advance the Program	<p>Describe other plans that will advance the program.</p> <p><i>Face-to-face classes are scheduled in conjunction with basic skills courses. Evaluations will be conducted on the effectiveness of scheduling GES courses in conjunction with basic skills courses.</i></p>

PALO VERDE COLLEGE

Program Review

History and Political Science

Presented by Kevin Eoff
2011-2012

EXECUTIVE SUMMARY

History/Political Science

1. Program Strengths:

- a. Discipline faculty members are willing to teach in various modes and times, including face-to-face, ITV, correspondence and online to address student learning needs.
- b. Demonstrated commitment to improving student success and implementing student learning outcomes in conjunction with campus-wide efforts.

2. Program Weaknesses:

As mentioned in the 2006 program review report, there is an ongoing need for an additional full-time instructor to be able to offer more courses in the program.

3. Recommendations for Program Improvement:

- a. As budget allows, consider hiring additional faculty member.
- b. Recommendations for program improvement also have campus-wide application: better access to the Bridge, student email accounts, sporadic connection difficulties between Blythe and Needles in ITV sections.

4. Committee Determination:

Report is accepted and may proceed to the next step in the process.

Executive Summary approved by the Program Review Committee, May 1, 2012

Department of History and Political Science
Program Review 2012

<p>Program Evaluation Summary To be completed by the Program Review Committee members</p>	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: <ol style="list-style-type: none"> a. Report is accepted and may proceed to the next step in the process. b. Report is returned to the department for further work, as follows:
<p>1. Support of the College Mission</p>	<p>A. State the purpose of program.</p> <p><i>These courses help develop skills and strategies to be successful in the college environment and serve to introduce students to these areas of study. History and Political Science courses fulfill general education requirements/electives, and are also major areas of study for the Associate of Arts degree.</i></p> <p>B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.</p> <p><i>The departments of History and Political Science strive to provide an exemplary learning environment that promotes student success through course completion, models and promotes lifelong learning, and encourages community involvement and development.</i></p> <p>C. Describe the unique institutional goal the program achieves.</p> <p><i>The department serves to provide transferable course requirements and/or electives, as well as Associate level degree requirements.</i></p>
<p>2 Accomplishments in Achieving Goals Outlined in the Previous Program Review</p>	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <p><i>English 99 eligibility has been established as a prerequisite for all history and political science courses.</i></p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p> <p><i>The previous program review described a need for more instructors, and funds for professional development and college-sponsored events. Due to budgetary constraints, these goals cannot be achieved at this time.</i></p>
<p>3. Populations Served</p>	<p>A. Describe the populations served by the program, including special populations.</p> <p><i>In addition to the traditional face-to-face student, other populations served include inmate students, local correspondence and online students, students from Needles via ITV, DSPS, and EOPS students.</i></p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p>

	<p><i>The division would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance as well as attract students outside our immediate service area.</i></p>
4. Curriculum History	<p>List the courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.</p> <p>HIS 080: Supplemental Instruction for History, Social Science, Political Science, and Anthropology HIS 110: World Civilization I HIS 115: Current Events HIS 120: World Civilization II HIS 125: California History HIS 130: American History I HIS 140: American History II HIS 150: History of Women in America* HIS 160: The History of Ancient Greece* HIS 210: The Contemporary Middle East and Islam* HIS 215: The West in American History* HIS 220: Ancient Egypt* HIS 225: Chicano Studies* HIS 230 History of Mexico* HIS 245 History of the American Indian* HIS 280: Selected Topics in History* HIS 290: Selected Studies in History* POS 101: Introduction to Political Science POS 145: American Political Institutions POS 280: Selected Topics in Political Science* POS 285: International Relations* POS 290: Selected Studies in Political Science*</p> <p><i>*These courses were not successfully offered at least once during the preceding six (6) semesters. Having one full time instructor limits the amounts of courses offered. As such, the full time Instructor has scaled back to the core courses of HIS 130, HIS 140 and POS 145. Adjuncts have offered HIS 110, HIS 120, HIS 115 and HIS 125. HIS 150, 160, 210, 215, 220, 225, 230, and 245 are scheduled to be placed on inactive status for 2012-2013.</i></p>
5. Course Scheduling and Availability	<p>Describe how effectively the scheduling process of classes in the program:</p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p><i>Given the limited resources, the full time Instructor has offered the core courses during the day, evening, via ITV, Distance Education and Online on a rotating basis.</i></p> <p>B. Optimizes student learning.</p> <p><i>Student learning is optimized by offering courses at various times and modalities, by implementing the course management system, and by utilizing Starboard technology.</i></p>

<p>6. Student Learning Outcomes</p>	<p>A. Describe the process by which the program identifies measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed.</p> <p><i>At the course level, student learning outcomes, instructional strategies, and assessment measures are identified on each course outline of record and on every course syllabus. At program and degree levels, the following SLOs have been agreed upon:</i></p> <ol style="list-style-type: none"> 1) <i>Describe and evaluate critically the role and significance of history, social and behavioral sciences in the community and the world</i> 2) <i>Exhibit multiple skills including critical thinking, written and oral communication, and problem solving</i> 3) <i>Demonstrate research competency (examples may include assignments that require research of scholarly sources and submission in a academic format such as MLA)</i> <p>B. Describe the process by which program improvements are made, and provide evidence that this process is being followed.</p> <p><i>The department maintains course outline updates, as well as identifying courses to be moved to inactive status. This is evidenced by Curriculum Committee minutes and catalog changes.</i></p>
<p>7. Program and Course Coverage</p>	<p>A. Describe how effectively courses in the program are covered by:</p> <ol style="list-style-type: none"> 1) Full-time faculty; 2) Part-time (adjunct) faculty <p><i>Some courses were not successfully offered at least once during the preceding six (6) semesters. Having one full time instructor limits the amounts of courses offered. As such, the full time Instructor has scaled back to the core courses of HIS 130, HIS 140 and POS 145. Adjuncts have offered HIS 110, HIS 120, HIS 115 and HIS 125. HIS 150, 160, 210, 215, 220, 225, 230, and 245 are scheduled to be placed on inactive status for 2012-2013.</i></p> <p>B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program.</p> <p><i>As mentioned in previous Program Review, there is an ongoing need for an additional full time Instructor to expand the courses offered.</i></p> <p>C. Describe plans to improve program and course coverage, if applicable.</p> <p><i>NA due to current restrictions.</i></p>
<p>8. Professional Development</p>	<p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.</p> <p><i>Due to budgetary constraints, professional development activities have been limited to flex day trainings and consultation with colleagues as well as personal enrichment activities taken on by individual instructors.</i></p> <p>B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.</p> <p><i>This department recognizes the need for professional development activities; however, the current financial situation precludes participation in off-site training opportunities unless taken on by individual members.</i></p>

9. Student Performance and Completion

A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
HIS 110						
A,B,C,P	22		15		13	
A,B,C,P...W	35		32		27	
% Success	62.9%		46.9%		48.1%	
HIS 115						
A,B,C,P	45	17	32	28	16	14
A,B,C,P...W	73	43	71	75	54	50
% Success	61.6%	39.5%	45.1%	37.3%	29.6%	28.0%
HIS 120						
A,B,C,P		17		9		7
A,B,C,P...W		22		12		13
% Success		77.3%		75.0%		53.8%
HIS 125						
A,B,C,P		11	16	22	9	15
A,B,C,P...W		27	21	38	19	26
% Success		40.7%	76.2%	57.9%	47.4%	57.7%
HIS 130						
A,B,C,P	26		35	53	31	31
A,B,C,P...W	50		56	80	47	50
% Success	52.0%		62.5%	66.3%	66.0%	62.0%
HIS 140						
A,B,C,P		39	29	14	31	19
A,B,C,P...W		62	38	20	47	25
% Success		62.9%	76.3%	70.0%	66.0%	76.0%

**Success is defined as earning a grade of A,B,C or P. Success rate is calculated as follows: A,B,C,P divided by A,B,C,D,F,I, NP,P,W.*

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
POS 145						
A,B,C,P	34	22	41	39	55	30
A,B,C,P...W	54	40	59	50	77	37

	% Success	63.0%	55.0%	69.5%	78.0%	71.4%	81.1%
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>*Success is defined as earning a grade of A,B,C or P. Success rate is calculated as follows: A,B,C,P divided by A,B,C,D,F,I,NP,P,W.</p> </div> <p><i>HIS 110, HIS 115, HIS 120 and HIS 125 have only been offered via Distance Education by adjunct Instructors. POS 145, HIS 130 and HIS 140 were offered via Distance Education, Online, face to face and Online by full time Instructor.</i></p> <p><i>Factors that may account for success rate variances may include: Explain how these factors affect success good/bad.</i></p> <p><i>Instructor contact with Distance Education students can have a positive or negative impact on student success based on the frequency and timeliness of contacts.</i></p> <p><i>Some students on financial aid do not complete courses after final disbursements which can affect course completion rates.</i></p> <p><i>Many students who have sporadic course interaction fail to drop the course which has a negative effect on course completion rates.</i></p> <p><i>Positive attendance rates usually correlates into positive success rate outcomes.</i></p> <p>B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years. NA</p>							

10. Enrollment and Financial Trends	A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.						
		Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
	HIS 110-1	15		13		27	
	HIS 110-2	20		19			
	HIS 110-3						
	HIS 115-1	25	22	24	29	26	24
	HIS 115-2	22	21	23	19	28	26
	HIS 115-3	26		24	27		
	HIS 120-1		7		12		13
	HIS 120-2		15				
	HIS 120-3						
	HIS 125-1		27	21	12	19	26
	HIS 125-2				26		
	HIS 125-3						
	HIS 130-1	23		24	29	29	23
	HIS 130-2	27		32	29	18	27
	HIS 130-3				22		
	HIS 140-1		14	9	12	27	11
	HIS 140-2		14	29	8	20	14
	HIS 140-3		29				
HIS 140-4		5					

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
POS 145-1	11	11	17	22	27	21
POS 145-2	24	29	27	28	27	16
POS 145-3	19		15		23	

Enrollment trends:

*Adjunct instruction can be sporadic based on the availability of qualified Instructors.
 HIS 110 has been offered in Fall semesters, HIS 120 in spring semesters via Distance Ed..
 HIS 115 and HIS 125 is usually offered each semester via Distance Ed.
 ...HIS 130, HIS 140 and POS 145 are offered every semester via face to face(and ITV),
 Correspondence Ed. and on a rotating Online basis.
 Spring Semester enrollments are typically lower than Fall, with the implementation of Online
 courses, student needs, and budgetary issues, the assessment of multiple sections is an ongoing
 process.*

B. Display and comment on annual program expenditures over the preceding three years, as to:
 supplies, contracts, capital outlay and other non-salary expenses.

*Program expenditures have been limited. Supplies (etc) have been reduced to minimal levels.
 A full time salary (1 person) has been limited to step increases.*

2006-2007	Salaries	Benefits	Supplies	Operating Expenses	Capital	TOTAL
	\$	\$	\$	\$	\$	\$
History	76,874.61	18,487.86	370.60	653.00	-	96,386.07
Political	\$	\$	\$	\$	\$	\$
Science	26,760.93	5,506.73	330.77	334.13	-	32,932.56

2007-2008	Salaries	Benefits	Supplies	Operating Expenses	Capital	TOTAL
	\$	\$	\$	\$	\$	\$
History	110,393.22	23,337.70	167.19	85.00	-	133,983.11
Political	\$	\$	\$	\$	\$	\$
Science	24,386.44	5,469.12	346.56	\$ -	-	30,202.12

2008-2009	Salaries	Benefits	Supplies	Operating Expenses	Capital	TOTAL
	\$	\$	\$	\$	\$	\$
History	79,742.08	20,278.87	226.21	\$ -	-	100,247.16
Political	\$	\$	\$	\$	\$	\$
Science	22,562.48	5,368.84	184.70	\$ -	-	28,116.02

2009-2010	Salaries	Benefits	Supplies	Operating Expenses	Capital	TOTAL
	\$	\$	\$		\$	\$
History	83,454.48	21,403.02	8.64	\$ -	-	104,866.14
Political	\$	\$	\$		\$	\$
Science	34,688.34	5,436.59	34.92	\$ -	-	40,159.85

2010-2011	Salaries	Benefits	Supplies	Operating Expenses	Capital	TOTAL
	\$	\$			\$	\$
History	89,766.20	21,870.39	\$ -	\$ -	-	111,636.59
Political	\$	\$			\$	\$
Science	14,430.80	4,949.15	\$ -	\$ -	-	19,379.95

11. Facilities and Equipment

A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.
Yes.

B. Is available dedicated space adequate to support the program? Explain.
Yes.

C. Is available equipment adequate to support the program? Explain.
Yes. Faculties have experienced problems related to technology related to the Course Management System from time to time. Students have difficulty logging in to access The Bridge and the lack of a campus wide email program for students has been discussed for many years with no implementation to date. The biggest problem area relates to televised courses with sporadic difficulties between Blythe-Needles regarding full connectivity.

D. Describe plans for future changes in support facilities or equipment.
A full time on site support individual dedicated to ITV and the course management system may alleviate some of the ongoing issues.

12. Strengths and Weaknesses

A. List and comment on the major strengths of the program.

- 1. The department offers a wide variety of courses given available personnel.*
- 2. Faculty members are knowledgeable and experienced.*
- 3. Faculty members are committed to academic integrity.*
- 4. Multiple modalities of instruction are used throughout the department in order to optimize student learning.*

B. List and comment on the major weaknesses of the program.

1. The departments of History and Political Science are overly reliant on adjunct faculty, and could utilize another full-time Instructor. The current economic climate does not look favorable for this to be accomplished in the near future; hence a scaling back of elective type courses in favor of the core

	<p><i>class offerings.</i></p> <p><i>2. Student success needs to be closely monitored and strategies developed to promote higher student success rates.</i></p>
<p>13. Plans to Remedy Weaknesses</p>	<p>Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.</p> <p><i>In concert with Division and Academic Senate, guidelines for improving Student Success should be addressed campus wide, which will have a positive impact on the departments of History and Political Science. Ongoing implementation of student learning objectives and the assessment of data will give us an indication of as to what needs are to be addressed for continued success rate increases.</i></p>
<p>14. Plans to Advance the Program</p>	<p>Describe other plans that will advance the program.</p> <p><i>The department will continue to review courses to ensure they are current, and being successfully offered. We will continue to seek additional full-time faculty members to reduce the disproportionate number of adjunct faculty in our division.</i></p>

PALO VERDE COLLEGE

Program Review

Psychology

Presented by Sharon Jones
2011-2012

EXECUTIVE SUMMARY

Psychology

1. Program Strengths:

- a. Implementation of an associate of arts degree in psychology
- b. To enhance opportunities for student success, faculty Implemented pre-requisites in English for introductory psychology courses, and implemented a sequence for psychology program courses.
- c. Implementation of research methods course as a follow-up to the prior program review.

2. Program Weaknesses:

Need for additional faculty, mainly adjuncts, to support the associate of arts in psychology degree.

3. Recommendations for Program Improvement:

- a. Continue efforts in continuous assessment of student learning outcomes at the course and program levels.
- b. Committee encourages implementation of online courses.

4. Committee Determination:

Report is accepted and may proceed to the next step in the process.

Division of History, Social and Behavioral Sciences: Psychology
Program Review 2012

<p>Program Evaluation Summary To be completed by the Program Review Committee members</p>	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: <ol style="list-style-type: none"> a. Report is accepted and may proceed to the next step in the process. b. Report is returned to the department for further work, as follows:
<p>1. Support of the College Mission</p>	<p>A. State the purpose of program.</p> <p><i>The Psychology Program offers students a comprehensive education in the rational science of affect, behavior, and cognition. A variety of course offerings allows students to expand their intellectual horizons through the study and practice of the core ideas and skills of psychology. Psychology courses satisfy general education requirements and electives for Associates degrees, and most courses transfer to four-year institutions. Palo Verde College's Associate in Arts in Psychology for Transfer degree is designed to meet the requirements for transfer to the California State University system, and was approved by the Chancellor's Office in May, 2011.</i></p> <p>B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.</p> <p><i>The Psychology Program in the division of History, Social and Behavioral Sciences continually strives to provide exemplary learning environments that promote student success and foster the lifelong love of learning. The study of psychology enhances students' personal development, and provides insight into interpersonal relationships, cultural differences, and community outreach.</i></p> <p>C. Describe the unique institutional goal the program achieves.</p> <p><i>The Psychology Program serves to fulfill transferable course requirements and/or electives, as well as a transferable Associate's Degree.</i></p>

<p>2 Accomplishments in Achieving Goals Outlined in the Previous Program Review</p>	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <p><i>The previous program review identified the need for a research methods course in psychology. This goal has been realized by the development and approval of PSY 150 (Research Methods in Psychology). A prerequisite of English 099 eligibility is in place for all psychology courses, and PSY 101 (General Psychology) is now a prerequisite for PSY 210 (Abnormal Psychology). We believe the implementation of prerequisites will improve student success rates in psychology courses. All course outlines are currently up to date.</i></p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p> <p><i>The previous program review described a need for more instructors, and funds for professional development and college-sponsored events. Due to budgetary constraints, these goals cannot be achieved at this time.</i></p>
<p>3. Populations Served</p>	<p>A. Describe the populations served by the program, including special populations.</p> <p><i>The Psychology Program serves students pursuing careers in the nursing field; students seeking associate's degrees and/or certificates in a variety of disciplines; students seeking to transfer to four-year institutions; and individuals seeking personal enrichment. In addition to the traditional face-to-face student, other populations served include inmate students, local correspondence students, DSPS, and EOPS students.</i></p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p> <p><i>The division would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance. We plan to develop and offer an online section of PSY 101 by Fall, 2013.</i></p>
<p>4. Curriculum History</p>	<p>List the courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once</p>

	<p>during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.</p> <p>PSY 080: Supplemental Instruction for Psychology PSY 101: General Psychology PSY 110: Personal and Social Adjustment I PSY 115: Human Sexuality* PSY 145: Human Relations* PSY 150: Introduction to Research Methods* PSY 155: Introduction to Statistical Analysis for the Social Sciences* PSY 201: Life Span Development PSY 205: Introduction to Biological Psychology* PSY 210: Abnormal Psychology PSY 215: Social Psychology* PSY 220: Counseling and Interviewing PSY 280: Selected Topics in Psychology* PSY 290: Selected Studies in Psychology*</p> <p><i>*These courses were not successfully offered at least once during the preceding six (6) semesters. These courses should continue in active status due to the new degree program in psychology.</i></p>
<p>5. Course Scheduling and Availability</p>	<p>Describe how effectively the scheduling process of classes in the program:</p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p><i>Currently, psychology courses are only offered face-to-face in the evening, and via correspondence. Students have not shown an interest in day scheduling of courses.</i></p> <p>B. Optimizes student learning.</p> <p><i>Face-to-face students consistently receive high quality instruction and favorably evaluate faculty. The wide availability of correspondence courses ensures that students with issues related to transportation or distance can complete their programs of study. Unfortunately, adjunct faculty in psychology is not evaluated, so the quality of instruction cannot be assumed.</i></p>
<p>6. Student Learning</p>	<p>A. Describe the process by which the program identifies measures and evaluates</p>

<p>Outcomes</p>	<p>student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed.</p> <p><i>At the course level, student learning outcomes (SLOs), instructional strategies, and assessment measures are identified on each course outline of record and on every course syllabus. At the division level, the following SLOs have been agreed upon:</i></p> <ol style="list-style-type: none"> <i>1) Describe and evaluate critically the role and significance of history, social and behavioral sciences in the community and the world</i> <i>2) Exhibit multiple skills including critical thinking, written and oral communication, and problem solving</i> <i>3) Demonstrate research competency</i> <p>Subject specific SLOs include the following:</p> <ol style="list-style-type: none"> <i>1. Identify the basic subject matter of psychology even though it may be discussed in differing terminology (such as "behavior", "behavior and mental processes", and "emotions, actions and thoughts").</i> <i>2. Identify the major people and historical events important to the study of psychology.</i> <i>3. Compare and contrast the major schools of thought in contemporary psychology, including the basic assumptions underlying each major school of thought.</i> <i>4. Identify the basic process of scientific experimentation, and be able to identify errors in scientific research and the problems caused by those errors.</i> <i>5. Identify the characteristics of a scientific explanation, identify the characteristics of pseudo explanations, and state the consequences of believing in pseudo explanations.</i> <p>B. Describe the process by which program improvements are made, and provide evidence that this process is being followed.</p> <p><i>All departments in the division are continually working on course outline updates, as well as identifying courses to be moved to inactive status. The development of the new course – Research Methods in Psychology – serves to satisfy the requirements for our transfer degree in psychology. These changes and improvements are evidenced by Curriculum Committee minutes and catalog changes. Furthermore, faculties use data from student learning outcomes assessment to make modifications and improvements to instruction on an ongoing basis.</i></p>
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7. Program and Course Coverage	<p>A. Describe how effectively courses in the program are covered by: 1) Full-time faculty; 2) Part-time (adjunct) faculty</p> <p><i>The Psychology Program currently has one full-time faculty member, and at least four adjunct instructors who are highly qualified.</i></p> <p>B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program.</p> <p><i>N/A</i></p> <p>C. Describe plans to improve program and course coverage, if applicable.</p> <p><i>N/A</i></p>
8. Professional Development	<p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.</p> <p><i>Due to budgetary constraints, professional development activities have been limited to flex day training, online seminars, and consultation with colleagues.</i></p> <p>B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.</p> <p><i>All departments in the division recognize the need for additional professional development opportunities; however, the current financial situation precludes participation in off-site training opportunities.</i></p>

9. Student Performance and Completion	<p>A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)</p>
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Student Success						
	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
PSY 101						
A,B,C,P	80	66	51	55	58	54
A,B,C,P...W	101	88	70	91	75	99
% Success	79.2%	75.0%	72.9%	60.4%	77.3%	54.5%
PSY 110						
A,B,C,P	10		26		23	
A,B,C,P...W	14		30		27	
% Success	71.4%		71.4%		86.7%	
PSY 145						
A,B,C,P		12		13		21
A,B,C,P...W		18		14		31
% Success		66.7%		92.9%		67.7%
PSY 201						
A,B,C,P		26		30		30
A,B,C,P...W		46		47		58
% Success		56.5%		63.8%		51.7%
PSY 210						
A,B,C,P	5	8	6		10	4
A,B,C,P...W	8	15	10		20	12
% Success	62.5%	53.3%	60.0%		50.0%	33.3%
PSY 220						
A,B,C,P	30		38		37	39
A,B,C,P...W	32		40		44	46
% Success	93.8%		95.0%		84.1%	84.8%

*Success is defined as earning a grade of A,B,C or P. Success rate is calculated as follows: A,B,C,P divided by A,B,C,D,F,I,NP,P,W.

Completion for some courses has been poor. In order to address this, prerequisites have been implemented for all psychology courses.

B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years. **N/A**

10.
Enrollment
and
Financial
Trends

A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.

Enrollment History						
	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
PSY 101-01	28	26	23	23	25	24
PSY 101-02	19	32	24	9	25	17
PSY 101-03	28	30	23	29	25	29
PSY 101-04	26			30		29
PSY 110-1	14		30		27	
PSY 110-2						
PSY 145-1		18		14		10
PSY 145-2						21
PSY 145-3						
PSY 201-01		16		22		22
PSY 201-02		30		25		20
PSY 201-03						16
PSY 210-01	8	15	10		20	12
PSY 210-02						
PSY 210-03						
PSY 220-01	18					
PSY 220-02	14		23		22	23
PSY 220-03			17		22	23

Enrollment has been increasing over the last three years. Due to the new degree program in psychology, it is likely that enrollment in these courses will continue to grow.

B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.

2006-2007	Benefits	Supplies	Operating Expenses	Capital	TOTAL
Psychology	\$24,038.	\$590.	\$410.	\$ 0	\$25,038.

	<table border="1"> <thead> <tr> <th>2007-2008</th> <th>Benefits</th> <th>Supplies</th> <th>Operating Expenses</th> <th>Capital</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Psychology</td> <td>\$26,030.</td> <td>\$592.</td> <td>\$ 697.</td> <td>\$ 0</td> <td>\$27,319.</td> </tr> </tbody> </table>	2007-2008	Benefits	Supplies	Operating Expenses	Capital	TOTAL	Psychology	\$26,030.	\$592.	\$ 697.	\$ 0	\$27,319.
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2010-2011	Benefits	Supplies	Operating Expenses	Capital	TOTAL								
Psychology	\$11,535.	\$128.	\$ 0	\$ 0	\$ 11,663.								
11. Facilities and Equipment	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.</p> <p>Yes.</p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p>Yes.</p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p>Yes.</p> <p>D. Describe plans for future changes in support facilities or equipment.</p> <p>N/A</p>												
12. Strengths and Weaknesses	<p>A. List and comment on the major strengths of the program.</p> <p>1. The Psychology Program offers a wide variety of courses.</p>												

	<p>2. Faculty members are knowledgeable and experienced.</p> <p>3. Faculty members are committed to academic integrity and student success.</p> <p>4. Multiple modalities of instruction are used in order to optimize student learning.</p> <p>5. An Associate in Arts degree in Psychology is now available for students, and gaining popularity.</p> <p>B. List and comment on the major weaknesses of the program.</p> <p>1. The Psychology Program has been overly reliant on adjunct faculty.</p> <p>2. The addition of the Associate in Arts degree in Psychology requires that additional courses be regularly offered, increasing the need for additional full-time faculty.</p>
<p>13. Plans to Remedy Weaknesses</p>	<p>Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.</p> <p><i>Due to budget constraints and a hiring freeze, there is no plan to add additional faculty at this time.</i></p>
<p>14. Plans to Advance the Program</p>	<p>Describe other plans that will advance the program.</p> <p><i>The division will continue to review courses to ensure they are current, and being successfully offered. We will use SLO assessment data to guide instructional improvement, and continue to seek additional full-time faculty members, in order to reduce the disproportionate number of adjunct faculty in our division.</i></p>