

# Full Review

PALO VERDE COLLEGE

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## AA in Psychology for Transfer REPORTING FALL 2017 TO SPRING 2021

### 1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.” PVC Mission Statement 12/2019

- a. Describe the purpose of program and its mission.

The Associate in Arts in Psychology for Transfer introduces students to the psychological principles and methodologies used in the study of individuals and society. Students will acquire the essential foundation and skills necessary to pursue advanced degrees in Psychology, and a wide variety of occupational specializations in the field. This area of emphasis would be an ideal choice for students who plan on transferring to the California State University (CSU) or University of California (UC) as students can satisfy general education requirement, plus focus on transferable coursework that relates to majors at these institutions.

- b. How does the program support the College Mission?

The psychology program 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. The program supports PVC's Institutional Goal #1: “Palo Verde Community College District will deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.” Psychology supports this goal by providing a comprehensive AA Degree in Psychology for Transfer. Courses in PSY can also be taken for the purpose of lifelong learning. Furthermore, PSY supports PVC's Institutional Goal #1 by engaging in regular assessment, which leads to the identification of course and program weaknesses, and encourages relevant solutions, to make ongoing improvements to the quality of the PSY program.

### 2. POPULATION(S) SERVED

- a. Describe the populations served by the program, identifying special populations, if any.

The psychology (PSY) program serves 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.

- b. Describe other populations that should be served by the program and identify plans for serving them in the future.

PVC nursing students are required to take PSY 201, and as such, we regularly offer ample sections of this course to serve their needs. Although no other populations have been identified, we would like to increase the availability of online courses, to better serve students with issues related to transportation and/or distance. We can start moving forward since all full-time faculty have received @One Training.

### **3. ACCOMPLISHMENTS IN ACHIEVING GOALS**

- a. Describe progress in achieving each goal outlined in the previous Full Review, providing evidence documenting such achievements.
  1. Potentially too many correspondence versions of certain courses such as PSY 101 – General PSY, and PSY 210 – Abnormal PSY, continue to be offered, competing with enrollment in face-to-face offerings of the same course. This is a double-edged sword considering our incarcerated population contributes to a significant proportion of our students enrolled in PSY courses. If we fail to offer correspondence courses to increase the possibility of face-to-face courses making, which is a struggle, we run the risk of losing enrollment in correspondence courses which “make” easily. More conversation and strategy building as an institution is needed to address this chronic issue.
  2. Choices for the major are still limited in Lists B and C. This means offerings for PSY majors are not diverse, and incentive is low for enrolling in PSY courses in our catalog that should and could be on one of these lists but aren’t and don’t satisfy a requirement, so such courses struggle to “make.” Some important modern PSY courses aren’t available in our current curriculum, such as Health/Nutrition Psychology, Positive Psychology, Psychopharmacology, and more. Classes such as these have become increasingly common at other institutions of higher learning, and many are offered at the community college level. ADS 102 could be cross-listed with PSY in order to bring psychopharmacology to the PSY curriculum as an option on List B or B. Since the last Program Review, Health and Positive psychology CORS have been developed, and will be worked into our curriculum once they have been approved through the articulation process, to expose students to more diverse and exciting opportunities in the field.
  3. We have a small number of graduates in AA-T PSY degree. There’s no basis for comparison in previous reviews, though. Data on # of PSY majors has been requested without success in the past.
    - AA-T PSY degrees have continually increased over the past couple years reaching its peak last year with 11 awards. This is a significant increase from the previous years which averaged 4 awards.
  4. There are few to no online course offerings in PSY on a regular basis.
    - More online courses have been offered in recent years and are likely to expand given a second full-time faculty member in the PSY program and the @One online training.

- b. Explain modifications, if any, of goals outlined in the previous Full Review, providing evidence documenting such modifications.

#### **4. STRENGTHS, WEAKNESSES & NEW GOALS**

- a. List and comment on the major strengths of the program.
  - The PSY Program has enjoyed the guidance of tenured faculty member Dr. Redwine for the duration of the review.
  - AAT Program Available
  - Integral to other programs on campus – ADS, Nursing, Criminal Justice, The AA for Social and Behavioral Sciences, and the Sociology program
  - Available in multiple formats: Correspondence, Face-to-Face, and Online
- b. List and comment on the major weaknesses of the program.
  - Limited online course offerings to date
  - High number of PSY adjuncts, even with the upcoming addition of a 2<sup>nd</sup> FT PSY faculty member
  - Funding for professional development is inadequate across all HSBS division FT faculty members, which has gradually increased from 2 HSBS FT faculty members (Redwine and Eoff) since 2013 to 9 as of Spring 2022. Inadequate division funding limits the regular pursuit of professional development in PSY, particularly off-site professional development due to travel costs.
- c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

Timeline for the following goals is during the next program review cycle, and will be evaluated in the next review:

- Explore the possibility of cross-listing ADS 102 to expand the PSY curriculum on List B or C
  - Continue working the newly developed CORS for Health and Positive PSY through the articulation process to include them in the PSY Curriculum on either List B or C
  - Increase online offerings in PSY as warranted, including the number of online classes and the variety of PSY classes offered online
  - Advocate for a 3<sup>rd</sup> full-time PSY faculty member due to large number of PSY adjunct faculty
  - Creatively pursue professional development with an eye towards cost-effectiveness due to budget limitations (e.g., free or low-cost webinars, online training (no travel fees required), etc.
- d. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

The AAT in Psychology program continues with the objective of supporting student progress and preparing them for transfer upon graduation from Palo Verde College. The goal is to continue offering robust curriculum and support to students so students can gain the fundamental skills they need to

complete a four-year degree, should they choose to do so, or successfully join the marketplace after completion.

As an integral part of the History, Social and Behavioral Sciences, the AAT in Psychology program continues to provide a learning environment that is inclusive, strives for a more equitable and diverse future, enhances community outreach, and fosters student success. The primary objective of the program is to ensure that all its students obtain a well-rounded educational experience while instilling in its students a sense of community, not solely on campus, but also in the real world.

## 5. CURRICULUM HISTORY

- a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

There are no courses within the PSY AAT that have not been offered at least once during the preceding eight semesters.

	2017F A	2018S P	2018S U	2018F A	2019S P	2019S U	2019F A	2020S P	2020F A	2021S P	2021S U	2021F A	2022S P
BIO-100	X	X	X	X	X	X	X	X	X	X	X	X	X
BIO-101	X	X		X	X		X	X	X	X		X	X
CHD-101	X	X		X	X		X	X	X	X		X	X
MAT-106	X	X		X	X		X	X	X	X		X	X
PSY-101	X	X	X	X	X	X	X	X	X	X		X	X
PSY-110	X	X	X	X	X	X	X	X	X	X		X	X
PSY-115							X	X	X	X			
PSY-145	X							X					
PSY-150		X			X			X		X			X
PSY-155	X				X	X	X	X	X	X			X
PSY-201	X	X		X	X		X	X	X	X		X	X
PSY-205		X		X			X			X		X	
PSY-210		X			X			X		X			X
PSY-215		X			X	X		X	X				X
PSY-220	X	X		X	X	X	X	X	X	X		X	X

- b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

N/A

## 6. COURSE SCHEDULING & AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

Currently, PSY courses are offered face-to-face at varying times, and via correspondence and online. Correspondence courses serve a wide variety of students who may not otherwise enroll in courses, such as incarcerated students, or those who are otherwise unable to come to campus. Online courses have promoted availability and flexibility for student's schedules.

Psychology students consistently receive high quality instruction as indicated by favorable faculty evaluations. The availability of correspondence courses ensures that students with issues related to transportation or distance can enroll in courses.

## 7. STUDENT LEARNING OUTCOMES (SLO)

### SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 For AA in Psychology for Transfer				
<i>1. After completing the degree students will have acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2017	% Successful Students 2018	% Successful Students 2019	% Successful Students 2020
BIO-100	76	52	-	-
BIO-101	-	-	-	-
CHD-101	-	-	75	-
MAT-106	83	-	-	-
PSY-101	93	-	77	93
PSY-110	-	-	84	-
PSY-115	-	-	-	-
PSY-145	-	-	75	-
PSY-150	100	-	75	-
PSY-155	-	-	-	-
PSY-201	-	94	93	-
PSY-205	94	-	-	-
PSY-210	-	-	-	-
PSY-215	-	-	-	-
PSY-220	-	-	-	-
Average % of Successful Students by Year	89.2	73	80	93

Average Percentage Program Learning Outcome #2 For AA in Psychology for Transfer				
<i>After completing the degree students will have acquired an essential foundation and skills in concepts, principles, and research methods of psychology.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2017	% Successful Students 2018	% Successful Students 2019	% Successful Students 2020
PSY-101	93	-	77	92
PSY-110	-	-	84	-
PSY-115	-	-	-	-
PSY-145	-	-	71	-
PSY-150	100	-	71	-
PSY-155	-	-	-	-
PSY-201	-	94	93	-
PSY-205	94	-	-	-
PSY-210	-	-	-	-
PSY-215	-	-	-	-
PSY-220	-	-	-	-
Average % of Successful Students by Year	96	94	79	92

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes For AA in Psychology for Transfer				
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3	% Successful Students ACADEMIC YR 4
PLO #1	89.2	73	80	93
PLO #2	96	94	79	92
<b>Average % of Successful Students by Year</b>	<b>93</b>	<b>84</b>	<b>80</b>	<b>93</b>

## SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
PSY	2	155	Students chose to not write the paper or making a less than expected effort. Students may believe the paper is more of an option than an expectation.	Changed the activity to include instruction emphasizing the importance	N/A	On Going	2019

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Out come	Academic Year(s) this was addressed
				of this assignment			
PSY	1	150	Students not finishing assignments/ achieving SLO 1. Could be related to COVID.	Monitor, adjust if necessary	N/A	On Going	2020

- a. List courses for which CLOs have not been assessed. Provide an explanation why assessments of these CLOs have not been performed.

PSY 210, 215, 220 have not been assessed in the past four years. However, these courses are relatively new (approved 2019 and 2020) and have yet to be assessed. These courses will be assessed during the next program review cycle.

- b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

No, there have been no revised/deleted CLO's or PLO's.

- c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

Generally, results were satisfactory, while faculty identified minor adjustment to be made in courses. In a particular section of PSY 155 SLO #1 had not been adequately met. The faculty member identified assignment adjustments that could be made to encourage student completion/ retention. Other gaps that were identified may be attributed to the ongoing COVID 19 pandemic and the associated issues along access and education disruptions. Further monitoring will be necessary in subsequent years to monitor course adjustments and the effects of the pandemic.

- d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

Given the low performance of the 2019 academic year attributed to lower scores in PSY 101, 110, 145, 150, it important to monitor these courses in subsequent years. A second full-time faculty member may help raise the SLO performance levels since a high percentage of classes currently have to be taught by part time faculty.

- e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

This is an ongoing area that is increasing in attention. To date, there are few differences in modalities (for example, most courses evaluated were correspondence) to determine differences across modalities. However, preliminary results suggest that Online modes tend to have the least favorable results across multiple measures (i.e. enrollment, retention, completion etc.).

## 8. COURSE CURRENCY

- a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Committee Approval Date
BIO-100	10/08/2020
BIO-101	10/08/2020
CHD-101	05/23/2019
MAT-106	10/08/2020
PSY-101	04/16/2020
PSY-110	04/16/2020
PSY-115	04/16/2020
PSY-145	12/12/2019
PSY-150	04/16/2020
PSY-155	04/16/2020
PSY-201	04/16/2020
PSY-205	04/16/2020
PSY-210	12/12/2019
PSY-215	12/12/2019
PSY-220	12/12/2019

- b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

All the courses required within the PSY degree have been reviewed and approved by the curriculum committee within four years.

## 9. PROGRAM AND COURSE COVERAGE

- a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Example:

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
BIO-100			x
BIO-101			x
CHD-101			x
MAT-106			x
PSY-101			x
PSY-110			x
PSY-115			x
PSY-145			x
PSY-150			x
PSY-155		x	



PSY-201			x
PSY-205			x
PSY-210			x
PSY-215			x
PSY-220			x

- b. Explain how effectively the program is served with the current coverage.

The program has been effectively served with the current coverage.

- c. Describe plans to correct deficiencies, if any, in course and program coverage.

The courses in the program have been successfully covered, therefore there are no plans to correct deficiencies.

## 10. PROFESSIONAL DEVELOPMENT

- a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Since the last program review, the main focus of professional development in the division has been online teaching training and enhancing skills navigating Canvas. This includes the completion of a 12-week online teaching course in Spring 2021 through @One, in addition to a variety of related webinars and the like. This training has greatly benefited the PSY program, as evidenced by the addition of online PSY classes since Spring 2020 that were not offered prior to that time.

- b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

**As mentioned above,** funding for professional development is inadequate across all HSBS division FT faculty members, which has gradually increased from 2 HSBS FT faculty members (Redwine and Eoff) since 2013 to 9 as of Spring 2022. Inadequate division funding limits the regular pursuit of professional development off-site in PSY. To this end, as a division, HSBS focuses on rotating professional development funds across division members as fairly as possible, with a focus on encouraging professional development funding priority be given to newer, non-tenured faculty to help them succeed in earning tenure. As such PSY faculty members, particularly tenured ones, will need to creatively pursue professional development with an eye towards cost-effectiveness due to budget limitations (e.g., free or low-cost webinars, online training (no travel fees required), etc. As a division we will also need to advocate for an increased professional development budget. An increase in the budget will be especially important also considering that division members are expected to cover professional membership costs using professional developments funds.

## 11. STUDENT SUCCESSFUL COMPLETION & RETENTION

Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP

- a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

Overall, the average retention rate for the program have been above the institution set standard (73.5%). The notable exceptions were MAT 106 and BIO 100 during the 2019 academic year which were over 40% and 30% respectively below the standard.

**The Current Institutional Set Standard for Completion is: 73.5%**

Year 2017					Year 2017						
Completion	2017FA	2018SP	AVG	DIF	Completion	Corres	DIF	F2F	DIF	Online	DIF
BIO-100	42%	44%	43%	-31%	ANT-101	40%	-34%	42%	-32%	59%	-15%
BIO-101	75%	58%	67%	-7%	MAT-106	-	-	67%	-6%	-	-
CHD-101	58%	48%	53%	-21%	PSY-101	-	-	-	-	53%	-21%
MAT-106	59%	83%	71%	-3%	PSY-150	59%	-15%	83%	10%	-	-
PSY-101	82%	86%	84%	11%	PSY-215	85%	12%	81%	8%	-	-
PSY-110	96%	72%	84%	11%	SOC-101	84%	11%	-	-	-	-
PSY-115	-	-	-	-	SOC-111	-	-	-	-	-	-
PSY-145	88%	-	88%	15%	SOC-111	88%	15%	-	-	-	-
PSY-150	-	78%	78%	5%	SOC-111	78%	5%	-	-	-	-
PSY-155	80%	-	80%	7%	SOC-111	80%	7%	-	-	-	-
PSY-201	82%	92%	87%	14%	SOC-111	82%	9%	92%	19%	-	-
PSY-205	-	84%	84%	11%	SOC-111	84%	11%	-	-	-	-
PSY-210	-	78%	78%	5%	SOC-111	78%	5%	-	-	-	-
PSY-215	-	96%	96%	23%	SOC-111	96%	23%	-	-	-	-
PSY-220	81%	73%	77%	4%	SOC-111	77%	4%	-	-	-	-

Year 2018					Year 2018						
Completion	2018FA	2019SP	AVG	DIF	Completion	Corres	DIF	F2F	DIF	Online	DIF
BIO-100	49%	62%	56%	-18%	ANT-101	53%	-21%	57%	-17%	66%	-8%
BIO-101	53%	74%	64%	-10%	MAT-106	-	-	64%	-10%	-	-
CHD-101	66%	53%	60%	-14%	PSY-101	-	-	-	-	60%	-14%
MAT-106	67%	88%	78%	4%	PSY-150	67%	-6%	88%	15%	-	-
PSY-101	76%	74%	75%	2%	PSY-215	73%	-1%	79%	6%	-	-
PSY-110	88%	78%	83%	10%	SOC-101	81%	8%	-	-	-	-
PSY-115	-	-	-	-	SOC-111	-	-	-	-	-	-
PSY-145	-	-	-	-	SOC-111	-	-	-	-	-	-
PSY-150	-	100%	100%	27%	SOC-111	100%	27%	-	-	-	-
PSY-155	-	92%	92%	19%	SOC-111	92%	19%	-	-	-	-
PSY-201	88%	96%	92%	19%	SOC-111	90%	17%	90%	17%	-	-
PSY-205	82%	-	82%	9%	SOC-111	82%	9%	-	-	-	-
PSY-210	-	74%	74%	1%	SOC-111	74%	1%	-	-	-	-
PSY-215	-	72%	72%	-2%	SOC-111	72%	-2%	-	-	-	-

PSY-220	58%	66%	62%	-12%	SOC-111	64%	-10%	-	-	-	-
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Year 2019					Year 2019						
Completion	2019FA	2020SP	AVG	DIF	Completion	Corres	DIF	F2F	DIF	Online	DIF
BIO-100	66%	69%	68%	-6%	ANT-101	67%	-6%	69%	-5%	74%	1%
BIO-101	73%	88%	81%	7%	MAT-106	-	-	81%	8%	-	-
CHD-101	54%	53%	54%	-20%	PSY-101	-	-	-	-	54%	-20%
MAT-106	34%	26%	30%	-44%	PSY-150	24%	-50%	33%	-41%	-	-
PSY-101	74%	87%	81%	7%	PSY-215	80%	7%	80%	7%	-	-
PSY-110	78%	78%	78%	5%	SOC-101	78%	5%	-	-	-	-
PSY-115	96%	86%	91%	18%	SOC-111	89%	16%	-	-	-	-
PSY-145	-	95%	95%	22%	SOC-111	95%	22%	-	-	-	-
PSY-150	-	81%	81%	8%	SOC-111	81%	8%	-	-	-	-
PSY-155	96%	80%	88%	15%	SOC-111	85%	12%	-	-	-	-
PSY-201	85%	71%	78%	5%	SOC-111	80%	7%	76%	3%	-	-
PSY-205	81%	-	81%	8%	SOC-111	81%	8%	-	-	-	-
PSY-210	-	79%	79%	6%	SOC-111	79%	6%	-	-	-	-
PSY-215	-	100%	100%	27%	SOC-111	-	-	100%	27%	-	-
PSY-220	70%	79%	75%	1%	SOC-111	74%	1%	-	-	-	-

Year 2020					Year 2020						
Completion	2020FA	2021SP	AVG	DIF	Completion	Corres	DIF	F2F	DIF	Online	DIF
BIO-100	76%	61%	69%	-5%	ANT-101	70%	-4%	69%	-5%	52%	-22%
BIO-101	100%	76%	88%	15%	MAT-106	-	-	100%	27%	76%	-
CHD-101	38%	69%	54%	-20%	PSY-101	-	-	-	-	51%	-23%
MAT-106	45%	44%	45%	-29%	PSY-150	44%	-30%	-	-	-	-
PSY-101	77%	80%	79%	5%	PSY-215	81%	8%	-	-	64%	-10%
PSY-110	76%	73%	75%	1%	SOC-101	74%	1%	-	-	-	-
PSY-115	94%	81%	88%	14%	SOC-111	85%	12%	-	-	-	-
PSY-145	-	-	-	-	SOC-111	-	-	-	-	-	-
PSY-150	-	86%	86%	13%	SOC-111	86%	13%	-	-	-	-
PSY-155	89%	86%	88%	14%	SOC-111	88%	15%	-	-	-	-
PSY-201	85%	77%	81%	8%	SOC-111	84%	11%	-	-	60%	-14%
PSY-205	-	86%	86%	13%	SOC-111	86%	13%	-	-	-	-
PSY-210	-	76%	76%	3%	SOC-111	76%	3%	-	-	-	-
PSY-215	95%	-	95%	22%	SOC-111	95%	22%	-	-	-	-
PSY-220	63%	61%	62%	-12%	SOC-111	62%	-12%	-	-	-	-

- b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

Overall, the average retention rate for the program have been above the institution set standard (87%). The notable exception was MAT 106 during the 2019 academic year which was over 20% below the standard.

**The Current Institutional Set Standard for Retention is: 87.0%**

Year 2017					Year 2017						
Retention					Retention						
	2017FA	2018SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
BIO-100	83%	77%	80%	-7%	BIO-100	77%	-10%	84%	-3%	84%	-3%
BIO-101	100%	67%	84%	-4%	BIO-101	-	-	83%	-4%	-	-
CHD-101	85%	88%	87%	-1%	CHD-101	-	-	-	-	86%	-1%
MAT-106	79%	100%	90%	3%	MAT-106	79%	-8%	100%	13%	-	-
PSY-101	93%	91%	92%	5%	PSY-101	91%	4%	95%	8%	-	-
PSY-110	96%	76%	86%	-1%	PSY-110	86%	-1%	-	-	-	-
PSY-115	-	-	-	-	PSY-115	-	-	-	-	-	-
PSY-145	92%	-	92%	5%	PSY-145	92%	5%	-	-	-	-
PSY-150	-	89%	89%	2%	PSY-150	89%	2%	-	-	-	-
PSY-155	100%	-	100%	13%	PSY-155	100%	13%	-	-	-	-
PSY-201	97%	92%	95%	8%	PSY-201	97%	10%	92%	5%	-	-
PSY-205	-	89%	89%	2%	PSY-205	89%	2%	-	-	-	-
PSY-210	-	91%	91%	4%	PSY-210	91%	4%	-	-	-	-
PSY-215	-	100%	100%	13%	PSY-215	100%	13%	-	-	-	-
PSY-220	96%	88%	92%	5%	PSY-220	92%	5%	-	-	-	-

Year 2018					Year 2018						
Retention					Retention						
	2018FA	2019SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
BIO-100	75%	83%	79%	-8%	BIO-100	80%	-7%	76%	-11%	82%	-5%
BIO-101	82%	79%	81%	-7%	BIO-101	-	-	81%	-6%	-	-
CHD-101	89%	83%	86%	-1%	CHD-101	-	-	-	-	86%	-1%
MAT-106	74%	91%	83%	-5%	MAT-106	74%	-13%	91%	4%	-	-
PSY-101	91%	93%	92%	5%	PSY-101	91%	4%	94%	7%	-	-
PSY-110	100%	82%	91%	4%	PSY-110	88%	1%	-	-	-	-
PSY-115	-	-	-	-	PSY-115	-	-	-	-	-	-
PSY-145	-	-	-	-	PSY-145	-	-	-	-	-	-
PSY-150	-	100%	100%	13%	PSY-150	100%	13%	-	-	-	-
PSY-155	-	92%	92%	5%	PSY-155	92%	5%	-	-	-	-
PSY-201	97%	100%	99%	12%	PSY-201	96%	9%	100%	13%	-	-
PSY-205	100%	-	100%	13%	PSY-205	100%	13%	-	-	-	-
PSY-210	-	83%	83%	-4%	PSY-210	83%	-4%	-	-	-	-
PSY-215	-	89%	89%	2%	PSY-215	89%	2%	-	-	-	-
PSY-220	100%	91%	96%	9%	PSY-220	94%	7%	-	-	-	-

Year 2019					Year 2019						
Retention					Retention						
	2019FA	2020SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
BIO-100	85%	82%	84%	-4%	BIO-100	84%	-3%	91%	4%	80%	-7%
BIO-101	100%	94%	97%	10%	BIO-101	-	-	96%	9%	-	-
CHD-101	77%	80%	79%	-9%	CHD-101	-	-	-	-	79%	-8%
MAT-106	78%	53%	66%	-22%	MAT-106	76%	-11%	61%	-26%	-	-
PSY-101	88%	92%	90%	3%	PSY-101	91%	4%	84%	-3%	-	-
PSY-110	89%	92%	91%	4%	PSY-110	90%	3%	-	-	-	-
PSY-115	96%	95%	96%	9%	PSY-115	95%	8%	-	-	-	-
PSY-145	-	95%	95%	8%	PSY-145	95%	8%	-	-	-	-
PSY-150	-	92%	92%	5%	PSY-150	92%	5%	-	-	-	-
PSY-155	96%	82%	89%	2%	PSY-155	86%	-1%	-	-	-	-

PSY-201	91%	85%	88%	1%	PSY-201	88%	1%	100%	13%	-	-
PSY-205	92%	-	92%	5%	PSY-205	92%	5%	-	-	-	-
PSY-210	-	96%	96%	9%	PSY-210	96%	9%	-	-	-	-
PSY-215	-	100%	100%	13%	PSY-215	-	-	-	-	-	-
PSY-220	91%	91%	91%	4%	PSY-220	91%	4%	-	-	-	-

Year 2020					Year 2020						
Retention	2020FA	2021SP	AVG	DIF	Retention	Corres	DIF	F2F	DIF	Online	DIF
BIO-100	90%	88%	89%	2%	BIO-100	89%	2%	91%	4%	80%	-7%
BIO-101	100%	94%	97%	10%	BIO-101	-	-	96%	9%	-	-
CHD-101	62%	81%	72%	-16%	CHD-101	-	-	-	-	79%	-8%
MAT-106	78%	65%	72%	-16%	MAT-106	71%	-16%	61%	-26%	-	-
PSY-101	93%	92%	93%	6%	PSY-101	95%	8%	84%	-3%	-	-
PSY-110	94%	90%	92%	5%	PSY-110	92%	5%	-	-	-	-
PSY-115	94%	90%	92%	5%	PSY-115	92%	5%	-	-	-	-
PSY-145	-	-	-	-	PSY-145	-	-	-	-	-	-
PSY-150	-	91%	91%	4%	PSY-150	91%	4%	-	-	-	-
PSY-155	91%	90%	91%	4%	PSY-155	90%	3%	-	-	-	-
PSY-201	96%	90%	93%	6%	PSY-201	93%	6%	100%	13%	-	-
PSY-205	-	86%	86%	-1%	PSY-205	86%	-1%	-	-	-	-
PSY-210	-	92%	92%	5%	PSY-210	92%	5%	-	-	-	-
PSY-215	98%	-	98%	11%	PSY-215	98%	11%	-	-	-	-
PSY-220	93%	88%	91%	4%	PSY-220	91%	4%	-	-	-	-

- c. Indicate the number of annual awards over the preceding four (4) years and assess trends in the number of program certificates and degrees awarded.

Overall, the AA in Psychology for Transfer has remained low and relatively steady over the preceding four years. There has been steady increase in the degrees being awarded, it will be important to note the change in the next four-year period. The current program review covers years that were monitored by a single fulltime faculty member while the next program review will be presided over by two full-time faculty members.

Example:

Name of Award	2017-18	2018-19	2019-20	2020-21
AA in Psychology for Transfer	3	5	10	11

## 12. ENROLLMENT TRENDS

*Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.*

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

Overall, enrollment is trending upward during the years assessed reaching its highest levels in the most recent semester (2021 SP). A similar trend is reflected within each of the modalities showing a generalized increase in

enrollment overall. The correspondence courses consistently had the highest enrollment levels followed by face-to-face classes, with the fewest in online courses. It should be noted, however, that there were few classes offered in the online modality (3) which limits their ability to be assessed relatively to the other modalities. We anticipate an increase in online courses during the next program review given the added demand and the faculty training in online training through @one.

Year	2017-2020								
Enrollment	Average	2017FA	2018SP	2018FA	2019SP	2019FA	2020SP	2020FA	2021SP
BIO-100	207	149	184	161	272	186	238	245	221
BIO-101	13	12	12	17	19	11	16	3	17
CHD-101	26	26	25	35	30	26	30	21	16
MAT-106	45	29	24	27	33	59	57	67	66
PSY-101	129	102	97	117	174	144	128	166	101
PSY-110	47	25	25	24	49	76	49	78	51
PSY-115	51	-	-	-	-	23	74	35	73
PSY-145	23	26	-	-	-	-	19	-	-
PSY-150	17	-	9	-	9	-	26	-	22
PSY-155	56	15	-	-	24	26	61	113	96
PSY-201	42	34	12	65	24	47	41	46	69
PSY-205	20	-	19	11	-	26	-	-	22
PSY-210	24	-	23	-	23	-	24	-	25
PSY-215	29	-	27	-	47	-	1	41	-
PSY-220	73	26	26	26	82	135	115	94	76

Year	2017-2020	Corr			
Enrollment	Average	2017 Corr	2018 Corr	2019 Corr	2020 Corr
BIO-100	315	232	271	335	423
BIO-101	-	-	-	-	-
CHD-101	-	-	-	-	-
MAT-106	57	29	27	37	133
PSY-101	208	162	228	228	214
PSY-110	94	50	73	125	129
PSY-115	103	-	-	97	108
PSY-145	23	26	-	19	-
PSY-150	17	9	9	26	22
PSY-155	84	15	24	87	209
PSY-201	57	34	48	51	95
PSY-205	20	19	11	26	22
PSY-210	24	23	23	24	25
PSY-215	38	27	47	-	41
PSY-220	145	52	108	250	170

Year	2017-2020	F2F			
Enrollment	Average	2017 F2F	2018 F2F	2019 F2F	2020 F2F
BIO-100	315	232	271	335	423
BIO-101	-	-	-	-	-
CHD-101	-	-	-	-	-
MAT-106	57	29	27	37	133
PSY-101	208	162	228	228	214
PSY-110	94	50	73	125	129
PSY-115	103	-	-	97	108
PSY-145	23	26	-	19	-
PSY-150	17	9	9	26	22
PSY-155	84	15	24	87	209
PSY-201	57	34	48	51	95
PSY-205	20	19	11	26	22
PSY-210	24	23	23	24	25
PSY-215	38	27	47	-	41
PSY-220	145	52	108	250	170

BIO-100	35	50	37	35	16
BIO-101	23	24	36	27	3
CHD-101	-	-	-	-	-
MAT-106	-	24	33	79	-
PSY-101	48	37	63	44	-
PSY-110	-	-	-	-	-
PSY-115	-	-	-	-	-
PSY-145	-	-	-	-	-
PSY-150	-	-	-	-	-
PSY-155	-	-	-	-	-
PSY-201	-	-	-	-	-
PSY-205	-	-	-	-	-
PSY-210	-	-	-	-	-
PSY-215	-	-	-	-	-
PSY-220	-	-	-	-	-

Year	2017-2020	Online			
Enrollment	Average	2017 Online	2018 Online	2019 Online	2020 Online
BIO-100	64	51	125	54	27
BIO-101	-	-	-	-	17
CHD-101	52	51	65	56	37
MAT-106	-	-	-	-	-
PSY-101	53	-	-	-	53
PSY-110	-	-	-	-	-
PSY-115	-	-	-	-	-
PSY-145	-	-	-	-	-
PSY-150	-	-	-	-	-
PSY-155	-	-	-	-	-
PSY-201	-	-	-	-	-
PSY-205	-	-	-	-	-
PSY-210	-	-	-	-	-
PSY-215	-	-	-	-	-
PSY-220	-	-	-	-	-

### 13. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

Salary and benefit deviations are not previewed, analysis should be directed to fiscal services.

	FY 2018		FY 2019		FY 2020		FY 2021	
	BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED
PSY 2001 Salaries	109,345.00	143,772.30	137,698.40	156,306.41	224,250.10	224,250.10	222,963.18	222,963.18

Benefits	37,030.00	35,350.19	38,888.60	38,888.60	56,285.74	56,285.74	53,791.76	53,791.76
Overload								
Salaries	0.00	20,718.72	0.00	30,181.96	29,513.51	29,513.51	3,251.61	3,251.61
Overload								
Benefits	0.00	3,637.55	0.00	5,849.31	5,953.34	5,953.34	625.24	625.24

## 14. FACILITIES AND EQUIPMENT

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

Facilities, such as classrooms and offices are adequate overall. During this review, many instructors throughout campus have undergone the @One training. It is likely the new training will help bring about more Online course offerings, including within the PSY department.

- b. Describe plans for future changes in facilities or equipment that would better support the program.

There are no plans for immediate major changes in facilities and equipment in PSY.