

# Full Review

PALO VERDE COLLEGE

HISTORY, SOCIAL & BEHAVIORAL SCIENCES  
REPORTING FALL 2014 TO SPRING 2017

## 1. PURPOSE OF THE PROGRAM

*“Palo Verde College provides opportunities for personal and professional growth to a diverse 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 01/2016*

### **Purpose of the program**

The History, Social and Behavioral Science courses help develop skills and strategies to be successful in the college environment and serve to introduce students to these areas of study. These courses fulfill general education requirements/electives and are major areas of study for the Associate of Arts degree.

The History, Social and Behavioral Science Program serves to fulfill transferable course requirements and/or electives, as well as a transferable associate’s degree. This serves Institutional Goal 1 from the Integrated Strategic Plan 2013-2016), which states “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.”

### **Support of the Overall College Mission**

The History, Social and Behavioral Science Program continually provide exemplary learning environments that promote student success and foster the lifelong love of learning. These courses 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.

## 2. POPULATION(S) SERVED

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

A number of HSBS courses are part of the curriculum for the Arts and Humanities Program and serves as an integral part of the transfer program. HSBS serves local

students at the main Blythe campus in the face-to-face, correspondence, and online modality. Additional students are served at the Needles campus via ITV as well as DSPS, and EOPS students. Inmate students are served via correspondence, students Ironwood State Prison and Chuckawalla Valley State Prisons also served in the face-to-face modality.

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

In order, to better serve students with issues related to transportation and/or distance an increase in online hybrid courses and appropriate faculty training is highly desired. No additional populations have been identified.

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

**Describe progress in achieving each goal outlined in the previous Full Review, providing evidence documenting such achievements.**

- ✓ Strategically streamline HSBS course offerings and include all courses in the catalog in a rotation over a two-year period.

This has recently been accomplished in HIS/POS/PSY/ADS. The division has developed two-year course planning and scheduling matrix for HIS/POS/PSY/ADS/CHD/PHI/SOC to minimize conflicts that delay students' progress toward program completion.

- ✓ Rotate all courses to include additional face-to-face and online modalities to complement existing correspondence modalities whenever possible.

The division is monitoring enrollment patterns and trends, in order, to offer optimally scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery.

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

The division has added a full time ADS faculty member to oversee planning of course matrix and to contribute towards objective of creating an optimal schedule for students spanning all course modalities. Currently completing objective regarding course modalities as division presently collecting additional course data.

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

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

1. The department offers a wide variety of courses given available personnel.
2. Multiple modalities of instruction are used throughout the department, in order to, optimize student learning including face to face at local incarceration institutions Ironwood State Prison and Chuckawalla Valley State Prison.
3. CORS remain updated and now include SLOs

4. SLO assessment process is in place
5. PSY & ADS has expanded course offerings and created new courses for the division.
6. AA Degrees in Liberal Arts, emphasis in Social & Behavior Sciences has been a strong point with 30 granted in 2014-15, 42 in 2015-16, and 33 earned in 2016-17.

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

1. With regards to SOC/PHI/HIS/POS core class have been offered in favor of elective courses during this program review cycle.
2. All division courses have experienced an overreliance of Correspondence courses.
3. Student success needs to be closely monitored and strategies developed to promote higher student success rates as measured by SLO improvements.

**List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.**

1. Strategically schedule HSBS course offerings and include all courses in the catalog in a rotation over a two-year period. This has been accomplished in HIS/POS/PSY/ADS/CHD/PHI/SOC.
2. Rotate all courses to include additional face-to-face and online modalities to complement existing correspondence modalities whenever possible.
3. The need for a full-time tenure track professor in the academic area of SOC as well as additional areas of division such as PHI would bolster the SOC program in the same manner that the ADS program has benefitted from an addition of a full-time tenure track instructor. Data has also concluded the need for an additional full time ADS instructor to complement existing full time ADS instructor.

**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.**

Past and present program goals include developing two-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion as well as monitor enrollment patterns and trends in order to offer optimal scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery.

## **5. CURRICULUM HISTORY**

**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 six (6) semesters.**

All classes noted were successfully offered in this program review cycle.

# HISTORY, SOCIAL & BEHAVIORAL SCIENCES

## Successful Section Offerings

	2014FA	2015SP	2015SU	2015FA	2016SP	2016SU	2016FA	2017SP	2017SU
ADS-101	X	X	X	X	X	X	X	X	X
ADS-102	X	X		X	X		X	X	
ADS-103	X	X	X	X	X	X	X	X	
ADS-104	X	X	X	X	X	X	X	X	X
ADS-105	X	X	X	X	X	X	X	X	
ADS-107	X	X		X	X		X	X	
ADS-108	X	X	X	X	X	X	X	X	
ADS-109	X	X	X	X	X	X	X	X	
ADS-150	X			X	X		X	X	
ADS-151					X		X	X	X
ANT-101	X	X		X	X			X	X
CHD-101	X	X		X	X		X	X	X
CHD-102	X			X			X		
CHD-103	X			X			X		
CHD-104		X			X			X	
CHD-105	X				X			X	
CHD-106		X			X			X	
CHD-107	X						X		
CHD-108	X	X			X			X	
CHD-120		X			X			X	
CHD-130								X	
CHD-131	X						X		
CHD-135		X							
CHD-145	X								
CHD-227	X			X			X		
CHD-250				X					
CHD-251					X				
CRJ-103	X			X			X		
CRJ-104		X			X			X	
CRJ-115	X			X			X		
CRJ-120		X			X			X	
CRJ-125				X			X		
CRJ-130	X			X			X		
CRJ-132		X							
CRJ-135	X	X							
CRJ-155		X			X			X	
CRJ-164	X								
CRJ-206		X			X			X	
CRJ-220			X			X			X
ECO-105		X			X			X	
ECO-106	X			X			X		
GEO-103							X		
HIS-110	X	X	X	X		X	X		
HIS-115	X	X		X	X		X		
HIS-120	X	X	X		X			X	X
HIS-125	X	X	X	X	X		X	X	X

HIS-130	X	X	X	X		X	X		
HIS-140	X	X			X	X		X	X
PHI-100	X	X	X	X	X	X	X	X	X
POS-145	X	X	X	X	X	X	X	X	X
PSY-101	X	X	X	X	X	X	X	X	X
PSY-110	X		X	X		X		X	X
PSY-115	X								
PSY-145		X							
PSY-150		X			X			X	
PSY-201		X	X		X		X	X	
PSY-205					X				
PSY-210	X	X		X	X			X	
PSY-215		X					X		
PSY-220	X	X		X	X		X	X	
SOC-101	X	X	X	X	X	X	X	X	X
SOC-111		X	X	X		X		X	X

**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.**

All classes noted were successfully offered in this program review cycle.

## 6. COURSE SCHEDULING & AVAILABILITY

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

### How Scheduling Optimizes Class Availability

Currently, HSBS courses are offered face-to-face at varying times, some are offered online and ITV, and via correspondence. 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.

### How Scheduling Optimizes Student Learning

HSBS 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. Recently, an institutional protocol for evaluating full-time and part-time faculty was updated to ensure the evaluation of learning experiences of students in all HSBS courses more effectively in the future.

SLO's are identical for all modalities.

## 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 that 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 HSBS				
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.				
Course IDs within the Program that map to PLO#1	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
ADS-101	80	94	69	93
ADS-102	88	80	56	100
ADS-103	75	86	79	84
ADS-104		69		95
ADS-105	65	82	100	87
ADS-107		86		80
ADS-108	63	92	25	82
ADS-109	100	100	93	91
ADS-150				
ADS-151				
ANT-101	100	80	90	62
CHD-101	61	87	56	100
CHD-102	75	86		
CHD-103	64	92		
CHD-104				86
CHD-105				70
CHD-106			67	
CHD-107	95			80
CHD-108				100
CHD-120				100
CHD-130				
CHD-131				
CHD-135				
CHD-145				
CHD-205				
CHD-227		100		
CHD-250		100		
CHD-251				
CHD-215				
CHD-216				
CHD-220				
CHD-221				

Average Percentage Program Learning Outcome #1  
For HSBS

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.

Course IDs within the Program that map to PLO#1	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
<b>CRJ-103</b>				
<b>CRJ-104</b>				
<b>CRJ-115</b>				
<b>CRJ-120</b>				
<b>CRJ-125</b>				
<b>CRJ-130</b>				
<b>CRJ-132</b>				
<b>CRJ-135</b>				
<b>CRJ-155</b>				
<b>CRJ-164</b>				
<b>CRJ-206</b>				
<b>CRJ-220</b>				
<b>ECO-105</b>				
<b>ECO-106</b>				
<b>GEO-103</b>				
<b>GEO-104</b>				
<b>HIS-110</b>	86	73	73	
<b>HIS-115</b>		55	50	90
<b>HIS-120</b>			85	75
<b>HIS-125</b>	74	78	57	76
<b>HIS-130</b>	88	94	90	
<b>HIS-140</b>	82		79	89
<b>PHI-100</b>	70	46	52	
<b>POS-145</b>	100	73	93	91
<b>PSY-101</b>	88	81	77	94
<b>PSY-110</b>	100	90		
<b>PSY-115</b>	94			
<b>PSY-145</b>			100	
<b>PSY-150</b>			100	
<b>PSY-201</b>			80	92
<b>PSY-205</b>				92
<b>PSY-210</b>			76	
<b>PSY-215</b>				
<b>PSY-220</b>		77	80	84
<b>SOC-101</b>	86	95	80	
<b>SOC-111</b>		100	100	

Average Percentage Program Learning Outcome #2  
For HSBS

**Acquired fundamental knowledge and skills in various disciplines constituting the  
social sciences.**

Course IDs within the Program that map to PLO#2	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
ADS-101	80	94	69	93
ADS-102	95	80	67	100
ADS-103	56	85	88	77
ADS-104		69		95
ADS-105	54	82	97	87
ADS-107		86		80
ADS-108	67	92	20	96
ADS-109	100	100	93	91
ADS-150				
ADS-151				
ANT-101	100	50	90	62
CHD-101	61	87	52	100
CHD-102	75	86		
CHD-103	64	92		
CHD-104				64
CHD-105				100
CHD-106			67	78
CHD-107	95			
CHD-108				100
CHD-120				100
CHD-130				
CHD-131				
CHD-135				
CHD-145				
CHD-205				
CHD-227		100		
CHD-250		100		
CHD-251				100
CHD-215				
CHD-216				
CHD-220				
CHD-221				
CRJ-103				
CRJ-104				
CRJ-115				
CRJ-120				
CRJ-125				
CRJ-130				
CRJ-132				
CRJ-135				
CRJ-155				
CRJ-164				



Average Percentage Program Learning Outcome #2 For HSBS				
Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.				
Course IDs within the Program that map to PLO#2	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
CRJ-206				
CRJ-220				
ECO-105				
ECO-106				
GEO-103				
GEO-104				
HIS-110	85	75	68	
HIS-115		53	40	90
HIS-120			85	87
HIS-125	74	78	57	76
HIS-130	88	94	90	
HIS-140	82		79	89
PHI-100	65	46	50	
POS-145		73	93	91
PSY-101	91	81	80	93
PSY-110	100	80		
PSY-115				
PSY-145			92	
PSY-150			89	
PSY-201			80	92
PSY-205				92
PSY-210			84	72
PSY-215				
PSY-220	100	79	87	77
SOC-101	100	100	100	
SOC-111		100	100	

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 PROGRAM NAME				
PROGRAM LEARNING OUTCOME	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
PLO #1	83	84	76	87
PLO #2	81	82	77	88
<b>Average % of Successful Students by Year</b>	<b>82</b>	<b>81</b>	<b>76</b>	<b>87</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
HSBS	PLO 1 & 2 <sup>1</sup>	ADS-105 ADS- 108	Only 69% (average) of students meet PLO	Identify full-time instructor to teach and manage courses	District faculty search	Average pass rate increase to 92% in YR 3/4	2015/2016
HSBS	PLO 1 & 2	PHI 100	Low pass rate, 53% of students meet PLO, no full-time instructor	Identify full-time instructor to teach and manage courses	District faculty search	No instructor identified	2017/2018
HSBS	PLO 1 & PLO 2	CHD-101 & CHD 103	Only 66% of students met the baseline. Prior Program review identified no consistent full – time instructor	Full-Time instructor to teach and manage courses.	N/A	Year 4 increase in success, AVG 75%	2016/2017

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

No Courses have unassessed CLO's

**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 CLO's have been revised or deleted in the past year

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

Based on the data, faculty have deemed improvements necessary but will continue to monitor assessment data for areas which need attention.

<sup>1</sup> **PLO 1** 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. **PLO 2** Acquired a broad understanding and appreciation of the disciplines constituting the social sciences.

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

In the case of ADS and CHD a full-time instructor increased the success rate of our students. The assessment of the program's SLO's helped identify the shortcoming and helped the Division assess and correct the shortcoming.

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

Retention and completion for the online modality appear significantly lower across the division. While there are a limited number of online courses available retention and success rates suggest further training in the online modality may be necessary and beneficial.

## **8. COURSE CURRENCY**

**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	Title	Date Approved
ADS-101	Introduction to Addiction Studies	10/15
ADS-102	Pharmacology and Physiological Effects of Addiction	12/14
ADS-103	Case Management	12/14
ADS-104	Addiction Prevention Education & Outreach/Referral	11/16
ADS-105	Co-Occurring Disorders	12/14
ADS-107	Group Counseling	10/15
ADS-108	Family Therapy and Co-Dependency	11/14
ADS-109	Counseling in Special Populations	11/14
ADS-150	ADS Practicum I	4/18
ADS-151	ADS Practicum II	4/18
ANT-101	Cultural Anthropology	4/16
CHD-101	Child Growth & Development	5/14
CHD-102	Child, Family & the Community	5/14
CHD-103	Introduction to Curriculum	5/14
CHD-104	Principles and Practices of Teaching Young Children	5/14
CHD-105	Observation and Assessment	5/14
CHD-106	Health, Safety and Nutrition	5/14
CHD-107	Teaching in a Diverse Society	5/14
CHD-108	Practicum-Field Experience	11/17
CHD-120	Developing Capable Young People	5/14
CHD-130	Art for Early Childhood	5/14
CHD-131	Music for Early Childhood	5/14
CHD-135	Literature for Early Childhood	5/14
CHD-145	Child Abuse & Neglect	5/14
CHD-205	Adult Supervision	11/17
CHD-227	Parenting Principles and Communications	12/14
CHD-250	Introduction to Children with Special Needs	11/14
CHD-251	Curriculum and Strategies for Children with Special Needs	12/15
CHD-215	Administration I: Programs in Early Childhood Education	11/17
CHD-216	Administration II: Personnel/Leadership in Early Childhood Education	11/17
CHD-220	Infants and Toddlers Development	11/14

CHD-221	Care and Education for Infants and Toddler	11/14
CRJ-103	Criminal Law	2/18
CRJ-104	Criminal Investigation	2/18
CRJ-115	Introduction to Law Enforcement/Corrections	2/18
CRJ-120	Community Relations	2/18
CRJ-125	Report Writing	12/14
CRJ-130	Alcohol, Narcotics & Drug Abuse	11/14
CRJ-132	Intervention	2/18
CRJ-135	Spanish for Emergency Services Personnel	2/18
CRJ-155	Crime Scene Investigation	2/18
CRJ-164	Laws of Arrest, Search & Seizure	2/18
CRJ-206	Legal Aspects of Evidence	2/18
CRJ-220	Interviewing and Counseling	12/14
ECO-105	Principles of Macroeconomics	4/14
ECO-106	Principles of Microeconomics	4/16
GEO-103	World Geography	5/15
GEO-104	Cultural Geography	12/14
HIS-110	World Civilization I	12/15
HIS-115	Current Events	4/16
HIS-120	World Civilization II	12/15
HIS-125	California History	12/14
HIS-130	American History I	12/15
HIS-140	American History II	12/15
PHI-100	Introduction to Philosophy	4/18
POS-145	American Political Institutions	12/14
PSY-101	General Psychology	10/15
PSY-110	Personal & Social Adjustment I	4/18
PSY-115	Human Sexuality	4/18
PSY-145	Human Relations	11/14
PSY-150	Introduction to Research Methods	10/15
PSY-201	Life Span Development	10/15
PSY-205	Introduction to Biological Psychology	10/15
PSY-210	Abnormal Psychology	4/18
PSY-215	Social Psychology	12/14
PSY-220	Counseling and Interviewing	11/14

**Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the three (3) years preceding this program review report.**

There are no courses in the division's current roster that have not been reviewed/approved by the curriculum committee within the last three years preceding this program review report.

## **9. PROGRAM AND COURSE COVERAGE**

**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.**

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
ADS-101			x
ADS-102	x		
ADS-103			x

ADS-104			X
ADS-105			X
ADS-107	X		
ADS-108	X		
ADS-109		X	
ADS-150		X	
ADS-151		X	
ANT-101		X	
CHD-101	X		
CHD-102	X		
CHD-103	X		
CHD-104	X		
CHD-105	X		
CHD-106	X		
CHD-107	X		
CHD-108		X	
CHD-120		X	
CHD-130		X	
CHD-131		X	
CHD-135			X
CHD-145		X	
CHD-205		X	
CHD-227		X	
CHD-250	X		
CHD-251	X		
CHD-215		X	
CHD-216		X	
CHD-220	X		
CHD-221	X		
ECO-105	X		
ECO-106	X		
GEO-103		X	
GEO-104		X	
HIS-110		X	
HIS-115		X	
HIS-120		X	
HIS-125			X
HIS-130	X		
HIS-140	X		
PHI-100		X	
POS-145	X		
PSY-101			X
PSY-110		X	
PSY-115			X
PSY-145	X		
PSY-150	X		
PSY-201			X
PSY-205	X		
PSY-210		X	
PSY-215	X		
PSY-220		X	
SOC-101		X	
SOC-111		X	

**Explain how effectively the program is served with the current coverage.**

The program is effective for the most part given the four full-time and numerous part-time instructors who successfully offer the programs. The main exception is Sociology, which could benefit by having a full-time instructor to oversee that area.

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

An instructor for Sociology (with additional teaching areas) would expand offerings and likely improve the success rates of students pursuing a degree in that program

## **10. PROFESSIONAL DEVELOPMENT**

**Describe specific professional development activities in which faculty members in the program have participated over the past four (3) years and explain how such activities benefited the program and supported and facilitated student learning outcomes.**

Full-time faculty members have attended Flex and Institute day trainings. Dr. Redwine has attended 3 off-site conferences during the current review period, including: *Active Learning Leaders Teaching* conference, Palomar College, Fall 2016; *Strengthening Student Success*, RP Group, Fall 2017; and the *Evolution of Psychotherapy Conference*, Milton H. Ericson Foundation, Winter 2017. Faculty member Willie Smith attended also attended the *Evolution of Psychotherapy Conference*, Milton H. Ericson Foundation, Winter 2017.

The trainings and conference participation by the full-time faculty members has been incredibly useful in the PVC classroom, specifically in the courses Introductory Psychology and Abnormal Psychology.

It has been this Division's policy to rotate staff development funds among members as opportunities arise.

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

Professional development for teaching online courses is needed. It would be useful for PVC to include online teaching workshops at either Flex Day or Institute Day, or to otherwise provide extra funds for this type of teaching for those of us who would like to expand our teaching repertoire to include online teaching, armed with knowledge and tools. The current FT PSY faculty member has no experience teaching in this format, and no training, and understands, based on input from others teaching online, that it is a daunting task, especially without preparation. It would benefit both students and the college to begin offering PSY courses online, so training is warranted. If the opportunity is made available at PVC, or if relevant funding requests are granted, it will be pursued by PSY faculty.

Additionally, faculty in PSY and in all disciplines at PVC need further and ongoing training as it relates to active shooters on campus. We have had limited training on this topic in the past 5 years, including two brief workshops. This is a national issue that warrants more rigorous training and regular refreshers.

The importance of off-site professional development and membership in relevant professional societies is recognized, in order to, foster pedagogical growth and professional connections, all to support our institutional, program and course level goals. Monetary backing from the college is greatly appreciated and should be standard. We will continue to request funds from the college for professional development in the future, and we are hopeful our requests will be granted.

## 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*

**Assess semester-by-semester course completion performance in each course in the program over the preceding eight (6) semesters and compare those rates with the Institutional Set standards.**

**The Current Institutional Set Standard is: 70%**

Year	2014
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Completion Rate				
	2014FA	DIF	2015SP	DIF
ADS-101	73%	3%	54%	-16%
ADS-102	60%	-10%	80%	10%
ADS-103	76%	6%	88%	18%
ADS-104	81%	11%	66%	-4%
ADS-105	67%	-3%	69%	-1%
ADS-107	67%	-3%	86%	16%
ADS-108	43%	-27%	35%	-35%
ADS-109	49%	-21%	40%	-30%
ADS-150	60%	-10%	-	-
ADS-151	-	-	-	-
ANT-101	60%	-10%	85%	15%
CHD-101	52%	-18%	36%	-34%
CHD-102	75%	5%	-	-
CHD-103	64%	-6%	-	-

**2014 Completion rate – Compared to 70%**  
 The greatest challenges appear in ADS courses with the majority of classes falling below the 70% standard. Low completion rates may be due to Lack of Full-time faculty member with ADS major.

CHD-104	-	-	52%	-18%
CHD-105	80%	10%	-	-
CHD-106	-	-	61%	-9%
CHD-107	90%	20%	-	-
CHD-108	100%	30%	64%	-6%
CHD-120	-	-	90%	20%
CHD-130	-	-	-	-
CHD-131	100%	30%	-	-
CHD-135	-	-	-	-
CHD-145	89%	19%	-	-
CHD-205	-	-	-	-
CHD-227	100%	30%	-	-
CHD-250	-	-	-	-
CHD-251	-	-	-	-
CHS-215	-	-	-	-
CHS-216	-	-	-	-
CHS-220	-	-	-	-
CHS-221	-	-	-	-
CRJ-103	73%	3%	-	-
CRJ-104	-	-	70%	0%
CRJ-115	36%	-34%	-	-
CRJ-120	-	-	47%	-23%
CRJ-125	-	-	-	-
CRJ-130	14%	-56%	-	-
CRJ-132	-	-	-	-
CRJ-135	82%	12%	60%	-10%
CRJ-155	-	-	63%	-7%
CRJ-164	-	-	-	-
CRJ-206	-	-	73%	3%
CRJ-220	-	-	-	-
ECO-105	-	-	83%	13%
ECO-106	82%	12%	-	-
GEO-103	-	-	-	-
GEO-104	-	-	-	-
HIS-110	74%	4%	63%	-7%
HIS-115	52%	-18%	46%	-24%
HIS-120	-	-	83%	13%
HIS-125	58%	-12%	48%	-22%



HIS-130	65%	-5%	69%	-1%
HIS-140	72%	2%	79%	9%
PHI-100	-	-	31%	-39%
POS-145	-	-	87%	17%
PSY-101	-	-	50%	-20%
PSY-110	-	-	-	-
PSY-115	-	-	-	-
PSY-145	-	-	93%	23%
PSY-150	-	-	71%	1%
PSY-201	-	-	74%	4%
PSY-205	-	-	-	-
PSY-210	-	-	72%	2%
PSY-215	-	-	100%	30%
PSY-220	-	-	87%	17%
SOC-101	-	-	54%	-16%
SOC-111	-	-	88%	18%

Year 2014

Completion Rate				DIF	DIF	DIF
	Corr	F2F	Online	Corr	F2F	Online
ADS-101	62%	-	-	-8%	-	-
ADS-102	70%	-	-	0%	-	-
ADS-103	82%	-	-	12%	-	-
ADS-104	72%	-	-	2%	-	-
ADS-105	69%	-	60%	-1%	-	-10%
ADS-107	75%	-	-	5%	-	-
ADS-108	39%	-	-	-31%	-	-
ADS-109	44%	-	-	-26%	-	-
ADS-150	60%	-	-	-10%	-	-
ADS-151	-	-	-	-	-	-
ANT-101	85%	60%	-	15%	-10%	-
CHD-101	-	-	46%	-	-	-24%
CHD-102	-	75%	-	-	5%	-
CHD-103	-	64%	-	-	-6%	-
CHD-104	-	-	52%	-	-	-18%

**2014 Completion rate – Compared to 70%**  
 The greatest challenges appear in ADS courses with the majority of classes falling below the 70% standard. Low completion rates may be due to Lack of Full-time faculty member with ADS major.

CHD-105	-	80%	-	-	10%	-
CHD-106	-	-	61%	-	-	-9%
CHD-107	-	90%	-	-	20%	-
CHD-108	-	69%	-	-	-1%	-
CHD-120	-	90%	-	-	20%	-
CHD-130	-	-	-	-	-	-
CHD-131	-	100%	-	-	30%	-
CHD-135	-	-	-	-	-	-
CHD-145	-	89%	-	-	19%	-
CHD-205	-	-	-	-	-	-
CHD-227	-	100%	-	-	30%	-
CHD-250	-	-	-	-	-	-
CHD-251	-	-	-	-	-	-
CHS-215	-	-	-	-	-	-
CHS-216	-	-	-	-	-	-
CHS-220	-	-	-	-	-	-
CHS-221	-	-	-	-	-	-
CRJ-103	-	73%	-	-	3%	-
CRJ-104	-	70%	-	-	0%	-
CRJ-115	-	36%	-	-	-34%	-
CRJ-120	-	-	47%	-	-	-23%
CRJ-125	-	-	-	-	-	-
CRJ-130	-	-	14%	-	-	-56%
CRJ-132	-	-	-	-	-	-
CRJ-135	-	71%	-	-	1%	-
CRJ-155	-	63%	-	-	-7%	-
CRJ-164	-	-	-	-	-	-
CRJ-206	-	73%	-	-	3%	-
CRJ-220	-	-	-	-	-	-
ECO-105	83%	-	-	13%	-	-
ECO-106	82%	-	-	12%	-	-
GEO-103	-	-	-	-	-	-
GEO-104	-	-	-	-	-	-
HIS-110	69%	-	-	-1%	-	-
HIS-115	50%	-	-	-20%	-	-
HIS-120	83%	-	-	13%	-	-
HIS-125	58%	29%	-	-12%	-41%	-
HIS-130	65%	67%	-	-5%	-3%	-

HIS-140	72%	80%	76%	2%	10%	6%
PHI-100	25%	58%	-	-45%	-12%	-
POS-145	87%	87%	-	17%	17%	-
PSY-101	56%	64%	-	-14%	-6%	-
PSY-110	-	-	-	-	-	-
PSY-115	-	-	-	-	-	-
PSY-145	93%	-	-	23%	-	-
PSY-150	71%	-	-	1%	-	-
PSY-201	71%	77%	-	1%	7%	-
PSY-205	-	-	-	-	-	-
PSY-210	72%	-	-	2%	-	-
PSY-215	-	100%	-	-	30%	-
PSY-220	87%	-	-	17%	-	-
SOC-101	44%	71%	-	-26%	1%	-
SOC-111	88%	-	-	18%	-	-

Year	2015
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Completion Rate				
	2015FA	DIF	2016SP	DIF
ADS-101	78%	8%	68%	-2%
ADS-102	74%	4%	78%	8%
ADS-103	88%	18%	90%	20%
ADS-104	68%	-2%	74%	4%
ADS-105	67%	-3%	70%	0%
ADS-107	70%	0%	71%	1%
ADS-108	71%	1%	88%	18%
ADS-109	83%	13%	46%	-24%
ADS-150	-	-	83%	-
ADS-151	-	-	-	-
ANT-101	44%	-26%	64%	-6%
CHD-101	53%	-17%	69%	-1%
CHD-102	62%	-8%	-	-
CHD-103	73%	3%	-	-
CHD-104	-	-	61%	-9%
CHD-105	-	-	68%	-

**2015 Completion rate – Compared to 70%**

A notable improvement in ADS performance from the prior academic year. With some challenges in Anthropology, History, and Criminal Justice. These stand-out as unique features of the 2015 Fall semester.

CHD-106	-	-	80%	10%
CHD-107	-	-	-	-
CHD-108	-	-	87%	17%
CHD-120	-	-	69%	-1%
CHD-130	-	-	-	-
CHD-131	-	-	-	-
CHD-135	-	-	-	-
CHD-145	-	-	-	-
CHD-205	-	-	-	-
CHD-227	56%	-14%	-	-
CHD-250	72%	-	-	-
CHD-251	-	-	95%	-
CHS-215	-	-	-	-
CHS-216	-	-	-	-
CHS-220	-	-	-	-
CHS-221	-	-	-	-
CRJ-103	53%	-17%	-	-
CRJ-104	-	-	65%	-5%
CRJ-115	41%	-29%	-	-
CRJ-120	-	-	54%	-16%
CRJ-125	64%	-	-	-
CRJ-130	50%	-20%	-	-
CRJ-132	-	-	-	-
CRJ-135	-	-	-	-
CRJ-155	-	-	58%	-12%
CRJ-164	-	-	-	-
CRJ-206	-	-	87%	17%
CRJ-220	-	-	-	-
ECO-105	-	-	81%	11%
ECO-106	71%	1%	-	-
GEO-103	-	-	-	-
GEO-104	-	-	-	-
HIS-110	64%	-6%	-	-
HIS-115	33%	-37%	40%	-30%
HIS-120	-	-	75%	5%
HIS-125	66%	-4%	62%	-8%
HIS-130	88%	18%	-	-
HIS-140	-	-	74%	4%

PHI-100	33%	-	45%	-25%
POS-145	54%	-	80%	10%
PSY-101	73%	-	71%	1%
PSY-110	70%	-	-	-
PSY-115	-	-	-	-
PSY-145	-	-	-	-
PSY-150	-	-	-	-
PSY-201	-	-	85%	15%
PSY-205	-	-	85%	-
PSY-210	-	-	79%	9%
PSY-215	-	-	-	-
PSY-220	82%	-	89%	19%
SOC-101	76%	-	82%	12%
SOC-111	53%	-	-	-

Year	2015
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Completion Rate				DIF	DIF	DIF
	Corr	F2F	Online	Corr	F2F	Online
ADS-101	72%	-	-	2%	-	-
ADS-102	76%	-	-	6%	-	-
ADS-103	89%	-	-	19%	-	-
ADS-104	71%	-	-	1%	-	-
ADS-105	68%	-	-	-2%	-	-
ADS-107	71%	-	-	1%	-	-
ADS-108	77%	-	-	7%	-	-
ADS-109	62%	-	-	-8%	-	-
ADS-150	83%	-	-	13%	-	-
ADS-151	-	-	-	-	-	-
ANT-101	64%	44%	-	-6%	-26%	-
CHD-101	-	-	59%	-	-	-11%
CHD-102	-	-	62%	-	-	-
CHD-103	-	-	73%	-	-	-
CHD-104	-	-	61%	-	-	-9%
CHD-105	-	-	68%	-	-	-
CHD-106	-	-	80%	-	-	10%
CHD-107	-	-	-	-	-	-

**2015 Completion rate – Compared to 70%**

A notable improvement in ADS performance from the prior academic year. With some challenges in Anthropology, History, and Criminal Justice. These challenges appear to be most prominent in the Face to Face courses, perhaps more offerings in the modality could assist in completion rates.

CHD-108	-	87%	-	-	17%	-
CHD-120	-	69%	-	-	-1%	-
CHD-130	-	-	-	-	-	-
CHD-131	-	-	-	-	-	-
CHD-135	-	-	-	-	-	-
CHD-145	-	-	-	-	-	-
CHD-205	-	-	-	-	-	-
CHD-227	-	56%	-	-	-14%	-
CHD-250	-	-	72%	-	-	-
CHD-251	-	-	95%	-	-	-
CHS-215	-	-	-	-	-	-
CHS-216	-	-	-	-	-	-
CHS-220	-	-	-	-	-	-
CHS-221	-	-	-	-	-	-
CRJ-103	-	53%	-	-	-17%	-
CRJ-104	-	65%	-	-	-5%	-
CRJ-115	-	41%	-	-	-29%	-
CRJ-120	-	-	54%	-	-	-16%
CRJ-125	-	64%	-	-	-	-
CRJ-130	-	-	50%	-	-	-20%
CRJ-132	-	-	-	-	-	-
CRJ-135	-	-	-	-	-	-
CRJ-155	-	58%	-	-	-12%	-
CRJ-164	-	-	-	-	-	-
CRJ-206	-	87%	-	-	17%	-
CRJ-220	-	-	-	-	-	-
ECO-105	81%	-	-	11%	-	-
ECO-106	71%	-	-	1%	-	-
GEO-103	-	-	-	-	-	-
GEO-104	-	-	-	-	-	-
HIS-110	64%	-	-	-6%	-	-
HIS-115	37%	-	-	-33%	-	-
HIS-120	75%	-	-	5%	-	-
HIS-125	63%	69%	-	-7%	-1%	-
HIS-130	86%	92%	-	16%	22%	-
HIS-140	71%	81%	-	1%	11%	-
PHI-100	33%	59%	-	-37%	-11%	-
POS-145	74%	50%	-	4%	-20%	-

PSY-101	70%	76%	-	0%	6%	-
PSY-110	70%	-	-	-	-	-
PSY-115	-	-	-	-	-	-
PSY-145	-	-	-	-	-	-
PSY-150	-	-	-	-	-	-
PSY-201	-	85%	-	-	15%	-
PSY-205	85%	-	-	-	-	-
PSY-210	79%	-	-	9%	-	-
PSY-215	-	-	-	-	-	-
PSY-220	86%	-	-	16%	-	-
SOC-101	79%	78%	-	9%	8%	-
SOC-111	53%	-	-	-17%	-	-

Year	2016
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Completion Rate				
	2016FA	DIF	2017SP	DIF
ADS-101	69%	-1%	72%	2%
ADS-102	78%	8%	69%	-1%
ADS-103	81%	11%	87%	17%
ADS-104	76%	6%	74%	4%
ADS-105	68%	-2%	80%	10%
ADS-107	81%	11%	73%	3%
ADS-108	79%	9%	77%	7%
ADS-109	62%	-8%	67%	-3%
ADS-150	-	-	100%	-
ADS-151	100%	-	100%	-
ANT-101	-	-	40%	-30%
CHD-101	64%	-6%	69%	-1%
CHD-102	66%	-4%	-	-
CHD-103	45%	-25%	-	-
CHD-104	-	-	70%	0%
CHD-105	-	-	71%	-
CHD-106	-	-	68%	-2%
CHD-107	55%	-	-	-
CHD-108	-	-	100%	30%
CHD-120	-	-	55%	-15%

**2016 Completion rate – Compared to 70%**

Compared to last year, an overall improvement in completion across the division. There were several notable exceptions in CHD, CRJ and PHI courses. Given the modalities offered, it appears that these shortcomings may be attributed to the lack of Face to Face modality offerings.

CHD-130	-	-	75%	-
CHD-131	82%	-	-	-
CHD-135	-	-	-	-
CHD-145	-	-	-	-
CHD-205	-	-	-	-
CHD-227	100%	30%	-	-
CHD-250	-	-	-	-
CHD-251	-	-	-	-
CHS-215	-	-	-	-
CHS-216	-	-	-	-
CHS-220	-	-	-	-
CHS-221	-	-	-	-
CRJ-103	90%	20%	-	-
CRJ-104	-	-	65%	-5%
CRJ-115	54%	-16%	-	-
CRJ-120	-	-	70%	0%
CRJ-125	79%	-	-	-
CRJ-130	50%	-20%	-	-
CRJ-132	-	-	-	-
CRJ-135	-	-	-	-
CRJ-155	-	-	78%	8%
CRJ-164	-	-	-	-
CRJ-206	-	-	93%	23%
CRJ-220	-	-	-	-
ECO-105	-	-	71%	1%
ECO-106	68%	-2%	-	-
GEO-103	-	-	-	-
GEO-104	-	-	-	-
HIS-110	75%	5%	-	-
HIS-115	32%	-38%	-	-
HIS-120	-	-	75%	5%
HIS-125	70%	0%	65%	-5%
HIS-130	88%	18%	-	-
HIS-140	-	-	79%	9%
PHI-100	44%	-	52%	-18%
POS-145	91%	-	79%	9%
PSY-101	78%	-	81%	11%
PSY-110	-	-	76%	-



PSY-115	-	-	-	-
PSY-145	-	-	-	-
PSY-150	-	-	100%	-
PSY-201	81%	-	88%	18%
PSY-205	-	-	-	-
PSY-210	-	-	90%	20%
PSY-215	77%	-	-	-
PSY-220	83%	-	64%	-6%
SOC-101	89%	-	86%	16%
SOC-111	-	-	93%	-

Year 2016

Completion Rate				DIF	DIF	DIF
	Corr	F2F	Online	Corr	F2F	Online
ADS-101	71%	-	-	1%	-	-
ADS-102	74%	-	-	4%	-	-
ADS-103	83%	-	-	13%	-	-
ADS-104	75%	-	-	5%	-	-
ADS-105	74%	-	-	4%	-	-
ADS-107	77%	-	-	7%	-	-
ADS-108	79%	-	-	9%	-	-
ADS-109	64%	-	-	-6%	-	-
ADS-150	-	100%	-	-	-	-
ADS-151	100%	100%	-	-	-	-
ANT-101	40%	-	-	-30%	-	-
CHD-101	-	-	67%	-	-	-3%
CHD-102	-	-	66%	-	-	-
CHD-103	-	-	45%	-	-	-
CHD-104	-	-	70%	-	-	0%
CHD-105	-	-	71%	-	-	-
CHD-106	-	-	68%	-	-	-2%
CHD-107	-	-	55%	-	-	-

**2016 Completion rate – Compared to 70%**  
 A relatively successful year, with a couple notable exceptions in CHD, CRJ and PHI courses. These can be attributed to the lack of Face to Face modality offerings.

CHD-108	-	100%	-	-	30%	-
CHD-120	-	55%	-	-	-15%	-
CHD-130	-	75%	-	-	-	-
CHD-131	-	82%	-	-	-	-
CHD-135	-	-	-	-	-	-
CHD-145	-	-	-	-	-	-
CHD-205	-	-	-	-	-	-
CHD-227	-	100%	-	-	30%	-
CHD-250	-	-	-	-	-	-
CHD-251	-	-	-	-	-	-
CHS-215	-	-	-	-	-	-
CHS-216	-	-	-	-	-	-
CHS-220	-	-	-	-	-	-
CHS-221	-	-	-	-	-	-
CRJ-103	-	90%	-	-	20%	-
CRJ-104	-	65%	-	-	-5%	-
CRJ-115	-	54%	-	-	-16%	-
CRJ-120	-	-	70%	-	-	0%
CRJ-125	-	79%	-	-	-	-
CRJ-130	-	-	50%	-	-	-20%
CRJ-132	-	-	-	-	-	-
CRJ-135	-	-	-	-	-	-
CRJ-155	-	78%	-	-	8%	-
CRJ-164	-	-	-	-	-	-
CRJ-206	-	93%	-	-	23%	-
CRJ-220	-	-	-	-	-	-
ECO-105	71%	-	-	1%	-	-
ECO-106	68%	-	-	-2%	-	-
GEO-103	-	-	-	-	-	-
GEO-104	-	-	-	-	-	-
HIS-110	75%	-	-	5%	-	-

HIS-115	32%	-	-	-38%	-	-
HIS-120	75%	-	-	5%	-	-
HIS-125	63%	80%	-	-7%	10%	-
HIS-130	89%	87%	-	19%	17%	-
HIS-140	82%	69%	-	12%	-1%	-
PHI-100	40%	64%	-	-30%	-6%	-
POS-145	83%	93%	-	13%	23%	-
PSY-101	74%	89%	-	4%	19%	-
PSY-110	76%	-	-	-	-	-
PSY-115	-	-	-	-	-	-
PSY-145	-	-	-	-	-	-
PSY-150	100%	-	-	-	-	-
PSY-201	-	83%	-	-	13%	-
PSY-205	-	-	-	-	-	-
PSY-210	90%	-	-	20%	-	-
PSY-215	77%	-	-	-	-	-
PSY-220	75%	-	-	5%	-	-
SOC-101	87%	90%	-	17%	20%	-
SOC-111	-	93%	-	-	-	-

**Indicate the number of annual awards over the preceding three (3) years and assess trends in the number of program certificates and degrees awarded.**

Name of Award	2014-15	2015-16	2016-17
AA, Liberal Arts, emphasis in Social & Behavior Sciences	30	42	33

## 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.**

Year	2014
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Year	2014	
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**2014 Enrollments**  
 Low enrollments in ADS courses, due to absence of Face to Face or Online offerings and limited correspondence offerings.

Enrollment	2014FA	2015SP
ADS-101	73	-
ADS-102	30	-
ADS-103	54	-
ADS-104	26	-
ADS-105	18	-
ADS-107	18	-
ADS-108	68	-
ADS-109	82	-
ADS-150	5	-
ADS-151	-	-
ANT-101	10	-
CHD-101	64	-
CHD-102	20	-
CHD-103	25	-
CHD-104	-	-
CHD-105	25	-
CHD-106	-	-
CHD-107	21	-
CHD-108	2	-
CHD-120	-	-
CHD-130	-	-
CHD-131	15	-
CHD-135	-	-
CHD-145	18	-
CHD-205	-	-
CHD-227	10	-
CHD-250	-	-
CHD-251	-	-
CHS-215	-	-
CHS-216	-	-
CHS-220	-	-
CHS-221	-	-
CRJ-103	11	-

Enrollment	Corr	F2F	Online
ADS-101	73	-	-
ADS-102	30	-	-
ADS-103	54	-	-
ADS-104	26	-	-
ADS-105	18	-	-
ADS-107	18	-	-
ADS-108	68	-	-
ADS-109	82	-	-
ADS-150	5	-	-
ADS-151	-	-	-
ANT-101	-	10	-
CHD-101	-	-	64
CHD-102	-	20	-
CHD-103	-	25	-
CHD-104	-	-	-
CHD-105	-	25	-
CHD-106	-	-	-
CHD-107	-	21	-
CHD-108	-	2	-
CHD-120	-	-	-
CHD-130	-	-	-
CHD-131	-	15	-
CHD-135	-	-	-
CHD-145	-	18	-
CHD-205	-	-	-
CHD-227	-	10	-
CHD-250	-	-	-
CHD-251	-	-	-
CHS-215	-	-	-
CHS-216	-	-	-
CHS-220	-	-	-
CHS-221	-	-	-
CRJ-103	-	11	-

**Key**

**RED – Low Enrollment**  
 Year – Less than 10  
 Modality – Less than 30

**Yellow – Moderate Enrollment**  
 Semester – Between 11 and 40  
 Modality – Between 31 and 60

**Green – High Enrollment**  
 Semester – More than 41  
 Modality – More than 60

CRJ-104	-	-
CRJ-115	25	-
CRJ-120	-	-
CRJ-125	-	-
CRJ-130	28	-
CRJ-132	-	-
CRJ-135	11	-
CRJ-155	-	-
CRJ-164	-	-
CRJ-206	-	-
CRJ-220	-	-
ECO-105	-	-
ECO-106	39	-
GEO-103	-	-
GEO-104	-	-
HIS-110	31	-
HIS-115	29	-
HIS-120	-	-
HIS-125	40	-
HIS-130	26	-
HIS-140	32	-
PHI-100	-	-
POS-145	-	-
PSY-101	-	-
PSY-110	-	-
PSY-115	-	-
PSY-145	-	-
PSY-150	-	-
PSY-201	-	-
PSY-205	-	-
PSY-210	-	-
PSY-215	-	-
PSY-220	-	-
SOC-101	-	-
SOC-111	-	-

CRJ-104	-	-	-
CRJ-115	-	25	-
CRJ-120	-	-	-
CRJ-125	-	-	-
CRJ-130	-	-	28
CRJ-132	-	-	-
CRJ-135	-	11	-
CRJ-155	-	-	-
CRJ-164	-	-	-
CRJ-206	-	-	-
CRJ-220	-	-	-
ECO-105	-	-	-
ECO-106	39	-	-
GEO-103	-	-	-
GEO-104	-	-	-
HIS-110	31	-	-
HIS-115	29	-	-
HIS-120	-	-	-
HIS-125	40	-	-
HIS-130	26	-	-
HIS-140	16	-	16
PHI-100	-	-	-
POS-145	-	-	-
PSY-101	-	-	-
PSY-110	-	-	-
PSY-115	-	-	-
PSY-145	-	-	-
PSY-150	-	-	-
PSY-201	-	-	-
PSY-205	-	-	-
PSY-210	-	-	-
PSY-215	-	-	-
PSY-220	-	-	-
SOC-101	-	-	-
SOC-111	-	-	-

Year	2015
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Year	2015
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Enrollment	2015FA	2016SP
ADS-101	76	118
ADS-102	23	40
ADS-103	52	58
ADS-104	40	53
ADS-105	21	23
ADS-107	30	56
ADS-108	48	26
ADS-109	18	24
ADS-150	-	24
ADS-151	-	-
ANT-101	9	42
CHD-101	49	26
CHD-102	26	-
CHD-103	22	-
CHD-104	-	28
CHD-105	-	19
CHD-106	-	15
CHD-107	-	-
CHD-108	-	15
CHD-120	-	13
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	-
CHD-205	-	-
CHD-227	9	-
CHD-250	25	-
CHD-251	-	22
CHS-215	-	-
CHS-216	-	-
CHS-220	-	-
CHS-221	-	-
CRJ-103	19	-

Enrollment	Corr.	F2F	Online
ADS-101	194	-	-
ADS-102	63	-	-
ADS-103	110	-	-
ADS-104	93	-	-
ADS-105	44	-	-
ADS-107	86	-	-
ADS-108	74	-	-
ADS-109	42	-	-
ADS-150	24	-	-
ADS-151	-	-	-
ANT-101	42	9	-
CHD-101	-	-	75
CHD-102	-	-	26
CHD-103	-	-	22
CHD-104	-	-	28
CHD-105	-	-	19
CHD-106	-	-	15
CHD-107	-	-	-
CHD-108	-	15	-
CHD-120	-	13	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	-	-
CHD-227	-	9	-
CHD-250	-	-	25
CHD-251	-	-	22
CHS-215	-	-	-
CHS-216	-	-	-
CHS-220	-	-	-
CHS-221	-	-	-
CRJ-103	-	19	-

**2015 Enrollments**

Generally good enrollment throughout, with notable weaknesses in Anthropology Courses and Sociology courses (in Face to Face modality), due to the number of courses offered in various modalities.

**Key**

**RED – Low Enrollment**

Year – Less than 10  
Modality – Less than 30

**Yellow – Moderate Enrollment**

Semester – Between 11 and 40  
Modality – Between 31 and 60

**Green – High Enrollment**

Semester – More than 41  
Modality – More than 60

CRJ-104	-	17
CRJ-115	29	-
CRJ-120	-	13
CRJ-125	14	-
CRJ-130	22	-
CRJ-132	-	-
CRJ-135	-	-
CRJ-155	-	12
CRJ-164	-	-
CRJ-206	-	15
CRJ-220	-	-
ECO-105	-	26
ECO-106	28	-
GEO-103	-	-
GEO-104	-	-
HIS-110	25	-
HIS-115	27	25
HIS-120	-	24
HIS-125	70	61
HIS-130	40	-
HIS-140	-	68
PHI-100	60	53
POS-145	35	50
PSY-101	70	69
PSY-110	27	-
PSY-115	-	-
PSY-145	-	-
PSY-150	-	-
PSY-201	-	26
PSY-205	-	13
PSY-210	-	19
PSY-215	-	-
PSY-220	55	56
SOC-101	42	38
SOC-111	19	-

CRJ-104	-	17	-
CRJ-115	-	29	-
CRJ-120	-	-	13
CRJ-125	-	14	-
CRJ-130	-	-	22
CRJ-132	-	-	-
CRJ-135	-	-	-
CRJ-155	-	12	-
CRJ-164	-	-	-
CRJ-206	-	15	-
CRJ-220	-	-	-
ECO-105	26	-	-
ECO-106	28	-	-
GEO-103	-	-	-
GEO-104	-	-	-
HIS-110	25	-	-
HIS-115	52	-	-
HIS-120	24	-	-
HIS-125	99	32	-
HIS-130	28	12	-
HIS-140	52	16	-
PHI-100	86	27	-
POS-145	69	16	-
PSY-101	97	42	-
PSY-110	27	-	-
PSY-115	-	-	-
PSY-145	-	-	-
PSY-150	-	-	-
PSY-201	-	26	-
PSY-205	13	-	-
PSY-210	19	-	-
PSY-215	-	-	-
PSY-220	111	-	-
SOC-101	62	18	-
SOC-111	19	-	-

Year	2016
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Year	2016
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Enrollment	2016FA	2017SP
ADS-101	88	106
ADS-102	51	49
ADS-103	57	46
ADS-104	74	47
ADS-105	56	50
ADS-107	48	40
ADS-108	48	22
ADS-109	21	21
ADS-150	-	1
ADS-151	13	1
ANT-101	-	25
CHD-101	28	29
CHD-102	32	-
CHD-103	29	-
CHD-104	-	23
CHD-105	-	21
CHD-106	-	22
CHD-107	29	-
CHD-108	-	3
CHD-120	-	11
CHD-130	-	8
CHD-131	11	-
CHD-135	-	-
CHD-145	-	-
CHD-205	-	-
CHD-227	14	-
CHD-250	-	-
CHD-251	-	-
CHS-215	-	-
CHS-216	-	-
CHS-220	-	-
CHS-221	-	-
CRJ-103	10	-

Enrollment	Corr	F2F	Online
ADS-101	194	-	-
ADS-102	100	-	-
ADS-103	103	-	-
ADS-104	121	-	-
ADS-105	106	-	-
ADS-107	88	-	-
ADS-108	70	-	-
ADS-109	42	-	-
ADS-150	-	1	-
ADS-151	13	1	-
ANT-101	25	-	-
CHD-101	-	-	57
CHD-102	-	-	32
CHD-103	-	-	29
CHD-104	-	-	23
CHD-105	-	-	21
CHD-106	-	-	22
CHD-107	-	-	29
CHD-108	-	3	-
CHD-120	-	11	-
CHD-130	-	8	-
CHD-131	-	11	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	-	-
CHD-227	-	14	-
CHD-250	-	-	-
CHD-251	-	-	-
CHS-215	-	-	-
CHS-216	-	-	-
CHS-220	-	-	-
CHS-221	-	-	-
CRJ-103	-	10	-

**2016 Enrollments**  
 Generally good enrollment throughout, with notable weaknesses in Anthropology Courses and Sociology courses (in Face to Face modality), due to the number of courses offered in various modalities.

**Key**

**RED – Low Enrollment**  
 Year – Less than 10  
 Modality – Less than 30

**Yellow – Moderate Enrollment**  
 Semester – Between 11 and 40  
 Modality – Between 31 and 60

**Green – High Enrollment**  
 Semester – More than 41  
 Modality – More than 60



CRJ-104	-	20
CRJ-115	24	-
CRJ-120	-	23
CRJ-125	14	-
CRJ-130	20	-
CRJ-132	-	-
CRJ-135	-	-
CRJ-155	-	18
CRJ-164	-	-
CRJ-206	-	15
CRJ-220	-	-
ECO-105	-	38
ECO-106	41	-
GEO-103	-	-
GEO-104	-	-
HIS-110	24	-
HIS-115	22	-
HIS-120	-	20
HIS-125	81	98
HIS-130	50	-
HIS-140	-	63
PHI-100	41	29
POS-145	57	53
PSY-101	78	88
PSY-110	-	25
PSY-115	-	-
PSY-145	-	-
PSY-150	-	9
PSY-201	31	16
PSY-205	-	-
PSY-210	-	20
PSY-215	26	-
PSY-220	78	56
SOC-101	64	49
SOC-111	-	14

CRJ-104	-	20	-
CRJ-115	-	24	-
CRJ-120	-	-	23
CRJ-125	-	14	-
CRJ-130	-	-	20
CRJ-132	-	-	-
CRJ-135	-	-	-
CRJ-155	-	18	-
CRJ-164	-	-	-
CRJ-206	-	15	-
CRJ-220	-	-	-
ECO-105	38	-	-
ECO-106	41	-	-
GEO-103	-	-	-
GEO-104	-	-	-
HIS-110	24	-	-
HIS-115	22	-	-
HIS-120	20	-	-
HIS-125	129	50	-
HIS-130	27	23	-
HIS-140	50	13	-
PHI-100	48	22	-
POS-145	81	29	-
PSY-101	102	64	-
PSY-110	25	-	-
PSY-115	-	-	-
PSY-145	-	-	-
PSY-150	9	-	-
PSY-201	-	47	-
PSY-205	-	-	-
PSY-210	20	-	-
PSY-215	26	-	-
PSY-220	134	-	-
SOC-101	93	20	-
SOC-111	-	14	-

### 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.

Year	2012-2013
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Row Labels	Budgeted	Expended	Difference	Variation
<b>ADS</b>				
Overload Salaries	\$0.00	\$7,227.00	-\$7,227.00	100.00%
Overload Benefits	\$0.00	\$887.68	-\$887.68	100.00%
<b>ANT</b>				
Salaries	\$2,708.10	\$2,708.10	\$0.00	0.00%
Benefits	\$108.87	\$277.18	-\$168.31	154.60%
<b>CHD</b>				
Salaries	\$85,150.00	\$75,337.00	\$9,813.00	-11.52%
Benefits	\$19,148.00	\$20,453.75	-\$1,305.75	6.82%
Overload Salaries	\$0.00	\$6,435.00	-\$6,435.00	100.00%
Overload Benefits	\$0.00	\$790.44	-\$790.44	100.00%
<b>HIS</b>				
Salaries	\$0.00	\$15,345.90	-\$15,345.90	100.00%
Benefits	\$0.00	\$1,884.91	-\$1,884.91	100.00%
<b>POS</b>				
Salaries	\$15,073.00	\$27,194.80	-\$12,121.80	80.42%
Benefits	\$4,680.00	\$7,428.01	-\$2,748.01	58.72%
Overload Salaries	\$0.00	\$2,325.00	-\$2,325.00	100.00%
Overload Benefits	\$0.00	\$285.43	-\$285.43	100.00%
<b>PSY</b>				
Salaries	\$83,267.00	\$86,896.73	-\$3,629.73	4.36%
Benefits	\$23,371.00	\$23,395.00	-\$24.00	0.10%
Overload Salaries	\$0.00	\$5,823.00	-\$5,823.00	100.00%
Overload Benefits	\$0.00	\$715.24	-\$715.24	100.00%
<b>SOC</b>				
Salaries	\$34,773.00	\$72,553.30	-\$37,780.30	108.65%
Benefits	\$4,449.00	\$20,961.40	-\$16,512.40	371.15%

Year	2013-2014
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Row Labels	Budgeted	Expended	Difference	Variation
<b>ADS</b>				
Overload Salaries	\$0.00	\$24,043.50	-\$24,043.50	100.00%
Overload Benefits	\$0.00	\$2,720.28	-\$2,720.28	100.00%
<b>ANT</b>				

Salaries	\$0.00	\$8,876.55	-\$8,876.55	100.00%
Benefits	\$0.00	\$822.35	-\$822.35	100.00%
<b>CHD</b>				
Salaries	\$75,836.00	\$77,500.30	-\$1,664.30	2.19%
Benefits	\$20,971.00	\$18,964.29	\$2,006.71	-9.57%
<b>HIS</b>				
Salaries	\$0.00	\$18,054.00	-\$18,054.00	100.00%
Benefits	\$0.00	\$2,042.67	-\$2,042.67	100.00%
<b>POS</b>				
Salaries	\$25,417.00	\$25,416.90	\$0.10	0.00%
Benefits	\$8,755.00	\$8,573.55	\$181.45	-2.07%
Overload Salaries	\$0.00	\$8,640.00	-\$8,640.00	100.00%
Overload Benefits	\$0.00	\$976.81	-\$976.81	100.00%
<b>PSY</b>				
Salaries	\$97,082.00	\$87,931.10	\$9,150.90	-9.43%
Benefits	\$31,597.00	\$28,805.55	\$2,791.45	-8.83%
Overload Salaries	\$0.00	\$13,725.00	-\$13,725.00	100.00%
Overload Benefits	\$0.00	\$1,552.82	-\$1,552.82	100.00%
<b>SOC</b>				
Salaries	\$30,753.00	\$26,172.80	\$4,580.20	-14.89%
Benefits	\$11,937.00	\$10,408.69	\$1,528.31	-12.80%

Year	2014-2015
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Row Labels	Budgeted	Expended	Difference	Variation
<b>ADS</b>				
Overload Salaries	\$0.00	\$53,914.50	-\$53,914.50	100.00%
Overload Benefits	\$0.00	\$6,509.55	-\$6,509.55	100.00%
<b>ANT</b>				
	-	-	-	-
<b>CHD</b>				
Salaries	\$65,649.00	\$80,454.10	-\$14,805.10	22.55%
Benefits	\$16,421.00	\$20,901.05	-\$4,480.05	27.28%
Overload Salaries	\$0.00	\$17,748.90	-\$17,748.90	100.00%
Overload Benefits	\$0.00	\$2,155.12	-\$2,155.12	100.00%
<b>HIS</b>				
Salaries	\$0.00	\$13,246.80	-\$13,246.80	100.00%
Benefits	\$0.00	\$1,611.47	-\$1,611.47	100.00%
<b>POS</b>				
Salaries	\$26,548.00	\$18,498.25	\$8,049.75	-30.32%
Benefits	\$8,051.00	\$6,863.28	\$1,187.72	-14.75%
Overload Salaries	\$0.00	\$11,430.00	-\$11,430.00	100.00%
Overload Benefits	\$0.00	\$1,384.87	-\$1,384.87	100.00%
Supplies	\$37.00	\$36.08	\$0.92	-2.49%
<b>PSY</b>				
Salaries	\$97,395.00	\$79,146.05	\$18,248.95	-18.74%
Benefits	\$29,601.00	\$24,914.16	\$4,686.84	-15.83%
Overload Salaries	\$0.00	\$28,611.00	-\$28,611.00	100.00%
Overload Benefits	\$0.00	\$3,469.51	-\$3,469.51	100.00%
<b>SOC</b>				

Salaries	\$27,337.00	\$13,078.35	\$14,258.65	-52.16%
Benefits	\$9,183.00	\$4,775.54	\$4,407.46	-48.00%

Year	2015-2016
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Row Labels	Budgeted	Expended	Difference	Variation
<b>ADS</b>				
Overload Salaries	\$45,000.00	\$53,446.00	-\$8,446.00	18.77%
Overload Benefits	\$6,308.00	\$7,518.34	-\$1,210.34	19.19%
Supplies	\$200.00	\$191.10	\$8.90	-4.45%
<b>ANT</b>				
	-	-	-	-
<b>CHD</b>				
Salaries	\$69,159.00	\$90,565.70	-\$21,406.70	30.95%
Benefits	\$18,183.00	\$26,934.08	-\$8,751.08	48.13%
Overload Salaries	\$16,000.00	\$5,431.50	\$10,568.50	-66.05%
Overload Benefits	\$2,243.00	\$764.06	\$1,478.94	-65.94%
Copying/Printing	\$0.00	\$15.19	-\$15.19	100.00%
Equipment	\$12,200.00	\$6,567.00	\$5,633.00	-46.17%
<b>HIS</b>				
Salaries	\$11,000.00	\$14,683.20	-\$3,683.20	33.48%
Benefits	\$1,542.00	\$2,065.48	-\$523.48	33.95%
<b>POS</b>				
Salaries	\$14,480.00	\$24,938.55	-\$10,458.55	72.23%
Benefits	\$5,085.00	\$9,349.23	-\$4,264.23	83.86%
Overload Salaries	\$7,650.00	\$8,370.00	-\$720.00	9.41%
Overload Benefits	\$1,073.00	\$1,176.89	-\$103.89	9.68%
<b>PSY</b>				
Salaries	\$98,186.00	\$90,793.65	\$7,392.35	-7.53%
Benefits	\$25,418.00	\$25,302.97	\$115.03	-0.45%
Overload Salaries	\$20,600.00	\$14,944.50	\$5,655.50	-27.45%
Overload Benefits	\$2,887.00	\$2,100.70	\$786.30	-27.24%
Conferences	\$0.00	\$999.78	-\$999.78	100.00%
Copying/Printing	\$0.00	\$3.73	-\$3.73	100.00%
Supplies	\$0.00	\$353.55	-\$353.55	100.00%
<b>SOC</b>				
Salaries	\$14,618.00	\$15,511.15	-\$893.15	6.11%
Benefits	\$4,911.00	\$6,305.47	-\$1,394.47	28.39%

Year	2016-2017
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Row Labels	Budgeted	Expended	Difference	Variation
<b>ADS</b>				
Overload Salaries	\$0.00	\$47,810.88	-\$47,810.88	100.00%
Overload Benefits	\$0.00	\$7,560.30	-\$7,560.30	100.00%
<b>ANT</b>				
Salaries	\$5,100.04	\$5,100.04	\$0.00	0.00%
Benefits	\$481.09	\$481.09	\$0.00	0.00%
<b>CHD</b>				

Salaries	\$73,688.00	\$105,023.49	-\$31,335.49	42.52%
Benefits	\$25,512.00	\$31,203.16	-\$5,691.16	22.31%
Overload Salaries	\$0.00	\$4,610.70	-\$4,610.70	100.00%
Overload Benefits	\$0.00	\$729.08	-\$729.08	100.00%
Copying/Printing	\$0.00	\$42.26	-\$42.26	100.00%
<b>HIS</b>				
Salaries	\$23,356.21	\$23,356.21	\$0.00	0.00%
Benefits	\$3,693.33	\$3,693.33	\$0.00	0.00%
<b>POS</b>				
Salaries	\$31,365.81	\$31,365.81	\$0.00	0.00%
Benefits	\$11,763.21	\$11,763.21	\$0.00	0.00%
Overload Salaries	\$0.00	\$4,208.49	-\$4,208.49	100.00%
Overload Benefits	\$0.00	\$665.02	-\$665.02	100.00%
<b>PSY</b>				
Salaries	\$112,576.94	\$112,576.94	\$0.00	0.00%
Benefits	\$29,259.59	\$29,259.59	\$0.00	0.00%
Overload Salaries	\$0.00	\$28,005.24	-\$28,005.24	100.00%
Overload Benefits	\$0.00	\$4,426.59	-\$4,426.59	100.00%
Equipment	-\$206.06	-\$206.06	\$0.00	0.00%
<b>SOC</b>				
Salaries	\$19,186.39	\$19,186.39	\$0.00	0.00%
Benefits	\$3,509.74	\$3,509.74	\$0.00	0.00%

## 14. FACILITIES AND EQUIPMENT

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

### Classroom Assignments

Classroom assignment and proximity to faculty offices are integral to overall success for students and faculty. The current preferred classroom is CL 215 since it is a couple of doors down from the PSY faculty office, is a SMART classroom, and is adequate in size for courses in PSY. HIS/POS faculty utilize FA119 in much the same manner. PSY faculty regularly haul multiple heavy things to class, such as brain and neuron models for teaching, so it's critical to be able to utilize a classroom nearby. At times, although PSY faculty do request this classroom early during scheduling, the classroom is not available, so a classroom downstairs is assigned. This creates unnecessary multiple trips to carry heavy items across the building, downstairs, and then back upstairs again after class. Also, of note, PSY faculty have noticed that when class is held nearby the PSY faculty member's office, office hours are more likely to be attended by students than when class is held on a different floor.

### Smart Classes

It would be helpful if more large classrooms (i.e., 30 students) were equipped with "Smart" technology in the Classroom Building (CL) to increase the availability of technologically equipped classrooms that are currently in high demand among faculty. Also, there are times, particularly during evening classes, when no technical support is available should the need for help arise, and it does. There are

also instances when requests for help with technological issues on office computers are not addressed in a timely or adequate manner. Campus Wifi is unreliable as well, which is sometimes an inconvenience.

### Texts/Software

We have current copies of the American Psychological Association's *Publication Manual* and the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders*. These are gold standard reference texts in PSY and should always be available for both classroom and library use; updated editions are an ongoing necessity.

For some courses, including Research Methods and Statistics, software for the analysis of data (e.g., Statistical Package for Social Sciences - SPSS) is necessary for both faculty and student use, and should be loaded on faculty and student computers. Access to teaching in a computer lab where the software is available for student use during class is necessary for when these courses are taught face-to-face. The software should also be loaded on campus computers outside the classroom where students can work on homework projects that require the use of such software. The state requires Course Outlines of Record for some PSY courses to include software mentioned for the analysis of statistical data. Additionally, electronic databases are limited, and the Interlibrary Loan Procedure at PVC is cost prohibitive; combined, these two factors preclude exhaustive searches of the peer-reviewed literature, which prevents students from producing a high-quality literature review.

### Learning models and School Supplies

Small brain models should be purchased for use in small student groups in the classroom. These would be multi-purpose: for both studying and being quizzed on brain anatomy in small groups. Ten of these models would be sufficient for a class size of 30, such that teams of 3 could each use a model. Once team sizes exceed 3 students, it increases the likelihood that shy students are less likely to participate. These models would be used in multiple PSY classes, including, but not limited to, General PSY (101), Biological PSY (205), and Lifespan Development (201).

Classroom supplies such as poster boards, markers, colored pencils, glue, scissors, and other "school supply" type materials for classroom activities and campus education (e.g., keeping the PSY department corkboard updated, educational displays made by students in class for the campus community during *Brain Awareness Week* or for other classroom projects) are needed on a regular basis. Simple craft materials to make neuron models as study aids are needed regularly. Models and posters are made every semester student in face-to-face PSY courses.

Other items that would contribute to students' hands on learning experiences include resources such as updated educational videos, and items that can be ordered from scientific supply companies. For example, in a perception unit, smell and taste kits would be excellent learning tools, in a neuroscience unit, sheep brain

dissections would be incredibly valuable. A regular campus subscription to an educational video streaming source such as Kanopy is desired for certain videos that are not otherwise available on DVD, or through open access sources online.

### Storage Space

A little extra storage space would be helpful, such as a cabinet or two for teaching supplies, however, at this point it's not critical. As our learning toolkit grows, more storage space will become necessary.

### Student Club Funding and Resources

A Psychology Club may be formed in the future as the program grows and there is an adequate number of students who are interested in participating and serving as club officers; the idea is underway. Ultimately, a PVC chapter of PSI CHI, the national honor society in psychology, should be developed to function cooperatively with a Psychology Club, such that students who earn notable grades in psychology are recognized for their performance. Once a student is part of the honor society, they maintain membership for life. Participation in one or both clubs is a valuable addition to four-year college and graduate school applications. Financial resources to initiate such clubs and to continue to support them may eventually be necessary.

### Staff and Miscellaneous Support

In addition to the items described in this section, funds for outside professional development including conference attendance and related expenses, and professional membership fees, will be regularly needed to support institutional goals at all levels.

Finally, more support staff is needed for Distance Learning Education, to both oversee the program, and to process incoming work from students in correspondence courses. The volume of work that comes in each week is significant, and a good portion of faculty time is spent opening envelopes and sorting work first by course, then by assignment number for grading, and then again by facility/location before returning it to the Distance Learning Office for disbursement to students. Faculty time would be better spent grading the work and offering more feedback to students than on performing basic clerical duties.

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

ITV has been upgraded, with better electronic capabilities between Blythe and Needles. Some faculty have expressed frustration that, when issues arise, ITV personnel have not been available at all times that ITV classes meet to address those concerns. The ITV department has worked with the Instructors to facilitate these concerns.

There are no plans for immediate major changes in facilities and equipment in PSY. Although, in the near future, including laboratory sections for core courses

such as Research Methods and Biopsychology should be a priority. Appropriate facilities and supplies for laboratory courses in PSY will be necessary for us to provide a learning environment in PSY at PVC that is comparable to the student experience at other California Community Colleges, where the scientific method and laboratory exercises are applied to study behavior and mental processes in lab courses. However, before we make major changes in PSY a variety of other issues that have been mentioned in this program review must first be addressed.