

Palo Verde College

Program Review

PSYCHOLOGY

Presented by Dr. Karen E. Redwine

Period Reviewed: Fall 2011-Spring 2014

EXECUTIVE SUMMARY

Psychology is an exciting, broad and interdisciplinary field focused on the scientific study of behavior and mental processes in both human and non-human animals. It is regularly recognized as one of the top college majors, due to its practical application of therapeutic methods for the benefit of those struggling with minor to major behavioral and psychological challenges, and because of its immense contribution to the understanding of both typical and atypical behavior. Psychology can serve as a broad foundation for a variety of careers and for further study in psychology and many other disciplines. Common careers enjoyed by psychology majors include those in education, counseling, research, public health, law, criminal justice, politics, marketing, advertising, and business, to name a few. Also, those with a desire to become psychiatrists, licensed counselors, and psychologists pursue advanced degrees in the field, and often work in settings such as colleges, universities, hospitals, and clinics, and enjoy careers like teaching, studying behavior or applying methods for improving it. Psychology is a subject that applies to everyone; it offers those who study it great insight into their own and others' behaviors. Students at Palo Verde College can begin their exploration into this fascinating and dynamic field in a variety of psychology classes that can be taken for the pure joy of learning, as electives, as requirements in other disciplines, and towards an *Associates in Arts degree in Psychology for Transfer* itself.

1. Support of the College Mission

A. Purpose of the Program

Psychology courses satisfy general education requirements and electives for associates degrees, and most courses transfer to four-year institutions. Palo Verde College's Associate in Arts in Psychology for Transfer degree is designed to meet the requirements for transfer to the California State University system, and was approved by the Chancellor's Office in May of 2011.

B. Unique Institutional Goal

The Psychology 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, in addition to required and elective courses for other degree programs at PVC. 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, in an effort to make ongoing improvements to the quality of the PSY program.

C. Support of the Overall 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.

2. Populations Served

A. Describe Populations

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. The PSY Program continues to serve students pursuing careers in the nursing field. Lifespan Development (PSY 201) is a required course for nursing students and has been offered face-to-face every spring on a specific day and time to accommodate their schedules. Now that it is also prerequisite for the VN program in nursing, we will offer PSY 201 in both fall and spring, beginning in Spring 2016, at the request of our new Associate Dean of Nursing, to accommodate a growing number of nursing students who require the course. Additionally, a number of PSY courses are part of the curriculum for ADS, Sociology, Business, and Criminal Justice.

B. Other Populations

Although no other populations have been identified, as stated in the last program review, the program would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance. However, before we can move ahead in that modality, faculty training for teaching online is needed.

3. Accomplishments in Achieving Previous Goals, from the 2011-12 PSY Program Review:

A & B Combined: Goals and Modifications

In the previous review it was stated that *“The division will continue to review courses to ensure they are current, and being successfully offered. We will use SLO assessment data to guide instructional improvement, and continue to seek additional full-time faculty members, in order to reduce the disproportionate number of adjunct faculty in our division.”*

The goals stated in the previous Psychology (PSY) Program Review (2011-12) were written by a former full-time (FT) PSY faculty member, Jones, the only FT PSY faculty member at that time. Shortly after that Program Review was written, Jones accepted an interim VP position at PVC (mid-Fall 2012 - Summer 2014). A temporary faculty member was hired to complete her fall 2012 classes, and then another (Redwine) was hired on a temporary contract for Spring 2013, to teach classes in Jones' absence from the classroom. Jones ultimately occupied the temporary VP position through Summer 2014. She returned to the classroom in Fall 2014, taught a full load of courses, and simultaneously occupied a FT position elsewhere, so attention to PSY Department management continued to remain largely absent. Jones resigned from the college after Fall 2014. Redwine was retained for teaching duties throughout this time period, first through successive temporary contracts, and ultimately, she was offered a FT tenure-track contract, which was accepted. She is the only current FT PSY faculty member, and has been officially managing the PSY Department since Spring 2015.

Given the approximate 2-year period of PSY Department management neglect, some of the previous goals were not sufficiently addressed, and other issues related to the lack of management arose (e.g., scheduling, course assignment). The PSY Department has only recently regained its footing, and the new FT PSY professor has been working since Spring 2015 toward the goals outlined in the previous program review, is addressing issues that arose in the past few years, and is establishing new goals.

Per the 2011-12 goal stated in the PSY Program Review: *“continue to seek additional full-time faculty members, in order to reduce the disproportionate number of adjunct faculty in our division.* A need for another FT PSY faculty member is not currently recognized by the division. PSY is prepared to offer the courses needed with one FT faculty member, with the additional consideration that there is a FT non-division faculty member who requires two PSY courses per semester to make load. Occasionally, adjunct faculty teach in the PSY department, although the necessity for this in the foreseeable future will likely be rare. In fact, our current FT PSY person is working towards filling her schedule with more PSY courses than she has taught in the past, since her schedule to this point has typically

included more classes in Alcohol & Drug Studies (ADS) than in PSY, while a non-division FT faculty member has been teaching the bulk of PSY courses on the schedule. It is unclear how and why this scheduling imbalance evolved, except to say that in addition to lack of management in the PSY department, perhaps ADS has been over-reliant on PSY faculty, and others have been over-reliant on teaching PSY courses. Whatever the case may be, these scheduling problems have recently been discussed in meetings with the VP of Instruction, relevant faculty and scheduling staff. We are optimistic that a new and strategically designed schedule of course in PSY (Appendix A), developed and proposed by PSY, and discussed and approved at meetings just mentioned, will promptly address this problem, and others described here. We emphasize that would like to see a full-time ADS faculty member hired soon, to take on the majority of the teaching load in ADS, and to manage the program. This is critical, given that ADS is a successful program with no one appointed to oversee it.

Another goal in the previous PSY program review was: *“We will use SLO assessment data to guide instructional improvement.”* Toward this end, our FT PSY faculty member has served on the recently formed Student Learning Outcomes Committee since its inception; service on this committee is a division chair duty. All Course Outlines of Record (CORs) in the PSY department were updated, with the main goal of identifying Student Learning Outcomes (SLOs) for courses in which they were not previously identified. We have only recently begun to systematically analyze SLO data as an institution, and as the process improves, and as more data are collected, PSY will be able to use assessment results with increasing effectiveness to guide instructional improvement.

Another goal of the previous PSY Program Review stated: *“The division will continue to review courses to ensure they are current, and being successfully offered.”*

To address the first part of that goal, all PSY Course Outlines of Record are current as of Fall 2015. Some are under review by the Curriculum Committee, and we expect them to be approved before the end of the Fall 2015 semester.

With respect to the latter half of the goal, regarding courses being successfully offered, this is a seriously problematic area in the PSY department, at least in the past 3 years; prior data was not provided to the writer of this review. After careful analysis of the recent historical data supplied, it's clear that a systematic approach to offering PSY courses has not been applied. A few PSY courses, primarily electives and one core course, General PSY, have been offered in a disproportionate manner by non-division FT faculty, while a good number of other PSY courses have not been offered at all.

In particular, multiple sections of the same courses have regularly been taught by non-division FT faculty (e.g., PSY 101, PSY 110, 210 and 220) while many others in the catalog, including most core courses required for the major (e.g., PSY 150, 155, and 205) have been completely or almost completely omitted from scheduling. Specifics will be discussed below. This unsupervised, non-strategic scheduling approach has created a problematic situation for students who need to take required PSY courses, a lack of diversity in psychology offerings, and an imbalance in the number of PSY courses being offered by FT PSY faculty and non-division FT faculty. For all of these reasons, it was particularly imperative for the strategic rotation of courses that was developed by PSY to be proposed with a sense of urgency, and we are both relieved and pleased that it was recently analyzed and approved by the VP of Instruction.

As a result of the new scheduling approach, improvements in PSY offerings have already been planned for 2015-2016, beginning in the spring, and of course, beyond. For example, there has been a recent trend toward lower enrollment in face-to-face sections of PSY 101 (General PSY). This is unusual given that this course is required not only for PSY majors, but for students in a variety of other

programs, and it has only been offered face-to-face once per semester, with one exception, in the past few years. Upon careful examination, it appears that too many correspondence sections of PSY 101 have been offered by non-division FT faculty, perhaps as overload, in the recent past, and those sections were not always full.

Further support for the need to overhaul the scheduling approach in PSY is evidenced by the fact that many PSY electives have not been taught in the past few years, while, as mentioned, a handful have been taught many times (i.e., PSY 110, 210 and 220) by non-division FT faculty, in part, to make load, and in part perhaps as overload. It appears that there could be too much competition between open correspondence and face-to-face sections that are offered, considering that although some PSY electives have been offered by our current FT PSY person in face-to-face format, they did not always make, and it is suspected this is due to the same course having been offered in close proximity and redundantly in open correspondence modality by others.

For example, PSY 210 (Abnormal PSY) is offered frequently via open correspondence by non-division FT faculty, and the last two times our FT PSY person offered this course face-to-face (Spring 2014 and Spring 2015), it did not make. When another elective (Human Sexuality) was recently offered face-to-face by our FT PSY person, it also did not make, and the repetitive offering of open Abnormal PSY and other electives via correspondence could have also created too much competition for enrollment. According to the previous FT PSY faculty member, Abnormal PSY always made when it was offered face-to-face in the spring, and it was not historically offered as a correspondence course. Thus, correspondence offerings of PSY 210 and other electives regularly taught by non-division FT faculty have been strategically included in the planned rotation for the next few academic years, such that they can still make load with 2-3 PSY courses per semester, and in a way (some open, and some closed) that their course enrollments are less likely to compete with enrollment in those offered by FT PSY faculty.

The number of correspondence sections of PSY 101, and other previous redundant elective offerings will be limited from now on, at least for the time being while the new strategy can be assessed. For non-division FT faculty who count on teaching PSY courses to make load, the PSY courses they offer will have to be strategic, such that if a course they would like to teach is not in the PSY department's planned rotation, it can still be offered reasonably regularly, as an open course when it's in the planned rotation, and as a closed section (e.g., open only to incarcerated students in a correspondence format) when it is not, to avoid unnecessary enrollment competition between classes, and for FT PSY faculty, who also need to make load, and preferably, primarily in PSY rather than in ADS.

The proposed schedule includes 2-3 courses per semester (mostly 3) specifically for non-division FT faculty to offer, and these are courses of their choosing – PSY 101, 110, 210, & 220, so as not to jeopardize anyone making load, and this plan has been agreed to. If it is decided that any of these courses will not be offered by the non-division FT faculty, it will not result in deficiencies in course offerings the PSY department will strategically offer, unless it during a semester that the specific course or courses in question are in the planned rotation, and in that case, it was agreed that PSY faculty would be notified in advance so they have the opportunity to be sure all necessary courses are prepared and offered.

The planned schedule of offerings was designed with a variety of critical factors in mind, including rotating in core courses on a regular basis, and offering all PSY courses in the catalog in a consistent and relevant manner. Specific courses that are needed by students in other majors such as Sociology,

Criminal Justice, ADS, and others, are included in the rotation more frequently than we otherwise would have offered them. To provide one specific example, PSY 201, Lifespan Development is a required course for nursing majors, and per the Associate Dean of Nursing, it will be offered every semester in either face-to-face or correspondence format. In addition, face-to-face and open correspondence sections of PSY 101 will be offered only by full-time PSY faculty, at least for the foreseeable future. PSY 101 is a gateway into the field, and its introduction should be made whenever possible by a full-time PSY faculty member with the key goal of growing the program.

With these strategies described in place, using a trial and error method, we hope to improve face-to-face enrollment in courses including PSY 101 and all others offered in this modality, and to increase the likelihood that all PSY courses in the rotation, regardless of modality, will make, by removing redundant and non-strategic course offerings from the schedule. The overall goals in terms of scheduling courses in PSY are to ensure that core courses for the PSY major are offered regularly, to offer enough specific PSY courses for students in various disciplines who are required to take them, and we strive to create a more diverse schedule of offerings for students interested in studying PSY. To this effect, a strategic and diverse rotation of courses in the PSY department has been implemented.

In summary, with the PSY department having recently regained its foothold, we are now moving forward in an effort to accomplish the goals identified in the previous Program Review, to identify emerging goals, and to consider strategies for all relevant goals.

4. Strengths, Weaknesses and New Goals

A. Major Strengths

- Recent implementation of an associate of arts degree in PSY for transfer
- Recent addition of a Research Methods class
- CORs are updated and include SLOs
- SLO assessment process is in place
- PSY now has a stable FT tenure-track faculty member after approximately 3 years of transition and instability

B. Major Weaknesses

- Some PSY courses are taught far too frequently, while others are rarely or never taught
- Too many PSY courses taught by non FT PSY faculty, and not enough by FT PSY faculty
- Choices for the major are limited in Lists B and C; offerings for PSY majors are not diverse
- Outreach and recruitment efforts have been limited

C. New Goals (activities, timelines, measures for evaluating success)

- Strategically streamline PSY course offerings, and include all PSY courses in the catalog in the rotation over time, as described above. Enrollments will be closely monitored to evaluate the success of these changes, and necessary modifications will be identified and made.
- Increase PSY course offerings by full-time PSY faculty members and limit PSY course offerings by others except when necessary.
- Evaluate, and address where possible, limitations in the course choices for the PSY major. More specifically, the courses for the PSY Major under Lists B and List C are narrow. Other PSY catalog courses that can fall under either of these lists should be added where approved to provide a

more diverse selection for PSY majors, which should also serve to support offering a variety of PSY classes by incentivizing enrollment in them when they are offered.

- Strategically increase efforts to expose prospective students to our PSY program at events such as Career Day. The department has only been involved in this effort once (Spring 2015) for at least the past few years, and when we did recently participate, it went well. We have tabled at one other event frequently, the Foundation BBQ, for recruitment purposes. However, Career Day has proved to provide a much more captive audience than the BBQ, which results in the rare interested party stopping by or even glancing at the table, e.g., while picking up their BBQ order, a parent stops by on behalf of their school-aged child who might one day be interested in psychology. To maximize the time committed to recruiting efforts by PSY faculty, we will focus our energies on events such as Career Day in the future instead of the BBQ.
- Initiate Psychology and PSI Chi Clubs as time permits, after major issues noted here are remedied.

D. Alignment between program goals and institutional goals and objectives:

It is evident from the chart below that there is excellent alignment between PSY Program Learning Outcomes (PLOs) and PVCs Institutional Learning Outcomes (ILOs). Every ILO of PVC is met by at least one and often by more than one of the PSY Department’s PLOS.

PSY PLOs mapped onto PVC ILOs	PLO #1	PLO #2
	PSY	PSY
Institutional Learning Outcomes	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.	Acquired an essential foundation and skills in concepts, principles, and research methods of PSY.
CRITICAL & CREATIVE THINKING: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific and mathematical problems.		x
COMMUNICATIONS: Students will communicate effectively and interactively in written, spoken or signed, and artistic forms.	x	x
PERSONAL & PROFESSIONAL GROWTH & DEVELOPMENT: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental and social well-being.	x	
INFORMATION COMPETENCY: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.	x	x
TECHNOLOGICAL COMPETENCY: Student will effectively use contemporary technology relevant to their personal and career choices.	x	x
Community and Global Awareness: Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.	x	x

5. Curriculum History

A. Courses in the Program (*courses in program not successfully offered once in 6 semesters)

PSY 101: General PSY
 PSY 110: Personal and Social Adjustment I
 PSY 115: Human Sexuality*
 PSY 145: Human Relations
 PSY 150: Introduction to Research Methods
 PSY 155: Introduction to Statistical Analysis for the Social Sciences*
 PSY 201: Life Span Development
 PSY 205: Introduction to Biological PSY*
 PSY 210: Abnormal
 PSY 215: Social PSY*
 PSY 220: Counseling and Interviewing
 PSY 280: Selected Topics in PSY*
 PSY 290: Selected Studies in PSY*

B. *These courses were not successfully offered at least once during the preceding six (6) semesters. They should remain in active status due to the recent addition of the AA in PSY for Transfer degree program, and because they are now on the regular PSY course rotation schedule, as described above. Although Special (PSY 280) and Selected (PSY 290) Topics aren't included in the planned rotation, they should also remain active because they will be offered as needed. As we continue efforts to grow the number of students who pursue the AA in PSY for Transfer, PSY, and include more PSY courses as options under the degree requirements, the demand for all courses should increase.

6. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability

Currently, PSY courses are offered face-to-face in the evening, and via correspondence. Correspondence courses serve a wide variety of students who wouldn't otherwise enroll in courses, such as incarcerated students, or those who are otherwise unable to come to campus.

In terms of face-to-face offerings, General PSY (PSY 101) is offered one evening per semester as a face-to-face class, and always makes, however, this semester (Fall 2015) enrollment was not very high, and there has been a recent trend toward lower enrollment in this course. This could be the result of too many open correspondence sections of PSY 101 being unnecessarily offered by either non-division FT faculty, or by adjunct faculty. By reducing the number of open correspondence sections of PSY 101 within reason, for example, by having an open correspondence section taught by FT PSY faculty each semester, and a closed section offered by non-PSY FT faculty who need to teach PSY courses to make load, or otherwise want to teach it, we are hopeful this strategy will result in higher and more consistent enrollment in face-to-face sections.

PSY 201 (Lifespan Development) has been offered both via correspondence and every spring on Monday evenings because it is required for nursing students, and until recently, Monday evening was the only day and time nursing students were available to take the course due to other regular Nursing Program commitments. The recent addition of PSY 201 as a prerequisite for VN students necessitates

an increase in PSY 201 offerings. Related communications between PSY faculty and the Associate Dean of Nursing resulted in an increased number of times the course will be offered (every semester) to satisfy the demand for nursing students, and an agreed upon day and time PSY 201 will be offered that is workable for both departments for the foreseeable future. Adjustments will be made as required.

Other face-to-face PSY courses that were offered in the recent past were limited overall, and some were offered but didn't make. The strategies implemented in the new rotation schedule aim to address these problems. Students who enroll in PSY courses have not shown a strong interest in day scheduling of courses, possibly due to conflicts with work schedules and daycare for their children. The former FT PSY faculty strongly recommended an evening schedule, given that past enrollment in face-to-face courses was most successful in the evening. However, as efforts toward growing the number of students who enroll in PSY classes continue, offering morning or daytime classes will become more realistic. Overall, PSY courses have not been offered in a strategic manner in the recent past. With our now course rotation schedule (beginning in Spring 2016), which includes offering core courses and others that have been neglected, in face-to-face and correspondence modalities, we hope to remedy scheduling issues described.

B. How Scheduling Optimizes Student Learning

PSY 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 courses taught by both FT and part-time faculty was updated, and their implementation will assist in evaluating the learning experiences of students in all PSY courses more effectively in the future.

7. Student Learning Outcomes

SLO Quantitative Data

Average Percentage Program Learning Outcome #1 for Psychology		
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 1 --2014	% Successful Students ACADEMIC YR 2 2015
PSY 101	91	80
PSY 110	100	X
PSY 145	X	95
PSY 150	X	95
PSY 201	X	80
PSY 210	X	80
PSY 220	91.5	84
Average % of Successful students/year	94	86

Average Percentage Program Learning Outcome #2 for Psychology		
Course IDs within the Program that map to PLO#2	% Successful Students ACADEMIC YR 1 2014	% Successful Students ACADEMIC YR 2 2015
PSY 101	91	80
PSY 110	100	X
PSY 145	X	95
PSY 150	X	95
PSY 201	X	80
PSY 210	X	80
PSY 220	91.5	84
Average % of Successful students/year	94	86

Average Percentage for all Program Learning Outcomes for PROGRAM NAME			
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3
PLO #1	94	86	n/a
PLO #2	94	86	n/a
Average % of Successful Students by Year	94	86	n/a

SLO Action Plans

In the table below, action plans for PSY department made since our last program review are described.

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	1 & 2	PSY 101	*See below	Monitor future data. Make adjustments as necessary ones are identified in the future. Where no gaps are identified, continue to emphasize assns. & readings related to successful outcomes,	Monitor Assessment Data	2015---16	2015---16
PSY	1 & 2	PSY 110	n/a			n/a	n/a
PSY	1 & 2	PSY 145	n/a			n/a	n/a
PSY	1 & 2	PSY 150	n/a			n/a	n/a
PSY	1 & 2	PSY 201	n/a			n/a	n/a
PSY	1 & 2	PSY 210	n/a			n/a	n/a
PSY	1 & 2	PSY 220	n/a			n/a	n/a

***PSY 101 - Identified Gap:**

The success rate for all SLOs was in the mid-80s, and in the two correspondence sections, they are in the low 70s to mid-80s range. While students tended to fare slightly better in the face-to-face section compared to the correspondence sections, it is not uncommon for students who come to campus for class to have higher scores compared to those who can't, and these findings are potentially a result of the many issues related to taking correspondence courses compared to on campus ones, such as less frequent contact with the instructor, not having peers to study with, etc. The gap that has been

identified in terms of success rates in PSY 101 is not of significant concern, however, because, while there is a gap, success rates in both modalities for both SLOs are above average, and for PLOs they are well above average.

SLO Action Plans A-D

- A. There is one CLO worksheet missing for PSY 101 in Fall 2014. It was not submitted by an adjunct who taught the course. There is one CLO Worksheet missing for PSY 290 in Spring 2015. It was not submitted by a former FT PSY faculty member who resigned from the college after Fall 2014, and taught one class as an adjunct in Spring 2015.
- B. N/A
- C. Success rates in PSY courses are high. No courses improvements have been identified.
- D. Determination of necessary program improvements are still in their infancy, so none have yet been identified. It's too soon in our institutional assessment process of the PSY program to respond to this item.

8. Course Currency

- A. List of courses and when their CORs were updated and approved by the Curriculum Committee:

PSY 101: General PSY; 5/8/14

PSY 110: Personal and Social Adjustment I; 11/14/13

PSY 115: Human Sexuality; 11/14/13

PSY 145: Human Relations; 11/13/14

PSY 150: Introduction to Research Methods; 11/14/13

PSY 155: Introduction to Statistical Analysis for the Social Sciences; 2015 (under review)

PSY 201: Life Span Development; 2013 (not posted on CC website, so exact date unknown)

PSY 205: Introduction to Biological PSY; 11/14/13

PSY 210: Abnormal PSY; 11/14/13

PSY 215: Social PSY; 12/11/14

PSY 220: Counseling and Interviewing; 11/13/14

PSY 280: Selected Topics in PSY; 2015 (under review)

PSY 290: Selected Studies in PSY; 2015 (under review)

B. N/A

9. Program and Course Coverage

A. Courses taught and who teaches them:

Class:	Full-Time (FT) Only	Adjunct Only	Both FT & Adjunct
PSY 101: General PSY			X
PSY 110: Pers. * Social Adj.		X	
PSY 115: Human Sexuality	X		
PSY 145: Human Relations			X
PSY 150: Intro... Methods			X
PSY 155: Intro... Statistics	X		
PSY 201: Life Span. Devp.	X		
PSY 205: Intro. Biopsy.	X		
PSY 210: Abnormal PSY			X
PSY 215: Social PSY	X		
PSY 220: Couns. & Int.		X	
PSY 280: Selected Topics PSY	X		
PSY 290: Selected Studies PSY	X		

B. No deficiencies in coverage are currently identified.

C. N/A

10. Professional Development

A. Due to budgetary constraints, professional development activities have been largely restricted to campus Flex and Institute Day training, online seminars, and consultation with colleagues. The current FT PSY faculty member has attended all Flex and Institute Day training since arriving at PVC in Spring 2013, including all Student Learning Outcomes (SLO)/assessment workshops. These directly support and facilitate the assessment of SLOs in our division, and have allowed current PSY faculty to oversee the assessment process in her current capacity as Co-Chair for the History, Social and Behavior Sciences Division with increasing confidence. Our current PSY faculty member has also planned and executed some Flex Day workshops to benefit other faculty and the college at large. Additionally, PSY has applied for institutional grants to attend off-site professional development conferences in the past few years, but has not been awarded any funds.

A recent budget request submitted by the division indirectly resulted in the one-time approval of travel funds for 2015-16 in PSY. Although the division as a whole did submit a budget request, and travel funds were awarded to PSY for a specific conference, this allotment of travel funds was the result of a follow-up inquiry made by PSY faculty interested in attending a specific conference prior to receiving a response from the Budget Committee. All requested PSY conference funds were awarded (\$1000.00), but were unfortunately insufficient to cover all conference costs incurred. PSY faculty personally made up the difference and attended a conference (more below). Adjustments in similar future requests will be made to reflect this deficiency. Funds were requested conservatively without a particular conference in

mind because there are multiple conferences to choose from in PSY. However, efforts to be more accurate in the future will be made.

Ultimately, the funds provided were was utilized in the summer of 2015 toward attendance at the *Fourth Annual PSY One Conference* held at Stanford University. The focus was on the teaching of General PSY, which is taught face-to-face and via correspondence every semester at PVC (PSY 101). Attendance was useful for many reasons, including for SLO support in terms of making improvements specifically in General PSY that were based on ideas gained at the conference. Furthermore, during roundtable sessions, one of the topics chosen by PSY was specifically focused on assessment in PSY 101, entitled: "*What Are Our PSY 101 Students Truly Learning? A Discussion on Assessment Practices.*" Others chosen included a focus on online teaching in PSY 101, and on dealing with difficult student situations. This was the only outside conference attended by PSY faculty since the last Program Review.

B. The division has not yet been notified regarding the decision of the Budget Committee as it relates to the remainder of the division requests, for professional development or otherwise, and we do not know if requests for professional development or other funds will be awarded for others in the division this academic year or for anybody in the division in the future. The budget request submitted by our division included funding requests for ongoing professional development and conference expenses for a number of departments in our division, and funds for professional membership fees.

PSY faculty also currently cover professional annual membership fees using personal funds for the *American Psychological Association* (\$50.00) and its affiliate, *Psychology Teachers at Community Colleges* (\$50.00), in addition to *Faculty for Undergraduate Neuroscience* (FUN; \$40.00). It is highly desired for PSY faculty to re-instate lapsed membership in the Society for Neuroscience (SfN; \$200.00) which supports the annual PVC Brain Awareness Week (BAW) displays made by PVC students in PSY courses, by providing professional educational materials for both children and adults (e.g., age appropriate educational) and novelty neuroscience items for all ages (e.g., BAW stickers & pencils, brain erasers, etc.) all to raise awareness and inspire interest. The PVC community appears to enjoy these items, as evidenced by the frequent necessity to restock them during BAW.

On top of the other memberships paid for by PSY faculty using personal funds, SfN membership cannot reasonably be maintained, however membership should be maintained. While FUN focuses on teaching undergraduates neuroscience specifically, SfN is a notable international neuroscience society covering all professional neuroscience activities including but not limited to research, outreach, and teaching. It is widely recognized and accepted in the scientific community that the brain controls all behavior. Neuroscience is a foundation in PSY classes, and it is pertinent to every topic taught in PSY. Thus maintaining connections with the professional neuroscience community is warranted.

Furthermore, PSY recently proposed a one-time Budget Enhancement based on a call from the Budget Committee for proposals for one-time money awards. PSY included requests for both conference travel and membership fees, for at least one year while the division waits for a response regarding the overall division budget request. The Budget Committee's decision regarding the request from PSY for one time funds is not yet known. In faculty self-evaluations we are required to submit regularly we must address the following item and are scored on it: "*I participate in job-related professional associations, beyond campus academic organizations, evidenced as follows.*" Our response to this item, among others, contributes to granting of tenure and other important determinations made by administration.

The importance for off-site professional development and membership in relevant professional societies is recognized, in order to foster pedagogical growth and professional connections, all in an effort 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 and Retention

A. Course Completions

Summary of Completion Rates (%)								
Semester	PSY 101	PSY 110	PSY 145	PSY 150	PSY 155	PSY 201	PSY 210	PSY 220
Fall 2011	67	80	--	--	--	--	67	90
Spring 2012	57	--	71	--	--	40	--	82
Fall 2012	59	62	--	--	--	--	50	50
Spring 2013	64	--	73	25	78	61	69	60
Fall 2013	57	78	85	--	--	35	40	59
Spring 2014	55	--	90	--	--	63	87	--
Average %	60	73	80	25	78	50	63	68

Discussion of *Summary of Completion Rates Table*

PSY 101: Completion rates are largely consistent over the course of time, and we would like to see them increase to 70% or above in the future. When broken down by section (see table below), face-to-face section completion rates are slightly lower than for those in correspondence modalities; which could be due chronic attendance issues in face-to-face classes that result in lost points from missed in-class assignments or participation, or missed homework that was assigned during a student absence. Absences in face-to-face courses were historically problematic, and now a check on attendance is in place, and attendance has been good. Furthermore, PSY 101 is a core course that is taught every semester, and during this assessment period, it was taught by a variety of FT and adjunct faculty due to the transition in faculty described previously in this review. Now that faculty teaching this course have stabilized in the past couple of semesters, it will be easier to determine factors that affect success rates in future program reviews.

PSY 110: Course completion rates are relatively good and largely consistent over time, with a slight drop in Fall 2012. This course was taught exclusively in correspondence format by the same non-division FT faculty member.

PSY 145: Course completion rates are above average, and trend slightly higher over time. PSY 145 was taught in the most recent three semesters it was offered by our current FT faculty member, and by a previous faculty member in Spring 2012, also in correspondence format. The number of times this course was offered during this review period was not balanced with other electives that should have been offered in its place, and this issue is currently being addressed in the new course rotation schedule.

PSY 150: This core course in PSY (Methods) was only offered once by an adjunct during this review period. The completion rate is quite low (25%), and pertinent information except for that which was provided by the Program Review Committee is unknown by the current reviewer. This course will now be offered every other spring, based on the new course rotation schedule, which will be implemented starting in Spring 2016.

PSY 155: This core course in PSY (Statistics) was only offered once by an adjunct during this review period. The completion rate is above average (78%), and pertinent information except for that which was provided by the Program Review Committee is unknown by the current reviewer. This course will now be offered every other fall, based on the new course rotation schedule, which will be implemented starting in Spring 2016.

PSY 201: This course (Lifespan Deve.) is required not only for PSY students but for Nursing students as well. During this review period it was taught in face-to-face format each spring and occasionally in correspondence format, such as in Fall 2013, when it was offered as a supplemental section, and the success rate in that semester was particularly low (35%). This is somewhat consistent with students in face-to-face sections typically faring slightly better than those in correspondence sections in PSY 201. Our new FT PSY faculty member has been teaching the course since Spring 2013, and with the exception of the correspondence section she taught in Fall 2013, overall success rates in face-to-face sections have increased more than 20% compared to the previous rate in this review period taught by former faculty (Spring 2012). We are optimistic this trend will continue.

PSY 210: This course has been taught almost every semester with varying completion success rates. It was taught face-to-face in the early years of this review by a former FT PSY faculty member, and in more recent semesters it was taught exclusively in correspondence format by a non-division FT faculty member. This course will be streamlined into the future strategic course rotation and offered in a more consistent manner, which will lend itself to more effective assessment in future reviews.

PSY 220: This course has been offered every semester except for one during the current review period, and was taught exclusively via correspondence by a non-division FT faculty member. Success rates vary, and have more recently been on a downward trend, which is a concern that needs to be addressed.

B. Retention

Summary of Retention Rates (%)								
Semester	PSY 101	PSY 110	PSY 145	PSY 150	PSY 155	PSY 201	PSY 210	PSY 220
Fall 2011	89	100					93	93
Spring 2012	86					70		88
Fall 2012	83	86					57	67
Spring 2013	81		89	38	100	86	69	80
Fall 2013	85	89	92			76	60	78
Spring 2014	77		95			86		94
Average %	84	92	92	38	100	78	70	83

Discussion of *Summary of Retention Rates Table*

PSY 101: Retention rates are high and relatively consistent across time. We are pleased with these numbers.

PSY 110: Retention rates are high and relatively consistent across time. We are pleased with these numbers.

PSY 145: Retention rates are high and relatively consistent across time. We are pleased with these numbers.

PSY 150: The retention rate was very low and concerning. This is a core course that was only offered once during this assessment period, which was identified as problematic and has since been addressed. It was recently offered with high retention rate and relevant data will be analyzed in the next program review.

PSY 155: Retention was high. We are pleased with this number. This course will be offered in a regular manner in the future, so there will be more data to assess in the next review.

PSY 201: Retention rates are very good and relatively consistent across time. We are pleased with these numbers.

PSY 210: Retention rates are good (70%) overall, however on closer inspection they vary somewhat from semester to semester, with a downward trend over time. This is of concern and will be addressed.

PSY 220: Retention rates are high overall, with some fluctuation between semesters ranging from 67-94%, with a slight dip below average in the middle of this review period, and then a rise toward a high retention rate more recently. The success rate from semester to semester is not of concern, except in Fall 2012 (67), however we appear to have successfully addressed the brief decline rapidly and retention rates in this course are quite good overall. We are pleased with these numbers.

C. Degrees and Certificates

The AA in PSY for Transfer Degree was recently approved (around the time of the last program review). Since it is still in its infancy and perhaps due to major transition in faculty in the department in the past few years, there are no students who have completed this degree program yet (according to the data provided). With the instability of a full-time faculty member in the program in the recent past and during the semesters under review, the focus has not been on growing the program, but merely on offering an adequate number of PSY courses for students, and on new course preparations by the new FT faculty member. With a stable FT faculty member on board, energies can now be directed toward growing the program with efforts such as advertising and outreach to the community, for example, doing presentations for the high school students on Career Day. This was done during the current review period and feedback from students who attended was positive.

12. Enrollment Trends

Enrollment Trends by Semester

Term	Prefix	Course Name	Enrollment	Average #
2011FA	PSY-101	Gen PSY	34	
2011FA	PSY-101	Gen PSY	14	
2011FA	PSY-101	Gen PSY	28	
2011FA	PSY-101	Gen PSY	24	
2011FA	PSY-110	Per/Soc Adjust I	15	
2011FA	PSY-210	Abnormal PSY	15	
2011FA	PSY-220	Counsel/Interview	23	Average #
2011FA	PSY-220	Counsel/Interview	27	23
<p>Comments: Overall enrollment is lower than we'd like to see in Fall 2011. While two courses neared maximum enrollment, and one even exceeded it (PSY 101 – 34), the other enrollments were only in the mid-teens.</p>				
2012SP	PSY101	Gen PSY	45	
2012SP	PSY-101	Gen PSY	29	
2012SP	PSY-145	Human Relations	24	
2012SP	PSY-201	Life Span Dev	20	
2012SP	PSY-201	Life Span Dev	24	Average #
2012SP	PSY-220	Counsel/Interview	33	29
<p>Comments: Enrollments were fairly good this semester. However, there were a few courses with numbers in the low to mid-20s, and we'd prefer to see them higher. One section of PSY 101 had unusually high enrollment (45). It is unknown why this occurred, however, we recognize that higher than maximum enrollments threaten the quality of instruction in terms of time available to provide feedback, so we will avoid high enrollments such as this in the future.</p>				

2012FA	PSY-101	Gen PSY	29	
2012FA	PSY-101	Gen PSY	16	
2012FA	PSY-101	Gen PSY	32	
2012FA	PSY-110	Per/Soc Adjust I	21	
2012FA	PSY-210	Abnormal Psych	14	Average #
2012FA	PSY-220	Counsel/Interview	30	24

Comments: Overall enrollment is slightly lower than maximum, with about half of the courses at or just above maximum, while the others are in the mid-teens to low 20s. On closer inspection, a third section of PSY 101 was offered, and it's unclear at this point if 2 or 3 sections of PSY 101 are necessary each semester. This is a specific determination we are currently working towards. Also, PSY 110 and 210 enrollments are not optimal. These are two of the courses identified as being offered perhaps too frequently, so these data are informative such that it provides evidence toward decreasing these offerings while including other electives in the rotation more regularly.

2013SP	PSY-101	Gen PSY	27	
2013SP	PSY-101	Gen PSY	5	
2013SP	PSY-101	Gen PSY	36	
2013SP	PSY-145	Human Relations	11	
2013SP	PSY-150	Research Method	8	
2013SP	PSY-155	Intro Stat. Analysis	9	
2013SP	PSY-201	Life Span Dev	22	
2013SP	PSY-201	Life Span Dev	15	
2013SP	PSY-201	Life Span Dev	9	
2013SP	PSY-210	Abnormal Psych	13	Average #
2013SP	PSY-220	Counsel/Interview	25	16

Comments: Overall enrollment is too low with a few high enrollments (e.g., PSY 101), but with other lower enrollments (e.g., PSY 150 and 155) bringing the average down. There is a section of PSY 101 with only 5 students in it, which provides more evidence for the ideas discussed earlier in this review to limit PSY 101 offerings for at least the time being. PSY 145 was offered the year prior with good enrollment (24), so this is more good evidence toward not offering PSY electives so frequently, and to the neglect of others, and this is addressed in the new rotation. While in PSY 150 and 155 enrollment was a low, these are core courses required for the AA Degree for Transfer in PSY, and these courses were offered shortly after the degree program was approved, so it's not surprising that enrollment is low. For core courses (but not PSY 101), at least for the time being, it will be important to consider allowing them to be taught even if enrollment is low, so that students who do require them can complete their programs in a timely manner. With respect to PSY 201, this class is typically taught face-to-face only, however, with an abundance of

<p>nursing students who require this course enrolled in the nursing program at this time, it was decided to also offer it as a correspondence course. Unfortunately although the original sections were probably more full, enrollments appeared to have dropped off, resulting in low enrollment rates, and a lower than typical enrollment rate (22) in the face-to-face section. This is good evidence for limiting correspondence sections of PSY 201, especially during the same semester face-to-face sections are offered.</p>				
2013FA	PSY-101	Gen PSY	29	
2013FA	PSY-101	Gen PSY	4	
2013FA	PSY-101	Gen PSY	26	
2013FA	PSY-101	Gen PSY	28	
2013FA	PSY-110	Per/Soc Adjust I	18	
2013FA	PSY-145	Human Relations	13	
2013FA	PSY-201	Life Span Dev	17	
2013FA	PSY-210	Abnormal Psych	10	Average #
2013FA	PSY-220	Counsel/Interview	27	19
<p>Comments: Enrollment was lower than average again, with perhaps too many PSY courses overall being offered during a semester. In particular, there is a section of PSY 101 with only 4 students enrolled. Elective courses that have been offered frequently during this review period that were discussed earlier in this review, in addition to PSY 145, do not have good enrollment, further validating the rotation schedule that is being implemented now. With the combined number of students in PSY 210, for example, from last semester and this one, enrollment is still not at the maximum.</p>				
2014SP	PSY-101	General PSY	24	
2014SP	PSY-101	General PSY	27	
2014SP	PSY-101	General PSY	15	
2014SP	PSY-145	Human Relations	20	
2014SP	PSY-201	Life Span Development	19	
2014SP	PSY-201	Life Span Development	12	Average #
2014SP	PSY-220	Counsel/Interview	31	21
<p>Comments: Again, a third section of PSY 101 was not likely necessary, in addition to PSY 145 being offered again. Also, offering a correspondence section of PSY 201 so soon likely resulted in lower enrollment in both sections offered this semester.</p>				

Summary of Enrollment Trends Analysis: Overall enrollments by semester across time are variable, with a recent downward trend. This is likely due to the fact that a number of sections were unnecessarily offered and taught that ended up with low enrollment. During this review period, a significant number of PSY courses were offered and taught by non-division FT faculty. With the regular and only FT PSY faculty member occupying a VP position, there was no divisional guidance for non-division or temporary FT faculty regarding which PSY courses should be offered, when, and how frequently they should be on the schedule.

We have streamlined current (Spring 2016) and future scheduling with a strategic plan that includes a more appropriate balance of courses for PSY and non-division FT faculty, along with a strategic rotation of courses. We are confident our new plan will eliminate the deficiencies in enrollment identified in this semester-by-semester analysis of course enrollment, and as otherwise noted in this review. This process will require some trial and error, but we are optimistic that the development and implementation of our new and strategic plan is a big step in the right direction.

13. Financial Trends

Salaries						
	2011---12		2012---13		2013---14	
Department: PSY	Budget	Actual	Budget	Actual	Budget	Actual
Salaries	78,973	76,949	83,267	92,720	97,082	101,656
Benefits	14,454	15,417	22,242	22,672	31,597	30,358
Supplies	400	415	-	-	-	-
Other Operating Expenses/Contract Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Other operating expenses	-	-	-	-	-	-

In general, the PSY department does not exceed its budget. However, in the past few academic years, the actual amount spent on salaries was somewhat higher than the budget. This was probably due to the fact that there were two FT PSY faculty members rather than the usual one during a recent transition period in the department. During the middle of the Fall 2012 semester the sole FT PSY faculty member was transferred to an interim VP position, and a FT temporary PSY faculty member was hired and started in Spring 2013. The temporary contract was renewed as the FT PSY faculty member continued in the VP position (through summer of 2014). By the time interim VP/PSY faculty returned to her FT teaching duties in the classroom in Fall 2014, the temporary PSY faculty had earned a FT tenure-track contract, so there were two PSY faculty members teaching in Fall 2014. After Fall 2014, the PSY faculty member who had occupied the VP position resigned from the college, leaving only one FT PSY faculty member in the department. As a result, overspending on salary and benefits should normalize now that there is only one FT PSY faculty member.

14. Facilities and Equipment

A. Facilities, such as classrooms and offices are somewhat adequate, however there are a number of deficiencies that should be addressed in order to support optimal teaching and learning in PSY.

We need, but do not have, 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 be available for both classroom and library use; updated editions are an ongoing necessity. PSY faculty are currently using personal and outdated copies of these reference texts for instruction. They are referred to regularly in many PSY courses but should not be required texts for students except in the case of the APA Publication Manual in Research Methods, and ideally, for Statistics courses.

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. 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.

We also need, but do not have, departmental anatomical neuroscience models available to facilitate neuroscience instruction, which is both relevant and critical to every PSY course in our catalog. It is widely understood and accepted in the scientific community that the brain supports all behavior and psychological functioning; neuroscience education is a foundation in PSY. A variety of anatomical models are needed, including sturdy ones that can be handled by students in the classroom, to facilitate their learning and understanding of the brain. Three-dimensional models of the four lobes of the brain that are largely intact, models of the brain that can be taken apart to study subcortical features, neuron (brain cell) models, and models of the cerebral ventricles and spinal areas are needed throughout the semester, both to lay a critical foundation at the beginning of the semester, and to zoom in on specific features of the brain and the neuron as they relate to particular behaviors, both typical and atypical, that are discussed in almost every PSY class throughout the semester. The models should also be readily available for PSY members to use in face-to-face classes, such that they have easy access to them in the classroom in a lockable storage cabinet or similar to eliminate the need for them to be carried back and forth from the office to class, which is both cumbersome and hard on the equipment. A faculty member's personal brain model that was given as a gift for completing graduate school is currently under use in PVC PSY classes, and it is not a sturdy model meant for regular handling by students. It is almost to the point that bringing it to class is more of a hindrance than a help, because it falls apart when students handle it.

Classroom supplies such as poster boards 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; these models are made every semester by every student in General

Psychology (PSY 101) and in other face-to-face classes for which PSY 101 is not a prerequisite. 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. These are just a couple of examples among endless exciting possibilities. 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.

A Psychology Club will likely 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 of these clubs is a valuable addition to four-year college and graduate school applications. Resources to support club and honor society activities will eventually be necessary.

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 a frequent inconvenience. It's important to emphasize that considering the number of course offerings that have been neglected in PSY but will now be included on the schedule regularly, including core classes, it's likely that many needs that aren't being considered today will be identified over the next few years.

In addition to the items described in this section, funds for outside professional development including conference attendance and related expenses, and professional membership fees, are needed as described in the response related to professional development (Item 10). Personal faculty funds are regularly spent in PSY for both professional development (i.e., membership fees, conference costs) and on classroom materials in an effort to support and maintain the course, program, and institutional level goals.

Finally, administrative and support staff are 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.

B. 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 such as these a priority, a variety of other issues that have been described in this program review must first be addressed.

Appendix A.

Proposed Schedule of Courses in Psychology Spring 2016 and Beyond

		Spring 2016	Fall 2016	*Spring 2017	Fall 2017	Spring 2018	Fall 2018	*Spring 2019	Fall 2019
PSY 101	General	1 F2F (KR) 1 COR OP (KR) 1 COR CL (WS)	1 F2F (KR) 1 COR OP (KR) 1 COR CL (WS)	1 F2F (KR) 1 COR OP (KR) 1 COR CL (WS)	1 F2F (KR) 1 COR OP (KR) 1 COR CL (WS)	1 F2F (KR) 1 COR OP (KR) 1 COR CL (WS)	1 F2F (KR) 1 COR OP (KR) 1 COR CL (WS)	1 F2F (KR) 1 COR OP (KR) 1 COR CL (WS)	1 F2F (KR) 1 COR OP (KR) 1 COR CL (WS)
PSY 110	Pers. Soc. Adj.		1 COR CL (WS)		1 COR CL (WS)		1 COR OP (WS)		1 COR CL (WS)
PSY 115	Hum. Sex.			1 COR OP (KR)					1 F2F (KR)
PSY 145	Hum. Rel.				1 COR OP (KR)				1 COR CL (KR)
PSY 150	Methods	1 COR OP (KR)				1 COR OP (KR)			
PSY 155	Statistics		1 COR OP (KR)				1 COR OP (KR)		
PSY 201	Lifespan	1 F2F (KR)	1 F2F OP (KR) (COR In Fall after this)	1 F2F (KR)	1 COR OP (KR)	1 F2F (KR)	1 COR OP (KR)	1 F2F (KR)	1 COR OP (KR)
PSY 205	Biopsych.	1 COR OP (KR)				1 COR OP (KR)			
PSY 210	Abnormal	1 COR OP (WS)		1 COR CL (WS)	1 F2F (KR)	1 COR CL (WS)		1 COR OP (KR)	
PSY 215	Social		1 COR OP (KR)				1 F2F (KR)		
PSY 220	Couns/Int	1 COR OP (WS)	1 COR CL (WS)	1 COR CL (WS)	1 COR CL (WS)	1 COR OP (WS)	1 COR CL (WS)	1 COR CL (WS)	1 COR CL (WS)
PSY 280	Sel. Topics								
PSY 290	Sel. Studies								

LEGEND:

F2F – Face to face course
 COR – Correspondence course
 OP – Open to anyone
 CL – Open to only incarcerated students

Bolded Courses are Required Core for AA in PSY for Transfer

(KR) – Karen Redwine
 (WS) – Willie Smith
 * -- Redwine has 4 PSY Courses/ if No “*” she has 5 PSY Courses Scheduled
 Note: WS has 3 PSY Courses all semesters except Spring 2019 when he has 2