Annual report submitted to the Program Review Committee on 11-10-2012

Gayle Berggren, Ph. D.

 Signature of Department Chair/Lead Faculty Member Signature of Dean/Director

### Data and Analysis

### Program Data

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 Years Prior | 2 Years Prior | 1 Year Prior |
| FTES | 268 | 247 | 246 |
| FTEF | 5.3 | 5.2 | 4.6 |
| WSCH/FTES | 825 | 783 | 881 |
| Number of Full-Time Instructors | 2 | 2 | 2/9 |
| Fill Rate | 89.4% | 91.4% | 94.4 |
| Success Rate | 70.3% | 72.5% | 70.2% |
| Persistence | 14% (132) | 19% (147) | 18% (134) |
| Retention | 90.4% | 90.2% | 91.4% |

### Program Data Analysis

Although fewer incarcerated students have been allowed to enroll, the overall fill rate has increased, the WSCH has increased, while the FTEF faculty have decreased. The success rate remains at about 70%, persistence has increased from 14% to 18%, but retention has remained about the same.

### Curriculum Data -- Use data from the previous academic year [Parent Ed Suspended Oct 26, 2012]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | 0 | 1 (Psy170) | 0 | 0 | 15 |
| Certificates 18 units or greater | 0 | 0 | 0 | 0 | 0 |
| Certificates less than 18 units | 0 | 0 | 0 | 0 | 0 |
| Degrees | 1 | 0 | 0 | 0 | 1 |

### Curriculum Data Analysis

Psy 104 & 130 should be retired. Brain and Beh outline needs to be updated and offered. Soc Psy needs to be developed and offered. Dropped one section of intro and abn, but through STAR offered 2 sections each of intro, lifespan, and abnormal.

* 1. **Student Learning Outcomes Data**

|  |  |
| --- | --- |
| Total number of sections | 108 SLO entries |
| Percentage of sections reporting on SLOs | 89% (96/108) |

**Department Discussions Regarding SLOs (“Closing the Loop”)**

Need to be sure all faculty distribute SLOs. Need to be sure that students who are not participating are dropped. Need more time to talk about outcomes other than at faculty meeting. Faculty need help understanding how to distribute their SLOs.

* 1. **Progress on 5-year Goals from most recent Program Review.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Complete** | **Partially Complete** | **Not Started** | **Abandoned** | **Comments** |
| Develop Social Psychology and Psychobiology into online courses. Work closely with these instructors to be sure these courses are of excellent quality. |  | x |  |  | Course outline for social psych is developed. Psychobiology is not started; courses have been cut, there is no opportunity to add new courses. Priority given to social psych based on request from counseling and fact that the Sociology dept also needs this course for their TMC. |
| At some point, add an additional section of Research Methods. Carefully collect student demographic data to keep track of the numbers of students who are Sociology majors at Coastline. Work closely with this new instructor to be sure this course is of excellent quality. |  |  | x |  | Courses have been cut, there is no opportunity to add a new course except in STAR program. |
| Follow-up with the Unions to be sure they address the contract pay rate discrepancy for Psych 280; else we will never be able to get a teacher who is willing to teach this course in a quality manner for our military students, as enrollments build. | x |  |  |  | Done, but reminders need to be given. |
| Ensure that all faculty members attend meetings so that the program can coordinate communication and course and program improvement. Send personal letters communicating this responsibility to faculty and if necessary, seek assistance from the dean. |  | x |  |  | Meeting attendance has been better, but it is difficult for many faculty to get to general all-college meeting which starts at 2:30. This problem has been reported to the Senate.  |
| Coordinate communication between Gerontology and Psychology departments to become aware of issues in both programs and to support the quality of instruction in each program. | x |  |  |  | Communication has been improved. Instructors teaching psychology courses in the gerontology program are now included in psychology program communications, but they don’t participate in psychology program meetings. |
| Focus on peer-to-peer training and assistance to instructors who teach the Early College High School and College For Credits programs to make sure instructors are following the course outline and utilizing all features in the course management software. Reach out to faculty to be sure they understand the importance of attending faculty meetings.  |  | x |  |  | Some peer to peer training has taken place with the new department chair. C4C no longer offered. ECHS questionable. |
| Provide training opportunities at faculty and discipline meetings. |  |  |  | x | Not sure what the previous department chair had in mind. |
| Develop all courses in the program, including military, so they are “effective” or “exemplary” level of instruction and take active steps to encourage and assist peers to make sure this is happening.  |  | x |  |  | This is being addressed via the orientation and evaluation process. |
| Ensure that all faculty evaluations, including those in military and high school programs are up to date. |  | x |  |  | Previously, military and high school instructors were not being evaluated. We want to be sure they are being included. |
| With all faculty members present, review and update existing course, program and degree level SLOs. | x |  |  |  | Completed |
| Ensure that all faculty members are submitting SLO data regularly. Follow up with faculty who are not submitting SLO data and provide training. |  | x |  |  | One faculty member does not submit. Several faculty member’s names remain on the list of “undistributed SLOs” list, but it is because they have missed some SLOs, not because they haven’t distributed. |
| Review course requirements and assignments to maintain academic integrity with the telecourses to make sure that we appropriately accommodate incarcerated students taking these courses. |  | x |  |  | A review of psych 116 and 118 telecourse handbooks was done as part of instructor evaluations in fall 2012.  |
| Consider developing Abnormal Psychology into a “correspondence” course, so that incarcerated students will have a greater number of psychology courses to take, since many of these students express a desire to continue their studies in psychology upon their release.  |  |  |  | x | In the current fiscal environment, we cannot sustain this objective. |

 **Analysis of** **Progress on 5-year Goals**

Progress is being made. Some goals were written at a time when funds were more readily available; as a result, some goals will need to be dropped. Counselors consistently request that Psychobiology and Social Psychology be added as they are required for the TMC. Social Psych is also a requirement on the Sociology TMC.

### Action Plan and Resource Request Based on Annual Data

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Institutional planning goals\*** | **How action will improve student learning** | **Type of Resource** | **Resource needs, if any** | **Department priority\*\*** | **Approximate cost** | **Potential Funding Source** |
|  |  |  | Equipment  |  |  |  |  |
|  |  |  | Facilities |  |  |  |  |
| Additional new course section | Goal 6  | Students need Social Psych for Psychology Transfer Degree | Personnel | Additional adjunct faculty member |  | $3,000 semester or $6,000 year | Additional new course section |
| Additional new course section | Goal 6  | Students need Psychobiology for Psychology Transfer Degree | Personnel | Additional adjunct faculty member |  | $3,000 semester or $6,000 year | Additional new course section |
|  |  |  | Software |  |  |  |  |
|  |  |  | Supplies |  |  |  |  |
|  |  |  | Technology  |  |  |  |  |
|  |  |  | Training  |  |  |  |  |
|  |  |  | Other |  |  |  |  |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.