**Data and Analysis: Program Data for Psychology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Enrolled at Census | 2,717 | 2,464 | 2,588 | 2,303 |
| FTES | 268 | 247 | 256 | 229 |
| FTEF30 | 5.3 | 5.2 | 5.0 | 4.3 |
| WSCH/FTEF | 824.9 | 782.6 | 843.7 | 883.6 |
| # of Full-time Faculty | 2 | 2 | 1 | 1 |
| Fill Rates | 89.4% | 91.4% | 94.1% | 92.4% |
| Success Rate | 70.2% | 72.4% | 70.6% | 66.9% |
| Retention Rate | 90.3% | 90.2% | 91.6% | 87.0% |
| Fall-to-Spring in Subject | 132 | 147 | 134 | 85 |
| F-to-S Persistence | 13.7% | 19.0% | 18.3% | 14.0% |

***Data Term Definitions*** *available on last page of this report template.*

**Program Data Analysis**

2012-2013 enrollment and FTES are low and this is unexpected, because the NB Center opened this year and additional psychology courses are offered there; also STAR courses were an addition [compared to 2009-2011], and telecourses were allowed to have additional enrollments. 2011-12 FTES was actually a good year, even though the budget was cut and psychology courses were cut (fill rates were higher); STAR was started this year. 2010-11 census and FTES were low because fewer incarcerated students were allowed to enroll. The FTEF30 is low for 2012-13 probably because some of the STAR program classes have been allowed to run with very low enrollments. The WSCH is the highest it has been in the last four years, now reflecting only one FT instructor in the department the past two years. Fill rates are good, reflecting the economy and popularity of psychology courses (and instructors using add codes). Success rates could be improved, especially related to retention [since retention indicates that students are being retained with failing grades]. The number of students in ‘F-S in Subject’ has drastically reduced, which is very ironic, since STAR started in Fall 2011, with a goal to improve persistence and graduation. This is a 35% decrease in ‘F-S Persistence’ since 2009.*(Box will explain as needed)*

### Curriculum Data -- Use data from the previous academic year *(Provide Numbers below)* [Parent Ed Suspended Oct 26, 2012]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | 0 | 2 | 1 | 4 | 9 |
| Certificates 18 units or greater | 0 | 0 | 0 | 0 | 0 |
| Certificates less than 18 units | 0 | 0 | 0 | 0 | 0 |
| Degrees | 0 | 0 | 0 | 0 | 1 |

### Curriculum Data Analysis

- Suspensions were Psych 30 (health psychology); Psych 104 (drama therapy) & three parent ed courses were retired.

-Revisions were Psych 250 (social psychology—had to go on new forms) and Psych 260 (psychobiology)

*(Box will explain as needed)*

**Program Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)***

|  |  |
| --- | --- |
| Total number of PSLOs/sections: 7 PSLOs 17 Sections | 7/17 |
| Percentage of PSLOs that were fully achieved: 6/17 | **35%** |

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

- The department feels that many students don’t read the textbook or additional materials that are given to them, or study enough, and that telecourse students’ lack of achievement depresses overall achievement of program and course SLOs. One problem is that incarcerated students turn their work in late (e.g., and get their grades changed), and their SLO achievements reflect their work at semester’s end--not final grades).

*(Box will explain as needed)*

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal | 100% Complete | Partially Complete | Not Started | Abandoned Provide Reason | Comments |
| **Mark One for each 5 year Goal** | | | |
| Develop Social Psychology and Psychobiology into online courses. Work closely with these instructors to be sure these courses are of excellent quality. | ☒ | ❑ | ❑ | ❑ | Social psychology was offered fall 2013; Psychobiology will be offered spring 2013. |
| 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. | ❑ | ❑ | ☒ | ❑ | Instead of offering the extra section of research methods, we added social psych and psychobiology, which we were happy to get. We did get two extra sections of research methods in the STAR program in summer 2013. The online section was filled beyond capacity, and the day course was cancelled due to low enrollment. |
| 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. | ❑ | ☒ | ❑ | ❑ | The unions are consistently reminded, but this is not a priority for them. The military enrolls only about 4 students each session. The STAR summer course was over-enrolled and this creates a very difficult grading situation for the instructor. We want to keep instructional quality and student work quality output high. |
| 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. | ❑ | ☒ | ❑ | ❑ | 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. One member continues to have problems accessing the meeting due to disability issues (parking/walking). Several faculty do not live in the area. |
| 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. | ☒ | ❑ | ❑ | ❑ | Communication has 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. | ❑ | ❑ | ❑ | ☒ | C4C and ECHS are no longer offered. |
| Provide training opportunities at faculty and discipline meetings. | ❑ | ❑ | ❑ | ☒ | The previous dept chair thought technology training by outside trainers would be a good thing; but current faculty are all doing OK and current dept chair can assist and direct to assistance on an as-needed basis. New faculty get 1-1 training developing their Seaport shells. |
| 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. | ❑ | ☒ | ❑ | ❑ | This is being addressed via the orientation and evaluation process. We also discuss this at each faculty department meeting. |
| Ensure that all faculty evaluations, including those in military and high school programs are up to date. | ☒ | ❑ | ❑ | ❑ | Previously, military and high school instructors were not being evaluated. There are no high school programs, and contract ed is now being included by the current dept. chair. |
| With all faculty members present, review and update existing course, program and degree level SLOs. | ☒ | ❑ | ❑ | ❑ | Completed |
| Ensure that all faculty members are submitting SLO data regularly. Follow up with faculty who are not submitting SLO data and provide training. | ☒ | ❑ | ❑ | ❑ | Existing faculty members know how to distribute SLOs. New faculty members need help learning how to do this. The SLO team assists faculty in getting SLOs distributed if they don’t do it correctly. They all understand the need to do this. |
| Review course requirements and assignments to maintain academic integrity with the telecourses to make sure that we appropriately accommodate incarcerated students taking these courses. | ☒ | ❑ | ❑ | ❑ | 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. | ❑ | ❑ | ☒ | ❑ | In the restrictive fiscal environment we have been experiencing, this has not been an option. But there recently does appear to be interest in starting an Alcohol/Drug Studies Certificate for psychology students, especially useful for incarcerated students, so possibly this course would be included. |

**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** |  |  |  |  |
| Develop Alcohol & Drug Studies Certificate Program [develop program, curriculum outlines, get approved through LOWDL, work with CDC for possible fieldwork opportunities, and develop the courses for incarcerated students] | EMP 1- Student Success  EMP 2-Access, Persistence, Completion  EMP 3-Innovation/  Imprvm’t  2011 Psychology Program Review –Goal 13 (consider developing abn. psych into correspond. course for incarc. studs) | **I.h.** CCC will increase the number of students completing career certificates, A.A. / A.S.  degrees, and transfer readiness.  **III.a.** CCC will increase the number of complete online and hybrid programs.  **III.b.** CCC will provide short‐term and accelerated CTE programs for the unemployed and  Underemployed [this would greatly benefit incarcerated students].  Many incarcerated students desire to continue studies in psychology or to work in the field upon their release; they could use additional courses of study and/or a vocational program since they will have difficulty finding a job. | **Personnel** | Adjunct faculty with knowledge of the program to develop course outlines and courses, especially those for correspondence format.  Assistance from counseling department for appropriate program development, articulation, and LOWDL contacts. | 1 | $2,000 |  |
|  |  |  | **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.

**GLOSSARY OF DATA TERMS**

**Enrolled (Census):** The official enrollment count based on attendance at the 20% point in the course.

**FTES:** Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

**FTEF30:** A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

**WSCH/FTEF (595):** A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

**Fill Rate:** A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

**Success Rate:** The number of passing grades (A, B, C, P) compared to all valid grades awarded.

**Retention Rate:** The number of retention grades (A, B, C, P, D, F, NP, I\*) compared to all valid grades awarded.

**Fall-to-Spring in Subject Persistence:** The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

**F-to-S Persistence Rate as Percent:** The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.