

## **Part 2 – Comprehensive Program Review**

**SPRING 2011**

Program Name:

**A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years:  
2007-08, 2008-09, 2009-10**

1. List the objectives developed for this program during the last compr

**Program Review - Psychology Program**  
**Enrollment Count at Census**

Course	Fall				Spring				Summer		Winter	Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008		



**Psychology Program  
Student Retention Rate**

Course	Fall				Spring			Summer			Winter		Grand Total
	2007	2008	2009	Total	2008	2009				2009	2010		





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## Psychology Program



PSY 220 PSY 221	Identify needed community prevention program and propose a written plan - writing rubric	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
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- Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

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Retention & Success



Student success rates for the Fall and Spring semesters during the 2007-2010 academic years have averaged 71%. The retention rate for the same academic period has averaged 85%. The retention rate saw a steady increase from 82% to 88% in 2007-2010. The success rate has also increased during this time period from 67% to 75%. We believe the high retention and success rates found in these Psychology courses are due to the courses being needed for the Psychology major, Alcohol and Drug Studies major/certificate, Liberal Studies major, and Nursing major. Since there is less faculty currently teaching in Psychology than previous years, and less sections of the same class offered every semester, the students are motivated to succeed the first time around. Although one of the Psychology Department's objectives is to increase student success and retention, we are optimistic about our current success rate (71% average) in a majority of the Psychology courses. We would like to point out that the majority of students taking PSY 101 classes are non-majors and usually taking the course for transfer or as a requirement for another major. PSY 101 is usually the students first time being exposed to the psychological discipline. A student success rate that averages 71% in new academic content is encouraging.

Overall, student success and retention rates in Psychology courses for the Winter and Summer semesters during the 2007-2010 academic years has been outstanding. We attribute the higher success and retention rates in Winter and Summer to students who are more motivated and choose to attend school in the winter and summer when other students are taking a break. Taking courses year round leads to faster completion time and demands a more committed student. The data does depict a slight drop in retention rates for 2009-2010. One reason for this could be that the higher level (200 level) courses in Psychology were offered during this time and the fast pace of the courses, at either five weeks or six weeks, made it difficult to master all the concepts. Thus, instead of receiving a failing grade, the students might have chosen to drop.

## **B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011**

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service outcome implementation, number of majors, and/or other data as appropriate.

Currently, there are two full-time Psychology faculty. For the 2010-2011 academic year, a temporary full-time Psychology instructor was hired to teach classes. In addition, there are approximately 10 adjunct faculty members who teach Psychology courses in the Fall and Spring semesters, as well as Winter and Summer. With the majority of classes exceeding the 100% fill rate (some as high as 168%) every semester, and with a lack of faculty, we have reached a point where we are unable to serve every student that either needs Psychology classes for major preparation or is taking a Psychology course as an elective that meets other academic requirements. Psychology is one of the most populated majors at Imperial Valley College. The two current full-time faculty teach anywhere from 4-7 preps per semester in an attempt to keep the Psychology major successful. Almost every PSY 101 course that is being offered at I.V.C. is being taught by an adjunct faculty member. PSY 101 is needed for transfer, the Psychology major, and the Nursing major, as well as other majors on campus. This deficit faculty issue has been ongoing in Psychology. One reason is that we have lost three full-time faculty members in Psychology over the last six years that to date, have not been replaced. In addition the two full-time faculty members and some of the adjunct faculty also teach in the Sociology Department and ADS Department, as those areas also face a deficit in available faculty. If it were not for the adjunct faculty, the deficit would be even more pronounced.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

As mentioned above, the State of California, in Senate Bill 1440 (SB 1440) has created a plan for students to streamline their courses for their majors at both the community colleges and state colleges. They feel this would lead to a quicker and guaranteed transfer from the community college to the state college and then a quicker and greater completion rate. Imperial Valley College has decided that Psychology will be one of the majors under this new plan. This will affect Psychology as we will be required to offer specific new courses according to the proposed Psychology major and we need to have sufficient and qualified Psychology faculty in order to do so. In addition, SPSS software and a dedicated computer classroom to teach Statistics and Research courses for this proposed major will be necessary.

The joint partnership with San Diego State, Imperial Valley Campus is also a factor that will affect the Psychology Program starting Fall, 2012. Psychology will be one of the three majors participating in the partnership. Students will be admitted at both I.V.C. and S.D.S.U.-I.V.C. campuses. The psychology students involved in the proposed program will be attending classes as a cohort. All students who are psychology majors and are admitted to this accelerated program, will be given the same schedule and attend classes together. At a time when we are down to two full-time permanent psychology faculty and our program depends on many adjuncts to offer critical classes, this is going to put more pressure on the current faculty to meet the needs of these additional students. Full-time psychology faculty will have to be hired for proposed program to be successful.

3. List any significant issues or problems that the program is immediately facing.

Our significant issue at this time is lack of funding for the faculty that we desperately need. Due to budget issues at both the State level and at I.V.C., we have not been able to hire the number of full-time faculty or even hire more adjunct faculty to teach the much needed Psychology courses. In seeking adjunct faculty, we have had problems being able to find qualified Psychology instructors in the Imperial Valley. In addition, this lack of faculty and courses significantly affects our students as it takes them longer to get classes and thus transfer and/or graduate.

Additionally, some of the Psychology courses currently being taught on a limited basis are not just required for Psychology majors. For example, Nursing majors in the L.V.N. program must take PSY 204. In addition, PSY 204 is strongly recommended for R.N. students and required for R.N. students who wish to pursue their B.S.N. Thus, the PSY 204 class is heavily populated by nursing students and it has limited some of our Psychology and even Liberal Studies or Early Childhood Education students from access to the course. This is another result of not having enough Psychology faculty to meet the needs of the students at I.V.C.

Another issue that is just as pressing due to lack of funding is the state of classrooms here at I.V.C. The classrooms need to be modernized as to technology as well as furniture in order to enhance instruction and improve student success.

One last issue due to lack of funding and faculty is in regards to the SLO process. Due to the fact that the Psychology Department's main focus is to



3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Funding would be the most needed resource to accomplish these objectives, especially the funding for a permanent full-time Psychology faculty member. An obstacle that has resulted from this lack of permanent full-time faculty teaching Psychology courses is that the academic requirements outside of the classroom, such as SLO's or curriculum, have been neglected. The focus has been on meeting the students' needs in instruction. Hiring of a permanent full-time Psychology faculty member will help to solve these issues. Funding is also needed for any modernization of current classrooms. Because of the two new programs currently being proposed, the SB 1440 and the Joint Partnership