

# Program Review/Follow-up Transmittal

## General Information

The attached report is (check one):  Program Review (published every 4<sup>th</sup> year)  
 Program Review Follow-up (submitted annually)

The report is submitted for the Academic Year (select one): ~~2008-09~~ ~~2009-2010~~ 2008-09

The report contains information on the follow unit(s) (enter names of all units/programs:

*Psychology*

## Report Abstract:

Program Review for Academic year 2009/2010 for Psychology prepared by M. Gotch, L. Jaimez, R. DaPrato, S. Bolz and S. Cabrera. The Psychology program's student learning outcomes are for students to acquire an understanding of psychology as a science specifically in regard to major theories, methods and applications, develop skills and knowledge necessary to transfer to a four year institution and skills applicable to leading a successful, happy life. The institutional level outcomes for Psychology program include development of new courses, modification of existing curriculum and creation/implementation of mentoring program for psychology instructors (2A, B, D, 3B, 4A). The Psychology program supports SCC Strategic Direction and Goals (1.3, 2.1, 1.4, 1.1, 3.1, and 6.1) by developing new courses (including an on-line course) that articulate with other institutions, increasing the quality of teaching and learning, and advocating for facility improvements that support an environment that encourages student learning. Trends are significant increase in enrollment, high fill and retention rates resulting in positive FTES. Accomplishments including the hiring of 2 faculty members, development/implementation of a new course, reorganization of the major, articulation of the changes with other institutions, creation of and assessment of SLOs, offering of a variety of course at various locations including the new Vallejo Center, implementation of monthly department meetings, and completion of curriculum review. Changes needed include access to data necessary for planning course offerings, hiring of new full-time faculty member in psychology, continued course development and modification of curriculum and continued development of technological advances in the teaching environment.

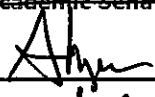
Signature: *Mary Gotch* Date: 5/7/2010  
Faculty/Staff Representative

Signature: *Jesse Rota* Date: 6/14/10  
Dean/Director

Signature: *Thom Walters* Date: 17 June 2010  
President, Academic Senate

President, Academic Senate

Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7/9/10

Vice President

Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7-13-10

Superintendent/President

## Program Review and Analysis

### Part I Outcomes

1. **What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
Students will acquire learning skills and knowledge necessary to transfer to a four year institution and/or to lead a successful life	Tracking success of students via correspondence kept on file	1-number of students who successfully complete psychology classes 2-number of AAs conferred in psychology 3-number of transfers to other institutions
Coordinate and articulate course offerings and program major with other community college, colleges and universities	Evaluate how psychology courses articulate with other programs and other institutions	3-number of transfers to other institutions 4-percent of courses that are transferable to CSU/UC/Private institutions

2. **The specific SCC Strategic Direction and Goal(s) supported by this program:**

Obj. 1.1, 1.3, 1.4  
 Obj. 2.1  
 Obj. 3.1  
 Obj. 6.1

### Part II Analysis

1. **Identify and explain the trends in:**

**Enrollment**— Slight decline from 04-05 through 06-07 but significant growth from 07—08 through 08-09

**Retention**— Has been and remains approximately 80%

**Fill rate**— Average has been 90% with recent (fall 09/spring10) rate of 100%

**Other Factors**— 06-07 decline in enrollment was partially due to lack of available instructors. Increase from 07-08 on was due to the hiring of two new full-time faculty

**Outcomes**— Data for quantitative measures 1, 2, & 3 are not currently available. Quantitative measure 4 is 100% of psychology courses are transferable to CSU/UC.

**Qualitative measures:** Student testimonials regarding their success are kept on file in the psychology department and can be provided upon request.

At this time, PSYC 001, PSYC 200 and PSYC 004 fully articulate with many institutions. In addition, all of our courses transfer to CSU/UC and major institutions including private colleges.

**2. How do the above trends relate to the factors and outcomes identified during the last review?**

The psychology department at Solano Community College

- prepares a large number of students for transfer to four year institutions
- introduces large numbers of non-majors to psychology
- introduces critical thinking skills
- articulates courses with other institutions
- has large enrollments, excellent retention and fill rates and is a cost effective program.

**Part III Conclusions and Recommendations**

**1. What are the major accomplishments of the program during the past four years?**

- Hired two new full-time faculty members
- Developed one new course (Developmental Psychology)
- Reorganized the major and articulated changes with CSU/UC and other institutions
- Created SLOs for all courses and assessed several
- All full-time faculty have private offices and computers
- Offered psychology courses at the new Vallejo Center
- Implemented monthly psychology department meetings
- Presentations for students and the general public by two prominent nationally known Psychologists sponsored by the psychology department
- Curriculum review
- Psychology Club sponsored field trips to two local state mental health institutions

**2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.**

- Obtain institutional data on course enrollments to determine plan for enrollment management
- Research feasibility of clicker response system to increase student involvement, learning and success
- Consult assist.org to evaluate articulation of course with other institutions and develop plan to improve articulation
- Because of the increasing needs in instruction and coordination in psychology (and pending retirement), the existing psychology staff will need a new full-time staff