

INSTRUCTIONAL PROGRAM REVIEW

Psychology Moreno Valley College

2011



Office of Institutional Effectiveness

Web Resources:

<http://www.rccd.edu/administration/educatoralservices/ieffectiveness/Pages/ProgramReview.aspx>

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PROGRAM REVIEW 2011: PSYCHOLOGY

A. Mission and Relationship to the College(s)

What is the mission of your unit? Comment on the areas of the mission, vision, and strategic plan of the college(s) and district that are most closely related to the mission of your unit. Please see website for the mission statements.

The psychology discipline at the Moreno Valley College (MVC) is dedicated to producing learners able to critically evaluate the scientific investigation of behavior and mental processes. It is the goal of the discipline to prepare learners to evaluate, explain, and predict these behaviors and mental processes within the context academia, self discovery, and society. Toward that end, the discipline offers the following courses:

- PSY-1 General Psychology
- PSY-2 Physiological Psychology
- PSY-9 Developmental Psychology
- PSY-33 Theories of Personality
- PSY-35 Abnormal Psychology
- PSY-8 Social Psychology (Beginning from Fall 2011)

Our discipline goals align with a number of RCCD's *General Education Student Learning Outcomes for Academic and Vocational Degrees* (see Appendix A). Areas in which our discipline directly supports the Student Learning Outcomes (SLOs) of the District include: Critical Thinking, Communication Skills, Breadth of Knowledge, and Global Awareness. Our discipline goals most directly align with the following specific district SLOs:

Critical Thinking

- *Analyze and solve complex problems across a range of academic and everyday contexts*
- *Construct sound arguments and evaluate arguments of others*
- *Consider and evaluate rival hypotheses*
- *Recognize and assess evidence from a variety of sources*
- *Generalize appropriately from specific cases*
- *Integrate knowledge across a range of contexts*
- *Identify one's own and others' assumptions, biases, and their consequences*

Communication Skills

- *Write with precision and clarity to express complex thought*
- *Read college-level materials with understanding and insight*
- *Listen thoughtfully and respectfully to the ideas of others*

Breadth of Knowledge

- *Understand the basic content and modes of inquiry of the major knowledge fields*
- *Analyze experimental results and draw reasonable conclusions from them*

Global Awareness

- *Demonstrate understanding of ethnic, religious, and socioeconomic diversity*
- *Demonstrate understanding of alternative political, historical, and cultural viewpoints*

All of the course offerings in psychology address each of these specific District-generated learning outcomes.

Furthermore, the discipline goals and the courses developed by the discipline are also clearly aligned with the stated mission of the District and the stated missions of the individual colleges. The District and college mission statements address the student need to access courses required for transfer to a four-year institution.

RIVERSIDE COMMUNITY COLLEGE DISTRICT MISSION STATEMENT

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve. To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners. To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.

<http://www.rccd.edu/administration/Pages/index.aspx>

MORENO VALLEY CAMPUS MISSION STATEMENT

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially, in health and public service preparation.

<http://www.mvc.edu/administration.cfm>

The course offerings in the psychology discipline align with these mission statements using several indicators including the Intersegmental General Education Transfer Curriculum (IGETC), the University of California (UC) Transfer Course Agreement, and the California State University (CSU) General Education Breadth Certification.

In addition to supporting the stated mission(s) to our transfer students by providing courses “paralleling the first two years of university offering”, the discipline goals and courses also support the District’s mission to “prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance”.

B. History

1. History (update) since last review:

What have been the major developments, activities, changes, and/or projects in the unit since the last review?

Discipline and Campus/College-centered Departments

At present, psychology faculty at MVC are members of the Humanities and Social Sciences Department. The HSS Department also includes the following disciplines: Administration of Justice, American Sign Language, Anthropology, Art, Dance, Economics, Geography, Guidance, History, Humanities, Music, Philosophy, Political Science, Sociology, Spanish, and Theatre Arts. However, throughout the 1980s and most of the 1990s all district psychology faculty were members of the district-wide Psychology and American Sign Language Department. This district-wide department structure continued when the Moreno Valley Campus began offering classes in the Spring semester of 1991. In Fall 1999, as part of the movement toward a three college district, large multidisciplinary departments on the Moreno Valley campus were established and psychology discipline became a part of the Communications, Humanities, and Social Sciences department (CHSS). On September 14, 2004, Speech, English, and Reading disciplines split off and became the Communications Department, whereas Psychology and the other disciplines became a part of the Humanities and Social Sciences (HSS) department.

Discipline Faculty

The Moreno Valley Campus opened in the Spring semester of 1991 with no full-time faculty in psychology. The campus hired a full-time faculty member in the Fall semester of 1996. He was originally hired as a full-time, one year, temporary faculty, but his position was reaffirmed in 1997. In Fall semester of 2006, the Moreno Valley campus added a second full-time faculty member in psychology. Currently, the psychology discipline at Moreno Valley College has two (2) full-time faculty members.

In order to facilitate communication between psychology faculty across the three colleges, the practice of selecting a Psychology Discipline Coordinator began in the Fall 2000 term. The discipline coordinator's duty was (and still is) to organize regularly scheduled discipline meetings and to alert fellow members of important discipline and/or district matters for discussion.

Progress from previous Comprehensive Program Review

Since our last Comprehensive Program Review, important accomplishments have been made in the following areas:

- 1) Development of a Best Practices Document. The psychology faculty across the three colleges collaborated on designing a document, listing the required and recommended best-practice teaching guidelines. The psychology discipline endorses academic freedom for faculty with the same vigorous emphasis with which we endorse academic rigor. This document covers the guidelines regarding development of a course syllabus (including the information on textbook and/or reading assignments, assessment items and grading policy, missed exam/make-up exam policy, plagiarism and cheating policy, Disabled

Student Programs and Services (DSPS), Student Learning Outcomes (SLOs), attendance, participation, and lateness policies, number and kind of assessment measures, practicums, and use of videos to supplement the lectures.

- 2) Development, administration, and evaluation of student surveys: It has been an ongoing concern of psychology faculty that factors outside the classroom experience, such as issues related to the personal lives of our students, could significantly effect their success. A study was generated to investigate this concern. In this study, full-time psychology faculty distributed a short survey in their classes, asking the students a number of questions to measure the influence of both classroom-related and external factors (e.g., family issues, work conflict, financial distress) on their academic performance. We specifically focused on academic and personal reasons for class drops. The results of this survey indicate that vast majority of students were dropping classes for external reasons rather than classroom related reasons.
 - 3) Participation in SLO assessment process: The psychology discipline at MVC participated in the SLO assessment process with the contribution of both full-time and part-time faculty. Please refer to Section E for details.
 - 4) Development of curriculum: A new course titled Social Psychology has been developed and launched in CurricuNET. The Course Outline of Records for the Social Psychology course was initiated in Fall 2010 by Riverside faculty and was developed with the collaboration of Moreno Valley College faculty. The course will be offered at Moreno Valley College in Fall and Spring semesters on regular basis.
2. What were the goals and recommendations in the unit's last program review (if any) and how has the unit responded to those goals and recommendations?

A primary goal set in the last program review was the assessment of student learning.

a. For example, what strategies have been used to accomplish the goals and recommendations?

Both full-time and part-time psychology faculty have developed and implemented student learning outcome assessments in their classes. Each faculty carries out his/her on SLO assessment procedures, but communicate their rationale and results with other psychology faculty on a regular basis. The SLO assessment reports created by the full-time and part time faculty are attached to the Annual Program Review submitted on Spring 2010.

b. Have these strategies proved successful? If so, please describe.

Thus far, the assessment procedures have been helpful in determining the academic success of students in specific course SLOs. Data may also help faculty in identifying course weaknesses and strengths insofar as meeting the course student learning outcomes.

C. Data Analysis and Environmental Scan

1. The unit was provided with a substantial amount of data from Institutional Research. Review the data, discuss it with your colleagues, and identify major changes or trends you expect to be of particular *relevance* to your discipline in the next four years. Not everything provided will be useful to every unit. Please use *only* data you believe to be of relevance to your discipline, which should at a minimum include:
 - WSCH/FTES
 - Student Success (including retention and persistence as applicable)
 - The number of degrees and certificates, if applicable

Discuss (*verbally*) with your unit enrollment trends which might include data on gender, ethnicity, night vs. day, traditional vs. non-traditional age, etc. Think BIG picture trends, not small details.

- a. Write about enrollment trends that the unit believes are *important* to the unit's planning and resource needs. Why might these trends be occurring? NOTE: If enrollment trends suggest *stability*, state that and go to question 2 in this section.
- b. Considering these trends how well is the unit doing in meeting the needs of the various learner populations in the District? And, what might the unit need to do to address these trends?

Our Students: Moreno Valley College

Enrollment Trends

The psychology discipline has experienced a slight increase (9.4%) in enrollment from Fall 2007 (870 headcount) to Fall 2008 (952 headcount), but then a slight decrease (13%) in Fall 2009 (843 headcount).

In 07-08 and 08-09 academic years, the Spring semester enrollment was lower than that of the Fall semester enrollment. However, in 09-10 academic year there was a slight increase in enrollment (+41 headcount) from Fall to Spring, since there was an additional psychology section offered. In the psychology discipline, the number of FTEs declined 17% from Fall to Spring semesters in the 07-08 academic year and 8% in the 08-09 academic year, whereas the number of FTEs increased 4.5% from Fall to Spring in the 09-10 academic year.

In addition, the number of FTEs increased 23% from Spring 07 to Spring 09. The declines in FTEs could be attributed to cuts in psychology sections and the increases could be due to the rise in the number of students from 4-year-institutions seeking needed psychology classes for lower costs.

Gender

In Fall 2007, the students in our psychology courses were predominantly female (61%). The ratio of female to male students remained amazingly consistent over the ensuing eight semesters regardless of other enrollment trends. The percentage of female students in psychology is slightly higher than the percentage of female students in the general population of the District, which for Fall 2007 was 57% female.

The predominance of females in the discipline is consistent with findings from the most recent American Psychological Association (APA) Survey of Undergraduate Departments of Psychology¹. In the APA survey of 186 two-year institutions, 67% of the nearly 2,800 students were female (Appendix B). Our student population at RCCD appears within the national norms for comparable psychology programs.

Ethnicity

In Fall 2007, our psychology students were predominantly Hispanic (43%). White students represented 21% of our student population; African American students: 19.5%; and Asian American students were 9.7% of our students. Over the subsequent four Fall semesters (2007 to 2010), the number of our Hispanic students remained consistently high, and has increased 25% (+94 headcount). On the other hand, White, African American, and Asian American student populations showed a decrease of 24% (-44 headcount), 26% (-44 headcount), and 18% (-15) respectively. Historically, the largest percentage of our psychology student population is Hispanic (53%), while students of other ethnicities comprise 37% of our population total.

Between Fall 2007 and Fall 2010 there was a shift in demographics of our psychology students with regard to ethnicity. Over the past four academic years, there has been an overall decline in the enrollment (Headcount) of White, African American, and Asian American students and an overall increase in the enrollment (Headcount) of Hispanic students.

In comparison to the overall RCCD data, our MVC psychology discipline population appears to mirror the District population. In 2008, 36% of RCCD students were Hispanic, 35% were Caucasian, 11% were African American, 9% were Asian/Pacific Islanders, and 1% was Native American. Students from all ethnic backgrounds appear drawn to the field of psychology and capable of obtaining classes.

Age

In Fall 2007, most of the students in the psychology discipline at MVC were under 20 years of age (51%), followed by students 20- to 24- years old (30%), students 25 to 34 years old (12%) and students 35 years and older made up only 7% of our enrollment.

Comparison of the psychology student headcount in Fall 2007 to the overall RCCD student headcount for the same semester, shows that the psychology discipline enrolls a higher percentage of students “under 20,” but a lower percentage of students “35 and over” than is representative of the District population. Thirty-one percent (31%) of the overall RCCD student headcount in Fall 2007 was under 20 years of age, while in the psychology discipline at MVC 51% of our students are in that age group. Furthermore, 20% of all students enrolled in the District were 35 years of age or older; while in the psychology discipline at MVC 7% of the students were in that age group. The psychology discipline at MVC appears to disproportionately draw the youngest students in the district, but enrolling a lower percentage of

¹ Research Office Central Programs American Psychological Association. *1998-1999 APA Survey of Undergraduate Departments of Psychology*, by Tonja M. Kyle and Steven Williams. Washington, DC: , April 2000.

<http://research.apa.org/9899undergradreport.pdf>

the most mature students. There has been a 14.63% increase in the number of students under 20 years of age from Fall 2008 to Fall 2009, whereas a 2.62% decrease in the number of students 35 years of age or older.

Student Success

The overall success rate² of students in psychology courses at MVC was 64% (compiled using all semesters from Fall 2007 to Fall 2010). This is comparable to the RCCD overall success rate (of all students) of 63.6% for the Fall semester 2007. In addition, the retention rate of students in the psychology discipline has increased from 80.3% (Fall 2007) to 82.8% (Fall 2009).

If the success rate of our students is calculated using a different formula that excluded students who received a “W” grade, the student success rate increases to 73%.

$$\text{Success rate excluding Ws} = \frac{\text{(number of students earning a grade of A, B, C, CR)}}{\text{(number of students earning A, B, C, D, F, CR, NC, I)}}$$

In our 2007 Comprehensive Program Review, the psychology discipline members discussed the definition of student success and asked whether measurements of student success should also include not failing. In other words, we contemplated whether students who drop a course or simply quit attending for personal or financial reasons should be considered as failing students that contribute to the lower success rates. We suggested that we might want another definition of success, such as the one proposed that includes not failing—in other words, creating a format that increases rather than decreases the opportunity to learn. In addition to this, we suggested that the District collect data that fleshes out why students drop. Since when student success rates are calculated by removing W’s, success rates rise about ten percent, we believe that it is important to continue raising these questions.

Success Rate and Demographics

Male and female students have roughly the same success rate as the psychology student population, 62% and 65%, respectively. Both our female and male students are succeeding at comparable rates.

However, there is some variability of success rate based upon ethnicity. Students identified as White and those identified as Asian succeed at rates higher than expected, 73% and 70%, respectively. The success rate of our Hispanic students is slightly lower than anticipated, 62%; while the success rate of our African American students is only 56%. Our African American and Hispanic students are not succeeding at rates comparable to those of the psychology student population as a whole.

Regarding age, our students in the 35-years old and over demographic (71.3% success rate) and in the 25-34 year old demographic (70.5% success rate) far outperform any other demographic. Our students 20-24 year-old perform slightly over the discipline average; 66.1%. It is only our youngest students that show lower than expected success rate: 58.9%.

² Success rate = $\frac{\text{(number of students earning a grade of A, B, C, CR)}}{\text{(number of students earning A, B, C, D, F, CR, NC, W, I)}}$

In summary, gender does not appear predictive of student success. However, our student success rates do vary depending upon ethnicity and age. The success rates of our Hispanic and African American students are lower than the discipline average; while the success rates of our White and Asian students exceed the discipline average. Our youngest students appear to struggle somewhat, with success rates slightly lower than the discipline average. As the student population ages, likelihood of success also increases.

Efficiency

Efficiency is defined as Weekly Student Contact Hours (WSCH) per Full-time Equivalent Faculty (FTEF). A fall semester efficiency of 525 district-wide is the State standard necessary in order for a given district to remain financially solvent. The district depends upon disciplines, such as psychology, to maintain efficiency rates that are much higher than the 525 State Standard. This compensates for disciplines that for pedagogical, contractual, or legal constraints on enrollment will consistently be low in efficiency.

The psychology discipline at MVC does an excellent job of maintaining an exceptionally high Efficiency for all of its course offerings. When averaged over the previous four semesters (2007 to 2010), the average fall efficiency for all our courses ranged from 661 to 904. When averaged over the previous 4 semesters (2007-2010) the average Fall efficiency for PSY-1 (General Psychology) was 788, for PSY-2 (Physiological Psychology) was 832, Psy-9 (Developmental Psychology) was 842, PSY-33 (Theories of Personality) was 857, and PSY-35 (Abnormal Psychology) was 690.

Trends

For PSY-1 and PSY-9, our Efficiency generally increased from Fall 07 (635 for PSY 1 and 725 for PSY 9) to Fall 10 (857 for PSY 1 and 822 for PSY 9), but had shown a decline in the Winter 08 (541 for PSY 1 and 545 for PSY 9), Spring 08 (564 for PSY 1 and 619 for PSY 9), and Summer 08 semesters (511 for PSY 1 and 604 for PSY 9). However, the efficiency in these three semesters was still above the 525 State Standard.

The Efficiency levels for PSY-2 for Fall and Spring semesters ranged between 713 to 988. In Summer 2008 the efficiency level for PSY 2 have been the lowest (315), but this has improved to an efficiency level of 678 in Summer 2010. The low efficiency of Summer 08 could be attributed to the fact that this section of PSY 2 was offered as a Fast Track course that met between 8:00am and 2:50pm on three consecutive Saturdays. The students may not have realized how demanding it was to take in vast amount of information in such a short time.

The efficiency levels of our specialty courses, PSY-33 and PSY-35 have also improved within the recent years. Efficiency for PSY 33 was lowest at 567 in Spring 2008 and highest at 915 in Fall 2009. Efficiency for PSY 35 was lowest at 311 in Spring 2008 and highest at 842 in Spring and Fall of 2009. The low efficiency observed at Spring 2008 could be attributed to the class being overscheduled with 2 sections.

The scheduling of classes is by no means an exact science. Recent budget cuts have led to class cuts and reduction in the number of sections offered for our psychology classes, which may have contributed to the increase in efficiency.

Despite somewhat low efficiency for most of our course from Fall 2007 to Fall 2008, our average performance over the past four years has been exemplary. Campus-specific attention to scheduling has produced an increase in efficiency in the recent years.

2. In addition to the enrollment trends, which you have described above, what is the unit's overall assessment of its performance? Clearly state the performance/quality indicators unit uses to judges this (you may wish to reference the District or College Strategic Plan). In framing your answer reflect on the strengths, weaknesses, improvements, and accomplishments of the unit.

Overall Assessment of Discipline Performance

Table 1
Psychology Course Teaching Load by:
Full Time and Adjunct Faculty, Fall 2007 through Fall 2010

Semester	Campus	Total Courses Taught	Taught by		Percent Full Time
			Full Time	Adjunct	
Fall 2007	Riverside	37	26	11	70
Spring 2008	Riverside	37	26	11	70
Fall 2008	Riverside	43	26	17	53
Spring 2009	Riverside	46	25	21	54
Fall 2009	Riverside	41	21	20	48
Spring 2010	Riverside	37	22	15	60
Fall 2010	Riverside	37	22	15	60

All course outlines have been revised and updated to include measurable student learning outcomes (SLOs). The psychology discipline is currently active in implementing assessment mechanisms to effectively evaluate student learning outcomes and developing a best practices document in guiding faculty in various important areas, including syllabus requirements, extra credit policies, and attendance and grading policies. With respect to the correspondence between the District's and Moreno Valley College's mission and the disciplines performance, the correspondence is high. The primary task of psychology is to provide a range of course work to accommodate the general education and transfer needs of our students. In that respect, psychology discipline has excellent performance. Our weakness, if any, is the lack of a full-time faculty contingent to completely satisfy the 75% mandate.

D. Programs and Curriculum (please keep your response to two pages maximum – the evidence to back this section will be in Curricunet)

One of the very important tasks within the program review process is to complete a thorough review of all Course Outlines of Record (CORs), and Program Level SLOs.

The process you use to start the review of all your CORs should commence with a top down analysis/review of the following:

(*the verbal conversation within your discipline should be detailed, but if you need to answer any of these questions in writing please do so in an annotated list and keep the comments brief)

1. What programs/courses do you currently offer and why? (This may be self-explanatory, if you choose to elaborate please use an annotated list). Be sure to update the program level SLOs in Curricunet.
2. Review and summarize recent additions, deletions, or revisions. (if significant changes are made please use an annotated list of the changes)
3. Check on the adequacy of offerings related to transfer articulation, vocational certificates and the relationship of your offerings to our college's mission statement (comment on this only if you make changes).
4. A critical element of this review is the content review required for each prerequisite, co-requisite, advisory and limitation on enrollment (LOE). The content review's purpose is to ascertain that the prerequisite, co-requisite, advisory and LOE are still supported by the discipline, your department and that they are in compliance with Title 5 Section 55201.
(*Contact your curriculum committee representative for assistance if needed*)
 - a. Perform entry skill validation if applicable (Note that you have done this and comment further only if you make changes)
 - b. Perform validity of entrance skills testing, if applicable (Note that you have done this and comment further only if you make changes)

When you have updated all CORs notify your respective curriculum committees that your current CORs have been reviewed and are up to date. **All changes to curriculum are now submitted through Curricunet.**

Current Offerings

The Psychology discipline curriculum at MVC is as follows:

- PSY-1 General Psychology
- PSY-2 Physiological Psychology
- PSY-9 Developmental Psychology
- PSY-33 Theories of Personality
- PSY-35 Abnormal Psychology
- PSY-8 Social Psychology (Beginning from Fall 2011)

From Fall 2007 (56.32%) to Fall 2010 (48.98%), regardless of the semester, PSY-1 (General Psychology) draws the largest percentage of our students. From Fall 2007 to Fall 2010, PSY-1 consistently enrolled an average of 51% of our total FTESs. PSY-9 (Developmental Psychology) consistently enrolled about 31.8% of our FTESs, while PYS-2 (Physiological Psychology) regularly enrolled 4.5 to 6 % of our FTESs. PSY-35 (Abnormal Psychology) and PSY-33 (Theories of Personality) each garnered about 6% of our total FTESs, with PSY-35 having slightly, but consistently, higher enrollment. Regarding the FTESs, it is important to note that in

fall and spring semesters, we offer one section of each psychology class, except for PSY 1 and PSY 9.

The Course Outlines of Record for all of our discipline courses are being revised and updated on CurricuNET in Fall 2011. Currently, all Course Outlines are in the process of being reviewed and approved. All outlines should be before the Curriculum Committee by the end of Fall 2011.

Delivery of Instruction

Most of our instruction continues to be offered in a face-to-face setting. PSY-1 and PSY-9 has routinely been offered every semester and intersession. However, all psychology course offerings will be cut in winter 2012. These cuts may not be entirely due to budget constraints as other classes in other disciplines remain on the schedule. Our television course in PSY-1 had evolved into a teleweb course and was offered as student demand directed. However, currently this mode of delivery is no longer being offered. The last PSY-1 teleweb course offering was in Fall 2007.

There are no longer any psychology courses offered on the weekends. PSY-1 and PSY-9 courses were last offered on the weekends in Fall 2009 semester.

In addition, the psychology discipline no longer offers “short” 8-week versions of courses during the Fall and Spring semesters. The last short term class that was offered by the psychology discipline at MVC was a teleweb section of PSY-1 in Fall 2007.

One section of PSY 1 was offered as a part of the Connect Learning to Life learning community program, in Fall 2009, which required concurrent enrollment in Reading 86 (reading Strategies-Textbook). Psychology discipline may continue to offer classes as a part of a learning community in the future if there is continued interest.

Under Development

Continued consideration is being given to the development of two new courses: Research Methods in Psychology and Introduction to Statistics in Psychology. Transferability to CSU and UC campuses would be expected. Direct articulation would be probable, as many local CSU and UC campuses require these lower division courses for their degree programs in psychology.

Transfer and Articulation

Currently, all discipline offerings satisfy the IGETC requirement in the area of Psychology. In addition, PSY-2 satisfies the IGETC Biological Sciences requirement. All of our discipline offerings are transferable to any of the institutions in the UC system satisfying requirements in Behavioral and Social Sciences (all courses) and Biological and Physical Sciences (PSY-2). Also, all of our offerings are transferable to satisfy general education breadth requirements at all CSU campuses. Specific CSU requirements include: *psychology* (PSY-1, PSY-9, PSY-33, PSY-35), *life sciences* (PSY-2), and *lifelong understanding and self development* (PSY-9, PSY-33).

In addition to the general transferability of our courses stated above, our General Psychology (PSY-1), Physiological Psychology (PSY-2), and Developmental Psychology (PSY-9) courses benefit from direct articulation agreements with many individual CSU and UC campuses. Our

Theories of Personality (PSY-33) and Abnormal Psychology (PSY-35) also share limited articulation agreements with certain CSU and UC campuses. These courses can be taken in place of comparable offerings at the transfer institution.

E. Student Learning Outcomes Assessment

Student learning outcomes assessment reporting is now college based. If you have completed a district-wide assessment project and would like to share that information please do so here. Otherwise skip to F below.

MVC- Review

The psychology discipline at MVC participated in the SLO assessment process with the contribution of both full-time and part-time faculty. Each faculty member assessed the SLO of their choice with the methods and strategies they saw fit. One SLO from each of our five classes was assessed and SLO Assessment Reports were filed with our Annual Program Review in Spring 2011. In addition to that, at the end of the Fall 2011 semester, all psychology classes surveyed students regarding all of the SLOs for each class. The results of this survey are not available yet. SLO assessment progress has been continuously discussed in our semi-annual discipline meetings with the psychology faculty of the Riverside and Norco Colleges.

MVC-Future Plans

The psychology faculty at MVC will continue to assess SLOs of each of our course offering on annual basis. In addition to this, we will continue to share ideas and concerns regarding the aggregate and disaggregate measured in assessing SLOs.

F. Collaboration with Other Units including Instructional, Student Services or Administrative Units (Internal)

Discuss any collaborative efforts you have undertaken with other units; offer an assessment of success and challenges; and evaluate any potential changes in collaborative efforts.

The Psychology discipline continues to support other academic programs in the RCCD.

- PSY-9 (Developmental Psychology) is required for the A.S. degree in Nursing
- PSY-9 (Developmental Psychology) is required for the certificate of the Vocational Nursing program
- PSY-33 (Abnormal Psychology) is a “high” recommendation for acceptance into the Physicians Assistant program.
- A full-time psychology faculty has served as an Adjunct Faculty in the Physician’s Assistant Program on annual basis since Summer 2007 to lecture on the topics of Behavior Change, Sexual Disorders and Eating Disorders.

If the discipline decides to move forward in the development of a Statistics in Social Science Course, communication with the Math discipline would be desirable.

Psychology discipline collaborated with other HSS Department faculty at every level of planning, development, implementation and evaluation of all programs, curriculum,

departmental issues, faculty, and staff issues. Beyond the departments, individual faculty members participate in a variety of campus committees, task forces, working groups, etc. As required or requested, individual faculty and/or discipline, as a whole, regularly consults proactively or reactively with a variety of student service organizations, e.g., DSPNS, Counseling, matriculation, etc. Additionally, psychology collaborates with those planning and decision-making bodies for the discipline to function within and in conjunction with the local or district communities, e.g., Curriculum, Academic Senate, Academic Planning, Strategic Planning, CTA, etc.

G. Outreach Activities (External)

Discuss any activities or projects you have undertaken with other educational institutions, the community, or business/industry. Do you plan to begin any new outreach activities? If so, please describe.

Members of the psychology discipline continue to actively dialogue with other colleges and universities as well as seeking input from the local community concerning student success and needs.

Psychology faculty are long-standing members of professional psychological associations and have attended regional and national conventions on several occasions.

At Moreno Valley College, both full-time psychology faculty members have been serving on numerous committees that focus on college and community wide issues. One full-time faculty has been serving as the College Academic Senate President since July of 2009. He also serves as the District Academic Senate President for 2011-2012 academic year.

The other full-time psychology faculty served on the College Curriculum Committee between Fall 2008 and Fall 2010. She also has been serving as a co-advisor to the Lesbian, Gay, Bisexual, Transgender, and Straight Alliance Student Club since Spring 2007. In addition to this, she serves as a member of the MVC Diversity Committee. The Moreno Valley College Diversity Committee Mission Statement is presented below:

The Moreno Valley College community is committed to acknowledging, engaging, and empowering the distinctive-ness of our diverse cultures through conscious practices. We are dedicated to fostering an inclusive and accessible institution that strives for a student body, faculty and staff, which reflects the multicultural nature of the community we serve. We promote respect for and understanding of diversity in all aspects of a global society. We appreciate the interdependence of our humanity and the promotion of educational equity.

H. Long Term Major Resource Planning

Normal resource requests are addressed in the annual program review process. However, ***occasionally*** a resource need is so substantial that it may impact district-wide planning (examples include: capital expenditures such as construction of a building, or starting a completely new program that requires space, people and equipment).

If applicable, describe significant long term resource needs that need to be addressed by the entire district in the next four years. If appropriate, indicate how these resource needs are related to the district's strategic plan. The McIntyre Report and Educational Master Plans for each campus *may* provide reference information to support your response.

Please feel free to write N/A as your response to this section if there are no substantial needs at this time.

Psychology Faculty: Psychology is in need of an additional full time faculty member. The only other way to meet the 75% mandate is to offer fewer sections, which hurts students.

Instructional Department Specialists (IDSs) and Support Staff: Our IDSs is an indispensable member of our interdisciplinary departments. She is critical in schedule implementation, the Improvement of Instruction processes, Part-Time instructor hiring and evaluation, and countless other departmental tasks. Arguably, the amount of work required of an IDS is roughly proportional to the number of enrolled spaces on a campus. The Moreno Valley College would need to hire additional instructional support staff in order to facilitate the instructional process. It has been reported that the support staff has been doing the work of 2 to 3 people due to budget cuts. In addition to this, there is an imperative need for MVC to have its own institutional research specialist to assist the faculty with data collection and analysis.

Facilities and Equipment Need: These needs are unique to the MVC and are well detailed in our Annual Program Reviews. Because we developed into three separate colleges, it is imperative that each college grows to handle the details of operations and maintenance in an independent manner. These issues increasingly become college level concerns with minimal district-wide input.

I. Summary

1. Briefly summarize in list form the goals and objectives the unit has for the next four years?
2. Describe support from the college or district that is needed to help the unit achieve its goals and objectives?

Discipline Evolution

The Psychology Discipline has performed exceedingly well over the past four years. Our enrollment continues to increase and our Efficiency continues to be far above average. We need to continue these trends and improve where possible.

If trends in success rates continue among some our demographically identified students, we may need to target some student sub-populations for particular assistance or outreach.

Work needs to be done in the area of curriculum. While our current course offerings transfer and articulate well with our local universities, refinement of our articulation agreements is in order. In addition, our Statistics course and our Research Methods course needs to be developed

because ultimately, the timing will be right to offer these courses. We also need to explore the possibility of joining the developing Honors Program with additional curriculum from our discipline. We may also wish to explore increasing the variety of our offerings through open campus; including offering additional online courses, and possibly hybrid and web-enhanced sections.

Work needs to continue in the area of Student Outcomes Assessment.

Our psychology students would also benefit from access to a Psychology Club and possibly a chapter of PSI BETA.

Unfortunately, all of these goals require additional time and effort from our faculty members. With modifications to our program review process, increased attention to shared governance processes, and extra time requirements for the ongoing accreditation process; our current faculty are already over-burdened.

Attention to the goals detailed above will depend upon our faculty members' ability to take on additional work.

College/Campus & District Support

Of course, achieving our goals would be facilitated by the hiring of new full-time faculty. In addition, the District could continue to establish the policies and procedures necessary for our campuses to operate as independent colleges. Once in place, the needs and goals of our discipline can be better addressed.

Our Evidence

To make progress toward achieving our goals, the discipline will need to prioritize our goals. We may not be able to achieve all of the goals stated above, and as time progresses some of these goals may be modified or changed. However, once prioritized, over the next five years we should be able to demonstrate progress, at least in some areas.

J. Recommendations to the Program Review Committee

There are no recommendations at this time.

APPENDIX A

RCCD General Education Student Learning Outcomes
for Academic and Vocational Degrees**Critical Thinking**

- Analyze and solve complex problems across a range of academic and everyday contexts
- Construct sound arguments and evaluate arguments of others
- Consider and evaluate rival hypotheses
- Recognize and assess evidence from a variety of sources
- Generalize appropriately from specific cases
- Integrate knowledge across a range of contexts
- Identify one's own and others' assumptions, biases, and their consequences

Information Skills

- *Demonstrate computer literacy*
- *Locate, evaluate, and use information effectively*

Communication Skills

- *Write with precision and clarity to express complex thought*
- *Read college-level materials with understanding and insight*
- Listen thoughtfully and respectfully to the ideas of others
- Speak with precision and clarity to express complex thought

Breadth of Knowledge

- *Understand the basic content and modes of inquiry of the major knowledge fields*
- *Analyze experimental results and draw reasonable conclusions from them*
- Use the symbols and vocabulary of mathematics to solve problems and communicate results
- *Respond to and evaluate artistic expression*

Application of Knowledge

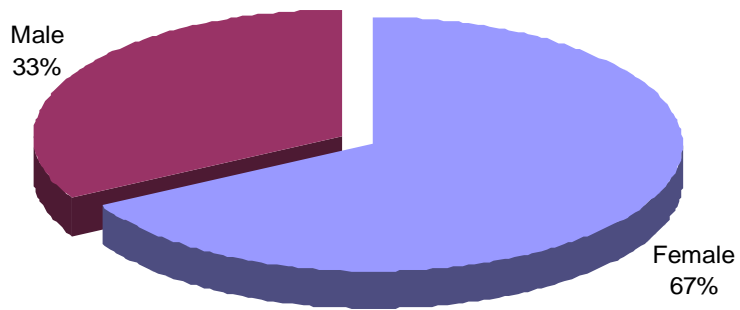
- *Maintain and transfer academic and technical skills to workplace*
- *Be life-long learners, with ability to acquire and employ new knowledge*
- Set goals and devise strategies for personal and professional development and well being

Global Awareness

- *Demonstrate appreciation for civic responsibility and ethical behavior*
- Participate in constructive social interaction
- *Demonstrate teamwork skills*
- *Demonstrate understanding of ethnic, religious, and socioeconomic diversity*
- Demonstrate understanding of alternative political, historical, and cultural viewpoints

source: *Outcomes Assessment Guidelines and Resources for Disciplines and Programs*
March, 13, 2007

APPENDIX B
Psychology Student Population
 Nationwide data from APA Survey: 186 two-year institutions



Gender	2-Year Institutions	%
Female	1,868	67
Male	919	33
Total	2,787	100