PSYCHOLOGY PROGRAM REVIEW SELF-STUDY

2014-2015

SOLANO
COMMUNITY COLLEGE

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1.1 Introduction.

There were five courses in Psychology offered at Solano Community College in 1971. Since then faculty have developed six additional courses and have 2 majors within the discipline. Many of the new courses were a result of expanded directions for an AA Degree and, more recently, AA-T degree which most community colleges have instituted. In the early years, we had 3 full-time faculty while in the past 7 years we have had 5 faculty members to meet the demands of both the Psychology and Human Services programs.

The Psychology program has maintained a high standard of teaching and rigorous course offerings despite several administrative reorganizations over the past several years. Psychology is currently housed in the School of Social and Behavioral Sciences. Our discipline still remains as one of the top 4 majors for graduation at SCC and nationwide. The introduction of several new courses including online offerings, collaboration with Human Services, implementation of Smart Classrooms and online resources has helped in our expansion, while the building of two additional campus sites has presented a challenge for our program. We have made efforts to offer a variety of courses at both centers; however, enrollment rates (primarily in Vallejo) continue to be problematic. Funding for technology, instructional equipment and supplies, readers, faculty support and development has not kept up with student and faculty needs.

Providing and obtaining postsecondary education has become more challenging for students and faculty. We believe that this is due to changes in higher education, vacillations in the economy, desire to meet the various needs of underserved and other populations (such as veterans and foster youth), changing workforce needs and funding for education (including grants and financial aid). The results of our recent psychology student survey confirm a need for our department to continue to offer a variety of psychology courses that are articulated for transfer, recommended or required for other majors, and for personal growth.

The psychology program at Solano College offers eleven different courses on a regular basis (each semester or at least once a year) that are part of the academic major and Associate Degree in Psychology and/or transfer requirements. Its emphasis is on providing rigorous academic instruction in basic psychological concepts, theories, terminology, and research methods, and promoting life skills, personal growth, and interpersonal effectiveness.

Solano students can complete an Associate Degree with a Major in Psychology in different ways depending on their educational goal:

Associate in Arts Degree
The Associate in Arts Degree can be obtained by completing a total of 60 units, including the 18-unit major, general education requirements and electives.

The **Associate in Arts in Psychology for Transfer** degree (ADT/AA-T) is designed especially for students who plan to complete a bachelor's degree in Psychology at a CSU campus (guaranteed admission to the CSU system). This degree also prepares students for psychology degree programs at other four-year institutions (without guarantees).

Program Outcomes

Students who complete an Associate Degree for Transfer will be able to:
1. Demonstrate an understanding of psychology as a science, in regard to major theories, methods and applications.
2. Successfully complete the required psychology (major) program

Courses (each 3 units)

PSYC 001	Introduction to Psychology
PSYC 002	Biological Psychology
PSYC 004	Research Methods in Behavioral Science
PSYC 005	Abnormal Psychology
PSYC 006	Developmental Psychology
PSYC 007	Cross-Cultural Psychology
PSYC 010	Psychology of Women
PSYC 020	Personal and Social Behavior
PSYC 030	Introduction to Social Psychology
PSYC 034	Human Sexual Behavior
PSYC 040	Drugs, Society & Behavior
PSYC 049	Psychology Honors (1-3 units)

Psychology Faculty
Full-Time
Bolz, Sabine, Dipl.-Psych., LMFT
Carl von Ossietzky Universitaet Oldenburg: Graduate Degree Clinical Psychology
University Giessen, Germany: Undergraduate Degree Psychology
Licensure Clinical Psychologist/ Psychotherapy
Licensure Marriage and Family Therapist (MFT)
General Psychology; Gender and Sexuality Studies; Clinical/Abnormal Psychology; Social Work and Human Services

Cabrera, Saki, PhD
At Solano Community College, Dr. Saki Cabrera serves students and the community as a full-time professor in the departments of Psychology and Human Services. She also coordinates the Human Services program at SCC and works as CEO of SC Associates: Strengthening Communities, an evaluation and applied social psychology consulting firm. Dr. Cabrera is a first generation bi-cultural and bi-lingual Puerto Rican who grew up in Bronx, New York. After graduating summa cum laude at Iona College with a bachelor of arts, with a double major in psychology and humanistic communications, she completed her M.A. and doctoral degree at Claremont Graduate University in psychology with an emphasis on applied social psychology and evaluation. Saki decided to give back to traditionally underrepresented populations by offering ways of connecting different views together—always blending theory with practice. She is a NIH and Kellogg scholar, is published, has successfully led various federally funded, international and local research projects, and has developed, implemented and evaluated community programs focused on diverse aspects related to health, education, and vocation. She serves on several boards, directs an after school tutoring program, mentors community members, and couldn't imagine life without *familia*!

DaPrato, Robert, MA
M.A. Degree, San Francisco State University, June 1971
Major: Psychology
B.A. Degree, San Francisco State University, January 1970
Majors (dual): Sociology and Psychology
Post Graduate Education:
Social Psychology, Environmental Psychology, Human Sexuality Personal and Social Behavior, Gerontology

Gotch, Mary, MA
M.A. Degree, San Francisco State University
B.A. Psychology, Michigan State University
Biological Psychology, Research Methods, Drugs and Behavior, Psychopathology

Jaimez, LaNae, PhD
PhD, University of Texas at Austin
B.S. Psychology, University of Oklahoma
California Licensed Psychologist (PSY16481)
Biological Psychology, Research Methods, Developmental Psychology, Adolescent Female Development, Social Psychology, Psychopathology, Substance Use Disorders and Treatment

Adjunct Faculty
Lindsay, Andriea, MA
M.A., Social Science, California State University, Chico
M.A., Psychology, California State University, Chico
B.A., Sociology, California State University, Chico
Born, raised and educated in California, Andriea has spent two years as a social worker and 8 years as an instructor in psychology. She is an avid world traveler and incorporates this into her classroom.

Procsal, Amanda, MS
B.A., Psychology, California State University, Sacramento
M.S., Psychology, Northern Arizona University
Introduction to Psychology and Research Methods

Classified Staff
The Psychology Department has experienced an inordinate turn-over in leadership over the past twenty years. Within the past seven years there have been six (6) different Deans assigned to Psychology, and we are currently in search for the seventh Dean. Similarly, due to repeated re-organizations of divisions on campus, Psychology has been housed within the different divisions/schools of Social Sciences, Fine & Applied Arts/Behavioral Sciences, Sciences and Mathematics and Social & Behavioral Sciences. At present, Psychology is part of the School of Social & Behavioral Sciences with a temporary Dean, and one fulltime Administrative Assistant. The trend in turnover has also occurred with Administrative Assistants. The psychology department has not had consistent leadership and support at the administrative level.

1.2 Relationship to College Mission and Strategic Goals.

"Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students."

The Psychology department's mission closely aligns with that of the college. We educate an ethnically and academically diverse population of students drawn from local communities and beyond. Our diverse, experienced and knowledgeable faculty are committed to helping students achieve their educational, professional, and personal goals via a rigorous curriculum. The program provides workforce development and transfer-level education. Faculty are committed to aligning SCC's psychology curriculum with the American Psychological Association's guidelines and standards. Psychology faculty strive to fulfill the College's three fold mission through dedicated teaching, innovative courses, broad and contemporary curriculum and applied opportunities.

http://www.solano.edu/about_scc/mission.php

Table 1. SCC's Strategic Directions and Goals

Goal 1: Foster Excellence in Learning	Program Evidence
Obj. 1.1 Create an environment that is conducive to student learning.	Psychology faculty strive to create a safe, structured environment that is conducive to learning by clearly defining expectations for classroom behavior and course success in their syllabi. Students are encouraged to actively engage in the educational process with respect for others and the learning environment. Faculty interact with students regularly, often learning the names of their students (even in classes with 50 students). Office hours are held as scheduled and students are encouraged or required to attend. Faculty use a variety of technology in the classroom including PowerPoint, iClickers and embedded videos as a means to engage the diverse student population we serve. In addition, faculty make course resources available via MySolano and Canvas. Comments from the students include, "The supplemental online material really helps boost your grade." "Committed professors with the love for the field and the drive to teach." "Knowledgeable and passionate teachers."
Obj. 1.2 Create an environment that supports quality teaching.	Psychology faculty are committed to quality teaching and take pride in offering academically rigorous courses. We strive to stay abreast of the latest best practices for undergraduate education in psychology as prescribed by the American Psychological Association. Faculty attend a variety of professional meetings (APA, Western Psychology Association, California Psychological Association) and conferences/trainings allowing them to keep current on issues in psychology. In addition, they are members of various professional groups such as The American Psychological Association, Society for the Teaching of Psychology and American Psychological Society.
Obj. 1.3 Optimize student performance on Institutional Core Competencies	The psychology course SLOs map onto the Institutional Core Competencies (ILOs) in one or more areas. SLOs for each course are assessed on a regular basis and psychology faculty use this information to modify their teaching approach and courses to maximize student performance on SLOs and ILOs. ILO #2-Critical Thinking and Information Competency are addressed in all psychology classes and culminates in the Research Methods course (PSYC 004). ILO #4- Personal Responsibility and Professional Development are addressed in all Psychology classes with specific emphasis in Personal and Social Behavior (PSYC 20), Human Sexual Behavior (PSYC 34) and Drugs, Society and Behavior (PSYC 40).

Goal 2: Maximize Student Access & Success	Program Evidence
Obj. 2.1 Identify and provide appropriate support for underprepared students	Psychology faculty provide information regarding support services (Counseling, DSP, Tutoring Center, Writing lab, Academic Success Center, Student Success Workshops, Financial Aid, cohort programs, etc.) to students via syllabi, postings in the classrooms, email and verbally. Students are referred to support services as appropriate on an ongoing basis. In addition, faculty provide tutoring in the Academic Success center. Study skills are taught as a part of some of the psychology courses. Recently, an instructional assistant is available to work with PSYC 1 students. Three of the psychology courses have prerequisites to help ensure that students are prepared for subsequent courses.
Obj. 2.2 Update and strengthen career/technical curricula	For psychology majors with a CTE career goal we offer vocational/academic course via the Human Services Program.
Obj. 2.3 Identify and provide appropriate support for transfer students	The psychology program offers an ADT/AA-T in psychology. All psychology courses that are eligible for CI-D approval have been approved indicating that they meet criteria for the California Transfer Model Curriculum. Psychology faculty write letters of recommendation for students wishing to transfer to four year institutions on a regular basis. Psychology courses taught at Solano College are designed to prepare students for success in upper division psychology courses. Faculty regularly hear back from students who have transferred to four-year institutions about how their psychology education at Solano has benefited them as they further their education and training. Faculty continually consult with students and provide guidance as to what is needed to transfer, information about succeeding after transfer and career opportunities.

Obj. 2.4 Improve student access to college facilities and services to students	The psychology faculty ensure that every psychology course is offered at least once a year. Furthermore, efforts are made to offer a variety of courses at the two centers and in the evening. Faculty also hold office hours at the centers (when teaching there) and in the early evening or by appointment for evening students; online office hours are also available for all students. Announcements regarding services and opportunities are shared with students via email and in class. Faculty have noted that due to limited hours, student services, tutoring and study space is more difficult for students to access in the evening and summer session.
Obj. 2.5 Develop and implement an effective Enrollment Management Plan	The psychology class schedule is designed for students to complete courses required for a degree in psychology in a timely manner. Faculty work to recognize trends in enrollment in psychology courses and respond accordingly. For example, due to the high demand for PSYC 004 – Research Methods a second course section was offered every semester until more recently when enrollments dropped due to a newly implemented Math – 11 prerequisite. A second example, PSYC 34 – Human Sexual Behavior is a very popular course and additional sections were added to meet this need. PSYC 6 –Developmental Psychology is a prerequisite for a variety of graduate programs (e.g., Physical Therapy, Genetic Counselor) and was developed specifically to meet this need.

Goal 3: Strengthen Community Connections	Program Evidence
Obj. 3.1 Respond to community needs	Students from the community sometimes seek out specific psychology courses as they retrain to pursue a new career. The implementation of PSYC – 6 Developmental Psychology fills a requirement for many students who already obtained a bachelor's degree, as does PSYC 5 Abnormal Psychology. Furthermore, many human services providers encourage their employees to seek additional education/training, and many psychology courses can fulfill this need. Psychology faculty strive to help all students increase understanding of diversity, personal growth, self-management and self-awareness.
Obj. 3.2 Expand ties to the community	The psychology program has developed ties to the community via volunteer work/activities of our faculty and students. Faculty members facilitate tutoring programs in the community, serve on Boards, work with nonprofit organizations and guide Psychology Club students in volunteer activities. In addition, faculty mentor and train members of the community. A psychology faculty member is co-chair of the High-School Outreach committee at SCC. The Psychology Program students have volunteered in community activities such as tutoring, collecting toiletries for the homeless and various fundraising walks.
Goal 4: Optimize Resources	Program Evidence
Obj. 4.1 Develop and manage resources to support institutional effectiveness	The Psychology Department has never been presented with a budget. We have unsuccessfully attempted to procure funds via the strategic planning process and other grants. The psychology department will continue to pursue funding from various resources.
Obj. 4.2 Maximize organization efficiency and effectiveness	The Psychology Department works in a diligent and ethical manner to provide rigorous courses that meet the needs of the students in an efficient way. Faculty meet regularly to address these goals.

Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.	Psychology faculty utilize Clickers, On-line delivery methods, *Canvas*, electronic materials, PowerPoints, ancillary online resources, hyperlinks, MySolano, various course management systems and video in their courses.

1.3 Enrollment.

Data in Table 1.3a reflects 2010-2011 academic year to present for scheduled sections, actual sections FTES and declared psychology majors.

Table 1.3a	Fall 2010	Spr 2011	Sum 2011	Fall 2011	Spr 2012	No Sum	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014
Scheduled Sections	X	X	2	26	24	NA	26	26	3	28	25	3	28
Actual Sections	26	26	2	25	24	NA	26	26	3	27	25	3	26
FTES	X	X	10.3	110.2	106.2	NA	100.4	102.4	10.6	101.6	86.7	10.4	87.4
PSYC Degree Seekers headcount	473	482	208	474	467	NA	443	431	170	405	416	184	422

Enrollment data in psychology is strong but has declined in recent years. The number of sections offered (ranging between 24 and 27 sections per semester) has remained relatively constant while FTES has declined in recent years. This is somewhat consistent with the College's overall section count and FTES which has declined slightly over the time period. Number of psychology majors (degree seekers) has remained relatively constant over the years. The decline in declared psychology majors is in proportion with the decline in overall enrollment at the college. Some factors that have impacted the number of sections offered and FTES are:

1. Economic factors: As the economy is improving after the recession, college enrollments have declined across the country and the state.
2. Accreditation issues: Solano was on "Show Cause" and only recently (January 2014) has been accredited without sanctions. Concern and misunderstanding of Solano's accreditation status might have caused students to transfer to other colleges.
3. Cancelled summer classes: Summer classes were cancelled in 2012. Students may have gone to other colleges and institutions at this time and continued their educations at those institutions.
4. Expanded offerings at Centers led to an increase in some course offerings.

Enrollments in psychology have shown a decline parallel to that of the college over the last year. The psychology faculty have been able to offer the same number of sections, but the fill rates have been lower. However, the number of students seeking psychology degrees remains high. Despite a decline in the number of psychology majors, psychology ranks 4th following nursing, business and biology in declared major at SCC. There are national initiatives to make community college available to all capable

students and college wide plans to increase enrollments. The psychology faculty are dedicated to expanding our curriculum (adding two on-line courses, updating Psychology of Women to Psychology of Gender and developing a Positive Psychology Course). In addition, the psychology faculty will continue outreach to high school and other prospective students. Furthermore, a plan has been developed to enhance the psychology club and outreach to psychology majors. It is our belief that these factors will contribute to an increase in enrollments in psychology.

1.4 Population Served.

The psychology students are generally female (63%) and in the 18 – 25 year old range (76%). We serve a small number of students under 17 (5%). Students age 26 – 30 account for nine percent of our student population with the rest of our students (11%) being over age 31. Our student population is made up of the following ethnic groups: White/non-Hispanic (29%) students, Hispanic (23%), Asian/Pacific Islander (21%), Black/non-Hispanic (15%), American Indian/Alaskan Native (3%) and other (9%). The type of students enrolled in psychology courses include 68% Continuing students, 20% First Time student, 6% First Time Transfer, 5% Returning students and 1% Special Admission.

Comparison with college:
Gender: Psychology enrollments for females are slightly higher than the college's.
   Female: college 58.5% (range 58-62%) Psychology 63%
   Male: college 42.2% (range 37-41 %) Psychology 35%

Nationwide, more women major in and complete degrees in psychology than men. The psychology department is interested in increasing the number of male students who take and major in psychology. Toward this end, the faculty are currently revising the Psychology of Women course to become a Psychology of Gender course. In addition, we will do additional outreach and offer courses at various sites and locations such as the prison. We recognize the limitations of a binary gender code. In collaboration with the campus community, we will initiate the development of a more contemporary scale.

Age: The Psychology Program serves a substantially higher percentage of students in the 18-25 age group (+27%) as compared to the number of 18-25 year olds served by the college.
   Under 17:   College: 5%   Psychology: 5%
   18-25   College: 59%   Psychology 76%
   26-30   College: 11.3% Psychology 8.5%
   Over 31   College: 24.7% Psychology 10.5%

However, this is in line with the largest age group served by both the Psychology Program and SCC. We recognize that this age group tends to have some of the lowest success rates across semesters. We will continue to encourage this age group, as well as all of our students, to seek additional support services such as tutoring, Academic Success Center, writing lab, DSP, completion of basic skills courses and completion of course advisories.

Ethnicity: Percentages of Ethnic populations are very similar to the College's.
  White non-Hispanic: College: 31.4% Psychology: 29.1%
  Hispanic: College: 20.5% Psychology: 23.2%
  Asian/Pacific Islander College: 17.5% Psychology: 20.6%

Black/non-Hispanic	College: 17.5%	Psychology: 14.8%
American Indian/ Alaskan Native	College: 2.1%	Psychology: 3.3%
Other	College: 11%	Psychology: 9%

The students served by the Psychology Program include slightly fewer White non-Hispanics (2.3%) and Black/non-Hispanics (2.7%) than the college. However, we serve slightly more Hispanics (2.7), more Asian/Pacific Islander (3.1%) than the college. The Psychology Department will continue to monitor this data.

1.5 Status of Progress toward Goals and Recommendations.
Table 3. Program Review Recommendations

Program Review Recommendations (Previous Cycle)	Status
1. Repeatedly review major theories over the semester in the courses that fell in the average range or below average range. (PSYC 1/ PSYC 30)	Psychology faculty members have continued to repeatedly review the major theories in all courses by increasing the amount of lecture time spent on certain topics, the number of quizzes, use of ancillary on-line tutorials/tools and classroom activities.
2. Spend more time in the courses that fell in the average range or below average range tying the concepts from the major/classic theories to current experiences and events to help increase students' recall.	Psychology faculty members have continued to repeatedly review the major theories in all courses by increasing the amount of lecture time spent on certain topics, the use of current events and projects focusing on life experiences/events.
3. In PSYC 1: Introductory Psychology (below average score), Professors will emphasize at the beginning of the course that Psychology is the scientific study of human behavior involving complex scientific information. (Many students assume that Psychology will be discussion/experiential).	Psychology faculty are increasing their efforts to better inform students of the rigorous requirements in PSYC 001 prior to their enrollment in class and during the first few class sessions. A new psychology brochure was developed to help better educate students about PSYC 001 and being a psychology major. The psychology faculty have communicated with counseling faculty regarding the academic rigor required for PSYC 1.

4.	Consider using embedded tutors in PSYC 1 classes.	Funding has not been available for embedded tutors. In spring 2015, funding was available for an instructional assistant for all PSYC 1 courses.
5.	Remove the APA research proposal from the PSYC 30 course requirements.	This change was made and was approved by the Curriculum Committee.
6.	Collaborate with counselors regarding placement of students in psychology classes.	Informal conversations and informational emails have been exchanged with some of the Counseling Faculty. Thorough discussions with counseling faculty regarding prerequisites and skills needed for success in psychology classes have been ongoing.

Table 2. Educational Master Plan

Educational Master Plan	Status
1. Assess current curriculum to modify existing courses, develop new courses, and/or new modalities	The psychology faculty have developed new courses including PSYC 6- Developmental and PSYC 007- Cross-Cultural psychology. PSYC 040- Drugs, Society and Behavior was reintroduced. PSYC 002 – was renamed to ensure articulation with other institutions. PSYC 010- Psychology of Women will be modified to Psychology of Gender to be submitted to Curriculum Committee fall 2015. PSYC 020 – Personal and Social Behavioral and PSYC 006 – Developmental Psychology will be modified for online delivery in spring 2016.
2. Increase use of technology in course delivery and assessment	Psychology faculty utilize Clickers, On-line delivery methods, electronic materials, PowerPoints, ancillary online resources, hyperlinks, MySolano, various course management systems and video in their courses.
3. Articulate courses with 4-year colleges, universities, and local high schools.	The psychology program offers an ADT/AA-T in psychology. All psychology courses that are eligible for CI-D approval have been approved indicating that they meet criteria for the California Transfer Model Curriculum. All courses in psychology articulate with CSU, UC and other institutions. Faculty work consistently on articulation of psychology courses. We do not have articulation with high schools, but are working to develop standardized pathways for high schools students to enter SCC.
4. Work with Basic Skills coordinator to integrate basic skills into psychology courses	Psychology faculty have discussed with the Basic Skills Initiative regarding a cohort program. Faculty support this plan and are committed to developing this in the future.

5. Enhance Psychology Club	Plans are in progress to combine the psychology club with the human services club in order to combine theory and practice. This will occur in fall of 2015.
6. Coordinate with the Human Services Program	Plans are in progress to combine the psychology club with the human services in order to combine theory and practice. This will occur in fall of 2015. Increase applied opportunities for all students.
7. Develop a cohort-based program.	Psychology faculty have discussed with the Basic Skills Initiative regarding a cohort program. Faculty support this plan and are committed to developing this in the future.

1.6 Future Outlook.

When looking at Labor Market Data from the Employment Development Department of the State of California (EDD) for students earning a degree in psychology, we find that wages, projections of employment in different concentration areas and places of employment vary www.labormarketinfo.edd.ca.gov. Psychology graduates can become: clinical, counseling and school psychologists; educational, guidance, school and vocational counselors; industrial – organizational psychologists; marriage family therapists; mental health counselors; substance abuse and behavioral disorder counselors; and social scientists and related workers.

Similar to the diversity in occupations is the amount of earnings amongst psychology graduates. For example, employees range from earning an hourly mean wage of $23 an hour to $50 an hour—with those industrial-organizational psychologists earning the most per hour. See the table titled Occupational Wages in California 2014 for more comparisons.

Projections of Employment (Outlook or Demand) are promising for these psychology graduates. Employment is estimated to increase between 2010 and 2020. The Occupational Projections of Employment table provides projections of employment, the employment change and annual average openings per occupation area. The list of industries employing psychology graduates is provided in the subsequent table (Industries Employing Psychology Workers.)

Occupational Wages in California 2014

Area	Hourly Mean	Hourly Percentile 25th	Hourly Percentile Median	Hourly Percentile 75th
Clinical, Counseling, & School Psychologists	$39.13	$27.18	$39.57	$49.34
Educational, Guidance, School & Vocational Counselors	$30.77	$21.29	$29.38	$40.10
Industrial-Organizational Psychologists	$49.50	$34.47	$50.70	$57.70
Marriage & Family Therapists	$26.50	$19.74	$24.66	$31.84
Mental Health Counselors	$22.84	$15.78	$19.88	$27.54
Psychologists, All Other	$43.55	$30.80	$48.65	$54.98

Occupational Projections of Employment: Estimated Year is 2010 and Projected Year is 2010*

Area	Employment		Employment Change		Annual
	Estimates	**Projected**	**Number**	**Percent**	**Average Openings**
Clinical, Counseling, & School Psychologists	24,600	28,100	3,500	14.2	1,130
Educational, Guidance, School & Vocational Counselors	32,200	37,000	4,800	14.9	1,170
Marriage & Family Therapists	10,700	14,900	4,200	39.3	650
Mental Health Counselors	9,200	11,100	1,900	20.7	390
Psychologists, All Other	1,700	1,900	200	11.8	70

*Information for Industrial-Organizational Psychologists was not available.

Industries Employing Psychology Workers*

Area	Industry Title	# of Employees in CA	% of total Employment for Occupation in CA
Clinical, Counseling, & School Psychologists			
	Elementary and Secondary Schools	17,387	25.2%
	Offices of Other Health Practitioners	47,263	5.8%
	Individual and Family Services	22,273	5.2%
	General Medical and Surgical Hospitals	1,675	4.2%

Area	Industry Title	# of Employees in CA	% of total Employment for Occupation in CA
Educational, Guidance, School & Vocational Counselors			
	Elementary and Secondary Schools	17,387	37.7%
	Colleges and Universities	2,317	23.0%
	Junior Colleges	206	10.2%
	Vocational Rehabilitation Services	1,939	8.3%
	Individual and Family Services	22,273	3.1%
	Residential Mental Health Facilities	**13**	**1.1%**
Marriage & Family Therapists			
	Individual and Family Services	22,273	42.1%
	Outpatient Care Centers	7,547	17.4%
	Offices of Other Health Practitioners	47,263	12.7%
	Residential Mental Health Facilities	13	4.0%
	General Medical and Surgical Hospitals	1,675	3.8%
	Emergency and Other Relief Services	668	1.4%

Area	Industry Title	# of Employees in CA	% of total Employment for Occupation in CA
Mental Health Counselors			
	Residential Mental Health Facilities	13	23.2%
	Individual and Family Services	22,273	15.9%
	Outpatient Care Centers	7,547	10.9%
	Offices of Other Health Practitioners	47,263	3.7%
	Psychiatric & Substance Abuse Hospitals	1,336	2.6%
	General Medical and Surgical Hospitals	1,675	1.7%
	Other Residential Care Facilities	865	1.5%
Psychologists, All Other			
	Colleges and Universities	2,317	23.9%
	General Medical and Surgical Hospitals	1,675	10.3%

*Information for Industrial-Organizational Psychologists was not available.

As you can see, all occupational areas are projected to increase and there are many different settings in which graduates can provide services. A local search for jobs (from EDD) within 50 miles of SCC zip code 94534 showed promise for students who wish to serve within their local communities; 120 job openings were found for clinical, counseling and school psychologists; 33 for educational, guidance, school and vocational counselors; 26 for marriage and family therapists; and 25 for mental health counselors. Working in one's community is very invaluable given psychology graduates would be able to contextualize their services given their first-hand history and experience of cultural norms that greatly affect how people think, act and feel. Psychology students could also seek local internships to apply what they are learning in school. What is evident is that the psychology education provided at SCC benefits students and many society members at large for generations to come.

Industries Employing Undergraduate Degree Psychology Majors

Employment outlook for associate's degree holders is promising with estimated increases in job openings over coming years (see data from the APA's *The Insider's Guide to the Psychology Major*.)

Sample Job Titles for those with a Bachelor's Degree in Psychology
https://psychology.cas2.lehigh.edu/sites/psychology.cas2.lehigh.edu/files/job_titles-1.pdf
 Note. Data from the APA's *The Insider's Guide to the Psychology Major*.

Related to psychology
Academic advisor
Adolescent care technician
Arbitrator
Animal trainer
Behavior analyst
Career counselor
Case management aide
Caseworker
Childcare worker
Child protection worker
Clinical interviewer
Community support worker
Corrections officer
Counselor aide
Day care center supervisor
Director of volunteer services
Eligibility worker
Employment counselor
Family services worker
Group home coordinator
Housing-student life coordinator
Life skill counselor
Mental health technician
Parole officer
Political campaign worker
Probation officer
Public affairs manager
Public relations assistant
Publications researcher
Rehabilitation officer
Research laboratory coordinator
Residential counselor
Residential youth counselor
Social services assistant

Social work assistant
Urban planning research assistant
Veteran's advisor

Related to business
Administrative assistant
Advertising agent
Advertising trainee
Affirmative action representative
Airline reservations clerk
Bank management
Claims specialist
Consultant
Consumer affairs
Customer relations
Customer service representative
Educational textbook sales representative
Employee relations assistant
Events coordinator
Financial researcher
Hotel management
Human relations director
Human resources recruiter
Other areas
Activity director
Assistant youth coordinator
Camp staff director
Related to business (cont.)
Church program director
Church social director
College admissions officer
Community organizer
Community recreation worker
Community relations officer
Congressional aide

Crime prevention
Director of alumni relations
Director of fundraising
Driving instructor
Educational coordinator
Foster home parent
Film researcher
Hospital patient service representative
Gerontology aide
Insurance agent
Insurance claims-underwriter
Intelligence officer
Loan officer
Lobbying organizer
Management trainee
Marketing researcher
Marketing trainee
Occupational analyst
Office manager
Personnel worker-administrator
Property management
Public relations officer
Sales representative
Small business owner
Staff training and development
Store manager
Test marketer
Laboratory assistant
Neighborhood outreach worker
Newspaper reporter
Nursing home administrator
Park and recreation director
Private tutor
Research assistant
Residential service coordinator
Special events coordinator
Statistical assistant
Statistical reports compiler
Task force coordinator
Teacher
Technical writer
Vocational rehabilitation counselor
Work activity program director
Youth minister

2.1 Program Level Outcomes

Table 4. Program Level Outcomes

	Program Level Outcomes	ILO (Core 4)	How PLO is assessed
1.	Students will be able to demonstrate an understanding of psychology as a science, in particular regards to major theories, methods and applications.	II. A.-D. III. A. B. IV. A. B. C.	SLO results were used and classes were scored on a 5 point rubric assessing how well students in that class demonstrated an understanding of major theories, methods and applications in psychology.
2.	Students will successfully complete required psychology (major) program courses.	II. A.-D. III. A. B. IV. A. B. C.	Course data from Research and Planning. Success criterion is defined as courses where 70% of students completed with a grade of C or better.

2.2 Program Courses and Program Level Outcomes

Table 5. Program Courses and Program Level Outcomes

Course	PL01	PL02
PSYC 001	I	M
PSYC 002	D	M
PSYC 004	M	M
PSYC 005	D	D
PSYC 006	D	D
PSYC 007	D	
PSYC 010	I	
PSYC 020	I	
PSYC 030	D	D
PSYC 034	I	
PSYC 040	D	
PSYC 049	M	

2.3 Program Level Assessments

SLO assessments from all psychology courses offered were used to assess Program level outcome 1 – Students will be able to demonstrate an understanding of psychology as a science in particular regards to major theories, methods and applications. Twenty-nine percent of the courses fell in the above average range of competency, 57% in the average range and 14% in the below average range (Introductory psychology and social psychology fell in this category). Success rate data from R&P was used to assess PLO 2 – Students will successfully complete required psychology (major) program courses. All psychology courses with the exception of introductory psychology and social psychology had success rates of 70% or better. Based on the assessment of the Psychology program level outcomes the following plans were made:

1) In the Introductory Psychology course, faculty will spend additional time educating students about psychology. Faculty will emphasize that psychology is the rigorous scientific study of human behavior. The goal is to accurately inform students regarding the material covered in an introductory psychology course. (Many students assume that an introductory psychology course will be discussion and experiential, in other words an "easy A".)
2) Faculty will spend more time on the major/classic theories in psychology tying the concepts to current experiences with the goal of increasing learning and retention of this information.
3) Collaborate with counselors regarding placement of students in psychology classes and to better inform/educate students regarding the academic rigor and expectations of introductory psychology.
4) Require a research methods course for ADT/AA-T and AA degree in psychology.
5) Remove the research proposal requirement from the social psychology course.

Table 6. Program Level Assessments

Program Level Outcomes	Date(s) Assessed	Results	Action Plan
1. Students will be able to demonstrate an understanding of psychology as a science, in particular regards to major theories, methods and applications.	Spring 2013	Twenty-nine percent of the courses fell in the above average range of competency, while 57% fell in the average range and 14% were below average.	Repeatedly review major theories over the semester in the courses that fell in the average range. In PSYC 1: Introductory Psychology (below average score), Professors will emphasize at the beginning of the course that Psychology is the scientific study of human behavior (Many students assume that Psychology will be discussion/experiential). In addition, we will spend more time on the major/classic theories tying the concepts to current experiences and events to help increase students' recall. Collaborate with counselors regarding placement of students in psychology classes.

			All psychology courses with the exception of PSYC 1: Introduction to Psychology (58% success) and PSYC 30: Social Psychology (57% success) had 70% of students who completed meet the criteria of C or better.	Remove the research proposal from the PSYC 30 course requirements. Consider using embedded tutors in the PSYC 1 classes. Collaborate with counseling to better inform/educate students regarding the rigor/academic expectations of PSYC 1.
2	Students will successfully complete required psychology (major) program courses.	Spring 2013		

2.4 Results of Program Level Assessments

A plan based on program level outcomes was describe above in section 2.3. The following is an update regarding that plan. Psychology faculty meet on a monthly basis and have all reported that they are spending additional time educating students about psychology as the rigorous scientific study of human behavior and spending more time on the major/classic theories in psychology tying the concepts to current experiences. In addition, the ADT/AA-T and AA both require research methods and have been approved by SCC's curriculum committee and Chancellor's Office. Furthermore, the social psychology course was modified and approved through SCC's curriculum committee and no longer requires a research proposal. Although, psychology faculty have had formal and informal discussions with SCC counselors regarding psychology courses, a formal process has not been put in place to address these issues. The psychology faculty are still working toward this goal.

2.5 Student Learning Outcomes

The assessment of SLOs in the Psychology department are current. Because we do not have an even amount of odd and even courses, the schedule to assess courses was tailored. The following represents the assessment schedule that was previously implemented.

Course #	Course Name	FALL	SPRING
PSYC 001	Intro to Psychology		X
PSYC 002	Biological Psychology		X
PSYC 004	Research Methods in Behavioral Science	X	
PSYC 005	Abnormal Psychology		X
PSYC 006	Developmental Psychology	X	
PSYC 010	Psychology of Women	X	
PSYC 020	Personal and Social Behavior	X	
PSYC 030	Introduction to Social Psychology		X
PSYC 034	Human Sexual Behavior		X
PSYC 040	Drugs, Society and Behavior	X	

PSYC 049-Psychology Honors is an independent study course designed for honor students who intend to major in psychology, therefore it will be assessed when a section is provided. Moreover, PSYC 007 Cross-Cultural Psychology is a newly developed course and was offered for the first time in Fall 2014; it will be assessed according to the new SLO Assessment schedule—where every course is assessed twice in 5 years (no SLO assessments are required during a program review year). This new schedule will be applied to all psychology courses beginning Fall 2014.

A common assessment (multiple choice exam) was developed for PSYC 001 in the Fall of 2009 and has been used continuously. We learned that students performed better on conceptual than factual questions and consistently did not respond accurately to situations that are not intuitive, e.g., classical conditioning and learning principles. Psychology faculty implemented additional homework assignments and quizzes to help increase retention of basic facts. More applied examples were worked into class lectures, demonstrations and discussions. Faculty agreed to review material students had difficulty with (e.g., learning theory, research methods) multiple times and throughout the semester. In addition, faculty discussed and reviewed study skills in class and referred students to campus resources such as tutoring and study skills workshops. A subsequent SLO assessment for PSYC 001 using the common assessment found that students performed better on the factual questions than on the conceptual and/or applied questions. It appears that efforts to increase retention of basic facts paid off. In response to these findings,

psychology faculty emphasized concepts through discussions, activities, demonstrations, quizzes and exams in hopes of improving performance on conceptual and applied questions. In addition, faculty continued to emphasize to the students that they need to understand the concepts well enough that if the wording is altered, they still understand the material. Faculty also agreed to discuss relevant research method's concepts throughout the semester rather than only in the first few weeks. Psychology faculty have agreed to review and update (if necessary) the common assessment tool for PSYC 1. This is a model that will be applied to the development and implementation of a common assessment tool for the other psychology courses with multiple sections such as Biological Psychology, Personal and Social Behavior, Human Sexual Behavior, and Research Methods in Behavioral Science.

2.6 Changes to Course Level Student Learning Outcomes
No changes have been made to the course level SLOs. Information provided in previous sections mapping them to core four ILOs and level of mastery are accurate.

2.7 Changes to Courses Based on Program and SLO Outcomes
PSYC 1
1) With SLO assessments, it was found that some key concepts in Introduction to Psychology such as IV's, DV's, correlation, and learning theory weren't being understood by students. As a result of this finding, key concepts were reiterated throughout the semester in various ways and applied to new topics.
2) Students were given study questions one week prior to the four exams. Review sheets were introduced and online tutorials were initially required and later made optional.
3) Efforts were increased to integrate the chapter material, videos, class notes and discussion questions with the publisher's website to reinforce learning of the concepts.

4) The assumption had been made that certain concepts and terms were already familiar to students. In looking at item analysis of SLO items, it was shown that some of these items weren't "common knowledge". Therefore, more time will be spent discussing and elaborating on these concepts and terms.
5) Although PowerPoint slides, study guides, quizzes and tests were already incorporated into the PSYC 1 class, students appear to need even more review of the concepts. Review sheets are now a required assignment. These will provide even more coverage of the material. A major problem, however, seems to be motivation. Students who already were doing poorly are also students who don't take advantage of these extra study aids.
6) Increase in time and emphasis on study skills, class materials access, campus resources at begin of semester to support student learning.

PSYC 1 online
1) Given the online environment, it was learned that students often go to their Gradebook and focus on what assignments are due. To ensure concepts are being thoroughly reviewed, discussions and assignments were revised and created to specifically touch on ancillary materials such as videos and Power Points.
2) The pre-post assessments on the PSYC Portal were required and included as part of their final grade.
3) Face-to-face lectures were required for Classical Conditioning and Operant Conditioning. These concepts are not as intuitive and although it is covered in the book and in videos, repetition and class participations proves to be invaluable given

face-to-face students significantly outperform the online students in this content area. The feedback from participants support this practice.

4) A study guide for the first quiz was developed, the first quiz was moved to later, to the third week of the semester, and an online lecture solely devoted to research methods was developed.

PSYC 2
1) Instructors related the material in each chapter back to topics previously covered (structure and function of the brain and neuron).
2) Complex material was covered by first presenting a global overview, then to a more specific level and finally in detailed fashion.

PSYC 4
1) Added homework assignment practice review of journal article.
2) Added homework assignment practice using APA format for references.

PSYC 5
1) Change to Midterm and Final in length, content, format after result analysis (quantitative and qualitative/with student feedback)

PSYC 6
1) Changed from a chronological textbook to a topical textbook.

PSYC 10
1) Rubric for class presentation provided to the students.
PSYC 20
1) Timelines for the exams were changed given that the exam came right after the second project.
PSYC 30
1) Added required project in order to help students apply concepts to real life.
PSYC 34
1) Change to support student learning by providing electronic access to first chapter of the required textbook while students wait for their book to arrive (majority of students seek alternate ways from Campus Bookstore to purchase books/price-related)

Psychology

PSYC   001   **3.0 Units**
Introduction to Psychology
Course Advisory: Eligibility for English 001and SCC minimum Math standards. An introduction to psychology as the scientific study of human behavior and mental processes. Major topics include history of field, scientific method, sensation and perception, brain and nervous system, states of consciousness, development, learning, memory, cognition, motivation, emotion, personality, tests and measurements, health psychology, behavior disorders and treatment, and social psychology. *Three hours lecture.*

PSYC   002   **3.0 Units**
Biological Psychology
Course Advisory: Eligibility for English001 and SCC minimum Math standards. Presents the relationship of genetic and physiological factors to behavior. Topics include neural mechanisms underlying sensory and perceptual processes, emotions, motivation, mental disorders, states of consciousness, learning and memory. *Three hours lecture.*

PSYC   004   **3.0 Units**
Research Methods in Behavioral Science
Prerequisite: A minimum grade of C in both PSYC 001 and MATH 011. Course Advisory: Eligibility for English 001. Introduction to basic methods in the behavioral sciences. Assumptions and goals of science are considered as well as several specific research techniques or designs. The ethics of research with human and animal subjects will be covered. *Three hours lecture.*

PSYC   005   **3.0 Units**
Abnormal Psychology
Prerequisite: PSYC 001. Course Advisory: ENGL 062, eligibility for English 001, and SCC minimum Math standard. Theoretical approaches to the explanation of psychological disorders. Survey of selected disorders in DSM IV, including psychoses, anxiety disorders, and depression. Survey of major therapeutic methods. *Three hours lecture.*

PSYC   006   **3.0 Units**
Developmental Psychology
Course Advisory: Eligibility for English 001, SCC minimum Math standard, and PSYC 001. The course is a study of development from the prenatal period through the lifespan. Emphasis will be on current theories and research in developmental psychology. Physical, cognitive, social-emotional, intellectual and linguistic aspects of development will be examined. Included are influences of family, society and culture. This course does not fulfill the lifespan requirement for the nursing major. *Three hours lecture.*

PSYC   007   **3.0 Units**
Cross-Cultural Psychology
Course Advisory: A minimum grade of C in ENGL 001, MATH 320, and PSYC 001. An overview of cross-cultural psychology with a critical and comparative study of psychological topics such as ethnicity, gender, emotion, personality, health, cognition, social interaction. Emphasis is on discussion of contemporary and historical research on the influence of culture on human mind and behavior. Various ethnic populations within the United States will be examined. Students will examine cultural values and individual beliefs in the context of this class through service learning and field trips. A service learning component of eight to ten hours/semester and field trips (1-2) are part of the course. *Three hours lecture.*

PSYC   010   **3.0 Units**
Psychology of Women
Course Advisory: PSYC 001. Study of contemporary women from a biological, psychological and sociological perspective. Theory and research pertaining to female development will be presented and critically examined. Open to all students. *Three hours lecture.*

PSYC   020   **3.0 Units**
Personal and Social Behavior
Course Advisory: SCC minimum English and Math standards. Study of human behavior in the process of adjusting to life's changes. The emphasis is on normal and abnormal adaptations to the various challenges which life presents. Issues related to the major schools of thought and their views towards a healthy personality, effective and ineffective behavior, behavioral disorders, psychotherapy, relationship, careers and personal growth. *Three hours lecture.*

Psychology

PSYC   030   **3.0 Units**
Introduction to Social Psychology
Course Advisory: PSYC 001; Eligibility for English 001 and SCC minimum Math standard. This course will explore how thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. Focus will be on the social factors that influence human behavior; other people, institutions, situations and the social and physical structures people have created. A review of the various perspectives unique to social psychologists and a variety of classical research in social psychology will be studied. *Three hours lecture.*

PSYC   034   **3.0 Units**
Human Sexual Behavior
Course Advisory: SCC minimum English standard. Objective exploration of the various issues pertaining to human sexual behavior from the perspective of the behavioral and social sciences. Some of the major topics to be discussed include history of sexuality, attitudes, behaviors, life styles, psychosexual development, role and identity, sexual dysfunctions, therapy and treatment. *Three hours lecture.*

PSYC   040   **3.0 Units**
Drugs, Society and Behavior
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. The course will cover the historical, sociological, psychological, physiological, pharmacological and legal aspects of drugs. Emphasis will be placed on the effects of stimulants, sedative-hypnotics, narcotics, hallucinogens, alcohol, marijuana and inhalants. Various education, prevention and treatment approaches will be discussed. *Three hours lecture.*

PSYC   049   **1 to 3.0 Units**
Psychology Honors
Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a minimum grade of B; an ability to work independently; permission of the division Dean based on instructor availability. Independent study designed for honor students who intend to major in psychology. *Three to nine hours weekly by arrangement.*

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The SCC Catalog 2014-2015 contains numerous erroneous entries. Those errors were partially addressed in an addendum. However, misleading information in the SCC General Catalog is a disservice to students, academic counselors, and it negatively affects enrollment and academic departments.

In the 2014 – 2015 Catalog under the "Psychology Degree Program and Course Offerings" section the following information was omitted:

Associate Degree
PSYC 30 is omitted from AA Degree p.276
PSYC 40 is omitted from AA Degree p.276

Associate Degree for Transfer   ADT/AA-T
PSYC 34 is omitted from ADT/AA-T Degree p.277

In the 2014 – 2015 Catalog under "IGETC Option B", pp. 54-55 the following information should be deleted from Area 4 - Social & Behavioral Sciences/4I-Psychology

Delete PSYC 024 (deleted via Curriculum because it was not offered in the last 15-20 yrs.).

These errors need to be corrected before the next Catalog year (2015-2016) goes to print. In addition, due to catalog rights and information, these errors should be corrected in the Catalog Addendum for 2014-2015.

The new course PSYC 007 was intended to make it into the AY 2014-1015 Catalog including its General Education, Cross-Cultural Studies applicability and UC/CSU transferability. This did not take place and we hope that for the next year this can be completed.

A Transfer Degree ADT/AA-T was developed in 2013-14 in accordance with SB 1440.
The entry in the SCC Catalog 2014-2015 contains numerous errors and omissions. These are being addressed and, hopefully, corrected in an addendum and online versions of the catalog and degrees/majors as well as in future catalog publications. Catalog misinformation is problematic in several ways: it leads to inadequate advising and academic counseling; it confuses and frustrates students and it hurts enrollment in psychology classes.

Changes to the course offering since the last program review cycle

New Courses
PSYC 001   Developed Online Course for PSYC 001 The online method of instruction for PSYC 001 Introduction to Psychology: Individual and Social Processes was first offered in 2011. It was developed in compliance with best practices in Teaching and Learning, the American Psychological Association's (APA) *Standards for Undergraduate Psychology Education* (APA), E-College and Canvas. It also complies with Solano College's Institutional Learning Outcomes:

II. Critical Thinking and Information Competency
      A. Analysis
      C. Research
      D. Problem Solving

III.   Global Awareness
    A. Scientific Diversity

IV.   Personal Responsibility and Personal Development
    A. Self-Management and Self-Awareness
    B. Social and Physical Wellness
    C. Workplace skills

PSYC 006   Developmental Psychology This course was added to the curriculum in 2010. It was developed to increase the variety of psychology courses available, serve as a prerequisite course for various post-graduate degree programs, and meet the more contemporary curriculum criteria of lifespan development. This course addresses the following Solano College Institutional Learning Outcomes:
    III. Global Awareness
        A. Scientific Complexities
        C. Social Diversity and Civics

    IV. Personal Responsibility and Professional Development to increase
        A) Self-management and Self-awareness
        B) Social and Physical Wellness

PSYC 040   Drugs, Society, and Behavior This course was revived in 2012
    II. Critical Thinking and Information Competency
        A. Analysis
        D. Problem Solving

    IV. Personal Responsibility and Professional Development to increase
    a) self-management and self-awareness
    b) social and physical wellness

PSYC 007   Cross-Cultural Psychology This course was added to the curriculum in 2014. It was developed in compliance with best practices in Teaching and Learning, the American Psychological Association's (APA) *Standards for Undergraduate Psychology Education* (APA). It also complies with Solano College's Institutional Learning Outcomes:
    III. Global Awareness
    c) global awareness
    d) cultural competence

    IV. Personal Responsibility and Professional Development to increase
    e) self-management and self-awareness
    f) workplace skills

Course Offerings at the Vacaville and Vallejo SCC Centers
Psychology courses are offered on a regular basis at the Fairfield Main campus as well as the Vacaville and Vallejo SCC Centers and on Travis Air Force Base. All Psychology courses are offered on a regular basis at the main campus in Fairfield and a majority of them at the College's Centers. Course Offerings at the centers include Vacaville PSYC 1, 10, 20, 30 & 34 and Vallejo PSYC 1, 2, 6, 10, 20, 30 & 34. PSYC 1 has also been offered at Travis Air Force Base. The

challenge has been to offer a variety of courses at the centers in both the daytime and evening that meets the College's expectation for fill rates. Psychology faculty continue to develop a rotating schedule of course offerings to ensure that students are able to complete degree requirements in a timely fashion. Our goal is to have a two year course schedule available for all students.

Plans for expansions/contraction of offerings at the Centers.
Psychology faculty have the intent and enthusiasm for expanding course offerings. However, a conflict of interests exists between a) wanting to offer sections of most courses at each of the centers: FF, FTAB, VJO, VV, and b) needing fill rates for classes to be high, otherwise risking class cancellations that disrupt students' and faculty schedules and undermine trust of students in the institution (creating a "bad image/mistrust" of SCC). Therefore, despite intent and enthusiasm to expand class offerings at the centers and to offer different courses over time (not just PSYC 001, for example at FTAB), actual expansion is jeopardized by class fill demands.

Deletion of Courses
PSYC 024 – Psychology of African Americans
This course had not been offered for the past 15-20 years. As mandated by curriculum standards, the course PSYC 24 was deleted in SCC Curriculum Review 2013. More contemporary curriculum supports the implementation of PSYC 007- Cross Cultural Psychology.

PSYC 065 – Psychology of Aging
This course had not been offered for the past 10 years. As mandated by curriculum standards, the course PSYC 65 was deleted in SCC Curriculum Review 2013. More contemporary curriculum supports the implementation of PSYC 006- Developmental Psychology.

Changes to the Degree Program in Psychology
A Transfer Degree ADT/AA-T was developed in 2013-14 in accordance with SB 1440. The entry in the SCC Catalog 2014-2015 contains numerous errors and omissions. These are being addressed and, hopefully, corrected in an addendum and online versions of the catalog and degrees/majors as well as in future catalog publications. Catalog misinformation is problematic in several ways: it leads to inadequate advising and academic counseling; it confuses and frustrates students and it hurts enrollment in psychology classes.

(**NOTE**: The information below is from the SCC Catalog 2014-2015, year of current Program Review, and contains numerous erroneous entries. See previous comments.)

Psychology

Associate in Arts in Psychology for Transfer

Program Description

The psychology program provides academic instruction in basic psychological concepts, theories, terminology, and research methods, and promotes life skills, personal growth, and interpersonal effectiveness.

Associate in Arts in Psychology for Transfer

The Associate in Arts in Psychology for Transfer is especially appropriate for students who plan to complete a bachelor's degree in Psychology at a CSU campus. Students completing an ADT degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that does accept the ADT will be required to complete no more than 60 units after transfer to earn a bachelor's degree. This degree also prepares students for psychology degree programs at other four-year institutions, but does not come with the same guarantees. In all cases, students should consult with a counselor for more information on university admission and transfer requirements.

To earn this ADT degree, students must:
- Complete the following major requirements with grades of C or better
- Complete a minimum of 60 CSU-transferable semester units with a minimum grade point average of 2.0
- Complete either the California State University General Education Breadth pattern (CSU GE), which requires 39 units, or the Intersegmental General Education Transfer Curriculum (IGETC), which requires 34-39 units. Students are not required to complete Solano's Cross-Cultural Studies requirement.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Program Outcomes:

Students who complete an Associate Degree for Transfer will be able to:
1. Demonstrate an understanding of psychology as a science, in regard to major theories, methods and applications.
2. Successfully complete the required psychology (major) program

REQUIRED COURSES .... Units
PSYC 001 Introduction to Psychology.................3
PSYC 004 Research Methods in Behavioral Science 3
MATH 011 Elementary Statistics 3
Select one course from List A 3-4
Select one course from List B 3
Select one course from List C 3

List A (Select one course) .... Units
PSYC 002 Biological Psychology 3
BIO 015 Introduction to Biology 4
BIO 016 Introduction to Human Biology 3

List B (Select one course)........................ Units
PSYC 002 Biological Psychology 3

List C (Select one course)
PSYC 005 Abnormal Psychology 3
PSYC 006 Developmental Psychology 3
PSYC 007 Cross-Cultural Psychology 3
PSYC 010 Psychology of Women 3
PSYC 020 Personal and Social Behavior 3
PSYC 030 Introduction to Social Psychology 3
PSYC 040 Drugs, Society & Behavior 3
    Total Units 19-20

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Solano College's Associate's Degree in Psychology
(**NOTE**: The information below is from the SCC Catalog 2014-2015, year of current Program Review, and contains numerous erroneous entries. See previous comments.)

Psychology

Program Description
The psychology program provides academic instruction in basic psychological concepts, theories, terminology, and research methods, and promotes students' life skills, personal growth, and interpersonal effectiveness.

Associate in Arts Degree
The Associate in Arts Degree can be obtained by completing a total of 60 units, including the 18-unit major, general education requirements and electives. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes
Students who complete an Associate Degree will be able to:
1. Demonstrate an understanding of major theories and applications of psychology.
2. Successfully complete required psychology (major) program courses.

REQUIRED COURSES	Units
PSYC 001 Introduction to Psychology	3
PSYC 002 Biological Psychology	3
PSYC 004 Research Methods in Behavioral Science	3
Select 9 units from the list of electives.	9

Electives (Select 9 units)	Units
PSYC 005 Abnormal Psychology	3
PSYC 006 Developmental Psychology	3
PSYC 007 Cross-Cultural Psychology	3
PSYC 010 Psychology of Women	3
PSYC 020 Personal and Social Behavior	3
PSYC 034 Human Sexual Behavior	3
HS 051 Introduction to Human Services	3
Total Units	**18**

2.9 Fill Rates/Class Size

Table 2.9a Fill rate	Fall 2010	Spr 2011	Sum 2011	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014
Average	101.5	95.4	108	101.2	101.1	90.9	93.6	76.7	86.9	82.3	83.4	84.3 *

Fill rate is still strong but has been declining from a high of 101% in academic year 2011-2012, to 92.25% in 2012-2013, to 84.6% in 2013-2014. SCC R&P Office had listed a fill rate for fall 2014 that was found incorrect. The correct data shows an average overall fill rate of 84.3%*.

Possible explanations for declining fill rates are:

1) Decline is related to the college's overall decline in enrollments.

2) An increase in number of sections offered: Some specific classes had an increase in number of sections offered without an increase in the size of the student population needing/ wanting that class. An example would be PSYC 2. The "headcount" for spring 2013 was 104 and the number of sections offered was two. This resulted in a fill rate of 104%. The "headcount" for fall 2013 was 110 and the number of sections offered was three. This resulted in a fill rate of only 73.3%.

3) Expanded offerings at Centers: More classes being offered at Centers, especially the Vallejo Center, has resulted in lower fill rates for those specific classes and a subsequent overall lower fill rate for psychology in general. Vallejo classes tend to enroll lower than Fairfield and Vacaville campus.

4) Lack of consultation with faculty: Although psychology faculty have been doing scheduling for years and during those years had excellent enrollments and fill rates, there was a lack of consultation with faculty, especially for fall 2013 and to some extent for spring 2014.

Class Size
Class size and fill rate are correlated. About 50% of Psychology class offerings are in PSYC 001 (13 of 26, 12 of 24) in any given Spring/Fall semester. During summer session, we usually offer PSYC 001 in 1 or 2 sections. Psych 001 has a class max of 50. Decrease in overall enrollment will thus affect fill rate in larger classes disproportionately. PSYC 001 is also the Psychology course with the consistently lowest overall success rate. A reduced class size would benefit individual students and the cohort in allowing more instructor-student interaction. More in-depth class exercises, team teaching, and application of concepts could take place in the class room.

2.10 Course Sequencing
Course sequencing is not a vital issue to the psychology program. However, we note the following:
1) There has been an increase in course sequencing with Stats now a pre-requisite for research methods and PSYC 1 a pre-requisite for PSYC 2.
2) 2-year planning for course offerings has been developed and will be implemented in the near future. When a 2-year schedule is made available to students, students will know which classes are offered which semester and can schedule accordingly.

3) Core courses (PSYC 1, 2, 4) are offered every semester. Due to student demand, PSYC 20 and 34 are also offered each semester. Other courses (PSYC 5, 6, 7, 10, 30, 40) are offered at least once a year.

2.11 Basic Skills (if applicable)
Basic Skills training is not applicable for this program. However, students are strongly encouraged to enroll in those courses based on personal assessments. A course advisory for ENGL 001 and SCC minimum Math standard exists for every course ad noted in the course catalogue. Psychology currently has an instructional assistant to support student learning and success.

2.12 Student Survey
In the spring semester of 2013 and the Fall Semester of 2014, students who were enrolled in psychology classes at Solano College were sent an email request to complete a 26-item survey related to their experiences with the psychology program. There were 195 response. The students' ages ranged from 15 to over 30 with the majority of them falling in the 18 – 25 year old range. The sample included 33% (N=64) Caucasian, 13.3 % (N=26) Latino, Filipino and Multiple Ethnicities, 10.3% (N=20) African American, 8.2% (N=13) Asian, 2.1% (N=5) Pacific Islander and 2 % (N=4) other. Nine students (4.4%) declined to indicate their ethnicity.

Two thirds 67% (N = 131) of the students were not psychology majors. Of these non-psychology majors, 25% (N=34) were Nursing students, 16% (N=22) Biology majors, 9% (N=12) Social Sciences, 8% (N=11) Child Development, 8% (N=11) Human Services, 7% (N=10) Sociology and 4% (N=6) Criminal Justice. Note that some students indicated more than 1 major.

When students were asked which course(s) they had completed or were currently enrolled in (of 12 course offerings), the majority (N=165) said Introduction to Psychology, with fewer students reporting Biological Psychology (N=45), Human Sexual Behavior (N=34), Personal and Social Behavior (N=24), Research Methods (N=21) and Social Psychology (N=11). In addition, students indicated that they plan to take a variety of psychology courses in the future. Students reported that they plan to take Social Psychology (N=48), Abnormal Psychology (N=41), Research Methods (N=38), Developmental (N=38), Drugs, Society and Behavior (N=35), Biological (N=35), Personal & Social Behavior (N=31), Human Sexual Behavior (N=31) and Cross Cultural Psychology (N=31). This data supports that the psychology program should continue to offer all courses on a regular basis.

Students (84%) reported that they take courses primarily on how well the course fits with their schedule. In addition, Rate My Professor web site (49%), Instructor reputation (40%) and campus location (38%) were important factors for students in determining course selection. Note that students were asked to "mark all that apply".

 Students indicated that their preferred class schedules Tuesday/Thursdays (68%), MWF classes (52%) and Monday/Wednesdays (46%). The next highest ranking were given to online courses (23%) and night classes (17%). Students indicated that their preferred times of the day were morning classes that start at 10 or 11am (69%), "early" morning 7, 8 or 9 am (35%), early afternoon 12 or 1 pm(32%), and evening start 5pm or later (18%).

The students' preferred campus location is Fairfield (79%), Vacaville (32%) and Vallejo (19%). These responses mirror the general pattern of enrollment in psychology courses in each location.

Most students indicated that they were "somewhat satisfied, "satisfied" or "neutral "with the quality of the classrooms in which psychology courses are taught on all three campuses.

The students used a Likert-type scale of 1 – never, 2 – rarely, 3 – sometimes, 4 – regularly, 5 – frequently to respond to the following questions.

Question	Regularly/ Frequently	Sometimes	Rarely Never
I access material on MyCourses (N=167)	95	42	30
I access course material on other websites (N=166)	68	41	57
I buy the textbook (N=165)	111	26	28
I read assigned readings before class (N=164)	75	57	32
I only read assigned readings before exams or quizzes (N=164)	59	56	49
I don't read the textbook (N=162)	21	37	104
I conduct self-assessments (quiz self) (N=165)	67	44	54
I participate in study groups (N=164)	28	40	96
I schedule study time during the week (N=164)	86	54	24
I review my class notes (N=166)	126	31	9
I attend class (N=184)	161	2	3
I seek out my professor (N=166)	61	74	31
I use the internet to seek additional info on class topics (N=165)	100	45	20
I complete assigned homework (N=167)	158	9	0
I review my work before submitting it (N=166)	145	18	4
I complete class requirements on time (N=168)	156	11	1

According to the above data most students regularly or frequently engage in activities that will increase the likelihood of their success in psychology courses such as buying the textbook, reading the textbook, reviewing class notes, attending class, completing homework and completing class assignments in a timely fashion. Few students admit to engaging in behaviors that are not conducive to success as a student.

Students "agree" or "strongly agree" that psychology professors are knowledgeable regarding the subject matter (90% of students), show enthusiasm for the discipline (91% of students), are generally available to students outside of the classroom (86% of students) and treat students fairly (92% of students).

Most students agreed that the following factors contribute to their success as a student: previous educational experiences and success, supportive peers, supportive relationship with their professors and financial aid. The students agree that the following factors are challenges to their success as students: financial difficulties, family obligations and work demands.
Fifty-one students indicated that they were psychology majors. The psychology majors reported that they obtained information about the psychology program from online, Academic Counselors and the Catalog. They also indicated that an Academic Counselor with an emphasis in Psychology would be beneficial. In regards to the students who major in psychology, 52% (25/48) indicated that they would be interested in certificates within the field such as drug counselor, special education or sex counselor.

Ninety-six percent of the psychology majors expressed an interest in having internships as part of the psychology major. In addition, 88% stated that they would like to work with a psychology faculty member as a reader / teacher's assistant. Furthermore, they also expressed a desire for a Psychology Lab. Psychology majors also expressed an interest in community activities, networking and having a more active Psychology club.

Students provided 89 responses to an open ended question, "What are the Psychology Programs greatest strengths? 82 responses to "What improvements would you like to see implemented in the psychology program?", and 62 responses to "How can the psychology program better serve Psychology Majors?" A sampling of the comments for each question are provided below.'

1- **Strengths:**
- Supportive, professional, enthusiastic, kind and amazing faculty.
- Knowledge, experiences, insight and helpful information found in the course.
- Useful textbook, supplemental online materials really help boost grades.
- Lively, relevant, enjoyable classroom discussions.
- Professors teach you how to think and apply the material in everyday life.
- Professor's ability to apply psychology to multiple disciplines. The teacher's availability.

2- **Improvements:**
- More outside activities beyond power point like interactive games and discussions.
- Study guides or homework to help prepare for the tests.
- Better teaching methods and less projects.
- Teachers should help students more that need the help.
- Some students are shy and unable to discuss in open classroom environment.
- Better classrooms and conditions.
- More variety of classes at satellite campuses.

3- **Better Serve Psychology Majors:**
- Offer more opportunities for specific interests within the field and possible internships, networks with local agencies and research opportunities.
- Scheduling of classes for graduation requirements in advance so students can adjust schedules accordingly.
- Enhance the Psychology Club with better organization, functions, events and outreach programs.
- Assist majors with application advice for University transfers, peer talk sessions and field trips.

The psychology faculty appreciate the wealth of information provided in the student survey and will take the data into consideration. However, we recognize that a considerable selection bias (195 out of over 1,500 students surveyed online) may have occurred and the data should be interpreted with caution. The faculty tried on two occasions, spring of 2014 and fall of 2014, to develop a paper and pencil Scantron form using the district's newly acquired program for such a survey. This paper and pencil format would have allowed faculty to administer the survey in their face-to-face classes to increase the response rate. The psychology faculty will continue to pursue this option and are willing to volunteer their time to be trained on the new program.

2.13 Four-Year Articulation (if applicable)

All of the psychology courses articulate with CSU, UC and other institutions as general education requirements. In addition, PSYC 001 – Introduction to Psychology articulates with CSU, UC and other institutions as an Introduction to Psychology course. PSYC 002 – Biological Psychology, PSYC 004 – Research Methods and PSYC 006 – Developmental Psychology articulate with most CSUs as the corresponding lower division courses. The Psychology Department is seeking articulation for PSYC 007- Cross-Cultural Psychology with UC.

2.14 High School Articulation (if applicable)

There are no psychology courses with articulation agreements at local high schools. Having the faculty advertise the program at High Schools may help increase enrollment into psychology courses at SCC. Psychology faculty currently participate in outreach at Fairfield High School every semester. A psychology faculty member serves as Co-chair of the High School Outreach committee now called Access 2 College (A2C). This committee is working on delineating pathways for students in High School to attend SCC, which includes articulation related matters. The goal is to have a standardized plan for working with local high schools that SCC will implement in the near future.

2.15 Distance Education (if applicable)

Introduction to Psychology is currently being offered online and has been the only psychology course offered online. Psychology faculty are very conscientious in regards to which courses are offered online. We want to ensure that the method of delivery is pedagogically sound. In general, only 1 section is offered per semester as not to negatively affect enrollment in face to face classes. Psychology faculty have learned that responsible students who are self-motivation and have good organizational skills are successful in this course. Equally important to student success are computer skills, and access to technical devices and support services that work regularly.

In addition, faculty recognize that students are not prepared and many do not have textbooks for the course. Many concepts in Introductory Psychology are not intuitive and require studying. In response to these issues, faculty have developed a study guide for the first quiz, the first quiz is not given until the third week of the semester, and an online lecture solely devoted to research methods is provided. Based on SLO outcomes, faculty have constructed a summary of the general pattern for the course so that students can schedule it in advance and make it routine. Faculty have included more guiding repetitive language to aide course navigation.

In terms of completing assignments, faculty has learned that students often go to their Gradebook and focus only on what assignments are due. The switch from E-College to Canvas in Fall of 2014 aides this even more and serves as a strength but also a crutch—where students may not take the time to read the additional information provided online that includes summaries, transitions into the next topic, power points, other reading materials and related links. To ensure concepts are being thoroughly reviewed, faculty has created and revised discussions and assignments to specifically touch on the material included as ancillaries, such as videos, and student projects for collaboration. A face to face orientation is now required, and the instructor continues to afford students face-to-face lectures on campus to support their online learning—specifically on Classical Conditioning and Operant Conditioning. These concepts are not as intuitive and although it is covered in the book and in videos, repetition and class participations proves to be invaluable given the face-to-face students significantly outperform online students in this content area. The feedback from participants supports this practice.

Finally, Faculty will continue to provide diverse learning opportunities, such as using videos, case study evaluations, designing research projects, debates, creative projects, journaling, self-assessments; interviews, and conducting group projects to accommodate different forms of learning and provide repetitive opportunities to review course material.

The Psychology Department plans to create an online Developmental Psychology (PSYC 006) and Personal and Social Behavior (PSYC 020) as distance education classes to implement no later than spring 2016.

The Psychology Department uses the same section Ks and rigor to develop online offerings. The same SLO assessment is used for all sections of the course and we compare online with face to face classes on each assessment item. We will continue to use this model for future comparisons of newly developed distance education courses with face to face courses. And, we will continue to discuss such matters at our monthly department meetings, complete SLO assessments, and make changes accordingly.

2.16 Advisory Boards/Licensing (CTE) **(if applicable)** NA

<div align="center">

STUDENT EQUITY & SUCCESS

</div>

3.1 Course Completion and Retention
The Psychology Program values student success and works to promote it in various ways.
- Use of multi-media, PowerPoint, embedded video clips, visual, audio, kinetic class exercises
- Use of online resources for classes and textbooks.
- Polling and quizzing with remote voting devices *iClickers* to engage students and provide instant data processing to class opinions and knowledge (while maintaining anonymity where appropriate). Pilot program in five classes in fall 2014 and 1 in spring 2015.
- Use of MyCourses and Canvas to provide students with class materials, such as note sheets, PowerPoints, worksheets, assignments with instructions, ability to email other student in class through Member Email feature in MyCourses
- Advising students on how to utilize the SCC Library and access the Academic Success Center ASC
- Offering faculty office hours in the ASC
- Collaboration with Basic Skills Coordinator to work on pathways for PSYC students to utilize basic skills resources
- Updating of existing courses (e.g. PSYC 5, PSYCH 10) and development of new courses (PSYC 40, PSYC 6, PSYC 7, positive psychology) to meet both student interests and academic (degree/transfer, APA Best Practice Guidelines) and occupational demands.
- Offering Tutoring sessions specifically for PSYC 001 students several hours/week by qualified psychology bachelor's degree graduate.
- Textbook supplies at each center and on the main campus
- Scheduling of PSYC classes at different times, all days/week, times/day, locations (FF, VJO, TAFB, VV) a challenge here is to balance enrollment demands (class-fill) with class accessibility demands.
- Professors serve as mentors and role models due to their breadth in work and life experiences (age, gender, culture, language, ethnic diversity)
- Course Syllabi listing Support Services and Campus Resources
- Individual Student-Professor Meetings to address student personal educational and career goals and to link student with resources/universities
- Regular Psychology Department Meetings (2x/month) to discuss ways for student support and teaching strategies
- Individual Student-Professor Meetings to address student personal concerns and life problems to assess need for/to link student with community social service and counseling resources
- Writing letters of recommendation for transfer, scholarships and work opportunities
- Professional Development of teaching faculty: conferences, workshops, personal development

The following data represents students enrolled in psychology classes from fall 2010 to fall 2014. A synopsis of findings is provided below followed by a table that includes more detailed data and planned actions for all categories listed.

Gender:

> ➢ Female students have higher success rates than male students; this patterns is consistent with that of Solano Community College overall.

Age:
> ➢ No specific age disparity or trends were observed, although there is a great deal of variability in success across semesters for all age ranges. That contrasts with the overall SCC data where there is a consistent narrow range of success found within age groups across semesters.

Ethnicity:
> ➢ The success ratio for ethnic groups varies greatly. It varies more within groups than between groups. In contrast, there is less variability within ethnic groups when compared to SCC overall data.

Instruction Method:
> ➢ For both methods of instruction (Face-to-Face and Online) variability was greater within groups than between groups.
> ➢ The online course demonstrated a slightly lower level of performance than face-to-face instruction, which mirrors SCC and nationwide trends.

Persistence:
> ➢ No differences were found between students returning to SCC the next year; it was the same between fall and spring semesters.
> ➢ There were difference in students returning to SCC the next semester; there was a higher return for fall to spring and lower for spring to fall.

Online:
> ➢ The online course demonstrated a slightly lower level of performance than face to face instruction, which mirror SCC and nationwide trends.

English:
> ➢ English competency correlates positively with Psychology class success.

Mathematics:
> ➢ Math competency is a high predictor of Psychology class success.

Action plans to address disparities in student success in psychology classes are listed in the Table 3.1 below. The psychology faculty are aware of the disparities in success at an institutional level, as well as in our department.

Table 3.1 Student Equity and Success

Measure	Psychology Students	SCC Comparison	Planned Action
Gender	**PSYC Gender: Success** Female 55.0-79.7% range Male 36.4-93.8% range Female students have higher success rates than male students. In Summer, females' & males' success is significantly above Fall/Spring semesters. Summer students' grades reflect this (# of A and B grades). In addition, 1st Time Transfer Students and Returning Students constitute a significantly larger subpopulation in Summer. 1st Time Students numbers are significantly smaller in Summer than in Fall/Spring. This suggests level of academic preparedness, motivation (goal-focus & persistence) strongly correlate with success. (Another aspect could be Summer format -4/6/8week courses and instructor variables).	**SCC Gender: Success** Female 68.8% average Male 65.2% average SCC Female students have higher success rates than male students.	Develop strategies to increase male student interest and motivation; recognize/measure effect of pre-college family and education culture.
Age	**PSYC Age: Success** ratio varies greatly: more within groups than between groups. **Age: Success Ranges** Age 0-17 43.8 – 87.5% Age 18-25 47.4 – 82.2% Age 26-30 50.0 – 88.9% Age 31-35 25.0 – 84.8% Age 36-40 25.0 – 100% Age 41-45 50.0 – 100% Age 46+ 50.0 – 100% We see an overall range from 43.8 to 100% without clearly observable trends. This data variability might be due to a number of (mostly unknown) factors. Each cohort would need to be analyzed separately and then compared. Interpreting the data as it is presented seems to invite conclusions based on error, confirmation bias, or on the effect of confounding variables.	**SCC Age: Success**: There is a striking difference between SCC (Institution) and PSYC Cohort: **SCC %** are consistent within a narrow range across semesters/years **PSYC %** vary greatly and could be due to counting errors or error variance in the data.	No specific age disparity or trends were observed. There is a great deal of variability in success across semesters for all age ranges. Goal: Strengthen all age groups in college readiness.

Measure	Psychology Students	SCC Comparison	Planned Action
Persistence Data for Fall 2010-2014 compared to Spring 2011-2014	**PSYC Persistence: Success** Students returning to SCC the next **Year**: same between Fall and Spring (44.25-44.7%) Students returning to SCC the next **Semester**: higher for Fall to Spring return 66.5%; lower for Spring to Fall return (52.25%. This could be related to higher # of graduation at the end of Spring/non-returning students) transfers as well	**SCC Persistence: Success** In order to draw conclusions from results, one needs to consider additional factors that may be impacting retention in online courses such as: -priority registration -ESL -access to electronic devices -early start of semesters -lack of wait-list -lack of prep for online course delivery -misperception of the rigor of online courses -study skills -time management -adherence to timelines -not reading materials	Continue further data collection through R/P office.
Ethnicity Am.Indian/Alaskan Native Asian or Pacific Islander Black Non-Hispanic Hispanic Other White Non-Hispanic	**PSYC Ethnicity: Success Ranges** Am.Indian/Alaskan Native 33.3 – 73.3% Asian or Pacific Islander 45.5 – 95.7% Black Non-Hispanic 43.5 – 87.5% Hispanic 53.6 – 82.8% Other 50.0 – 84.6% White Non-Hispanic 54.5 – 78.4% In Summer, success rates by ethnic group are significantly above Fall/Spring semesters. PSYC % vary greatly and could be due to counting errors or error variance in the data.	**SCC Ethnicity: Success Ranges** Am.Indian/Alaskan Native 63.2 – 71.9% * Asian or Pacific Islander 69.4 – 72.6% * Black Non-Hispanic 53.7 – 57.1% ** Hispanic 66.4 – 67.2% * Other 66.3 – 77.1% * White Non-Hispanic 71.5 – 74.9 % * *= similar PSYC:SCC **=higher for PSYC than SCC ***=lower for PSYC than SCC	**Ethnicity: Success** ratio varies greatly. It varies more **within** groups than between groups. This data variability might be due to a number of (mostly unknown) factors. Each cohort would need to be analyzed separately and then compared. Interpreting the data as it is presented seems to invite conclusions based on error, confirmation bias, or on the effect of confounding variables. In response to disparity in success rates, we consult with faculty across campuses to address equity and support strategies. Continue further data collection through R/P office

Measure	Psychology Students	SCC Comparison	Planned Action
Instruction Method **Face-To-Face: Online** (since Spring 2011): At least 1 section of PSYC 1 is offered each spring/fall. No on-line in summer	**PSYC Success: Instruction Method Ranges** Face-To-Face: 49.1 – 84.2 Online: 46.3 – 73.7 (psychology) **Success: Instruction Method** For both methods of instruction: variability was greater within groups than between groups. We are comparing success from **one** Online PSYC 1 section with success rates from all other face-to-face psychology courses offered during 9 different semesters **(average of 25.9 courses per semester).** (Fall 2010- Fall 2014, not Summer) We are comparing success from **one** Online PSYC 1 section with success rates from the face-to-face PSYC 1courses offered during 9 different semesters **(average of 13.3 courses per semester).** (Fall 2010- Fall 2014, not Summer) The online course demonstrated a slightly lower level of performance. It is difficult to draw meaningful conclusions based on this data give such a small N for the online courses.	**SCC to PSYC Success: Instruction Method** **Face-to-Face** **0.5% below to 2.3% below SCC** PSYC students had slightly lower success than general SCC student population **Success: Online** -10.4% above to 16.9% below SCC PSYC students had tendency to succeed at a lower success % than general SCC student population. That showed in both PSYC Online: SCC Online comparison as well as in PSYC Face-to-face: SCC Face-to-face comparison. However, the range was between 10.4% **above** general population to 16.9% **below** general population.	Nationwide trends suggest that students are less successful in online courses. It is difficult to generalize from one course to SCC trend. In order to draw conclusions from results, one needs to consider additional factors that may be impacting success in online courses such as: -priority registration -Lack of English prerequisite -access to electronic devices -lack of prep for online course delivery -misperception of the rigor of online courses -study skills -time management -adherence to timelines -not reading materials Continue further data collection through R/P office.

Measure	Psychology Students	SCC Comparison	Planned Action
On-line **1**. First % is data for **Fall 2013 PSYC 1** course in online: face-to-face **2.** Second % is data for **all semesters** for which online: face-to-face comparison data is available. These semesters are: Spring 2012, 2013, 2014, and Fall 2013.	**PSYC Success: Instruction Method** **1. Fall 2013** **Success: Face-to-Face** 62.9% (n=561) **Success: Online** 46.3% (n=41) **2. All semesters** **Success: Face-to-Face** 65.2 – 68.9% **Success: Online** 46.3 – 73.7%	**SCC to PSYC Success: Instruction Method** **Face-to-Face** **0.5% below to 2.3% below SCC** PSYC students had slightly lower success than general SCC student population **Success: Online** -10.4% above to 16.9% below SCC PSYC students had tendency to succeed at a lower success % than general SCC student population. That showed in both PSYC Online: SCC Online comparison as well as in PSYC Face-to-face: SCC Face-to-face comparison. However, the range was between 10.4% **above** general population to 16.9% **below** general population.	Face to Face Instruction made available and additional handouts created, e.g., Learning theory. Please refer to section 2.15 Distance Education for further details. It is difficult to generalize from one course to SCC trend. In order to draw conclusions from results, one needs to consider additional factors that may be impacting success in online courses such as: -priority registration -Lack of English prerequisite -access to electronic devices -lack of prep for online course delivery -misperception of the rigor of online courses -study skills -time management -adherence to timelines -not reading materials Continue further data collection through R/P office.
Disability	No data via R&P course data		Collect data through R/P office
Day vs. night courses	No data via R&P course data		Collect data through R/P office

Measure	Psychology Students	SCC Comparison	Planned Action
English Compared in this table: **Low** English Levels: -No SCC Eng -Eng 355 Remedial	**PSYC English: Success** Averages for Fall 2010-Spring 2014 **Low** English Levels: Success 57.2% 38.9%	**SCC English: Success**	Consider adding an English prerequisite Continue strengthen student college readiness with initiatives such as Basic Skills.
College English Levels: -Eng 2 CritiThinkin& Writing -Eng 62 AnalytReading	**College** English Levels: Success 88.4% 74.3% Clearly, English competency correlates (significantly) positively with Psych class success		Continue further data collection through R/P office.
English as a Second Language	No data via R&P course data Anecdotally, students with school experience in East Asian and Asian countries tend to show higher levels of math preparedness, English grammar, study skills and some motivational aspects (time spent studying, persistence, directedness) than general population.		Collect data through R/P office
Mathematics Compared in this table: **Low** Math Levels: -No SCC Math -Math 310 Arithmetic	**PSYC Math: Success** Averages for Fall 2010-Spring 2014 **Low** Math Levels: Success 56.0% 59.3%	**SCC Math: Success**	Consider adding a Math prerequisite Continue strengthen student college readiness with initiatives such as Basic Skills.
College Math Levels: -Math 11 Elementary Stats -Math 20 Geometry&Calculus	**College** Math Levels: Success 85.8% 88.8% Clearly, math competency is a high predictor of PSYC class success		Continue further data collection through R/P office.

3.2 Degrees/Certificates Awarded (if applicable)

Degrees	2009	2010	2011	2012	2013	2014
AA degree	35	27	32	28	31	10

There was a significant decline in the number of psychology degrees awarded in 2014. We believe this to be a direct result of the changes in degree requirements due to the ADT/AA-T and changes to our local degree (Research Methods is required). Our belief is that there will be a consistent increase in the number of psychology degrees awarded as students adjust to the newly implemented prerequisites and Research Methods requirements.

3.3 Transfer (if applicable)
At this time, psychology faculty do not have access to a reliable source of data for students in our program who are transfer eligible. We have reviewed R&P "Student Tracking" data regarding enrollment in and graduation from other institutions for students who were previously enrolled in at least one psychology class at SCC.

Psychology faculty consistently write letters of recommendation for students transferring to 4-year institutions. In addition, faculty often have contact with SCC alumni who are applying to graduate school in psychology. At times, psychology faculty write letters of recommendation for these students.

3.4 Career Technical Programs (if applicable) NA

PROGRAM RESOURCES

4.1 Human Resources
The Psychology Department has 5 full-time faculty with 2 positions that split their loads between Psychology and Human Services. Thus, the department has the equivalent of 4 positions at 100% load assigned to psychology only. We currently have 2 adjunct instructors. The senior Psychology Department member, who has been at SCC for approximately 40 years, is going on a reduced load of 60% starting fall 2015 and will be retiring in spring 2016. Based on this retirement (100% psychology position), department practices and needs, and projected increases in college wide enrollment and enrollments in psychology courses, we propose reconfiguring the two split positions into two 100% psychology positions and one 100% Human Services position. Based on current practices and program needs in both Psychology and Human Services, this proposal is justifiable. It addresses problematic issues with inequity in workload, where faculty do disproportionate amounts of work with no extra compensation, for example, the completion of two separate department program reviews, assessment of department SLOs and having 4-5 class preparations every semester- a violation of the contract.

The Psychology faculty are currently looking at the adjunct pool in order to hire additional instructors for unstaffed fall classes and future classes. We have successfully offered a Saturday course and need additional adjunct instructors who would be willing to teach this class so that we can continue to offer it.

Administrative support is essential to the success of all academic programs. In recognition of increased workloads across all levels and the demands of accreditation, we see the need for increased administrative support in the School of Social and Behavioral Sciences. These increased demands cannot possible be met by one person. Hiring an additional administrative

assistant would be beneficial for all disciplines within our school. It would help to assure the continuity of academic and support services for faculty and students. In accordance with accreditation recommendations, the psychology department would like to see stability in leadership (Dean) and organizational structure. (Refer to section 1.1 for further details)

4.2 Current Staffing
The Psychology Department faculty are very involved in departmental, college-wide and community committees, organizations and activities.

Departmental work includes:
- Regular department meetings and collaboration
- Curriculum development, review, updates and revision
- Student support and advising
- Psychology program collaboration with Human Services program
- Collaboration with basic skills and Learning Communities
- Collaboration with the Academic Success Center

College-wide service:
- Academic Senate (Senators/Vice President)
- SCC and ASCC Leadership Institute (participant)
- ASCC Plenary Sessions (attendee)
- Column Advancement (committee chair)
- Sustainability committee (past member)
- SCFA (Grievance chair, Division rep)
- High School Outreach Task Force -Access 2 College (Co-chair)
- Ethics and Academic Integrity Committee (member)
- Psychology Club Faculty Advisors
- Assessment Committee (member)
- Safety Committee (member)
- Hiring Committees (administrator & faculty hiring, numerous)
- Vallejo Campus Advisory Group (member)
- PAC (member)
- Student Equity Committee (member)
- Social and Behavioral Sciences School Coordinator

Community engagement includes:
- International Psychology Study (sabbatical 2012 -13)
- Solano County Education Initiative (member)
- Development of community Tutoring programs
- Athletic coaching
- Clinical expertise in mental health service agencies
- Multi-cultural and multi-lingual careers
- Community service activities (walks/clean-up activities)

4.3 Equipment
Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.

The equipment needs of the Psychology program and college as a whole are extensive. Psychology faculty teach primarily in the 800 and 700 buildings on the Fairfield campus. The computers and various types of equipment to display videos, documents, etc. in the classrooms are outdated and technical problems often occur. The projectors are dim and inadequately project images (often difficult to see or differentiate details). It is obvious how such limitations negatively impact teaching and learning; time spent dealing with these issues takes time away from teaching. These issues are generally not present at the Vacaville and Vallejo Centers. Furthermore, faculty computers are old and function poorly leading to wasted time and energy. The old and outdated equipment significantly impact our ability to efficiently prepare for and teach our courses. Proposals to meet these needs have been submitted but not funded.

4.4 Facilities

Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.

Psychology faculty primarily teach courses in the 800 and 700 buildings on the Fairfield campus, in a variety of classrooms at the Vallejo and Vacaville Center including the Annex. The Psychology faculty teach multiple sections of courses with the largest enrollments (max 50) and there is often not enough room in our classrooms to adequately accommodate 50 students. There are 50 desks crammed into some rooms, allowing students a place to sit, but there is little room for them to move about. In some classrooms, desks sit adjacent to each in order to accommodate the number of needed desks and walking space. Moreover, it is difficult and time consuming to break into groups for activities. Furthermore, it is impossible for a faculty member to move around the room without invading someone's personal space. This is not an enjoyable experience for the faculty member or the students. Some of the classrooms with tables can better accommodate 50 students, but they are not conducive to group work. Some of the room in the Annex in Vacaville have adequate space for 50 students (including desks and walking space). In addition, the design of the desks allows the student to break into small groups with little effort. The psychology department would benefit from larger rooms with adequate space for 50 students and desks that allow for easy shifts to small group work.

On the main campus, the rooms often having window covering that are broken, falling apart and/or don't work. The cleanliness of the rooms is of concern. The rooms are not swept or cleaned on a regular basis. There is often trash and various items including notebooks and papers from years gone by all over the room. The whiteboards and their trays are dirty. There are rags and erasers that have not been used for years lying around the room. Lighting in most of the rooms continues to be problematic (especially in conjunction with dim projectors). It is not possible to dim the lights adequately for students to better view material presented on the screen while allowing enough light for them to take notes and feel secure (a dark room, especially at night, is problematic for some students). We believe that better equipment and facilities upkeep will allow us to better meet our program's educational objectives while drawing more student to our Campuses.

PROGRAMMATIC GOALS & PLANNING

5.1 Program Strengths and Accomplishments

The diversity, intrinsic motivation, discipline, collaboration, expertise, academic rigor and integrity, and organizational skills embodied by psychology faculty enable the psychology program to flourish in spite of continued turnover at SCC and changing state mandates that often require swift action in order to ensure compliance and implementation of best practices. Major

accomplishments include the completion of the ADT/AA-T, C-ID compliance, development of new courses (PSYC 6 - Developmental Psychology and PSYC 7 – Cross-Cultural Psychology) and course modifications (PSYC 2 – Biological Psychology, PSYC 4 – Research Methods and PSYC 30 – Social Psychology). Other accomplishments include: development of different methods of instruction (online course), and use of other resources such as e-resources, instructional aides and tutoring. Psychology faculty contribute to SCC by consistently serving on various committees and task forces. An active psychology club contributes to community service.

In order to fulfill our mission and the mission of the college, the psychology faculty meet on a regular basis (monthly or weekly, year round). This collaboration results in the enhancement of teaching and learning practices in the psychology department that best serve our students and community.

Areas which need improvement include:
-outreach to high school students and others in the community to increase enrollments
-developing more applied opportunities for psychology majors
-improve learning environment (classrooms, general facilities)

5.2 Program Goals

Table 8. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. Develop Psychology of Gender course	Modify PSYC 10	Summer 2015	Mary Goth, Saki Cabrera	NR
2. Modify Program Learning Outcomes	Change PLOs	Fall 2015	LaNae Jaimez	NR
3. Develop a Psychology and Human Services Club	Combine clubs/develop long-term plan for clubs	Fall 2015	Saki Cabrera	ASSC
4. Reconfigure split positions	Write proposal for reconfigure Psychology and Human Services faculty positions	Spring 2016	Sabine Bolz	DB
5.Retirement replacement	Seek new full-time faculty hire	Spring 2016	Bolz, Cabrera, Gotch & Jaimez	NR

Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. Develop additional online courses	PSYC 006 PSYC 020	Spring 2016	LaNae Jaimez Saki Cabrera	NR
2. Increase collaboration with college-wide student success initiatives	Develop and implement a plan for a cohort based program for psychology majors	Develop summer/fall 2016 Implement summer/fall 2017	LaNae Jaimez Saki Cabrera	SP
3. Consider the feasibility of developing a psychology skills laboratory	Research feasibility of having PSYC skills lab and develop plan if appropriate	Fall 2016 Spring 2017	Sabine Bolz	SP
4. Collaborate with Counselors regarding advising of psychology students	Develop and implement a plan to mentor psychology students and collaborate with counselors	Fall 2017	Mary Gotch	NR

In the source column denote "SP" for Strategic Proposals, "DB" for Department Budget, "P" for Perkins or "NR" for No Additional Resources Needed.

6.1 Signatures

The undersigned faculty in the psychology program, have read and concur with the finding and recommendations in the attached program review self-study, dated March 16, 2015.

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Sabine Bolz, Dipl.-Psych., LMFT

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Saki Cabrera, PhD

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Robert DaPrato, MA

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Mary Gotch, MA

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LaNae Jaimez, PhD

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Andriea Lindsay, MS

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Amanda Procsal. MS