DEPARTMENT OR PROGRAM TITLE: PSYCHOLOGY

A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a *SWOT* analysis of your program, indicating the *STRENGTHS, WEAKNESSES, OPPORTUNITIES,* and *THREATS* in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other*__ **2002-2003 enrollment data** __*)*

1. Internal factors: The Psychology curriculum has continuously undergone systematic review and is considered broad-based, eclectic, historical and contemporary. Recent additions include on-line delivery for: PSYC 001 General Psychology, PSYC 25 Abnormal Psychology, PSYC 55 Sports Psychology, PSYC 40 Human Development and PSYC 14 Childhood and Adolescence. In addition, Introduction to Psychological Research Methods has been linked in a learning community to an information competency based course provided by a member of the library faculty. A course entitled "Psychosocial aspects of Disability – SPED 62 will be cross-listed in Psychology this year and further underscores our diversity efforts. Additionally, Abnormal Psychology has been linked with an applied special project at the Menlo Park VA hospital, Mateo lodge residential center in Redwood City and/or the Casa Olga Intermediate Health Care Center in Palo Alto. The B/SS division provides an Internet accessible computer lab, which B/SS students can access for their class projects.

2. External factors: Psychologists have either doctoral (Ph.D., Psy.D. or Ed.D.) or a master's-level degree (M.S. o r M.A.). The majority of psychologists is trained and specializes in one of the major sub-fields of psychology. The greatest number of our graduates has and will transfer into Clinical or Counseling Psychology programs (a study of the causes, treatments, and diagnoses of behavioral, emotional, and mental health problems). In contrast, a fewer number of our graduates will become Industrial or Organizational Psychologists (generally working in business or industry on issues related to optimum working conditions, employee selection, marketing products, etc. A notable example is Linda O'Hara who transferred to Yale University and worked with the luminary Robert Sternberg then obtained her Ph.D. culminating in her current position as an Assistant Professor of Industrial and Organizational Behavior in a tenured track position at Cal State Long Beach. It is anticipated that as the market becomes potentially saturated with clinical and counseling psychologists that more of our graduates will specialize in the Industrial or Organizational psychological field where increasing opportunities for post-graduate employment exist. Additional programs that our students will transfer into in increasing numbers are: Educational Psychology (school-related issues such as counseling methods that can be used in schools, curricula design, teaching), Social Psychology (social behavioral related –issues which focus on the interaction with other people, e.g., aggressive behavior, helping behavior, friendship formation, etc.), Experimental Psychology (empirical investigation into such areas as learning, memory, sensation and perception), Cognitive Psychology (study of internal thinking, such as the processing of information, memory and concept formation), Developmental Psychology (study of how memory, language, or cognitive behaviors change with age), Comparative Psychology (the study and comparison of behaviors across different species of animals, including humans), etc. A number of new fields have emerged such as Sports Psychology, Health Psychology, Forensic Psychology, Psychobiology and Engineering Psychology. The Athlete-scholar may be particularly attracted to the Sports Psychology and/or Health Psychology, which would be subsumed under the Clinical or Counseling Psychology domain.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other:*__ **2002-2003 enrollment data** __*)*

The Foothill Psychology Department has a high student retention and success rate. The 2001-2002 data reveal that we are particularly successful with historically under-representative groups - the African-

American and Asian Pacific Island Students. This can be attributed to a number of variables which include culture and social status issues, the subject matter, faculty diversity and the relevant application of psychology in everyday life.

C. **STUDENT EQUITY/DIVERSITY ANALYSIS:** Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. *(References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, and Age); other*___ **2002-2003 enrollment data***)*

The Foothill Psychology department is highly committed to the needs of Foothill's diverse population. It offers a number of sections that are committed to writing-across-the curriculum designed to help develop communication skills particularly in the under-prepared student population. A number of the sections also build in classroom presentation projects which help students' develop their oral communication skills particularly in the under-prepared student population. Under-prepared students, in particularly, are also referred to Pass-The-Torch, the campus tutorial center, adapted computer center, writing and math labs, the STEP program and other appropriate campus venues so that these students can develop the necessary study skills and learning strategies to successfully complete in college-level courses.

The Foothill Psychology Department has also purchased a text for a number of its sections through Partnership-for-Excellence funds and then placed these on reserve in the library. This has made a difference for students who have had a difficulty in purchasing these expensive texts in through the bookstore. One former student in the Psychology Department served as a teaching assistant for two online courses during her upper division coursework in psychology. Upon obtaining minimum qualifications, she has joined the Psychology Department as a part-time instructor and currently teaches a number of the on-line courses. A number of students who have volunteered for a service-learning component to several sections of psychology are now actually working for the psychology-based organizations and one has matriculated to become its executive director.

D. **ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES:** Review the *Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet,* and *Department Program Review Data.* Using measurable terms, describe the program's goals related to these documents. (Examples: "The number of students issued a Career Certificate will increase by five over last year's figure." "The program will initiate an advisory board." "Faculty will examine learning goals for their programs and courses." Etc.)

   1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
      The number of students who receive an AA degree in psychology will increase by five over last year's figure. The number of students who transfer with psychology as their major will also increase by five over last year's figure. The faculty in the psychology department will undertake an examination of the learning goals for their programs and courses. They will also explore and implement assessment strategies to determine if learning is taking place beyond the traditional measures of retention, course completion and grades. For example, they will explore the feasibility of samples of their written work being entered into an electronic portfolio, which if implemented will be maintained by students with faculty oversight. The department will explore a future learning community that links a general psychology course to the required a required computer science and speech course. To ensure adequate enrollment a mixed cohort model will be employed that encourages but does not require students to attend all three classes.

   2. Other Program Improvement Plans: The on-line course delivery formats will benefit from the new generation of ETUDESII (Easy To Use Distance Education Software) and the District's instructional design team under the leadership of Deans Vivian Sinou, Cindy Vincent and staff member Robert Griffiths. Staff development courses available in HTML, Dreamweaver, Flash, Photoshop and FrontPage will enable participating faculty to more effectively simulate face-to-face courses in their equivalent on-line delivery courses. The development of Web sites for each of the face-to-face sections will enhance flexibility and provide hybrid course opportunities. Restart the Psychology Club. Psychology 55 – Sports Psychology will be converted from a telecourse to an on-line course (budget restrictions put an end to Foothill's telecourses). The department will also consider using the Internet for the (free) Keirsey Temperament Survey versus the Myers Briggs Type Indicator. Other desired assessment tests will also be explored through the use of the Internet.

E. ENROLLMENT AND PRODUCTIVITY GOALS *(References: Program Review Data Sheet (Enrollment and Productivity); Other:* **2002-2003 enrollment data***)*

The Foothill psychology faculty will improve their productivity from 645 in 2001-2002 to 650 in the 2002-2003 academic year. Additionally they will increase

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. **FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS**: There are three full-time faculty assigned to the Psychology Department and this in conjunction with part-time faculty appears to meet our needs. One of the full-time faculty members is on an extended faculty leave of absence. A full-time replacement on an interim basis would be desirable once the budget crisis has peaked.

2. **FACILITIES NEEDS**: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.). The faculty classrooms will have been completed by June 30, 2003. Greater availability of computer laptops and DVD playback units would be desirable when the budget crisis passes.

3. **MATERIALS AND SUPPLIES BUDGET AUGMENTATION**: Given the financial crisis into the foreseeable future no material and/or supply augmentation is requested at this time.

Evaluation of academic year 2002-2003.   Date of evaluation: February 20, 2003
List names of participants assisting in this program review.
    Primary program contact person: Larry Rouse and Harry Saterfield
    Phone or email address: rouselarry@fhda.edu; saterfieldharry@fhda.edu
    Full-time faculty: Jim Atchison, Larry Rouse & Harry Saterfield
    Part-time faculty: Irene Hern, Rosemarie Menager-Beeley, Shelly Horan
    Administrators: Penny Patz, Elizabeth Zoltan
    Classified staff: Al Ruffinelli
    Students: Veronica Jedlicka, Paul Soo, and Andrew Roman

PROGRAM NAME: PSYCHOLOGY
Degree/certificate options available:

PROGRAM MISSION AND OUTCOMES:
To prepare graduates for upper division majors in Psychology in the diverse fields of clinical psychology, academic, vocational and personal counseling, marriage and family counseling, gerontology, forensic psychology, engineering psychology, psychobiology, experimental psychology, organizational psychology, social psychology, etc. Graduates will demonstrate knowledge of contemporary theoretical orientations and their respective methodologies and disciplines. They will be encouraged to form connections and equivalencies between these different theoretical orientations and the corresponding methodologies and disciplines. They will be able to read and interpret scientific research articles related to empirical investigations in psychology and related fields. They will become aware of how statistics can be used in a deceptive manner. They will be encouraged to adopt pro-social strategies, aware of self and other personal and ethnocentric biases, as they reflect on a Life Long commitment to transcending socially learned and personal acquired biases. They will be informed of the importance of always conducting themselves in a manner consistent with the highest ethical standards.

DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates			
PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES	**BEHAVIORS:** What should a student be able to do upon graduation?	**REQUIRED <u>PROGRAM</u> COURSES** related to this outcome: Where do students acquire experience?	**OUTCOME MEASURES —** Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?
Theoretical Orientations in Psychology and their corresponding methodologies	Identify the major theoretical orientations in contemporary psychology and their respective methodologies and disciplines	PSYC 1 PSYC 10 PSYC 14 PSYC 22 PSYC 25 PSYC 33 PSYC 40	**DIRECT MEASURES:** 1. Student will receive a grade of "C" or better in their required general psychology course and those selected from the required and support course list. 2. 70% of the students who complete the program major of 33 units will successfully transfer to a four-year institution **INDIRECT MEASURES:** 1. Student will provide a sample in their electronic portfolio that demonstrates the application of psychology in their life. 2. This sample will represent a reflection based on the use of one major theoretical orientation and its corresponding methodology.
Read and interpret journal articles related to empirical investigations.		PSYC 1, PSYC 10 PSYC 14 PSYC 22 PSYC 25 PSYC 33 PSYC 40	**DIRECT MEASURES:** Student will receive a grade of "C" or better in their required general psychology course and those selected from the required and support course list. **INDIRECT MEASURES:** Student will provide a sample in their electronic portfolio that demonstrates the understanding of each of the components of a journal article of interest.
CORE COMPETENCIES	**CORE COMPETENCIES:** Outcomes and Attributes Distinct to This Program		
Communication	Students will be able to read, interpret and discuss scientific investigations in psychology related to empirical investigations in psychology and	PSYC 1 PSYC 10 PSYC 14 PSYC 22 PSYC 25 PSYC 33 PSYC 40	1. Students will receive a "C" or better in each of the core and support courses they take in psychology. 2. Successfully complete the GE proficiency requirement in English with a "C" or better. 3. Eighty percent of the transfer students

PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES	BEHAVIORS: What should a student be able to do upon graduation?	REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?	OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?
	related fields. They will be able to present their ideas effectively in both written and verbal/ expression.		will make a successful classroom presentation at their post-secondary institution as defined by a "C" or better.
Computation	Students will be able to read and interpret statistical charts that use both descriptive and inferential statistics.	PSYC 1 PSYC 10 PSYC 14 PSYC 22 PSYC 25 PSYC 33 PSYC 40	1. Students will receive a "C" or better in each of the core and support courses they take in psychology. 2. Successfully complete the GE proficiency requirement in Math with a "C" or better. 3. Eighty percent of the transfer students will make a successful classroom employing descriptive and inferential statistics at a post-secondary institution as defined by a "C" or better.
Creative, Critical & Analytical Thinking	Students will be able to point out one advantage and one disadvantage to each of the major contemporary theoretical orientations	PSYC 1 PSYC 10 PSYC 14 PSYC 22 PSYC 25 PSYC 33 PSYC 40	1. Students will receive a "C" or better in each of the core and support courses they take in psychology. 2. Successfully complete the GE proficiency requirement in Critical Thinking with a "C" or better. 3. Eighty percent of the transfer students will make a successful classroom employing multiple perspectives, methodologies and disciplines depending on the applied population at a post-secondary institution as defined by a "C" or better.
Community/ Global Consciousness & Responsibility	Students will be able to apply the APA ethics in their paraprofessional activities in psychology and in their lives in general.	PSYC 1 PSYC 10 PSYC 14 PSYC 22 PSYC 25 PSYC 33 PSYC 40	1. Students will receive a "C" or better in each of the core and support courses they take in psychology. 2. Seventy percent of the transfer students will make a letter of recommendation from one of their post-secondary professor's citing their high level of integrity as one of their strengths.