

# **Skyline College**

## *Psychology Program*

### **Program Review**

### **Executive Summary**



### **Short Summary of Findings**

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Members of the Psychology Department are leaders in our campus community, including representation on the SLOAC Steering Committee, coordinating ASTEP, and representation on the BSI New Students Program committee. The Psychology Department is highly productive in terms of its load and its classes have high fill rates. However, the Psychology Department needs to find ways to increase the success rates for African American students.

### **Three Strengths of the Program**

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- The Psychology Department is highly productive. The average load for the Psychology Department over the last five years is 601 compared to the college wide average of 573.
- Members of the Psychology Department are leaders in our campus community, including representation on the SLOAC Steering Committee, coordinating ASTEP and the African American Experience Learning Community, and representation on the BSI New Students Program committee.
- Members of the Psychology Department are active in bringing extra curricular and auxiliary learning experiences to the Skyline community. Writing proposal for and coordinating the Adewole Program is an example of this.

### **Three Suggestions for Improvement**

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- Conduct a student survey
- Explore why success rates are lower than the college wide average, particularly with African American students.
- Continue to work on the implementation of SLO's, specifically the assessment portion of the cycle.

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**Submitted on April 30, 2008**

# SKYLINE COLLEGE PROGRAM REVIEW SELF STUDY

## PART A: Mission Effectiveness

### Overview

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

The Psychology Department offers courses that provide a solid foundation for psychology majors and non-majors alike. Courses are designed to promote individual growth as well as to promote the importance of experiencing group process and real world application of psychological theory.

The Psychology Department at Skyline College contributes to the mission and priorities of the College and District as follows:

- It provides coursework and training in primary requisites for success in today's workforce and for success as global citizens: critical thinking skills, developing openness to experience, writing skills.
  - It offers curriculum for students working to achieve a degree at Skyline College and/or planning to transfer to a four-year institution.
  - A. Our current courses include Psychology 100 - General Psychology, Psychology, Psychology 110- Courtship, Marriage and Family, 200- Developmental Psychology, Psychology 201- Child Development, Psychology 268- Black Psychology, Psychology 300- Social Psychology, Psychology 390- Psychology of Consciousness, Psychology 410- Abnormal Psychology. These courses fulfill the CSU General Education requirements for Area D3-Social Institutions, for the Area E1 Lifelong Understanding and Self Development and the IGETC requirements for Area 4, Social and Behavioral Sciences.
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  - B. Our Psychology 171- Quantitative Reasoning In Psychology course, fulfills the CSU GE requirement for Area B4, Natural Science and Mathematics – Quantitative Reasoning.
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  - It increases student success in other courses and in their professional career development by offering opportunities to focus on skills necessary for oral presentation, test-taking, and interpersonal communication.
  - Psychology department faculty work with both declared and non-declared psychology majors beyond the classroom by offering career guidance and personal counseling when called upon.
2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The Psychology Department coordinates and interacts with other programs and departments in ways that significantly impact students, learning communities, the campus-wide community and the general public.

Psychology Department courses have become a regularly offered component to learning communities and special programs due in large part to the quality of the courses we offer and the caliber and reputation of faculty in the department.

As part of the Honors Program, the Psychology Department offers psychology courses as honors courses. These courses include Psychology 200 (Developmental Psychology) and Psychology 268 (Black Psychology). These are examples of courses that offer rigorous curriculum and the opportunity to move beyond normal course work.

The ASTEP Program has expanded on Skyline's campus and has been located in the Social Science Creative Arts Division. As such, faculty in the Psychology Department with the support of the division dean, Donna Bestock, has directed this expansion. The program now includes an ASTEP Math Academy and joining the statewide UMOJA project has been a priority for the ASTEP Program. Faculty has been responsible for the writing of grants to launch and support aspects of the program as well as for recruitment and program outreach.

The African-American Experience Learning Community (AAELC) includes from six to seven different courses across four divisions and is coordinated by a Psychology Department faculty member. AAELC faculty work together to support student success, by creating opportunities for collaboration among the various disciplines. This results in more connected coursework for students and in opportunities for intervention with students who may be at-risk for dropping out.

Psychology Department faculty has initiated discussion with the Physical Education Department on a proposed Sports Psychology course. Interest in this new course has been high and plans are to work in the fall with the Physical Education Department faculty to construct this new course in a way that ensures its transferability.

The Psychology Department continues to utilize numerous student services programs, including the Learning Resource Center, the Writing Center and tutorial services. Department faculty also incorporates the computer lab and the library's orientation process in their curriculum.

*3. Explain how this program meets the needs of our diverse community.*

Psychology 100 (General Psychology) and Psychology 410 (Abnormal Psychology) are examples of courses that are designed with diversity in mind. From the choice of texts to the treatment of course content, diversity is considered. Good examples of this are use of the research on "Shooter's Bias: The Police Officer's Dilemma to illustrate research design, The "Tuskegee Experiment" to discuss ethics in research and the use of specific media on Stereotype Threat and use of The Implicit Association Test to discuss the concept of stereotypes.

Department faculty utilize pedagogy designed to help students access information across multiple learning styles. Activities and use of technology play an important role in maintaining a high level of student contact with the material studied.

The new Psychology 100 online course is designed to offer non-traditional students an opportunity to complete this important prerequisite. As the course completes its first year, it has become more popular and has been offered in the summer semester.

Department faculty wrote a proposal for the Adewole Program. The program was funded to bring to the wider campus community a diverse group of authors, filmmakers and topics for discussion. The program also included the acquisition of various film media to place for student use in the media center.

**Enrollment by Ethnicity Psychology Department and College Wide  
(2002/03 to 2006/07 school years) continued**

	2002/03				2003/04				2004/05			
	Psyc. Dept.		College Wide		Psyc. Dept.		College Wide		Psyc. Dept.		College Wide	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>African American</b>	74	5%	645	4%	60	4%	580	4%	67	4%	559	4%
<b>Asian</b>	403	25%	48,884	27%	358	24%	4,198	28%	358	24%	4,057	28%
<b>Filipino</b>	407	25%	2,973	17%	415	27%	2,640	18%	458	28%	2,577	19%
<b>Hispanic</b>	323	18%	3,357	19%	273	17%	2,804	19%	290	19%	2,658	19%
<b>Native American</b>	9	1%	91	0%	4	0%	77	0%	2	0%	67	0%
<b>Other</b>	55	3%	468	3%	43	3%	433	3%	51	3%	401	3%
<b>White</b>	369	21%	5,105	27%	342	21%	4,016	25%	305	19%	3,638	25%
<b>Unreported</b>	43	3%	546	3%	55	4%	499	3%	50	3%	511	3%
<b>Total</b>	1,683	100%	18,069	100%	1,550	100%	15,246	100%	1,581	100%	14,468	100%

**Enrollment by Ethnicity Psychology Department and College Wide  
(2002/03 to 2006/07 school years) continued**

	2005/06				2006/07			
	Psyc. Dept.		College Wide		Psyc. Dept.		College Wide	
	#	%	#	%	#	%	#	%
<b>African American</b>	70	4%	512	3%	95	6%	500	3%
<b>Asian</b>	349	24%	4,015	28%	343	20%	3,887	27%
<b>Filipino</b>	415	27%	2,498	18%	463	27%	2,506	18%
<b>Hispanic</b>	277	17%	2,557	18%	294	17%	2,620	18%
<b>Native American</b>	6	0%	65	0%	5	0%	65	0%
<b>Other</b>	47	3%	394	3%	55	3%	358	3%
<b>White</b>	302	19%	3,451	23%	321	19%	3,350	23%
<b>Unreported</b>	76	5%	843	5%	118	7%	1,047	7%
<b>Total</b>	1,542	100%	14,335	100%	1,694	100%	14,333	100%

Psychology Department courses tend to represent the diversity of our student population as enrollments reflect the overall demographics.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

The Psychology Department conducted its first program review in 2004. At that time the department's plans for program modification included the desire to explore internship opportunities for students with an eye toward community service learning. We planned to develop more enrichment courses for nontraditional students and to expand our offerings to high schools. We also discussed developing community workshops and seminars along with distance education courses.

Progress has certainly been made in some areas whereas others remain uncompleted. As a department we have pursued internship opportunities for our students, especially in the Developmental courses (Psych. 201 and 200). Opportunities for extra credit as well as ongoing internship relationships have been created with organizations like the Gateway Program and..... We have accomplished the goal of moving toward distance education in developing an online Psychology 100 course in our effort to create more offerings for non-traditional students. To this end the development of our Psychology 200 (Lifespan Development) course attracts our regular students as well as students who are nursing majors. We look forward to participating in the college's "middle college" program which will help expand our offerings to high school students.

Department faculty helped coordinate a "Flex Day" health workshop on the practice of "Chi Gong". We hope to repeat the offering for faculty and eventually expand the workshop to the community.

All course outlines have been updated.

## **PART B: Student Learning Programs and Services**

### **Overview**

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

The Psychology department does not utilize advisory boards and/or professional organizations as part of their formal curriculum. However, the department does utilize outside organizations to illustrate and/or elaborate on concepts discussed in class. These include field trips to the Exploratorium, Sunrise Assisted Living, Maguire Correctional Facility, Museum of African Diaspora, and the Sunset Mental Health Clinic, as well as guest lectures.

The Department has also benefited from utilizing and incorporating other subject disciplines. For example, a history professor has joined one psychology faculty member on a field trip to Angel Island to share historical information regarding discrimination immigrants experienced.

Additionally, faculty members often receive requests from outside sources (for example, graduate students conducting research) and these parties are referred to Skyline's Research Committee.

### **Curriculum**

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

The Department offers a total of 12 courses which provide a well-rounded curriculum. Our core courses of Psychology 100 (General Psychology), Psychology 105 (Experimental Psychology), Psychology 201 (Child Development), and Psychology 410 (Abnormal Psychology) are regularly offered, often in multiple sections. The courses fulfill the Associate Degree requirements (Area 3: Social Institutions), and are transferable to the CSU (Area D3: Social Institutions) and UC systems (IGETC Area 4: Social and Behavioral Sciences).

The Psychology department's curriculum provides a general survey of the field and its specialty areas. Course offerings help prepare students for further study and careers in psychology, as well as fulfill program prerequisites in other disciplines. For example, Psychology 200 (Human Development) is required for entry into many nursing programs. Others courses, like Psychology 390 (Psychology of Consciousness), may be taken for general interest.

In addition to the above courses, and to further meet the needs of our students, a Social Psychology Honors course and on-line General Psychology course have been developed.

The Psychology Department is also involved in Learning Communities. These include the African American Experience Learning Community and one linking English 100 and Social Psychology, which will be taught Fall 2008.

Psychology Department Success Rates by Ethnicity						
	2002/03	2003/04	2004/05	2005/06	2006/07	Average
<b>African American</b>	36%	42%	33%	31%	40%	36%
<b>Asian</b>	73%	71%	69%	70%	63%	69%
<b>Filipino</b>	69%	73%	67%	65%	56%	66%
<b>Hispanic</b>	74%	65%	63%	54%	58%	63%
<b>Native American</b>	75%	75%	100%	75%	50%	75%
<b>Other</b>	71%	46%	63%	56%	64%	60%
<b>White</b>	71%	75%	74%	73%	66%	72%
<b>Unreported</b>	82%	67%	60%	68%	69%	69%
<b>Average</b>	71%	69%	67%	64%	60%	

College Wide Success Rates by Ethnicity						
	2002/03	2003/04	2004/05	2005/06	2006/07	Average
<b>African American</b>	59%	52%	53%	55%	59%	56%
<b>Asian</b>	74%	71%	72%	70%	71%	72%
<b>Filipino</b>	67%	67%	68%	65%	64%	66%
<b>Hispanic</b>	67%	64%	65%	65%	64%	65%
<b>Native American</b>	61%	67%	66%	61%	62%	63%
<b>Other</b>	67%	67%	70%	70%	66%	68%
<b>White</b>	75%	76%	75%	73%	74%	75%
<b>Unreported</b>	73%	68%	67%	70%	68%	69%
<b>Average</b>	71%	69%	69%	68%	68%	

The success rate for African American students in psychology classes is below average.

Retention Rate for Psychology Department and College Wide		
	Retention Rate	
Year	Psychology Department	College Wide
<b>2002/03</b>	85%	84%
<b>2003/04</b>	85%	83%
<b>2004/05</b>	85%	84%
<b>2005/06</b>	83%	84%
<b>2006/07</b>	82%	83%
<b>Average</b>	<b>84%</b>	<b>84%</b>

Retention rates for the psychology department are equal to the college wide average.

Success Rate for Psychology Department and College Wide		
	Success Rate	
Year	Psychology Department	College Wide
<b>2002/03</b>	71%	71%
<b>2003/04</b>	69%	69%
<b>2004/05</b>	67%	69%
<b>2005/06</b>	64%	68%
<b>2006/07</b>	60%	68%
<b>Average</b>	<b>66%</b>	<b>69%</b>

The success rates for the psychology department is slightly below average compared with the college wide average. This difference is most noticeable the last two years.

Psychology Department Success Rate by Gender					
Year	2002/03	2003/04	2004/05	2005/06	2006/07
<b>Females</b>	73%	74%	70%	70%	63%
<b>Males</b>	66%	62%	61%	54%	55%

College Wide Success Rate by Gender					
Year	2002/03	2003/04	2004/05	2005/06	2006/07
<b>Females</b>	72%	71%	71%	70%	69%
<b>Males</b>	69%	67%	67%	66%	67%

The success rates for male and female students taking psychology classes are similar to the college wide averages. The success rates for females is consistently higher than males in both psychology and college wide classes.

Psychology Department Retention Rate by Gender					
Year	2002/03	2003/04	2004/05	2005/06	2006/07
<b>Females</b>	85%	87%	86%	86%	81%
<b>Males</b>	86%	83%	83%	79%	83%

College Wide Retention Rate by Gender					
Year	2002/03	2003/04	2004/05	2005/06	2006/07
<b>Females</b>	84%	84%	85%	84%	83%
<b>Males</b>	84%	83%	84%	83%	83%

The retention rates for male and female students taking psychology classes are similar to the college wide averages.

Enrollment by Gender		
	Average Over The Last 5 Years	
	Psychology Department	College Wide
<b>Female</b>	62%	54%
<b>Male</b>	37%	45%
<b>Unreported</b>	1%	1%

A greater percentage of females take psychology classes 62%, compared to the college wide 54%.

Fill Rates for Psychology Department and College Wide		
	Fill Rates Psychology	Fill Rates College Wide
<b>fall 2002</b>	88.0%	81.4%
<b>fall 2003</b>	96.5%	90.4%
<b>fall 2004</b>	94.1%	86.8%
<b>fall 2005</b>	85.8%	81.2%
<b>fall 2006</b>	81.2%	79.9%
<b>average</b>	<b>89.1%</b>	<b>83.9%</b>

The average fill rate for the psychology department 89.1% is higher than the college wide average of 83.9%.

2. *State how the program has remained current in the discipline(s).*

The Psychology Department demonstrates currency in a number of ways. Current editions of textbooks are adapted, many of which come with CD's and on-line resources. Additionally, the Department has updated to SSPS version 14.0.

Members in the Psychology Department belong to professional organizations including The American Psychological Association, Western Psychological Association, and the Association of Black Psychologists. Currency is also maintained through the reading of academic journals distributed via these professional organizations and attending these association's conferences.

Psychology faculty members are involved with campus events and opportunities whose information can be applied in the classroom. For example, members of the Psychology Department have visited the Museum of Tolerance.

3. *If the student population has changed, state how the program is addressing these changes.*

No significant change has occurred in the student population.

4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

The following courses have been included in this program review:

PSYC 100 General Psychology  
PSYC 105 Experimental Psychology  
PSYC 110 Courtship, Marriage and Family  
PSYC 171 Quantitative Reasoning in Psychology  
PSYC 200 Developmental Psychology  
PSYC 201 Child Development  
PSYC 268 Black Psychology  
PSYC 300 Social Psychology  
PSYC 390 Psychology of Consciousness  
PSYC 410 Abnormal Psychology

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

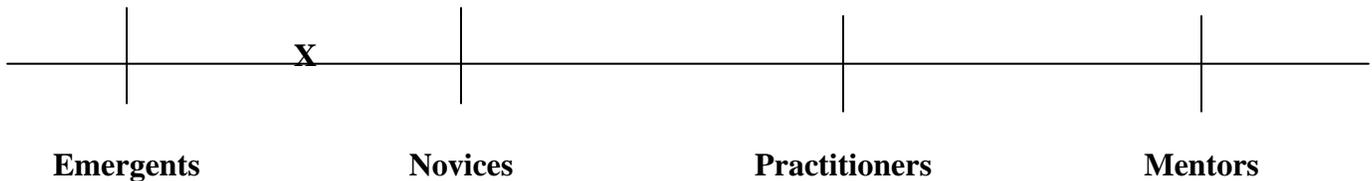
Not applicable

## Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

<b>Emergents</b>	<b>Novices</b>	<b>Practitioners</b>	<b>Mentors</b>
<ul style="list-style-type: none"> <li>• Learning and discovering</li> <li>• Gathering information</li> <li>• Attending workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning a dialogue</li> <li>• Drafting SLOs</li> <li>• Drafting assessment plans</li> <li>• Taking inventory of assessments</li> <li>• Creating instruments for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in widespread dialogue</li> <li>• Implementing assessment plans</li> <li>• Refining SLOs</li> <li>• Reviewing outcome data and discussing implications</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating discussions and generating new dialogue</li> <li>• Conducting workshops</li> <li>• Lending assistance</li> </ul>

**Mark an X on the continuum and briefly comment.**



The Psychology Department has developed Student Learning Outcomes for most courses and are currently in the process of designing assessment techniques.

2. *Highlight any major findings and resulting course or program modifications.*

None to date. In accordance with the SLOAC process, outcomes will be assessed and, where necessary, changes to pedagogy implemented.

3. *What additional resources are needed to implement the plan?*

Learning about and implementing the SLOAC process is something that requires time. While Skyline College and the District offer many opportunities to learn about the process, workshops and presentations are often offered during the semester. In the past this has conflicted with teaching and/or committee obligations. Skyline College has recognized this and has designated time specifically to focus on the SLOAC process.

## **PART C: Resources**

### **Faculty and Staff**

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

The Psychology Department contributes significantly to both its Division and the College as a whole. Activities include:

Faculty member headed the ASTEP Program.

Course Development: Social Psych – Honors, learning community (Soc Psy with Engl 100)

Participation in MOT training and part of the MOT alumni group that sponsors events on campus

Hiring Committees: Child Center Coordinator (Chair), Administration of Justice (Chair), Sociology

Tenure Review Committees: One faculty member is currently sitting on 3 committees

Participate with the Dean in the interviewing of part-time faculty

Faculty part of Common Ground

Faculty member created and advised The Psychology Club

Department updated SPSS software used to teach statistics

Faculty member attended workshops on the use of SPSS software

Faculty member wrote statistics book, *Basic Statistics*, for use with PSYC 171 students

Faculty member served as committee member for the Basic Skills Initiative, “New Students” program

Faculty member attended the Western Psychological Association convention

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

None

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

One approach to recruitment would be to advertise the faculty position in *The Chronicle of Higher Education*. This way, job seekers across the nation will have the opportunity to apply. The result of this approach should be an applicant pool with greater diversity than an advertisement that reaches only California or the Bay Area.

### **Facilities, Equipment, Materials and Maintenance**

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

Faculty in the Psychology Department use a variety of teaching methods in an effort to ensure student success. For example, overhead projectors are used and are an invaluable tool for students who are visual learners. Problems have been encountered with overheads being old and shorting out. The projectors that do work are often moved from room to room, making it uncertain whether or not they will be there for each class session. SMART electronic classrooms allow presentations that appeal to the

visual learners. Classroom activities are utilized for students who are kinesthetic learners. This is sometimes difficult in classrooms that do not have movable seats.

Videos and DVD's are used to elaborate and build on information discussed in class. These contribute to student success by providing concrete examples of class material and stimulate critical thinking skills. The Department's current library has material that is relevant, but dated. Funding to purchase new media would be extremely useful. These videos are put on reserve in The Learning Center to ensure that all students have access to them.

2. *List projected needs.*

Funds to buy instructional CDs. Funds to pay guest speakers for their work..

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

Technology is used extensively by the Psychology Department. All faculty have laptop and desk top computers with the latest Microsoft Office suite software. The library has a computer lab where students learn to do a literature search using a research database called ProQuest Psychology Journals. The computer lab has a site use license for recent versions of both SPSS and Excel software used to teach students how to calculate statistics and create graphs. The computer lab provides an excellent facility to use technology to teach students. The SMART classrooms allow instructors to make PowerPoint presentations, show instructional videos and CDs, and demonstrate statistical software. The Help Center on campus provides excellent technical support when comes to computer upgrading and repair. Faculty is using current technology in their teaching and finding that it is sufficient in meeting the needs of the students.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Not Applicable

## **Budget Request**

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

The Psychology Department needs instructional CDs. The ones that the department presently has are old and need to be updated.

The Psychology Department will need to upgrade its current version (14.0) of SPSS software. This software is use to teach students how to calculate statistics and create graphs.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

One resource that the psychology department utilizes and shares with other programs on campus is the use of speakers from outside agencies. These presentations included authors, researchers, business men and women, artists, and a hypnotist. These presentations are open to all students on campus.

The psychology department shares SPSS software with the Math and Business departments. It has a site license for 100 users. This software provides students with hands-on experience in understanding experiments and conduction data analyses. The abstract is made concrete, providing students with experience in interpreting results as well as conducting calculations. SPSS software can be used in math classes to calculate statistics and graphs. Students in business courses can also use SPSS for their statistics and graphing needs.

Instructional CDs used in psychology classes could be put on reserve in the audio visual part of the learning center.

## **PART D: Leadership and Governance**

*1. What leadership roles do the faculty and staff of your program hold in the college?*

Member of the SLOAC Steering Committee

*2. How do the faculty and staff in your program participate in the governance processes of the college/district?*

Academic Senate Secretary for two years, treasurer for one  
Basic Skills Initiative (BSI) committee, New Students Program.

*3. How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Faculty member headed the ASTEP Program.

## **PART E: Action Plan**

*1. Describe the program's plan for addressing areas of improvement.*

The Psychology Department is aware of and concerned about discrepancies in student success rates. Several things may be examined to help faculty members identify reasons for this. For example, research may be conducted to determine whether requiring English 100 as a prerequisite for Psy 100 might increase success rates. This idea is supported by a pilot study conducted at by the Matriculation office of Skyline College in 2006. Results of this study found that those students who had not completed English 836 or English 100 and enrolled in courses with those suggested prerequisites earned GPA's far below the college wide GPA. Other research might examine whether requiring Psyc 100 as a prerequisite for all other psychology courses would be beneficial to success.

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

### Weekly Student Contact Hours – WSCH

Psychology

Report the 3 previous **Fall** semesters with the most recent on the right.

<b>Year</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>WSCH</b>	2,145	2,137	2,430

The table below shows the WSCH for the Psychology Department over the last five years.

Psychology Department WSCH (weekly student contact hours)					
Year	2002/03	2003/04	2004/05	2005/06	2006/07
<b>WSCH</b>	5,509	5,209	5,216	5,038	5,609

**Please comment on program enrollment and expected trends.**

Program enrollment has been high and it is expected to remain high in the immediate future. Enrollment could be increased if additional faculty were available to teach General Psychology (psyc 100) and Developmental Psychology (psyc 200) which are in high demand.

### FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>FTE</b>	3.5	3.6	3.9
<b>WSCH/FTE</b>	613	594	623

The table below shows the load for the Psychology Department over the last five years.

Psychology Department Load (WSCH / FTEF)					
Year	2002/03	2003/04	2004/05	2005/06	2006/07
<b>WSCH</b>	5,509	5,209	5,216	5,038	5,609
<b>FTEF</b>	9.5	8.9	8.3	8.9	9.7
<b>Load</b>	580	651	628	566	578

The table below shows the comparison of the Psychology Department with the college wide measures of Load for the last five years.

Load for Psychology Department and College Wide		
Load		
Year	Psychology Department	College Wide
<b>2002/03</b>	580	573
<b>2003/04</b>	651	624
<b>2004/05</b>	628	588
<b>2005/06</b>	566	548
<b>2006/07</b>	578	533
<b>Average</b>	<b>601</b>	<b>573</b>

**Please comment on the comparison of this program to College trends.**

The average load for the psychology department over the last five years is higher than the average college wide load. The current state benchmark is 525. The college wide goal for 2007/08 is 530.

**Retention and Success**

Report data on program retention and success rate with the most recent on the right.

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	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Retention</b>	88%	83%	84%
<b>Success</b>	68%	65%	61%

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*Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.*

*The table below shows the retention rates for the Psychology Department and for College Wide over the last five years.*

Retention Rate for Psychology Department and College Wide		
	Retention Rate	
Year	Psychology Department	College Wide
<b>2002/03</b>	85%	84%
<b>2003/04</b>	85%	83%
<b>2004/05</b>	85%	84%
<b>2005/06</b>	83%	84%
<b>2006/07</b>	82%	83%
<b>Average</b>	<b>84%</b>	<b>84%</b>

*The five year average retention rate for the Psychology Department is equal to the College Wide average of 84%.*

*The table below shows the success rates for the Psychology Department and for College Wide over the last five years*

Success Rate for Psychology Department and College Wide		
	Success Rate	
Year	Psychology Department	College Wide
<b>2002/03</b>	71%	71%
<b>2003/04</b>	69%	69%
<b>2004/05</b>	67%	69%
<b>2005/06</b>	64%	68%
<b>2006/07</b>	60%	68%
<b>Average</b>	<b>66%</b>	<b>69%</b>

Successes rates for the Psychology Department have been slightly below the College Wide average. This difference is most noticeable the last two years.

*The table below shows Psychology Department success rates by ethnicity.*

Psychology Department Success Rates by Ethnicity					
	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>
<b>African American</b>	36%	42%	33%	31%	40%
<b>Asian</b>	73%	71%	69%	70%	63%
<b>Filipino</b>	69%	73%	67%	65%	56%
<b>Hispanic</b>	74%	65%	63%	54%	58%
<b>Native American</b>	75%	75%	100%	75%	50%
<b>Other</b>	71%	46%	63%	56%	64%
<b>White</b>	71%	75%	74%	73%	66%
<b>Unreported</b>	82%	67%	60%	68%	69%
<b>Average</b>	71%	69%	67%	64%	60%

*What student populations are disproportionately underperforming? Has the department done anything to address these students' needs? If so, what does the department plan to do?*

*African American students have lower average success rates compared to students from other ethnicities. One of the ways that faculty from the Psychology Department are responding to this finding is by diligently referring these students to the ASTEP (African-American Success Through Excellence and Persistence) Program at Skyline College for additional support services.*

*The table below shows College Wide Success Rates by Ethnicity.*

College Wide Success Rates by Ethnicity						
	2002/03	2003/04	2004/05	2005/06	2006/07	Average
<b>African American</b>	59%	52%	53%	55%	59%	56%
<b>Asian</b>	74%	71%	72%	70%	71%	72%
<b>Filipino</b>	67%	67%	68%	65%	64%	66%
<b>Hispanic</b>	67%	64%	65%	65%	64%	65%
<b>Native American</b>	61%	67%	66%	61%	62%	63%
<b>Other</b>	67%	67%	70%	70%	66%	68%
<b>White</b>	75%	76%	75%	73%	74%	75%
<b>Unreported</b>	73%	68%	67%	70%	68%	69%
<b>Average</b>	71%	69%	69%	68%	68%	



## Program Review

### Course Outline & Prerequisite Checklist

Discipline: Psychology

Semester: Spring 2008

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

## COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans
			CSU	UC & CSU					
PSYC 171	<i>Quantitative Reasoning in Psychology</i>	April 2008	X		X	<i>Prerequisite: MATH 120</i>		X	
PSYC 105	Experimental Psychology	April 2008	X	X		Prerequisite: PSYC 100		X	
PSYC 110	Courtship, Marriage and Family	April 2008	X		X	Recommended: Eligibility for ENGL 100 or ENGL 105, or equivalent.		X	
PSYC 100	<i>Introduction to Psychology</i>	April 2008		X	X	Recommended: Eligibility for ENGL 836 or equivalent		X	
PSYC 200	Developmental Psychology	April 2008		X	X	Recommended: Eligibility for ENGL 100		X	
PSYC 300	Social Psychology	April 2008		X	X	Recommended: Eligibility for ENGL 100		X	
PSYC 390	Psychology of Consciousness	April 2008		X	X	Recommended: Eligibility for ENGL 836 or equivalent		X	
PSYC 410	Abnormal Psychology	April 2008		X	X	Recommended: Eligibility for ENGL 836 or equivalent		X	
PSYC 210	Child Psychology	April 2008	X	X	X	Recommended: PSYC 100 Eligibility for ENGL 100 Prerequisite: ENGL 836 or ENGL 846.		X	
PSYC 268	Black Psychology	April 2008	X	X	X	Recommended: Eligibility for ENGL 836		X	

**Skyline College Program Review  
Certification of Course Outline & Prerequisite Review**

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**Faculty Signatures**

\_\_\_\_\_  
*Tony Jackson*

\_\_\_\_\_  
*Stephen Hearne*

\_\_\_\_\_  
*Jennifer Merrill*

\_\_\_\_\_  
*Highlight this text & type in name*

**Date Submitted:** *Highlight this text & type in date*

**Division Dean:** \_\_\_\_\_

*(Additional faculty signature lines may be added to this form as needed.)*



# Psychology

	<b>Needs</b>	<b>Notes</b>
<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. One full-time faculty</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p>The average fill rate of (89.1%) for psychology classes is high. There is a high student demand for additional PSYC 100 (General Psychology) classes and PSYC 200 (Developmental Psychology) classes.</p>
<b>Equipment</b>	<ol style="list-style-type: none"> <li>1. Instructional CDs on Psychology</li> <li>2. Update SPSS software</li> <li>3. Update media: DVD and Audio Files</li> <li>4.</li> <li>5.</li> </ol>	<p>Many of our current holdings are outdated. In two to three years this software will need to be updated.</p>
<b>Facilities</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	

**APPENDIX C  
SKYLINE COLLEGE**

**INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW**

**RESPONSE SHEET**

**Discipline:**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

*Comments:*

\_\_\_\_\_  
**Signature**

**Separate boxes for each**

College Vice Presidents

*Comments:*

\_\_\_\_\_  
**Signature**

Curriculum Committee

*Comments:*

\_\_\_\_\_  
**Signature**

Original to remain with self-study  
Copies to Planning/Budget Committee & Program Review preparer

## Appendix D Skyline College

### Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

*Estimate the total number of hours to complete your Program Review:*

It took three faculty members about 130 hours to complete the Program Review process.

1. *Was the time frame for completion of Program Review adequate? If not, explain.*

Yes.

2. *Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.*

On the whole yes. However, there was some difficulty in updating the course outlines because it assumes that faculty members are “Practitioners” of Student Learning Outcomes.

3. *Were the questions relevant? If not, please explain and offer suggestions.*

Yes.

4. *Did you find the Program Review process to have value? If not, please explain and offer suggestions.*

It allowed us to see how well we are doing as a department in comparison to college wide averages.

We could better assess our development as a department and our campus impact by having institutionally supported time to meet with our colleagues on an ongoing basis.

Imposition of SLO’s may not necessarily produce effective teaching but allowing for the time to share ideas just might!

5. *Was the data you received from administration complete and presented in a clear format? Would you like additional data?*

Yes. The data needed for our program review was easily accessible through the Office of Planning, Research and Institutional Effectiveness website.

We discussed more detailed data as being necessary to move toward better understanding discrepancies in success rates.

6. *Please offer any comments that could improve and/or streamline Program Review.*

Despite its labor intensiveness, the Program Review process went smoothly.