INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Psychology***

2. Person(s) completing the questionnaire: *Jose Bautista (Chair)*

3. Date of completion: *11/25/07*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☐ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Has not changed since last program review.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

A full-time member of the Department, a veteran of many years, suddenly retired during the Summer of 2007. This has left our Department short-staffed for the Fall 2007 semester, as well as for Spring 2008. A request for a replacement hire has been submitted, though not yet approved.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?

b) What factors might contribute to any program differences compared to the College data?

c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The previous program review saw the Psychology Dept. tracking closely the College's enrollment trends. At that time, no actionable items were noted.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?

b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.

c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

It was noted in the last program review, that the Psychology Dept. does not differ much from the College averages in terms of most ethnic categories, except for Asian/Fil/Pac Isl students which are under represented in the Department, and White students which are over represented. It was noted at the time that without similar data for other programs at the College, analysis of these data was difficult to do. An over representation of women in the program was also noted, which would be expected due to the historically higher number of female students that enter Psychology as a field of study.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?

b) What factors might contribute to any program differences compared to the College data?

c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Success rates for this program are lower than the college's averages. It was noted in the last program review that this could be due to the high rigor of the discipline, coupled with student's lack of awareness as to the scientific nature of the discipline. Data from other programs would be very helpful in clarifying this trend, and could perhaps help to identify ways to ameliorate it.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Following the sudden retirement of one of our well-seasoned full-time faculty members last Summer, the Department is currently short on expertise. If an appropriate replacement can be obtained, the Department will remain in a position to consistently offer Human Growth and Development courses which are not only requirements for many of our own Psychology majors, but are also required for other programs such as nursing. Otherwise, meeting these external needs will be a challenge for the Department.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

None are planned.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

None

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?

   b) What changes have been implemented, or are planned, based on the findings since the last program review?

   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

SLOs are currently being reviewed and developed by the Department. No actionable conclusions have been identified yet.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?

   b) How might these influences form the basis for an action, objective, or request for resources?

As noted in the last program review, the biggest issue is the limitation on the number of courses that students are allowed to transfer to 4-year institutions. With this in mind, the Department has had a desire to offer courses that would attract students other than those seeking transfer to a 4-year institution. The recent retirement of one of our faculty members who taught such a course has temporarily stalled our efforts to develop such courses.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

The Department has started to offer more online classes to provide additional venues for our current students, and to bring in students who may otherwise not be enrolled at WVC.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The Psychology Department offers academically rigorous instruction to students interested in completing their GE requirements, earning an AA in Psychology, transfer to 4-year institutions, completing requirements in other programs (e.g. nursing), and life enrichment.

2. Program Strengths:

Psychology is predicted to be a growth field through the next decade. Our Program is staffed by a group of dedicated professionals with a diverse set of skills that encompass the broad areas which make up the discipline. It offers instruction in the traditional brick and mortar format (i.e. in class) as well as online.

3. Program Challenges:

The biggest challenge to the Department currently is the fact that we are short one faculty member, and with them, their particular expertise.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

The Department will need to find a replacement for our retired faculty member, and enlarge our associate faculty pool.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

A request for a full-time hire has already been submitted. An additional request for a part-time hire will be submitted by the end of the Fall 2007 semester.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Hire of a full-time faculty member with expertise in Human Growth and Development, and an associate faculty member.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Associate faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

No resources have been obtained since last review.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *One full-time faculty member with expertise in Human Growth and Development is needed.*

Associate faculty FTE *One associate member is needed with expertise in one or more of the following: Social Psychology, Abnormal Psychology, Psychology of Women, and General Psychology.*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

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