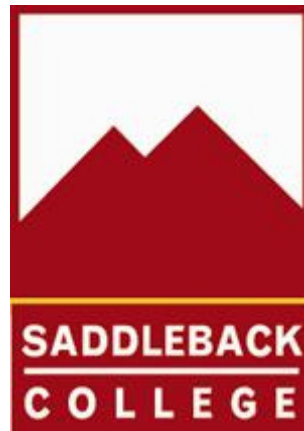


**Saddleback College
Program Review for
Psychology**



Submitted on September 20, 2007

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Program Review Team Members and Approvals

Program Review Team Chair:

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Program Review Team Members:

Patricia Flanigan, PhD

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Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
	Contact Program Review Chair for orientation
	Form Program Review Team
	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
	Solicit input from faculty and students
	Determine if additional research is needed
	Contact College Research Analyst if necessary
	Write Program Review report
	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The goal of the psychology program at Saddleback College is to provide a comprehensive introduction to the science of psychology for both students whose major is psychology and those taking psychology courses to fulfill general education requirements. We provide high quality instruction in courses which meet transfer requirements for many four year institutions. Further, personal growth and insight fostered through coursework in psychology provides students with a repertoire of skills to relate to the culturally diverse world in which they live.

The department's goal directly supports the following goals of the college: making educational programs leading to the Associate in Arts and Associate in Science degrees available, offering a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals, and providing a meaningful general education program including baccalaureate-level transfer and occupational curricula.

B. Historical Background and Unique Characteristics of the Program

The Psychology program has served students since the college was established in 1968. The Psychology program offers students college level courses in psychology that satisfy the general education requirements for the AA and AS degree and also transfer to four-year institutions. The program has served students by providing many sections of Introduction to Psychology courses as well as several sections of other core psychology courses including: Introduction to Research Methods in Psychology and Biological Psychology. In addition, we offer very popular transferable elective courses in Social Psychology, Abnormal Behavior, Human Sexuality, and Diversity (Psychology of Women and Psychology of Prejudice). Over the past three years the Psychology program has more than doubled its distance education enrollment and offered a variety of courses as either 100% online courses or hybrid courses to better meet the needs of our students. Our Department also offers students the opportunity to participate in clubs and activities related to psychology through our very active Psychology Club and chapter of the Psi Beta Honor Society in Psychology for Community College students.

This is the first program review to be conducted for the Psychology Department.

C. Current Strengths, Opportunities, and Challenges

Strengths: The program has several strengths in curriculum and instruction including a wide array of up to date, transferable course offerings, a large offering of distance education and hybrid courses, and several sections of courses offered at different times and start dates to accommodate student needs. The majority of courses are taught by experimental psychologists, meet various student goals, and provide opportunities for extracurricular activities tailored to meet the needs of psychology students exist. In addition, student success rates in the program are extremely high, as are retention rates.

Challenges:

The program as a whole is challenged by the low full-time to part-time faculty ratio that is currently below that mandated by education code (AB 1725). One of the department's full-time faculty members was recently lost (2007), another is nearing retirement and has limited participation in the department or division, and a third was granted release time by the college to assist with college-wide matters. As a result, there is a need for two new full-time instructors to teach the many sections of Introductory Psychology and other popular courses that are offered by the department. The low full-time to part-time teaching ratio in our department has surely contributed to the less than desirable student learning outcomes recently measured. In addition, the program requires funding to send students to research conferences to present their work and better prepare them for transfer, software and other equipment necessary to update our curriculum, and space for laboratory courses and faculty offices.

Section II: Review Report

A. Faculty and Staff

1. There are currently three full-time Psychology Instructors, due to the loss of one full-time faculty member in fall 2007. An additional instructor is shared with Women's Studies whose load is primarily met through teaching in that program. Recently, one of our three full-time faculty members was required to take release time from teaching in exchange for taking on duties outside of the department. This faculty member also teaches Sociology/Psychology 30 and Psychology 7 (Child Development), which are core courses in the Sociology and CDES programs and serve these programs rather than Psychology, per se. The second of these three is nearing retirement, which will leave all of his primarily large lecture courses to be divided into multiple sections that will have to be staffed by adjunct faculty if the department is not permitted to grow with the hiring of additional full-time faculty.

Given the dynamics of the department's current structure, the program has been severely handicapped in its ability to fulfill its stated goal and to support the goals of the college. This situation has negatively affected the ability of our program to fulfill its goals due to several reasons.

First, our program served 6,116 students in the academic year of 2006-2007 alone, with 54% of these students enrolled in Introductory Psychology courses that fulfill the general education requirement. Only 38% of sections of this course were taught by full time faculty as a part of their load. As a result, the established learning outcomes for our program, which are currently assessed in our Introduction to Psychology (Psychology 1) courses, were significantly below the criteria established by the program for success when assessed last year (see section B4). This has likely contributed to our lower than desired student learning outcomes observed for our Introductory Psychology (Psychology 1) program (see section B4). Additional full-time faculty to this corner-stone course would provide additional accountability and rigor that is lacking with the high percentage of part-time faculty teaching this course.

In addition to a lack of full-time faculty to teach courses within the department, senior faculty do not regularly participate in other important departmental activities (e.g., hiring committees, curriculum review, student oriented programs), leaving such duties to the two non-tenured, junior faculty in the department. This detracts from the department's ability to achieve its goal and decreases student access to expert faculty in the field.

In terms of staff support, the Psychology program shares a secretary and a part-time receptionist with 12 other academic programs. As a result, the division secretary and part-time receptionist are overtaxed limiting their ability to serve the large number of students that our program serves. In addition, they are unable to help coordinate student involvement in research projects, which is an integral part of preparing psychology majors for transfer to four-year institutions (see section D3 below).

2. The California Educational Code (AB 1725) has established that 75% of all instruction should be taught by full-time faculty. When this criterion is applied to the Psychology program, the under-representation of full-time faculty across the instructional side of the program becomes strikingly obvious. Currently, the full-time to part-time ratio is 20%, well below the 75% intended by the legislature. The result is an undue burden on the full-time faculty in the program and an inability to maintain the academic rigor across all courses offered.
3. In order to make our program more effective, two additional full-time faculty need to be hired. This would increase the number of students in the program that are taught by full-time instructors and achieve a full-time to part-time faculty ratio from 20% to 30%. In addition, these additional hires would provide the additional faculty necessary to complete the departmental activities necessary to maintain a thriving program. Further, additional faculty would help the program to institute department-wide reform to improve program-based student learning outcomes and would prepare the department for the looming retirement of one of its faculty members as the department will not be able to sustain itself if additional faculty are not hired before the loss of additional faculty.

Additional faculty would also provide the expertise necessary to expand the program. Further, additional faculty would bring provide expertise in other areas of psychology beyond those that are currently represented by the current full-time instructors (e.g., the important area of statistics for the social and behavioral sciences, see section B8 below). This would benefit both the department and its students.

B. Curriculum and Instruction

1. Our program offers degree, transfer, and general education courses.
2. These offerings contribute to the program's mission and goal and the College's mission and goals by providing courses that serve a great number of students seeking high quality, transferable courses as a part of their general education at Saddleback College. Between 41-50% of students enrolled in our program in the last five years planned to transfer to a four year institution (with or without filing for the AA degree).

Approximately 14% were working toward a vocational certificate, and 12% were taking courses to acquire job skills.

3. All of our program offerings are evaluated by full-time faculty within the program and later approved by the Curriculum Committee. Courses are updated in terms of how well they meet the general education and transfer needs of students. For example, we offer the majority of the most highly demanded lower division psychology courses available at major transfer institutions such as California State University, Fullerton (CSUF), University of California Irvine (UCI), etc. These courses include Introductory Psychology, Human Sexuality, Social Psychology, Development, Abnormal Behavior, etc. These courses cover a broad range of material within the discipline and appeal to students both within and outside of the Psychology Major program, i.e., to those who take courses out of interest or to fulfill general education requirements. Enrollment remains high in these courses. 6,116 students have been served by our program over the last 5 years, with average annual rates staying consistent. We regularly update courses through the Curriculum Tech Review process to maintain their articulation status with major four year institutions. This ensures that the content and quality of the courses remain current.

Our program has consistently maintained these high standards of curriculum maintenance, despite the challenges of facing the loss of faculty and no significant increase in the number full-time faculty.

4. Student Learning Outcomes were assessed for the 2006-2007 academic year for the Introductory Psychology (Psychology 1) course. We issued a 10 question multiple choice test that assessed the achievement of major learning outcome goals for this course to all instructors that taught this course in the fall of 2006. We had a department meeting beforehand to describe the importance of these assessments to faculty. While all faculty involved were helpful in carrying out the assessment, they reported that students did not appear to take the tests very seriously. Faculty reported that many students, especially those in large lecture courses, completed all 10 items quickly and were in a hurry to turn in their tests and leave class early. This suggests that the department should work with instructors and or the college to administrate these assessments in such a way that a) all students tested are equally motivated to perform well and b) students do not have any reason to rush through the assessment (e.g., students should not be given the opportunity to leave class as soon as they complete the assessment). The addition of full-time faculty would also make it easier to revise the outcomes assessments used within the program and to imbed assessment across all course offerings, which is difficult to do with the large number of part-time faculty currently teaching in our program.

5. The Psychology program has focused on increasing the use of technology to improve instruction in recent years. We have done this in the traditional classroom and through efforts aimed at expanding our distance education course offerings. The college's support in providing infrastructure for these advances has been helpful.

We have encouraged and supported those who teach classes in the traditional classroom setting, to utilize Blackboard, personal Web sites, PowerPoint, and multimedia formats (e.g., video/DVD) for course enhancement. The Division Faculty Manual and division's New Instructor Orientation (given by our Dean) serve to make all instructors aware of the resources available to them to assist in their technological needs. All instructors are encouraged to implement an online component in their course to increase communication between students and faculty (e.g., Blackboard Course Web pages). In addition, faculty evaluations for both full-time and part-time instructors regularly assess the use of technology by faculty members.

To further assist faculty, the program has provided access to a departmental library of current and historically important films for use in the classroom. In addition, teaching equipment funds provided by the college have been invested in updating our film and demonstration materials for us in the classroom.

To better meet the needs of our students, the Psychology program has more than doubled its enrollment in distance education course offerings in the academic year of 2006-2007 as compared to the previous academic year. Increases of 235%, 216%, and 210% were observed in fall, spring, and summer, respectively. However, such growth cannot be maintained indefinitely as the development of online courses is time consuming and not always an endeavor sought after by part-time faculty.

While the Social and Behavioral Sciences Division grew as a whole in the number of students enrolled in distance education course in 2006-2007, the Psychology department's distance education enrollments comprised 15%, 19%, and 40% percent of all distance education enrollments in the division for fall, spring, and summer respectively. A substantial proportion of the division's 2006-2007 increase in distance education enrollment can be attributed to increases in enrollment in distance education classes in psychology. The average increase of enrollment in psychology distance education courses comprised 20% of overall increases in distance education enrollment for the division.

Supporting the district's goal to increase distance education offerings, the Psychology program has recently expanded its distance education course

offerings to include two new courses as 100% distance education courses. We have traditionally offered only Psychology 1 online in the past, and as a hybrid course. We have continued to offer Psychology 1 as a distance education course. However, we no longer offer “telecourse” versions of the class as 100% online courses were delete more popular and better served the needs of students.

Abnormal Behavior was added as a new online course in 2005 and has been offered every semester since at maximum enrollment. Cognitive Psychology (a Special Topics course) was introduced for the first time in summer 2006 and was equally well received. Social Psychology will be offered online in the fall of 2007 and is expected to be a popular course.

A new course format that incorporated distance education was introduced in spring 2006 with great success. These traditional lecture courses were offered as late start lecture courses with an “internet component” and include; Introductory Psychology, Introduction to Research Methods in Psychology, Introduction to Biological Psychology, and Introduction to Social Psychology.

Overall, the offering of all distance education courses and psychology courses with an online component has served to meet the needs of Saddleback students by making highly demanded courses available to those who prefer (or require) a more flexible distance education format to fulfill their educational goals. These courses also draw students from other colleges, those enrolled in higher education degree programs, and those who are employed full-time and returning to school.

Currently, these courses are taught by only full-time instructors. As we begin to develop a way to evaluate these courses, we will be able to permit adjunct faculty to teach these courses.

6. Over the last 5 years, we have reviewed all course outlines and modified them to be up to date and current through the Curriculum Review Process. The introduction of two new faculty who are experts in the fields of biological psychology, research methods, social psychology, and development have helped to ensure that the courses are current and cover content as rigorous as that in the courses they articulate with at other colleges and major universities.

We have deleted a course that was not in high demand by students and difficult to staff, Psychology 106 (Behavior modification. Enrollment was 16, 30, and 2, respectively, the last three times this course was offered.

The Psychology of Prejudice course will be reinstated in 2007-2008 as there appears to be a demand for the course and it will meet cultural

diversity requirements currently being revised by the general education committee of the college.

7. What are the program's strengths or weaknesses in the area of curriculum and instruction?

Our strengths in the area of curriculum are as follows:

- we offer a wide range of college transferable courses
- our courses appeal to students with various goals
- we have tremendously increased the number of Research Methods courses offered, which is important as this is a course required for students majoring in psychology
- our courses are offered at various times, schedules, and formats to meet students' needs
- our courses are continually evaluated on a regular basis to ensure current course content
- we offer three courses that are cross-listed with other departments, and
- we encourage our faculty to propose new courses as student demand requires.

Our strengths in instruction are that:

- the majority of courses are taught by experimental psychologists who are current in the field
- our courses in Abnormal Behavior and Psychology of Adjustment are taught by those with a clinical psychology and counseling background, respectively
- all faculty in the program have welcomed the use of technology in the classroom and in their teaching
- the two most recent full-time faculty hired in the Department have brought their expertise, current knowledge of the field, and a high quality level of teaching to the Department. They are both very active in developing the program and offering extracurricular activities tailored to meet the needs of psychology students.
- A Teaching Mentorship Program; comma rather than semi-colon? an active effort has been made to recruit qualified adjunct teaching candidates and offer them training through the Psychology Teaching Mentorship Program. This program was instituted in 2004 to connect our full-time instructors with Masters Degree students/recipients from local Universities that would like to gain teaching experience. The interns that have completed the program to date gained valuable hands-on experience in teaching, received mentorship and feedback, and some have subsequently served as superb adjunct faculty in our Department.

Our weaknesses in the area of instruction are:

- The number of courses taught by part-time faculty is too high;
- As mentioned above, all psychology curriculum has been kept up to date over the past five years through the college's approved curriculum review process. Despite this success, changes in the curriculum and instruction are needed. The biggest challenge faced by the program is the number of courses taught by part-time faculty. As a result, maintaining consistency within the program, especially among Introductory Psychology courses, has been difficult. This has further impacted our ability to successfully meet the criteria for success established by the program with regards to student learning outcomes. As a result, there is a need to standardize more of the content taught within the courses. This, in part, can be met by hiring additional full-time faculty, but is also being met by recruiting and establishing an experienced pool of part-time faculty
- the need for rooms to meet the demand for large lecture courses in psychology
- the need for lab space for students to conduct experiments as a part of their coursework
- the lack of the administrative assistance needed to implement a student research participation program (see section C5),
- the lack of travel funds for students that conduct research as a part of their coursework to present their research at scholarly psychology conferences, necessitating one instructor to sponsor student conference attendance without reimbursement.

To make our program more effective, we will need to further standardize the content of Introductory to Psychology course beyond that already established in the curriculum course outline in order to meet the program's established student learning outcomes. Additional courses within the program would also benefit from this additional standardization and strengthening of the program... delete one period Such efforts will surely increase student learning outcomes, ensure that course learning objectives are met department wide, and guarantee that course writing requirements are met. We will also need to initiate the process of creating a Statistics for the Behavioral Sciences course to better serve students both within the Psychology program as well as other behavioral and social sciences programs that are transferring to four year institutions. Students currently take statistics courses in the Mathematics department and it is taught very differently from how the course is typically taught in psychology programs around the nation. Some psychology, sociology, and political science students

transferring to major four-year institutions are required to take a lower division statistics course within the behavioral sciences, rather than within the math department. As a result, statistics courses taken outside of a social sciences program may not be accepted for transfer by these institutions. Saddleback College currently offers statistics only through the Math department. Other community colleges (e.g., Irvine Valley College, Mira Costa College, etc.) *do* offer this course and do so within the Department of Psychology.

C. Student Success

1. Over the past five years, the female to male ratio of our students has been 60%:40%, respectively. 51-68% of students have fallen within the age range of 18-21 years of age. 90% of these students come from the Saddleback area, as indicated by zip code records.
2. After reviewing the program's student demographics and changing enrollment patterns we will be sure to address our students' changing needs. Some ways that we will do this are to continue to offer distance education courses, to update video collections so as to keep course learning materials new and relevant to our student demographic, and to continued our support of courses that we currently offer as cross-listed with the Women's Studies, Sociology, and Child Development and Educational Studies programs. We will also work to re-offer courses related to diversity as there is a lack of great diversity among our typical student group in age and ethnicity.
3. The program has done much to establish a relationship with the counseling department in order to better serve students. The Chair has periodically talked with David Francisco, Saddleback's Articulation Officer, and the EOPS office regarding the program. One of our junior full-time faculty members served as an EOPS mentor during the 2005-2006 academic year. Further, we have created brochures to be dispensed to students who seek academic counseling.

Currently, students in Psychology 1 (Introduction to Psychology), Psychology 2 (Introduction to Research Methods in Psychology), and Psychology 30 (Introduction to Social Psychology) are required to write papers. These courses all fulfill the college Information Competency requirement for the AA and AS degrees. Some instructors may require this in other Psychology courses as well. Our students are often referred to the Writing Lab for help in composing their papers. We currently do not have psychology tutors available on campus, *per se*, but would consider this should students demonstrate a need or desire for this service.

4. The program's areas of strength in student success are the following:

- Retention rates are high

The overall retention rates of our program have remained high despite the challenges outlined elsewhere in this program review. It has consistently fallen between 90-92% over the last five years despite the addition of two new junior faculty members and the absence of one senior faculty member.

- Student success rates are high

In terms of student success rates, when those students who did not receive a letter grade are included in the data, the five year average for the number of students receiving a passing grade in all Psychology courses is 70%.

The weaknesses are as follows:

- The full-time to part time instructor ratio in our program is low at 20%. This especially low number impacts the education of many students, especially considering that our Introductory Psychology program alone has served over 6,000 students in the last 5 years and only 6 out of 25 sections are currently taught by full-time faculty as a part of their teaching load.
- Student learning outcome data for this program show need for improvement in understanding psychology as a science, the different subdisciplines of psychology, and differentiating psychology from a pseudoscience.

5. What changes in the area of student success are needed to make the program more effective?

The recommended changes discussed in section A3 (hiring more full-time faculty) and standardizing courses and assessments that are aimed at increasing student learning outcomes for Psychology 1 can also be implemented program wide to make the program more effective overall. The support necessary to provide a system by which psychology students can participate in research on campus would also improve educational outcomes. Making psychology tutors available may also improve student learning outcomes for the Introductory Psychology program.

D. Facilities, Technical Infrastructure, and Resources

1. Our program recently moved from the Business and General Studies (BGS) building to the Village. This move was due to the need for mold remediation of BGS. The quality of the program's space does not meet its needs adequately in BGS or in the Village. Furthermore, there is often

competition for classrooms between divisions and departments and this limits our ability to schedule large lecture courses at various times. These two factors combined forces many of our classes to be assigned to classrooms in other divisions, which separates the students and instructors from the resources necessary to teach effectively. Additionally, we share laboratory space with the Anthropology and Geography departments. This is very impractical and imposes a burden on instructors wishing to access laboratory supplies for the purpose of in class activities or teaching demonstrations. It would be ideal to have even more laboratory space to devote to running research experiments, which would included nonscheduled class time in which the space could be used. This is necessary for our Research Methods in Psychology course and could also contribute to greater success in the teaching of other psychology courses.

In addition to more classrooms, the Psychology program would benefit from having more faculty office space. If faculty in the program could have offices nearby each other, rather than spread out across campus as has been the case the past few years, it would improve our ability to work together as a department.

The availability of smart technology in both BGS and Village classrooms has greatly improved our ability to utilize multimedia and the internet in class. However, it is neither always fully functional nor reliable (see point 2b).

One major problem that has been experienced in BGS and the Village is uncomfortably hot and cold classroom temperatures. Students often report feeling faint after sitting in these hot rooms that hold 50 students or more. Instructors have called maintenance to help fix this problem repeatedly throughout spring 2007 to no avail. In addition, the ventilation systems are often noisy and disrupt students in the classroom.

2. How do the amount, type, and/or quality of library holdings affect the program's ability to fulfill its mission and service its current offerings?

The main goal of our program is to teach students about psychology as a *science*, which requires access to scientific journals containing original research articles. The Saddleback College library does not have access to the sort of Psychology Database (e.g., PsycInfo) required for students to adequately complete research projects in psychology nor portions of the college's Information Competence requirement (part of Psychology 1, 2, and 3). Students complain that it is hard to find journal articles relevant to topics in Biological Psychology, Research Methods, and Social Psychology using their campus library. Most are advised to drive to UCI or

CSUF in order to find resources at their libraries. This is inconvenient, does not promote educational goals, and can be expensive for students.

While it is understandable that the college library cannot afford the house the same number or quality of scientific journals in psychology that larger, research based institutions house in their libraries, it would benefit students greatly if the library could purchase subscriptions to a few major scholarly journals in psychology. Alternatively, it would be *ideal* if the Saddleback College Library could work out some sort of agreement with the regional four-year institutions that would allow students access to the online journals subscriptions of these institutions.

3. How do the amount, type, and/or quality of other resources available to the program affects its ability to fulfill its mission and service its current offerings?

The Social and Behavioral Sciences Division has provided several in-service sessions aimed at improving the quality of teaching and bringing all faculty up to speed on current technology available to them for use in the classroom. Two junior faculty in Psychology taught such sessions. These sessions have been highly attended by adjunct faculty in Psychology and have benefited students according to feedback received by Psychology faculty.

One limitation of resources that affects our mission of providing an introduction to the science of psychology is discussed in section D3, above, regarding the need for more holdings of peer reviewed academic journals of psychology in the library.

Another limitation is the lack of a full-time support staff for the Division that could assist in directing Psychology undergraduates to the appropriate resources and possibly helping to coordinate a research participation program for the Department, as research participation is an integral part of the learning experience in the majority of four-year institutions to which our psychology majors will transfer. The primary reason that this is not available to our students is due to lack of personnel to help coordinate this effort with the psychology faculty and the lack of necessary laboratory space. Hiring a full-time Division receptionist that could devote weekly hours to these tasks would greatly help the Psychology Department.

4. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?

This is the first program review conducted for psychology. However, given the large number of students served by the program, it is clear that the current facilities are inadequate to meet the demands being placed on the program.

5. The program will require the following items in the near future to improve the quality of teaching:
 - Camtasia® software to have on all full-time faculty computers and the four workstations within the division utilized by the part time faculty in the program. Such software is necessary as every full time faculty member incorporates distance education into their courses. We also anticipate training additional part time faculty to begin offering online courses as well and they will need access to this software
 - 2 digital video cameras (SONY® DVD cameras) to be used in recording data in the Introduction to Research Methods in Psychology course required of the major
 - an SPSS® statistical software network license for 25 users to be used in analyzing data in the research methods course
 - TOVA software for Psychology 1 and Psychology 2 Classes (\$1200)
 - access to computer labs in order to conduct statistical analyses and simulated experiments for all psychology courses
 - \$2500 annually to fund student travel to research conferences

D. Service, Community Outreach

One of the goals of our program is to foster personal growth and insight to provide students with a repertoire of skills to relate to the culturally diverse world in which they live. Our program achieves this through both coursework and student involvement. The Saddleback College Psychology Club and chapter of the Psi Beta National Honor Society have provided leadership opportunities for students and connected them with the community.

The Psychology Club and Psi Beta group are very active clubs that provide students with a chance to be leaders on campus and organize activities that are community service oriented and/or psychology related. The club has invited speakers from the community on campus and advertised these events campus-wide for the benefit of any student potentially interested in learning more about the field of psychology.

The Psi Beta Club recently had the honor of hosting the 11th Annual Research Conference for Southern California Community Colleges. The faculty advisor and student club won two National Awards which were presented at the annual American Psychological Association Conference in San Francisco, 2008.

Two world-renowned psychology faculty were key note speakers and over 150 students from all over southern California attended the Psi Beta conference. They had the opportunity to present research, attend a poster session, and be a part of a professional meeting in Psychology. Awards for Research Excellence were given to five of our students for the

research they presented from their Introduction to Research Methods courses. The awards were presented by the National Executive Director of Psi Beta and received publicity in the Orange County Register's local paper serving the Saddleback Valley area.

Section III: Needs Assessment

A. Human Resources Needs

Two new full-time Psychology instructors are needed as our current full-time to part-time ratio is well below the 75% mandated by Education Code (AB 1725), at 20 %. Furthermore, the recent loss of one full-time faculty member, upcoming retirement of a second full-time faculty member, and release from teaching given to our remaining full-time faculty member for his contribution to campus-wide duties all increase our need for a full-time faculty member whose time can be devoted to teaching high demand psychology courses and assistance in curriculum development.

Additional reassigned time and stipends are needed for department chairperson. Most department chairs work throughout the summer and are not compensated for their time. Due to the added requirements of measuring student learning outcomes and conducting program reviews, additional reassigned time and/or stipends are necessary for the Psychology department chair to complete these requirements such as hiring, scheduling, etc, that require completion over summer months.

B. Instructional Needs

The students in our department would benefit by the hiring of a full-time receptionist in the Division of Social and Behavioral Sciences that could devote weekly hours to coordinating a student research participation program.

C. Research Needs

The Department of Psychology requires space devoted to laboratory experiments in psychology as well as funds to support students who wish to travel to conferences to present their research. As one of our major goals in the department is for students to understand psychology as a science; these research related needs are necessary for the success of our program.

D. Technical, Equipment and Other Resource Needs

- Camtasia® software to have on all full-time faculty computers as every full time faculty member incorporates distance education into their courses
- 2 digital video cameras (SONY® DVD cameras) to be used in recording data in the Introduction to Research Methods in Psychology course required of the major
- an SPSS® statistical software network license for 75 users to be used in analyzing data in the research methods course state 25 users previously

- access to computer labs in order to conduct statistical analyses and simulated experiments for all psychology courses
- \$2000 annually to fund student travel to research conferences

E. Facilities Needs

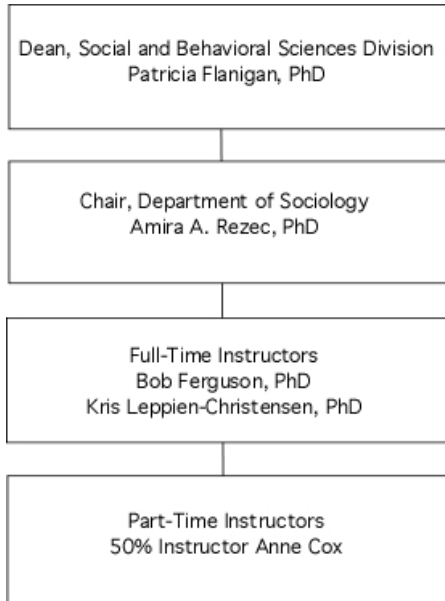
The BGS building is currently being renovated and will be a healthy working environment once we return to the building. It would be ideal if our faculty members could all have offices near one another as this would promote communication within the department and surely better our program as a result. It would improve teaching if additional classroom and laboratory space were made available for the Psychology department (see section B7 above for details).

F. Marketing and Outreach Needs

We will continue to create brochures for our undergraduate program and disseminate them at high schools and campus-wide events. The Department needs to follow through with tying the Saddleback College Teaching Mentorship Program with the local California State Colleges so that Masters students in Psychology can earn course credits by participating in the program.

Section IV: Appendices

A. Program Organizational Chart



B. Five-Year Program Staffing Profile

Staff	2002	2003	2004	2005	2006
ACTIVE FT Instructors	3	1.5	2.5	3.5	3.5
PT Instructors	13	16	15	18	18

In addition to the low fulltime to part time faculty ratio, full-time instructors have been teaching Overload and Large Lecture consistently over the last 5 years to meet student demand.

C. SLO Assessment Forms

These forms are included in a separate file (Appendix C), enclosed with this report.

D. Data Sets

These forms are included in a separate file (Appendix D), enclosed with this report.