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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Psychology Department. Eta Lin &amp; Rosemarie Menager</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the psychology program is to provide students with a broad and in-depth knowledge base of understanding human behavior in the various fields of psychology. The program emphasizes the importance of developing critical thinking skills and the ability to apply these psychological theories and concepts to real world situations. The program also stresses the importance of understanding and respecting issues regarding diversity. Another goal is to prepare students for transfer or for employment in psychology-based areas.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>The psychology program is committed to supporting students who want to transfer to 4-year universities. An AA degree in psychology also allows students to pursue careers with a psychological focus, and instills lifelong learning skills from their knowledge and understanding of the applicability of psychological principles in every day life. We will continue to build strong partnerships with other educational institutions (e.g., Stanford University, Palo Alto University). The psychology program emphasizes the importance of the global citizen by teaching multicultural and biopsychosocial perspectives in our courses.</p>

## II. Department and Program Description & Data

<p>1. What are your hours of operation?</p>	<p>Our offices open at: 8:00 am          Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when:          Our offices closed at: 5 pm</p>			
<p>2. What types of classes do you offer, at what locations, and at what times?</p>	<p>Times offered:</p> <p><input checked="" type="checkbox"/>Morning (6AM-12PM)  <input checked="" type="checkbox"/>Afternoon (12PM-4PM)  <input checked="" type="checkbox"/>Evening (4PM-10PM)</p>	<p>Locations offered:</p> <p><input checked="" type="checkbox"/>FH Main Campus  <input checked="" type="checkbox"/>Middlefield  <input checked="" type="checkbox"/>Off campus</p>	<p>Types Offered:</p> <p><input checked="" type="checkbox"/>In Person  <input checked="" type="checkbox"/>Hybrid  <input checked="" type="checkbox"/>Distance</p>	<p>Status Offered:</p> <p><input checked="" type="checkbox"/>Credit  <input type="checkbox"/>Non-credit</p>
<p>3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>				
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title Instructor full-time	2.0		Teach classes, grade students' work, hold office hours, serve on a variety of college committees, attend division meetings, prepare new classes, help interview potential part-time instructors, update and write new curriculum, update curriculum sheets, attend professional development activities	
Position Title Part-time faculty	0	11.0	Teach classes, grade students' work, hold office hours	
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title	0	0		
Position Title	0	0		

Position Title	0	0		
Position Title	0	0		
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>	
Position Title	0.00	0		
Position Title	0.00	0		
Position Title	0.00	0		

<p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>	<p>With the largest WSCH generating department in the division, and only two full-time faculty members, we are continuing to show an increase in student enrollment. Viewing the <a href="#">enrollment and FTES trends</a> from the academic year of 2003-2004 to 2008-2009, there has been relatively consistent increase in student enrollment in face-to-face and online classes. Two factors may have triggered this growth in enrollment. First, the Silicon Valley and the rest of the nation are suffering (and continues to) from an economic recession. When there is a downturn in the economy, people often lose their jobs and go back to school (particularly to community colleges) to reinvent themselves in another discipline. Second, in 2007, a full-time faculty member was hired. The hiring of a full-time faculty member often correlates with a boost in student enrollment. However with the sudden retirement of a full-time faculty member in the summer of 2009 and with the possibility of a new full-time hire for Fall 2010, we still need of minimum of four full-time psychology faculty to address the growing needs of the students and community. The data for “average class size” will be forthcoming.</p>
<p>5. <a href="#">Student Achievement</a>: Given the data, describe the trends in overall <a href="#">success rates</a>, <a href="#">retention rates</a>, and <a href="#">degrees and certificates awarded</a>. What are the implications for your department?</p>	<p>When reviewing the retention rates across the face-to-face and online classes, they have held consistently around the high percentages (i.e., low to mid 90's). The success rates for the past 5 years are generally lower (hovering in the 70's) as compared to the retention rates. The number of students attaining psychology AA degrees has dropped over the years. In 2004-2005, it peaked at 33 psychology degrees, and has</p>

	<p>steadily declined, with the exception of a slight increase from 16 to 19 degrees in 2006-2007 and 2007-2008 respectively. Due to the lack of full-time employees and the increase in student enrollment, current full-time faculty has less time and opportunities to mentor and support students in pursuing a degree in psychology. In addition, many students' main goal is to transfer to a 4-year institution, and they often forgo attaining an AA degree in psychology.</p>	
<p>6. <b>Student Equity:</b> Given the data, describe the trends with respect to <a href="#">underrepresented students</a>. How will your program address the needs/challenges indicated by the data?</p>	<p>In general, there is a larger percentage of withdrawal for all ethnic groups for the face-to-face and online classes. The students who tend to enroll for online classes are often balancing a myriad of life responsibilities, so it is not surprising that there is a bigger withdrawal rate. However it is important to highlight that the underrepresented students (Black, Filipino, Pacific Islander, Hispanic) have significantly lower percentage success as compared to Asians and Whites. As a side note, some of the underrepresented groups had very small sample sizes (e.g., multiple ethnicity, Pacific Islander, Filipino, other). In addition, there might have been some confusion in how these students "marked their ethnicity." For example, there was the category of Asian, Filipino, Pacific Islander, Multiple Ethnicity, and Other. In order to address the needs/challenges of underrepresented students, the psychology department needs to work more closely with the counseling faculty, workforce prep, and other student support services (e.g., EOPS, DRC, tutoring center) to address these concerns. In addition, there has been some discussion of starting "learning communities" across disciplines to support cohorts of underrepresented students.</p>	
<p>7. Given the data, discuss how the <a href="#">FTEF</a> trends and <a href="#">FTEF/FTES ratio</a> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>From the academic years of 2003-2004 through 2006-2007, the full-time FTEF to part-time FTEF has been glaringly unbalanced (for example, for 2005-2006, 1.52 FTEF full-time to 4.53 FTEF part-time). The FTEF numbers for full-time faculty have only recently begun to increase due to the hiring of a new faculty member in fall 2007. For example, the percentage of full-time faculty increased from 27% to 46%,</p>	

	<p>2006-2007 to 2007-2008 respectively. However due to the sudden retirement of a long-time FT faculty member in summer 2009, the part-time teaching load in the psychology department is over 74%. This is in violation of the statewide Academic Senate guideline of 75% full-time faculty to 25% part-time faculty. The psychology department thus far has been blessed with highly qualified part-time instructors, and the turnover rate has been extremely low due to our dedicated, dependable, and flexible faculty members. However, even with the full-time psychology hire that we were granted starting Fall 2010, we are still in dire need to hire an additional full-time faculty member to maintain the department's high level of productivity and growth potential.</p>	
<p>8. Given the data for <a href="#">distance learning</a>, describe the trends related to <a href="#">success</a>, <a href="#">retention</a>, and <a href="#">student satisfaction</a>. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>Although the retention rates for online classes are slightly lower (i.e., high 80's and low 90's) than face-to-face classes, the success rates are higher (mid to high 70's) as compared to their counterpart. This is somewhat surprising since online classes in general usually have a lower success rate. It is important to note that approximately half of our psychology classes are provided in an online format, whereas the other half of our classes is delivered in a face-to-face format. This may be somewhat of a concern, however the difference in success and retention rates between the two formats are negligible. In addition, the FTEs are both increasing for online and face-to-face classes.</p>	
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>		
<p>10. Are you seeing <a href="#">trends</a> that are not reflected in the data cited above? If yes, please explain.</p>	<p>Over the years, we are seeing more students requesting help in transferring with a psychology degree, as well as requesting information about psychology programs at various 4-year institutions. In addition, more students are searching for research opportunities in the field of psychology before they transfer to a university. We hope to provide students with more opportunities for research and the presentation of their data in talks/papers/posters as we build strong relationships with other institutions (e.g., Stanford, Palo Alto University).</p>	



<b>Summary of Planning Goals &amp; Action Plans</b>				
<b>Department Operational Goals</b>	<b>College Strategic Initiatives</b>			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Increase variety of course offerings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase enrollment for underrepresented students in line with college efforts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking our psychology majors after they transfer to 4-year institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pursue the hiring of two full-time psychology faculty members	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase psychology AA degrees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore the opportunity of creating a “social sciences laboratory” with computers and writing support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
<b>Department Operational Goals</b>	<b>Activities</b>			
Increase variety of course offerings	Collaborate with psychology adjunct faculty and faculty from other departments (Biohealth, Math) to offer new courses (e.g., Health Psychology, Forensic Psychology, Cognitive Psychology, Comparative Psychology, Educational Psychology, Organizational Psychology, Statistics in the Behavioral Sciences)			
Increase enrollment for underrepresented students in line with college efforts	Communicate with college recruitment officers, counseling and matriculation staff, outreach to feeder institutions, community-at-large.			
Tracking our psychology majors after they transfer to 4-year institutions	Communicate with the Research Office to help us track psychology students.			
Pursue the hiring of two full-time psychology faculty members	Present data to institutional resources on need for full-time instructors.			

(including the recent FT position starting in Fall 2010)			
Increase psychology AA degrees	More faculty support to meet student needs, promote psychology club, link to community activities, communicate with career center and counseling faculty, explore a psychology career day		
Explore the opportunity of creating a “social sciences laboratory” with computers, software (e.g., SPSS) and writing support	Collaborate with faculty from other social sciences disciplines to build a laboratory & writing center for the social sciences. There is a current need for conducting research and writing that is not being met. Talk to Dean and VP of Academic Affairs about getting computers equipped with SPSS, printers, round tables for writing support/tutors.		
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	

<h3 style="text-align: center;">III. Curriculum</h3>	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of <b>diverse learners</b> ?	Psychology courses are provided in face-to-face, online, and hybrid formats. The selected textbooks all have a multicultural emphasis. In addition, many of the topics in psychology present information about diverse learning styles. Instructors also accommodate their students with support from the Disabilities Resource Center and Tutorial Center. Student work is assessed by a variety of methods (e.g., in-class exams, take-home exams, multiple choice questions, short-answer questions, oral presentations, research papers). Students are also encouraged to attend Heritage Month activities.
2. How does your curriculum respond to changing community, student, and employer needs?	The field of psychology is becoming more prominent in everyday life. Taking courses in psychology provides students with strong critical thinking skills, knowledge of human behavior, and interpersonal skills to help students be successful at the university or at their jobs. In addition, the majority of jobs require this level of awareness of the complexities of human thinking, feelings, and behavior in everyday life.
3. How does your curriculum support the needs of other certificates or majors?	Many of the classes that we offer are required for certificates or majors in other divisions.
4. Do your courses for the major align with transfer institutions?	Yes, the major core courses all align with transfer institutions.
5. Do your courses have appropriate and necessary <b>prerequisites</b> ? Identify any challenges and plans to address the challenges.	Establishing prerequisites have not yet been proven necessary. The requirement of prerequisites would significantly impact student enrollment. Following the next round of course outline of record updates, advisories for General Psychology (Psy 1) and English 1A are recommended. Currently only Psychology 50 has an advisory of General Psychology.

6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a> , <a href="#">course deactivation</a> , updated <a href="#">prerequisites</a> , <a href="#">cross-listed courses</a> , measuring <a href="#">student learning outcomes</a> , <a href="#">curriculum sheets</a> , <a href="#">certificates</a> and <a href="#">degrees</a> ).	Continuing to update psychology classes due to Title 5 and articulation purposes is essential. In Winter 2008, student learning outcomes (SLOs) were written for all psychology courses, and 1/3 of those classes were assessed and reflected upon at the end of spring quarter. This cycle of assessment and reflection will continue to occur for this 2009-2010 academic year. We currently have a 74% completion rate for SLOs.	
7. Does your program offer <a href="#">distance education</a> courses?	Yes it does including an entire online major/degree.	
8. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your <a href="#">distance education</a> courses provide for effective interaction between students and faculty.	Faculty members regularly maintain contact with their online students. Here are a few examples: 1) the faculty member and students post responses to a weekly discussion question and respond to each other's posts, 2) the faculty member grades and comments on each student's weekly writing assignments, 3) the faculty member sends out two announcements a week to remind students of various deadlines or other important information.	
9. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	The instructor presents a weekly controversial discussion topic. Students are required to answer the questions that the instructor posed, as well as comment on another classmate's answer. This sort of interaction between the instructor and students, and the interaction between students elicit a sense of comradery and mutual respect. Although the students may not necessarily agree with one another's viewpoint, it is done in a respectful manner. In addition, students are also encouraged to use the "general questions" and "student lounge" in ETUDES to ask each other questions about the course materials.	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What <a href="#">college skills</a> should a student have before entering your program?	Students should have college-level writing skills.	
11. Given the data, comment on the effectiveness of the <a href="#">assessment</a> and <a href="#">placement</a> of college skills students into your program. (For MATH, ENGL and ESL only).		
12. In what ways are you addressing the needs of the <a href="#">college skills</a> students in your program?		
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	Faculty members are working with the DRC staff, EOPS, and Tutorial Center.	

<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	The first psychology class that students should take is General Psychology (PSY 1). Psychology 1 should precede all other psychology classes.	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	NA	
16. If applicable, describe any <a href="#">capstone course</a> , <a href="#">signature assignment</a> (project, <a href="#">service learning</a> , portfolio), or <a href="#">exam</a> that demonstrates knowledge, skills, and abilities, indicating successful program completion?	NA	
<i>Course Scheduling &amp; Consistency</i>		
17. Given available data, describe the <a href="#">trends</a> in the scheduling of <a href="#">morning</a> , <a href="#">afternoon</a> , and <a href="#">evening</a> classes, as well as Friday, <a href="#">Weekend</a> , and <a href="#">distance education</a> classes. Comment on the feasibility of offering classes at non-standard times.	Psychology face-to-face classes are routinely offered at all times (morning, afternoon, evening) throughout the day, as well as every day of the week (with the exception of the weekends). The online classes have continued to be impacted and does not suffer from the lack of student enrollment. The department has experimented with offering psychology classes at different times and locations (e.g., Psychology 14 – Childhood and Adolescence was successfully offered in the evening at Middlefield campus). However, it is questionable if weekend classes would be successful. Due to the current budget limitations, it would not be wise to expand course offerings at this particular time.	
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <a href="#">prescribed length of time</a> ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	The courses required for a psychology major are scheduled appropriately. Every quarter many sections of General Psychology are offered, as well as a wide variety of core and support classes in psychology.	
19. How does the department determine that classes are taught consistently with the <a href="#">course outline of record</a> ?	Administrative evaluations, full-time and adjunct faculty evaluations are regularly conducted. All instructors were observed in following the course outline of record.	
<i>Summary of Planning Goals and Action Plans</i>		

20. What are your goals with respect to curriculum and how will those goals be measured?	The primary goals of the psychology program are to increase critical thinking, emphasizing the importance of applicability of these psychological concepts and theories to real world situation, and understanding and respecting issues regarding diversity. These goals will be assessed through our SLO cycle (i.e., assessment, reflection, revision) and SLOAC evaluations by the department chair.	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

IV. Student Learning Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. <b>Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.</b></p> <p>2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Faculty in psychology are active members of the BSS division curriculum committee, Academic Senate, and advisor for the Psychology Club. The responsibilities of curriculum committee member are attending the meetings, reading and voting on curricular issues. The responsibilities of the Academic Senate representative are to accurately report back to the BSS division faculty regarding academic and professional matters. The responsibilities of the club advisor are to provide support and mentoring of psychology club members.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Psychology faculty is in contact with the Sociology and Women's Studies faculty due to the cross-listing of classes (Psy/Soc 10, Psy/Soc 30, Psy/Wmn21).
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	We have an ongoing relationship with Stanford University regarding the Research Experience Program. Discussions between Stanford faculty and staff and Foothill faculty and administrators have occurred to further research opportunities for students. This fall quarter 2009, Foothill College's psychology and business departments in conjunction with Palo Alto University (used to be Pacific Graduate School of Psychology) launched a B.A. program in Business Psychology. Psychology faculty members have also attended at conference held by DeAnza psychology faculty to increase social networking/communication between psychology faculty at nearby community colleges. In addition, students are encouraged to attend the Psychology Speaker Series at DeAnza College (coordinated by Dr. Paul Marcille – director of the B.A. psychology program in Social Action at DeAnza College). Psychology faculty members have and continue to welcome student research opportunities (participate in cognitive studies) at NASA Ames at Moffett Field. Rape crisis center counselors from Santa

		Clara have visited classes to encourage students to volunteer at this agency.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?		NA	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?		Not only do the psychology faculty check the UCs and CSUs catalog course description to ensure that they are similar to our course outlines of record, but there is regular communication and support from the college's articulation officer to align psychology courses with transfer institutions.	
<b>Summary of Planning Goals and Action Plans</b>			
6. What are your goals with respect to departmental engagement and how will those goals be measured?		During the 2008-2009 academic year, there were several department meetings between full-time and adjunct faculty to discuss, write, assess, and reflect on the SLOs. Full-time faculty members will continue to keep in regular contact with adjunct faculty and provide support and guidance when necessary.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	In the last two years, psychology faculty members have attended regional psychology conferences, ETUDES training sessions, diversity conference, SLO convocation workshops, Stanford University panel discussions, and a myriad of other Foothill College workshops (e.g., Eportfolios, author series).	
2. What opportunities does your department take to share professional development experiences with colleagues?	The department shares professional development experiences with colleagues through departmental and division meetings, email correspondences, and informal meetings between faculty members.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty members share and use information learned from professional development activities to improve program curriculum by updating their classroom material and assignments. Faculty keep current in the field of psychology by attending regional and national psychology conferences and reading recently published journal articles. Writing the SLOs, assessing them, and reflecting on the gathered data give direction on our program effectiveness.	
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	NA	
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	More funding is needed in order to support the participation of full-time and adjunct faculty at psychology conferences.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?	Encourage funding for continued attendance of professional activities (e.g., conferences). Faculty will write conference summary/report.	
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or</b>

VI. Professional Development		
		<b>supports student learning.</b>
Funding	Attend professional development conferences	Keep current on psychological research, reach diverse students, encourage careers in psychology, learn new course delivery techniques in face-to-face and online classes, network with other faculty from other academic institutions

<h2 style="text-align: center;">VII. Support Services</h2>		
<i>Support Services</i>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes   No	Due to increased enrollment trends and the budget crisis, there generally needs to be more support for faculty, staff, and administrators (rather than reducing positions).
2. Are there sufficient college and departmental computer labs available to support this program?	Yes   No	The psychology faculty are proposing the creation of a “psychology/social sciences” computer and writing lab/center. We need a dedicated space for our students to learn better writing skills specifically for papers in the social sciences, as well as conduct research and learn statistical software programs (e.g., SPSS).
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes   No	We need more updated DVDs in the media center. Due to budget cuts, the library is underfunded and not able to provide current psychology journals and essential databases (e.g., PSYCinfo, PSYCArticles).
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes   No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes   No	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes   No	
7. Are general tutorial services adequate?	Yes   No	Due to budget cuts, the support for psychology tutors has been greatly reduced.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes   No	
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	Yes   No	Due to budget cuts, the library is underfunded and not able to provide current psychology journals and essential databases (e.g., PSYCinfo, PSYCArticles).

10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes   No	However due to impending budget cuts, the Global Access administrator and staff will be severely affected, thus having a detrimental effect on the support services and training available to faculty.	
<i>Marketing &amp; Outreach</i>			
11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		The college catalog, class schedule, and online schedule of classes all generally do well in marketing our psychology classes. The psychology program has the largest WSCH in the division, and our classes are often impacted. The marketing tools do accurately reflect our program and requirements.	
12. What impact does the college or departmental website have on marketing your program?		We currently do not have a departmental website.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Yes, faculty members need assistance and support from marketing in building a departmental website.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		Marketing a degree in psychology and emphasizing the benefits of having this degree in the “real world”	
<i>Programs, clubs, organizations, and special activities for students</i>			
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.		Psychology club. Club members and faculty advisor have invited speakers and explored personality assessments.	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.		Several psychology students have been awarded an “excellence in psychology” award at the BSS divisional awards ceremony. These psychology students have demonstrated perseverance and academic ability in the field of psychology.	
<b>Summary of Planning Goals and Action Plans</b>			
17. What are your goals with respect to support services and how will those goals be measured?		NA	
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	

Social Sciences research and writing laboratory, and purchasing SPSS statistical package and computers	Experience and knowledge of conducting research and familiar with the SPSS statistical package. Ability in writing coherent and organized papers in the social sciences.	Help those students who are transferring or entering the workforce in a psychology-related field. This request best fits with "Building a Community of Scholars."	
Staff and student tutors to support and maintain "social sciences lab"	Support research and writing lab. Increase student retention and success in psychology and other social sciences classes.	Help those students who are transferring or entering the workforce in a psychology-related field. This request best fits with "Building a Community of Scholars."	
Current DVDs in psychology	Provide current research in the field of psychology	Help those students who are transferring or entering the workforce in a psychology-related field. This request best fits with "Building a Community of Scholars."	
Purchase computer databases of psychology journals (e.g., PSYCArticles, PSYCinfo)	Provide access to current research articles in the field of psychology	Help those students who are transferring or entering the workforce in a psychology-related field. This request best fits with "Building a Community of Scholars."	

<b>VIII. Career and Technical Education Programs</b>	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	Due to the constant effect of stress (e.g., economic recession, war veterans), stress-related disorders, and our growing awareness and diagnosis of mental disorders, there is an increased demand for mental health counselors and clinical psychologists.
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	Not sure.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	We are currently in an economic recession, so it is assumed that the job market is steadily declining.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Around \$30,000-\$40,000
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Not sure.
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Yes
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes, the psychology courses in our program align and articulate with four-year institutions.
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	NA	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	NA	
11. How does this program prepare students for competitive employment?	Psychology courses emphasize the importance of developing critical thinking skills and the ability to apply these psychological theories and concepts to real world situations. They instill lifelong learning skills and stress the importance of awareness and issues of diversity in a multicultural society. These skills are critical to students in a competitive market.	
<i>Advisory Board</i>		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	NA	
13. List the dates and number of members attending of your most recent advisory board meetings.	NA	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	NA	
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	No	
16. What is the program's accreditation status?	NA	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	NA	

18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	NA	
19. What indicators does your program use to determine success of our students after completion?	NA	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	NA	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	NA	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes, all issues identified in the program plan have been adequately addressed with actions plans.	
<b>Summary of Planning Goals and Action Plans</b>		
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?	NA	
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. How does your <a href="#">PT/FT ratio</a> impact the program?	From the academic years of 2003-2004 through 2006-2007, the full-time FTEF to part-time FTEF has been glaringly unbalanced (for example, for 2005-2006, 1.52 FTEF full-time to 4.53 FTEF part-time). The FTEF numbers for full-time faculty have only recently begun to increase due to the hiring of a new faculty member in fall 2007. For example, the percentage of full-time faculty increased from 27% to 46%, 2006-2007 to 2007-2008 respectively. However due to the sudden retirement of a long-time FT faculty member in summer 2009, the part-time teaching load in the psychology department is over 74%. This is in violation of the statewide Academic Senate guideline of 75% full-time faculty to 25% part-time faculty. The psychology department thus far has been blessed with highly qualified part-time instructors, and the turnover rate has been extremely low due to our dedicated, dependable, and flexible faculty members. However, even with the full-time psychology hire that we were granted starting Fall 2010, we are still in dire need to hire an additional full-time faculty member to maintain the department's high level of productivity and growth potential.
2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	In the next four years, one faculty member will be taking a PDL. It is also anticipated that the online and face-to-face class enrollments will continue to grow. The psychology program generates the largest WSCH in the division, and it is predicted that it will continue to do so.
<i>Classified Staff</i>	
3. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	If we are able to secure a "social sciences research and writing laboratory," we will need a staff member and tutors to help support and maintain it.
<i>Technology and Equipment</i>	

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	No the psychology program needs a dedicated “social sciences research and writing laboratory” to better prepare our students to transfer to 4-year institutions or preparing them for the workforce. The purchase of the statistical package (SPSS) is also necessary for the research methods and designs class. The psychology program needs more updated DVDs.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	One of the main problems with the current ETUDES system is that it lacks a tracking feature. That is, faculty members are currently unable to monitor the amount of time that students participate in online classes. Faculty members are requesting the administrators and staff of the current ETUDES consortium to find a way for faculty to track their students’ participation in their classes.

#### *Technology & Equipment Definitions*

- **Non-instructional Equipment and Supplies:** includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

#### *Facilities*

7. Are your facilities accessible to students with disabilities?	Yes
8. List needs for upgrades for existing spaces	Doors in the 3000's buildings need some stripping (avoid slamming of doors). Internal locks on doors are needed for safety reasons. Overhead projectors need to be replaced.
9. List any new spaces that are needed	The psychology program needs a dedicated “social sciences research and writing laboratory” to better prepare our students to transfer to 4-year institutions or preparing them for the workforce. The purchase of the statistical package (SPSS) and computers is also necessary for the research methods and designs class.

10. Identify any long-term maintenance needs.	Reiteration of answer to #8. Doors in the 3000's buildings need some stripping (avoid slamming of doors). Internal locks on doors are needed for safety reasons. Overhead projectors need to be replaced.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	We need a dedicated classroom and/or laboratory space to support the Stanford Research Experience Program (REP) in order to continue our relationship with Stanford University, as well as provide our students opportunities to participate and conduct research. Faculty are in need of shelving for books and other materials in their offices.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Somewhat. As stated above, faculty are still in need of shelving for books and other materials in their offices.
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No. We need more money to support student tutors. Multi-color paper in the Xerox room is needed. As stated previously, the purchase of current DVDs, SPSS (statistical package), PSYCArticles is needed to better meet the needs of our students. Although the psychology program was granted a full-time hire starting in Fall 2010, we still need one more full-time faculty to meet the demands and increasing growth in our department.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	More A and B budget allocations needed (as outlined above) to challenge students in developing critical thinking and lifelong learning skills. The augmentation of these budgets will also better prepare students for transfer or for employment in psychology-based areas.
15. Are there ways to use existing funds differently within your department to meet changing needs?	Faculty members will explore opportunities with the Business department and funding with outside sources (Palo Alto University agreement with BSS division) to supplement the program's budget. In addition, faculty members will research possible grant opportunities.
<b>Summary of Planning Goals and Action Plans</b>	

<p>16. What are your goals with respect to resource planning and how will those goals be measured?</p>		<p>A and B budgets allocations are not sufficient for maintaining quality instruction and support for the psychology program. Due to increasing student enrollment and having the largest generating WSCH in the BSS Division, there needs to be another full-time faculty hire (in addition to the FT hire for Fall 2010), more funds allocated to student tutors, launching of a “social sciences research and writing laboratory” and staff support to maintain it,</p>	
<p>17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>			
Identified Resource	Purpose	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>	
Social Sciences research and writing laboratory	Experience and knowledge of conducting research and familiar with the SPSS statistical package. Ability in writing coherent and organized papers in the social sciences.	<p>Help those students who are transferring or entering the workforce in a psychology-related field. This request best fits with “Building a Community of Scholars.”</p>	
Staff and student tutors to support and maintain “social sciences lab”	Support research and writing lab. Increase student retention and success in psychology and other social sciences classes.	<p>Help those students who are transferring or entering the workforce in a psychology-related field. This request best fits with “Building a Community of Scholars.”</p>	
Purchasing SPSS statistical package and computers	Experience and knowledge of conducting research and familiar with the SPSS statistical package	<p>Help those students who are transferring or entering the workforce in a psychology-related field. This request best fits with “Building a Community of Scholars.”</p>	

Tracking of student participation in online classes (ETUDES)	To better ensure students' success by monitoring their participation in online classes	Increase student success in online psychology courses. This best fits with the strategic initiative of Putting Access to Action.	
Current DVDs in psychology	Provide current research in the field of psychology	Help those students who are transferring or entering the workforce in a psychology-related field. This request best fits with "Building a Community of Scholars."	

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Over the next four years, the psychology department will continue to pursue the mission goals of instilling critical thinking skills, developing lifelong learning skills from their knowledge of understanding of psychological concepts and principles as they apply to everyday life, and the importance of understanding and respecting diversity in a multicultural society. In order to continue to prepare our students for transfer to four-year academic institutions or for employment in psychology-based areas, the psychology faculty plan to increase the variety of course offerings. We will collaborate with adjunct faculty who may have a specialty in a certain field in psychology, as well as faculty from other departments (e.g., Biohealth, Math) to offer more breadth in our course offerings. We plan to increase enrollment for underrepresented students, which is in line with the college's overall mission goals. Psychology faculty will communicate with college recruitment officers, counseling and matriculation staff, as well as outreach to feeder institutions and the community-at-large to better serve our underrepresented populations. The tracking of our psychology majors after they transfer to 4-year institutions is essential to determine whether our students are successful after leaving our program at Foothill College. This operational goal will be communicated to the Research Office. Due to the steady increases in student enrollment and the potential growth in the program, it is critical that we fund another full-time faculty position (in addition to the position hire that starts in Fall of 2010). We will continue to present data (e.g., FTES, productivity, WSCH, FT/PT ratio) to institutional resources and administrators on the need for more full-time faculty. Psychology faculty will try to increase the number of students attaining AA degrees in psychology by hiring more full-time faculty to support and mentor students, promoting the Psychology Club, increase communication between faculty members of the counseling and psychology departments, build a stronger relationship with the Career Center and other student support services, and explore hosting a psychology career day. Finally we want to explore the possibility of creating a "social sciences research and writing laboratory" equipped with computers, staff personnel, and student tutors. We plan to collaborate with faculty from other social sciences disciplines, the Dean of the BSS division, and the VP of Academic Affairs to "look into" creating a research laboratory and writing center for the social sciences. There is a current need for conducting research and writing that is not being met. The goals and action plans outlined above will increase the success, retention, and persistence of students who are enrolled in the psychology program.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>	