Evergreen Valley College

Psychology Department

Program Review 2015 - 2016
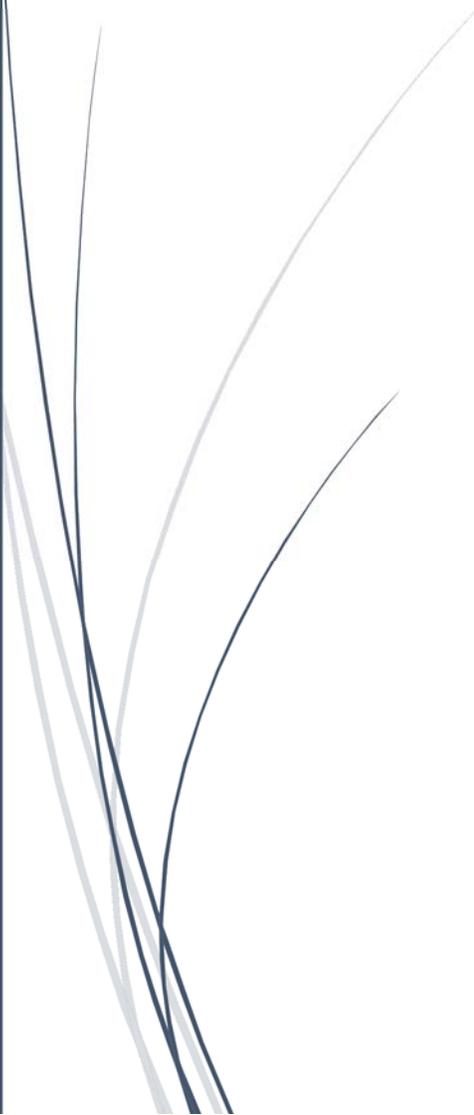
Brad Carothers

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I.   General Information:

Department/Program Name: SSHAPE/Psychology
Last Review: Unknown
Current Year: 2015 – 2016
Preparers' Name: Brad Carothers
Area Dean: Mark Gonzales

Evergreen Valley College's Mission:
With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Evergreen Valley College Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   - Increase Visibility
   - Develop Strategic Partnerships
   - Building Campus Community

2. Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   - Student Access: Completion of Educational Goals
   - Employee Development
   - Transparent Infrastructure

3. Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
   - Access
   - Curriculum and Programs
   - Services

II.   Summary of The Psychology Program

1). Psychology courses have been offered at Evergreen Valley College since the college opened in 1975. Today the Psychology Program offers two degrees: an A.A. T. and an A.A. in Psychology.   The A.A. degree was established over 15 years ago, while the A.A.T. has only been in place for a few years. Because a vast majority of students who would opt for an associates degree in psychology would need to continue on at a university (and potentially on to graduate school) it would best serve the Evergreen Valley student population and avoid confusion if in the near future the A.A. degree was no longer offered, and instead only the A.A.T. degree in psychology was offered.

The program continues to be in alignment with EVC's institutional goals, which includes: Student Centered, Community Engagement and Organizational transformation. Students enrolled in Psychology courses are introduced to relevant and complex psychological issues impacting the individual student as well as their community.

Students are introduced to historical as well as current theoretical perspectives in a wide variety of areas within the field of psychology (including but not limited to: developmental, learning, social, abnormal, biological, research, gender, orientation, assessment/treatment). Student assignments are designed to promote critical thinking by requiring students to analyze issues, provide supporting evidence, and to formulate their own thoughts regarding psychological topics being addressed.

Courses offered:

General Psychology (Psych 001*); Introduction to Research Methods (Psych 018*);
Psychology of Stress Reduction (Psych 020 **); Psychology of Women: Global perspectives (Psych 025**);
Violence against women: Cross-Cultural perspective (Psych 026**); Introduction to Biological Psychology
(Psych 030 *); Introduction to Cross-Cultural Psychology (Psych 051*); Personal Growth and Adjustment
(Psych 060*); Developmental Psychology (Psych 092*); Marriage, Family and Intimate Relationships (Psych
096*); Service Learning Directed Study (Psych 098*); Abnormal Psychology (Psych 099*); Human
Sexuality (Psych 100*).

  *Transfer status: CSU/UC; Degree Applicable: AA/AS
  **Transfer status: CSU; Degree Applicable: AA/AS

2). **How the program defines effectiveness including measures used to gauge it**

- Student proficiency in subject matter: Assessment tools utilized to determine
  Mastering subject matter include: class examinations, written reflection assignments, oral
  presentations, research projects, in depth research papers.
  A grading rubric for all assignments are provided for students. Assessment of Student Learning
  Outcomes and critical thinking skills occur throughout each semester.
  The benchmark used to determine whether an SLO has been met is a minimum of 70% of students who
  complete a Psychology course demonstrate proficiency.

  The Psychology Department has agreed upon a baseline course success rate of 64%. This is based on
  multiplying the State 5-year average success rate in Psychology courses (68.9) by 92% (92% was used
  based on the formula used by EVC's IEC). Should student success fall below 64% the Psychology
  Department will meet to determine how to best address the issue and serve our student population.

EVC Course Success Rate	Fall 2010 Enrollment Count	Fall 2010 Success Rate	Fall 2011 Enrollment Count	Fall 2011 Success Rate	Fall 2012 Enrollment Count	Fall 2012 Success Rate	Fall 2013 Enrollment Count	Fall 2013 Success Rate	Fall 2014 Enrollment Count	Fall 2014 Success Rate	5 Year Average
Evergreen Valley Total	25,435	69.14%	25,077	70.22%	23,417	71.66%	22,913	70.75%	21,888	71.29%	70.61%
Non Distance Education Methods Total	25,435	69.14%	25,077	70.22%	23,417	71.66%	22,913	70.75%	21,888	71.29%	70.61%
Psychology, General-2001	1,131	68.79%	1,309	62.64%	1,128	68.71%	1,109	70.06%	1,044	66.19%	67.28%

California Community Colleges Chancellor's Office

California Community Colleges Chancellor's Office

State Course Success Rate	Fall 2010 Enrollment Count	Fall 2010 Success Rate	Fall 2011 Enrollment Count	Fall 2011 Success Rate	Fall 2012 Enrollment Count	Fall 2012 Success Rate	Fall 2013 Enrollment Count	Fall 2013 Success Rate	Fall 2014 Enrollment Count	Fall 2014 Success Rate	5 Year Average
State of California Total	3,205,610	68.67%	3,054,669	69.14%	2,902,949	70.50%	2,927,280	69.77%	2,892,802	69.52%	69.52%
Non Distance Education Methods Total	3,205,610	68.67%	3,054,669	69.14%	2,902,949	70.50%	2,927,280	69.77%	2,892,802	69.52%	69.52%
Psychology, General-2001	142,479	68.31%	137,280	68.37%	130,871	69.75%	136,791	69.27%	134,188	68.88%	68.92%

- Student evaluations of classes: It is important to incorporate student feedback via the
  student evaluation of course process. This feedback is helpful in determining delivery systems of
  information that best serves the needs of our student population.

- SLO and PLO Assessment Matrixes: The use of this data will be incorporated in the preparation for each
  course to be instructed each semester. Any indication that objectives are not being met will be
  addressed, and if deemed necessary, modifications to class instruction and student assignments will be
  made.

3). **Summary of results of measures applied; value this provides to the program**

Psych 001: All current SLOs (Fall 2014) have been measured, documents were submitted to the SLO coordinator. All of the SLOs had a 78% proficiency or higher. Modifications for even greater success for five of the six SLO's have been addressed and documented. Assessments will be measured and submitted to the SLO coordinator after the Spring 2015 semester. The other SLO currently has 98% proficiency thus no immediate plans for improvement have been documented.

Psych 018: All current SLOs for Psych 018 have been measured (Fall 2014), documents were submitted to the SLO coordinator. Seven of the nine SLO's met 70% proficiency. No additional measures or plans were submitted by the professor teaching this course. For the two SLO's with very low proficiency a plan of action was submitted.

Psych 025: Four of five SLO's for Psych 025 have been measured (Fall 2013 – Fall 2014), documents were submitted to the SLO coordinator. A fifth SLO has been slated for measurement Spring of 2015. Three of the four measured SLOs met at least 71.5% proficiency. For these three additional modifications have been listed for even greater success, with measurement to take place Spring of 2015. For the one SLO measured with 69% success, the professor listed a detailed plan to improve student performance, with measurement to take place Spring of 2015.

Psych 030: Four of eight SLOs for Psych 030 were measured (Spring 2013-2014), documents were submitted to the SLO coordinator. Three of the four SLO's measured at least 80% proficiency. No modifications were submitted by the professor teaching this course. For the one SLO with low proficiency a plan was submitted, with an assessment scheduled for Spring 2015. The four additional SLOs are to be measured Spring 2015.

Psych 060: All seven of the course SLOs have been measured (Fall 2014), documents were submitted to the SLO coordinator. All seven reported at least 79% proficiency. A plan for even greater success was submitted with measurement scheduled for Fall 2016.

Psych 092: Of seven SLOs, one has been measured (Fall 2013), documents were submitted to the SLO coordinator. The one measured SLO reported 71% proficiency. The six unmeasured SLOs are scheduled for assessment Spring 2015 by the professor teaching this course.

Psych 099: Six of seven SLOs have been measured (Fall 2014), documents were submitted to the SLO coordinator. Three of the seven SLOs reached 71% proficiency or higher. The one SLO not measured is scheduled to be assessed Fall 2015. The three SLOs with low proficiency have a plan submitted to improve student success, with measurement scheduled for Spring 2016.

Psych 100: All six SLOs have been measured (Spring 2012), documents were submitted to the SLO coordinator. Five of the six SLOs had at least 71% proficiency. All six SLOs have a plan to improve student success with measurement scheduled for Fall 2015.

With a large variety of courses being taught the overall success rate (for SLOs measured) is 82%. This speaks highly not only of the instructors but of the students' hard work over a variety of assessment tools across eight diverse courses.

Program SLO #1: Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence and conclusions. This SLO aligns with ILO #2 Inquiry and reason. The SLO was measured in Fall of 2014 in Psych 001 and Psych 018 courses. Because of the success (an average of 80% of students in general psychology and a majority in Psych 018 mastered the assessment provided) no current adjustment is planned for this SLO other than reassessment in 2016.

Program SLO #2: Write critically about topics in psychology thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence and deriving conclusions. This SLO aligns with ILO #1 Communication, ILO #2 Inquiry and reason, and ILO #3 Information Competency. This SLO was measured in Spring of 2013 and Fall of 2014. Over 80% of general psychology students showed proficiency at or above 70%; over 70% of Psych 018 students showed proficiency at or above 70%; Close to 90% of Psych 030 showed proficiency at or above 70%. Based on these results no current adjustment is planned for this SLO, but it will be reassessed in the Fall of 2016.

Program SLO #3: Think critically in speaking about topics in psychology thereby articulating problems, stating theses, posing arguments, explaining evidence and communicating conclusions. This SLO aligns with ILO #1 Communication; ILO #2 Inquiry and reasoning, and ILO #3 Information competency. This SLO was assessed Fall of 2013 – Fall of 2014. Psych 001 and 018 students showed proficiency in this SLO and therefor no further action other than reassessment in 2016 will occur for these courses. Only 45% of Psych 030 students showed proficiency at 70% or above. An activity has been planned to help students improve their performance in this SLO for Psych 030. A reassessment is planed for Spring 2016. Most students in MA 063 mastered the measures of this SLO, although Math faculty are planning to improve class discussion on the topic matters and to reassess in Spring 2016.
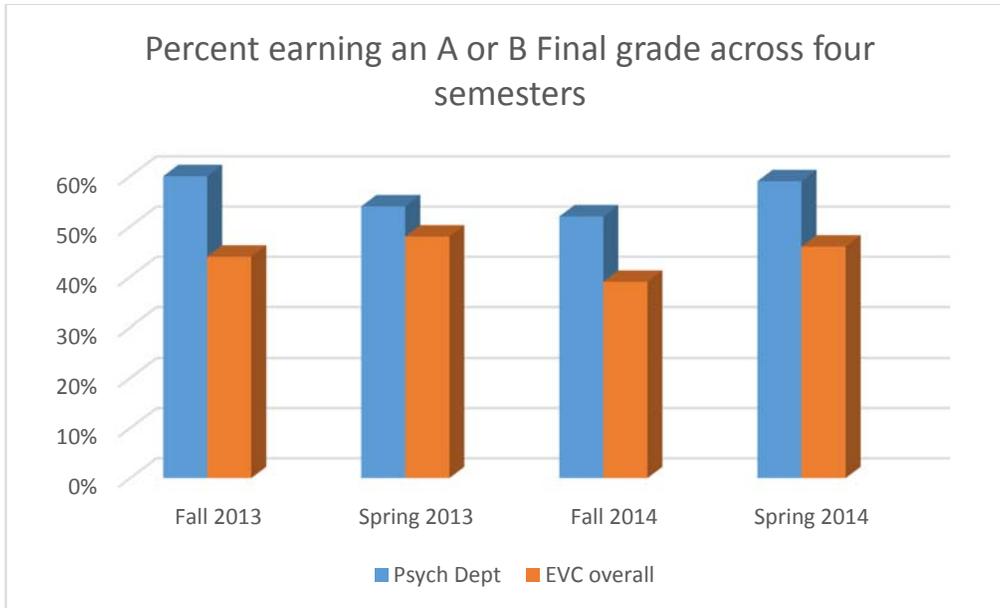
4). **Where would you like your program to be three years from now?**

In three years it would be nice to see a consistent set of part time instructors teaching particular courses in psychology. With such a diverse offering and only two full time professors at times consistency of instruction as well as curriculum and SLO completion can be problematic. The addition of a psychology lab in the new science building would benefit the Research course. The psychology department is also committed to continued offering outside the prime time schedule (evenings and online) with a goal of having all core requirements of the AA degree along with one to two elective psychology courses all offered online. As mentioned earlier a consolidation of degrees awarded in psychology so that only the AA-T degree would be offered. Also the department needs to review courses that have not been taught over the past four years (or have never been offered, such as Psych 020 -- stress reduction) and evaluate if these courses should still be offered or if it would be best to delete them.

Part A: Overview

1). *Program CTA*

Psychology is the scientific study of human and animal behavior and mental processes, including cognition, emotion, sensation, perception and interaction. In addition, the program contributes to the Evergreen Valley College mission by providing:

- Associate in Arts in Psychology for Transfer degree (AA-T)
- Associate in Arts in Psychology (AA)
- Research skills (Information gathering / analytical thinking / problem solving)
- Written and verbal communication skills
- Transfer requirements
- Development of skills relevant to many types of careers (Including: business, education, government, nonprofit organizations, and within health and human services).
- Faculty promote a learning environment that is supportive and accessible to all students regardless of race, ethnicity, culture, gender, language, disability, sexual orientation or religion

2). *Program CTA alignment*

The EVC Psychology Program is designed to assist students to be better prepared to accomplish their personal, academic, and professional goals. Improving student's social awareness contributes directly to their capacity for learning and achievement. This allows students, who come from diverse backgrounds, to learn from different perspectives and to
contribute and expand their understanding of their cultural similarities and differences.

Aligned with EVC CTA's:

i. <u>Student-Centered</u>: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are: 1) Increased Visibility; 2) Develop Strategic Partnerships; 3) Building Campus Community.

   1). Whether it's functioning as a contributing member in a student club or asserting oneself to achieve individual personal and academic goals, students enrolled in psychology courses develop a greater understanding human behavior and interaction. This provides students with the tools needed to better engage in a highly complex society.

   2). The Psychology Program has developed close partnerships with Community Based organizations which has provided the opportunity to offer a variety of volunteer experiences, networking, and valuable support in the community through work with the valuable Service Learning program. These successful partnerships foster a greater sense of community between EVC and the community at-large.

   3). Students enrolled in psychology courses engage in a large variety of group assignments. This collaborative learning environment helps students: develop skills in working with individuals from diverse backgrounds; develop leadership skills; as well as create additional social and collegial connections on and off campus.

ii. <u>Community Engagement</u>: We create a trusting environment where everyone is valued and empowered. Areas of focus are: 1) Student Access-Completion of Educational Goals; 2) Employee Development; 3) Transparent Infrastructure.

   1). Content in psychology courses allow for students to develop skills which lead to greater academic self-confidence. As our students successfully complete student learning outcomes, they discover abilities which will lead to beyond the classroom. Good planning, determination and successful completion of courses, enhance the probability of achieving academic and professional success. Building upon these successes allow for students to gain trust in their ability to achieve and also place greater value in EVC which has assisted with their important personal development, growth, and

empowerment.

2). Faculty are encouraged to seek out opportunities to attend conferences, with funding available through the EVC staff development program.

3). Ongoing Division meetings are held regularly with opportunities for faculty to openly share concerns or request support.

iii. Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are: a) Access; b) Curriculum and Programs; c) Services

1). The emphasis in Psychology degree, along with its courses, attracts a diverse group of students from diverse ethnic backgrounds. The AA/AT degree can lead to better employment opportunities as well as completion of the first two years of a four-year degree.

2). The Psychology Program can provide service to the college in promotion of positive, highly visible images through campus and community involvement by students as they work in service learning areas.

3). *Accomplishments*

a. Consistent High Productivity: Course offerings in the Psychology program consistently have high productivity with an average of 719.2 across the past five years (Fall 2010 through Spring 2015).

b. Consistent high WSCH: The Psychology Program consistently serves a large number of students measured in WSCH averaging 4008.5 (across the past five years); FTES averaging 122.4 (across the past five years); FTEF averaging 5.6 (across the past five years).

c. Student access: Courses in Sociology have good enrollment and maintain high retention rates across all twelve ethnic groups measured and recorded by the district. Enrollment patterns by students reflect the enrollment pattern of all ethnicities in the college. Retention rates are lowest for African American students (at 75%) and highest for Asian/Chinese (85%). Our highest seat count (at 37%) is for Latina/o students who report a retention rate of 77%. Retention rates across all ethnicities is 82%. Success rates across all ethnicities average 65%; with a low of 53% for African American students and a high of 67% for Asian/Chinese.

d. Civic Engagement: Psychology Program faculty are highly involved with Community Based Organizations which results in opportunities for students to volunteer and engage in community activities**.**

4). *How program contributes to priorities of the district*

The psychology department with the Psychology AA and AAT degrees is committed to providing students with the strong foundation they will need as they move forward towards career goals or transferring to a four-year university as well as expanding the degree offerings for EVC as well as the district.

Program Learning Outcomes (PLOs) with an explanation for how it compliments Institutional Learning Outcomes (ILOs).

a. PLO #1and #2 compliments ILO #1 (communication) and ILO #2 (Inquiry and reasoning) Read and write critically about topics in psychology, identifying problems, theses, arguments, analyzing and weighing evidence and deriving. conclusions.

b. PLO #3 compliments ILO #1, #2, #3, (Information competency) Think critically in speaking about topics in psychology thereby articulating problems, stating theses posing arguments, explaining evidence, and communicating conclusions.

5/6). *Student demographics and enrollment patterns across the past five years: psychology program as compared to EVC overall numbers:*
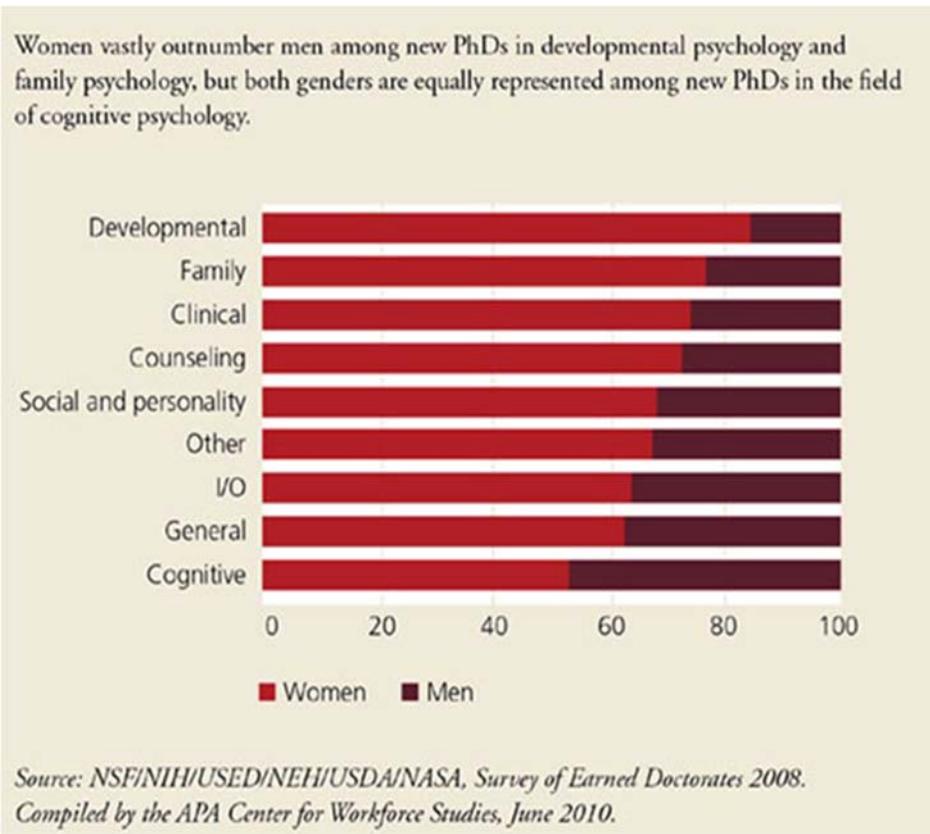
Gender

Psychology Department   *EVC overall numbers*
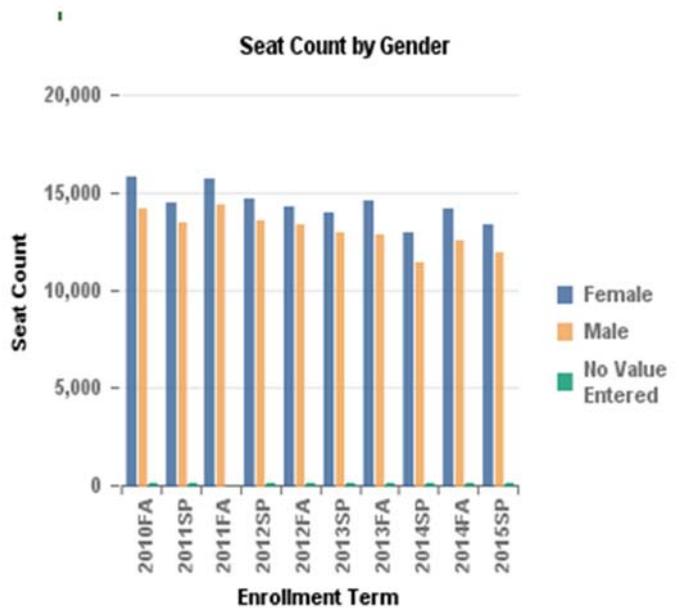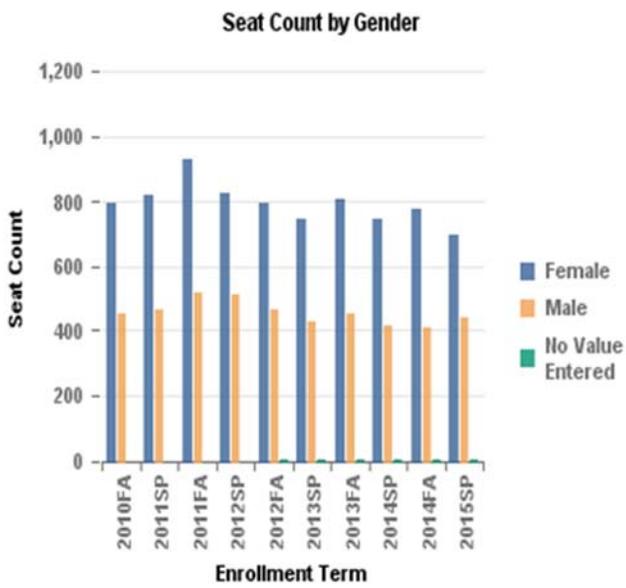
The gender disparity noted in the chart for the EVC psychology department mirrors the national trend. The APA noted in 2011 that women began earning more PhDs than men in psychology in the late 1980s.
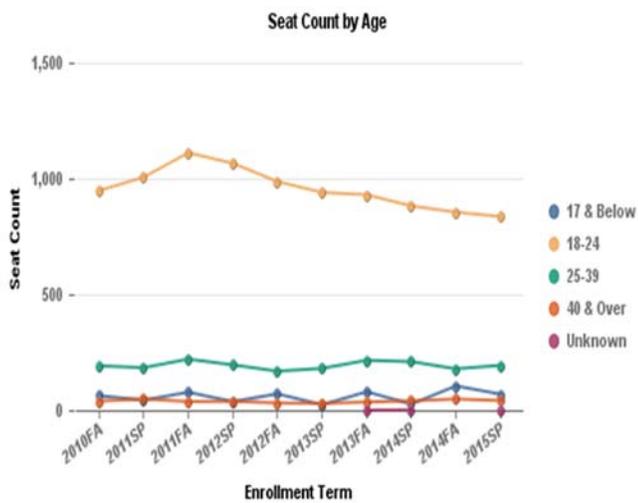
Women vastly outnumber men among new PhDs in developmental psychology and family psychology, but both genders are equally represented among new PhDs in the field of cognitive psychology.

Source: NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates 2008.
Compiled by the APA Center for Workforce Studies, June 2010.

Age

Psychology Department   *EVC overall numbers*
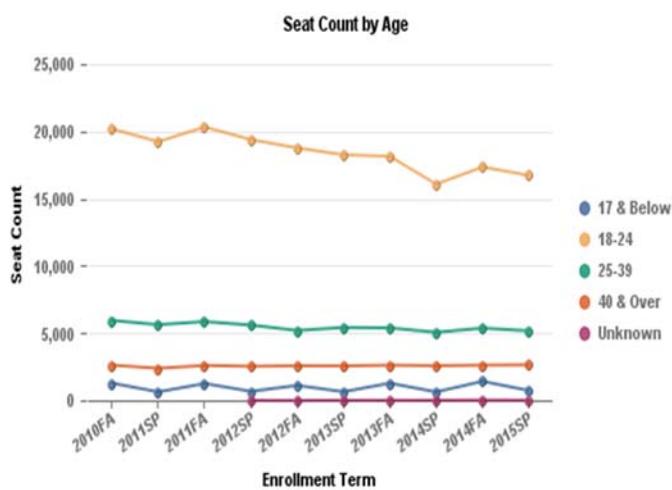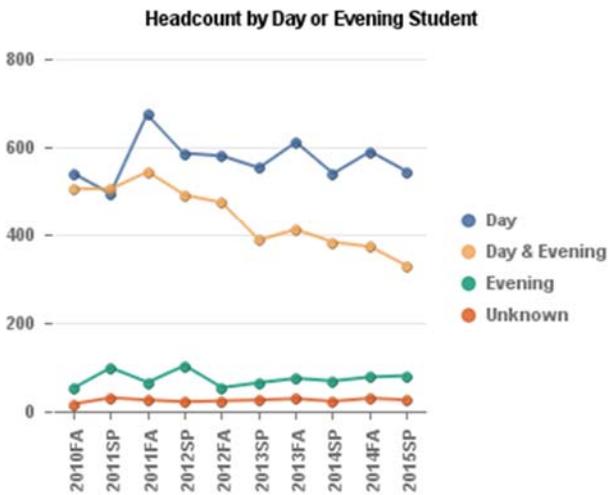
Ethnicity

Psychology Department   *EVC overall numbers*
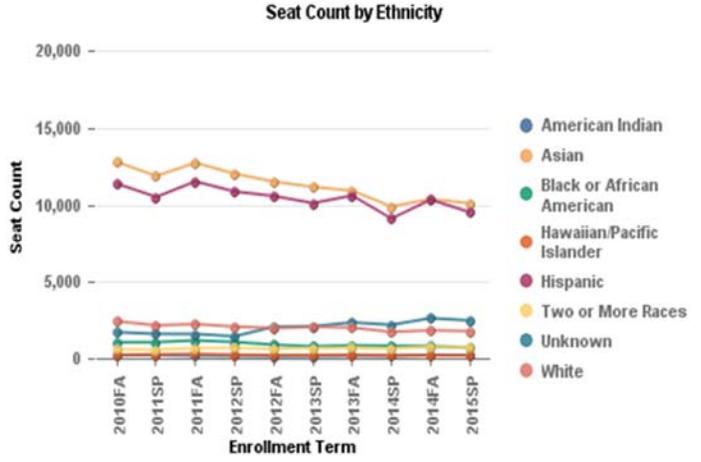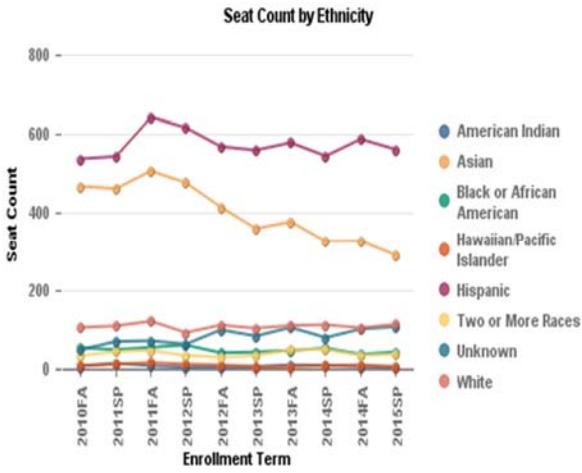
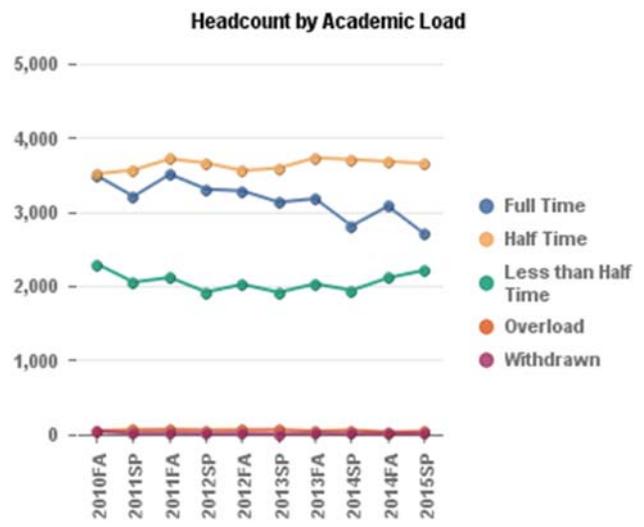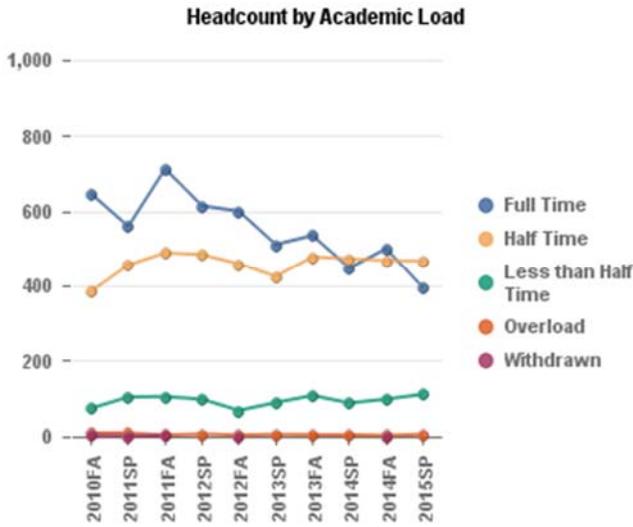## Day/Evening

Psychology Department   *EVC overall numbers*

Academic Load

Psychology department

EVC overall numbers

Headcount by Academic Load (Psychology department)
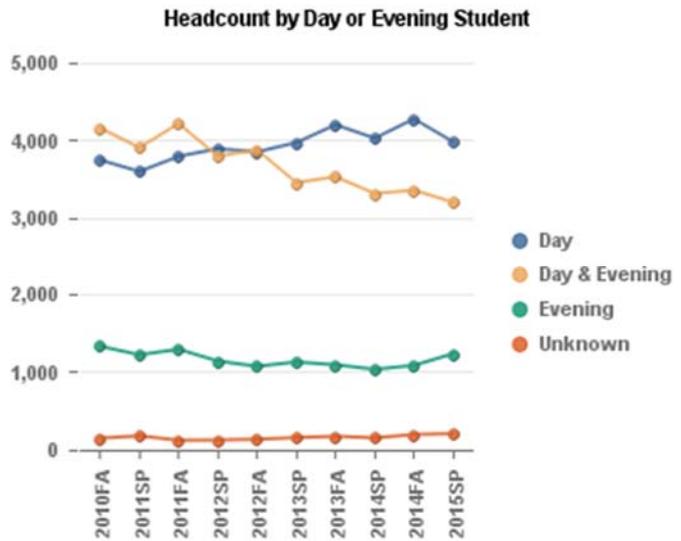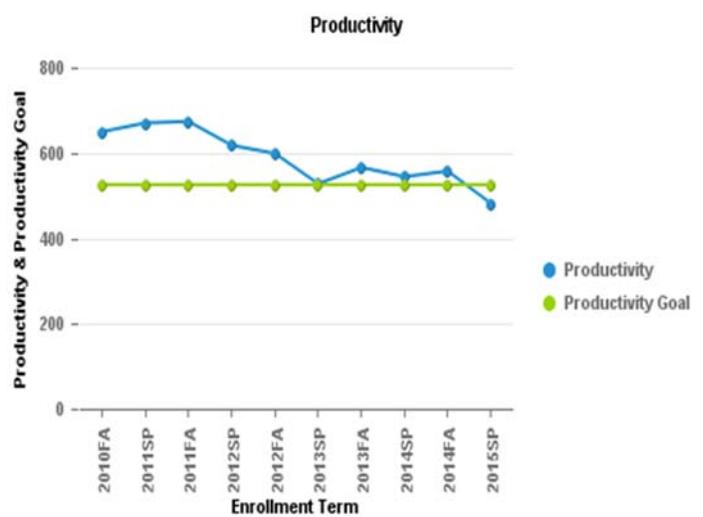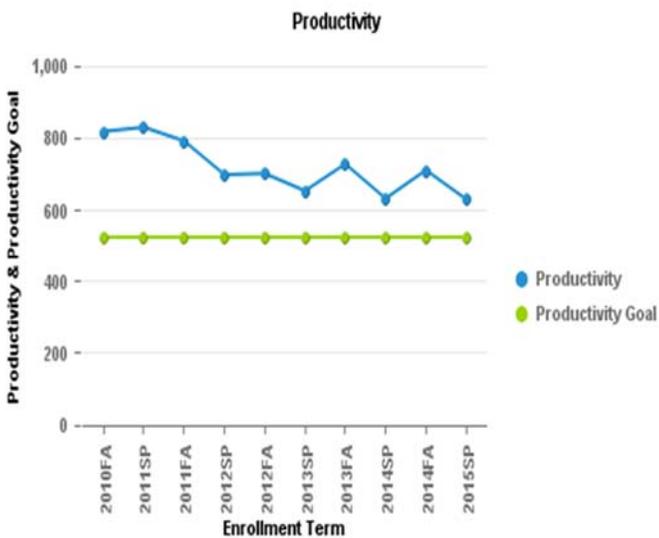

Headcount by Academic Load (EVC overall numbers)

7). *Productivity across the past five years: program as compared to EVC overall* numbers

Psychology Department

EVC overall numbers

Productivity (Psychology Department)
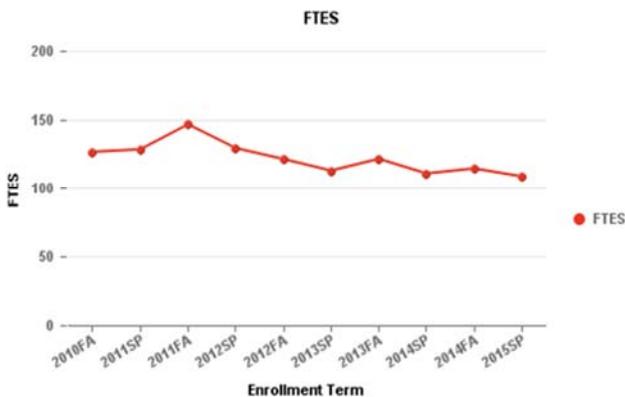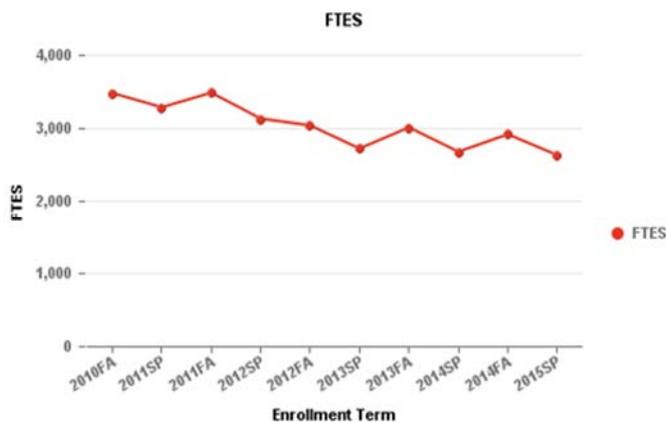

Productivity (EVC overall numbers)

As shown above the EVC Psychology department consistently outperforms the campus overall in productivity and the numbers since 2011have always exceeded the district productivity goal.

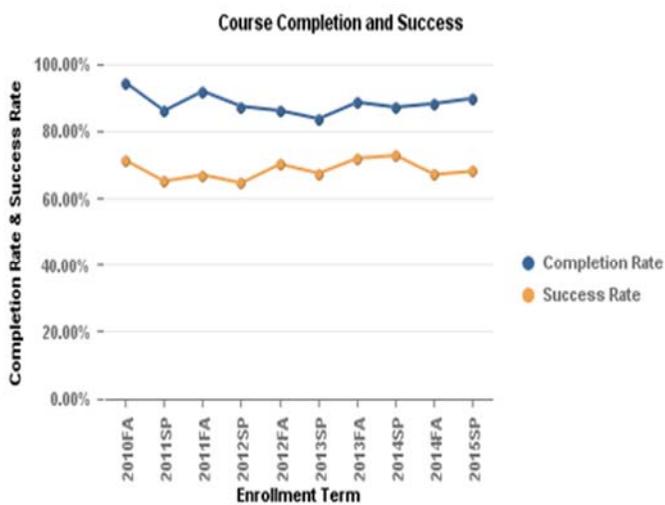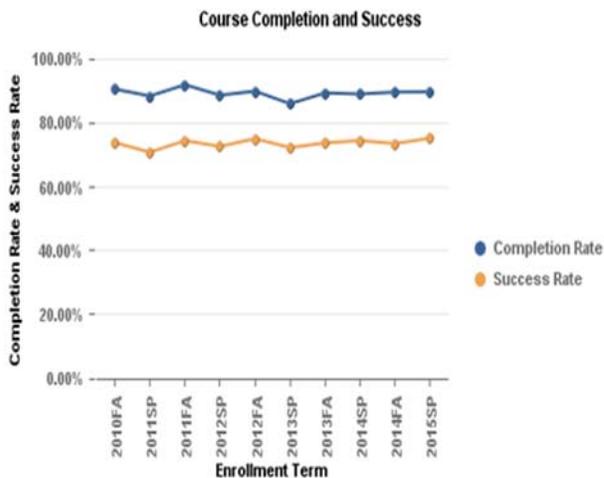*Psychology department*

EVC overall numbers

8). ***Completion and success rate across the past five years: Program as compared to EVC overall numbers***
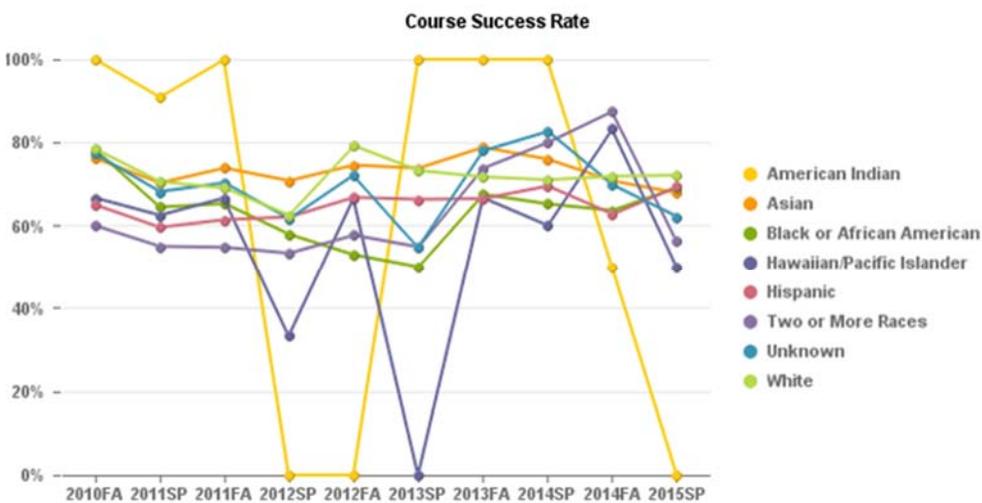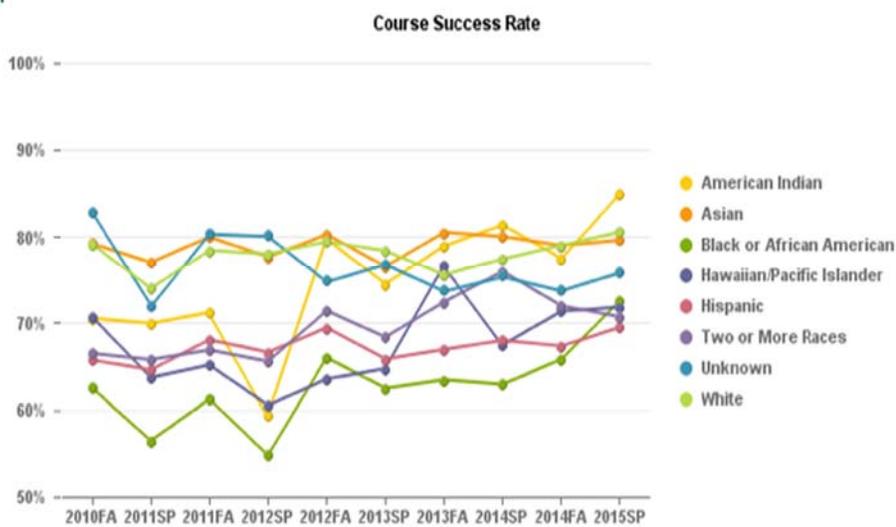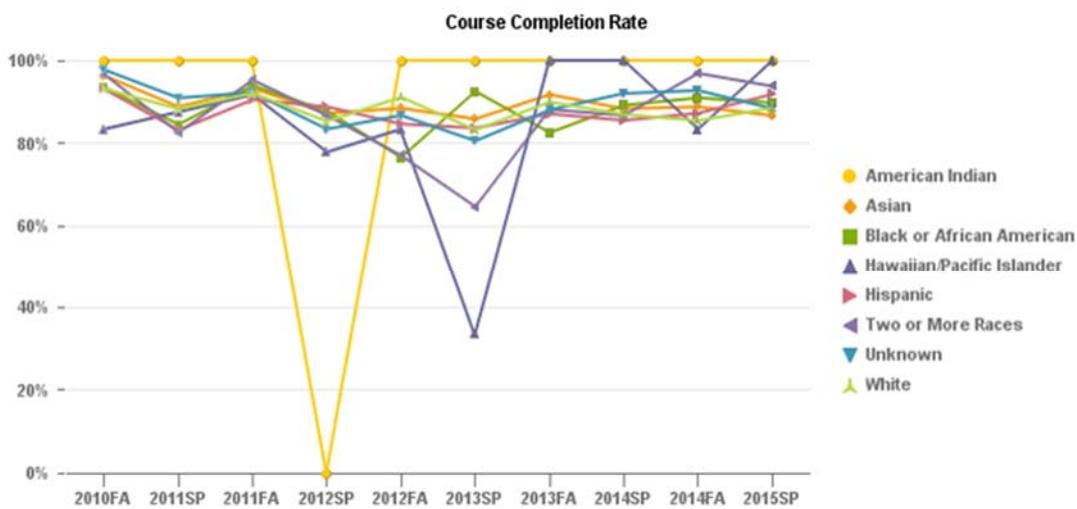
Psychology Department

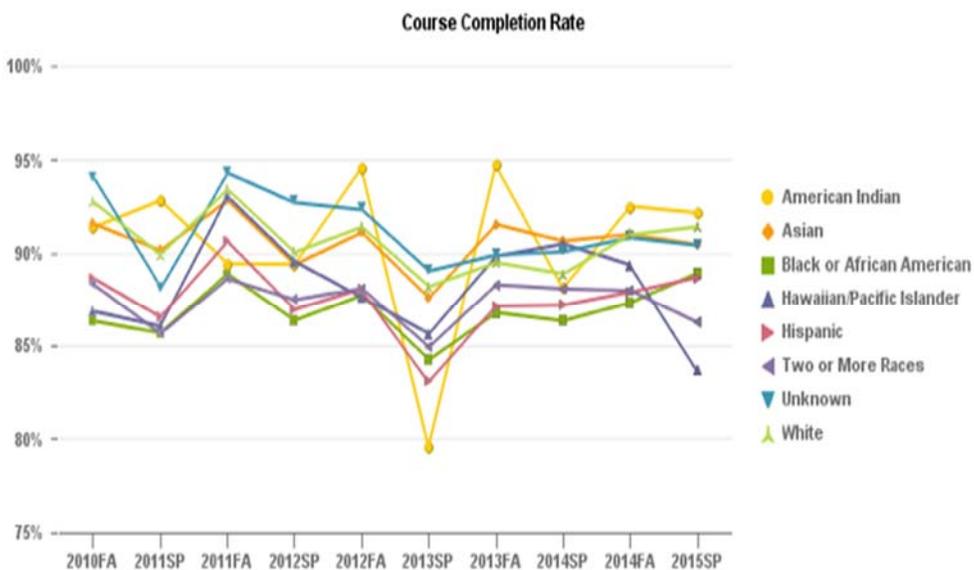*EVC overall numbers*

Psychology department

EVC overall numbers

Course Success Rate

Psychology Department

Course Completion Rate

EVC overall numbers

Course Completion Rate

9. The program does not utilize an advisory board or professional organizations.

Part B: Curriculum

1). <u>Courses offered:</u>

General Psychology (Psych 001*); Introduction to Research Methods (Psych 018*); Psychology of Stress Reduction (Psych 020 **); Psychology of Women: Global perspectives (Psych 025**); Violence against women: Cross-Cultural perspective (Psych 026**); Introduction to Biological Psychology (Psych 030 *); Introduction to Cross-Cultural Psychology (Psych 051*); Personal Growth and Adjustment (Psych 060*); Developmental Psychology (Psych 092*); Marriage, Family and Intimate Relationships (Psych 096*); Service Learning Directed Study (Psych 098*); Abnormal Psychology (Psych 099*); Human Sexuality (Psych 100*).

*Transfer status: CSU/UC; Degree Applicable: AA/AS
**Transfer status: CSU; Degree Applicable: AA/AS

2). All courses in the psychology program are updated based on current research information.

3). All course outlines are current.

4). The psychology program utilizes feedback from SLO assessment to determine which educational delivery systems are most effective as well as which assignments may or may not be meeting the needs of our students. The program also offers an AA as well as an AT degree in psychology.

AA degree:
THIS MAJOR PREPARES STUDENTS TO TRANSFER TO CALIFORNIA STATE UNIVERSITIES AND UNIVERSITY OF CALIFORNIA CAMPUSES FOR THOSE INTERESTED IN A BACHELOR'S DEGREE IN PSYCHOLOGY. IN ADDITION, THE PSYCHOLOGY MAJOR WILL PROVIDE A BACKGROUND FOR FURTHER STUDY AND CAREERS IN PSYCHOLOGY, EDUCATION, BUSINESS, LAW, LAW ENFORCEMENT, OTHER SOCIAL SCIENCES, MEDICINE AND THE ALLIED HEALTH FIELD. A GRADE OF "C" OR BETTER IS REQUIRED IN EACH MAJOR COURSE AND MAJOR ELECTIVE COURSE.

<u>CORE REQUIREMENTS</u>

MATH 063	ELEMENTARY STATISTICS	3.0
PSYCH 001	GENERAL PSYCHOLOGY	3.0
PSYCH 018	INTRODUCTION TO RESEARCH METHODS	3.0
PSYCH 030	INTRODUCTION TO BIOLOGICAL PSYCHOLOGY	3.0

<u>PSYCHOLOGY MAJOR ELECTIVES</u> **6.0**

PSYCH 035 INTRODUCTION TO THE PSYCHOLOGY OF WOMEN (3.0)
PSYCH 047 FAMILY VIOLENCE (3.0)
PSYCH 060 PERSONAL GROWTH AND ADJUSTMENT (3.0)
PSYCH 092 DEVELOPMENTAL PSYCHOLOGY (3.0)
PSYCH 096 MARRIAGE AND FAMILY (3.0)
PSYCH 099 ABNORMAL PSYCHOLOGY (3.0)
PSYCH 100 HUMAN SEXUALITY (3.0)

<u>RECOMMENDED ELECTIVES FROM RELATED DISCIPLINES***</u>

ANTH 062   INTRO TO PHYSICAL ANTHROPOLOGY   3.0

ANTH 063	INTRO TO CULTURAL ANTHROPOLOGY		3.0
BIOL	020	HUMAN BIOLOGY	4.0
BIOL	021	GENERAL BIOLOGY	4.0
BIOL	071	HUMAN ANATOMY	5.0
SOC 010	INTRO TO SOCIOLOGY	3.0	
SOC 011	SOCIAL PROBLEMS		3.0

MAJOR REQUIREMENTS		12.0
PSYCHOLOGY ELECTIVES		6.0
OTHER ELECTIVES		3.0
G.E. REQUIREMENTS		39.0
TOTAL UNITS		**60.0**

Associates of Arts Degree in Psychology for Transfer
Associates of Science Degree in Psychology for Transfer

<u>**Required Courses**</u> (9 Units)
Psych 001   General Psychology
Psych 018   Research Methods
MATH 063 Elementary Statistics

<u>**List A**</u>: Select One Course (3-5 Units)
Psych 030 Biological Psychology
Bio   020 Human Biology
Bio   021 General Biology
Bio   071 Human Anatomy

<u>**List B:**</u> Select One Course (3 Units)
Psych 092 Developmental Psychology
Psych 100 Human Sexuality
Psych 060 Growth and Adjustment
Psych 020 Violence Against Women
Soc 010   Intro to Sociology

<u>**List C**</u>: Select One Course (3 Units)
Psych 035 Psychology of Women
Psych 099 Abnormal Psychology
Eth 010 Intro to Ethnic Studies
Coms 010 Interpersonal Communication

REQUIRED SUBTOTAL......................18-20

CSU General Education or IGETC Pattern.....39 - 41

Transferable Electives (as needed to reach 60 transferable units)

DEGREE TOTAL 60

5). The Psychology program is considering the development of additional online courses (Introduction to research and Biological Psychology) so that students could complete the core psychology requirements for an AA or AT degree online. The psychology program is also considering alterations to current psychology online courses so that they meet the new Statewide initiative. This will allow a student located anywhere in California to register and complete an online psychology course originating from EVC.

6). The Psychology Program courses are college level and do not articulate with high school or CCOC

courses. However, Sociology courses articulate with both the California State University and University of California systems, as well as, select Private Universities and Colleges.

7). N/A

Part C: Student Learning Outcomes and Assessment

1).   \\Do_data_whse\R&P\Curriculum_Course Outlines of Record_Course Outlines of Record-EVC

2). Program learning outcomes:
   #1: Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.
   #2: Write critically about topics in psychology thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
   #3: Think critically in speaking about topics in psychology thereby articulating problems, stating theses, posing arguments, explaining evidence and communicating conclusions.

   Program learning outcomes are based on course assessment data (see #3 for specific examples of course level assessment).

3).   A. Exams
   - Essay and multiple choice exams are utilized.
   B. Papers
   - Detailed grading rubrics (for all possible grade levels) are provided for all writing assignments.
   - For online courses in addition to grading rubrics a detailed learning outcome rubric is included; this is done for the online courses because a discussion in the classroom connecting specific learning outcomes for each aspect of an assignment is not possible.
   C. Oral presentations
   - Detailed grading rubrics (for all possible grade levels) are provided for all oral presentation assignments.
   D. Group projects
   - Detailed grading rubrics (for all possible grade levels) are provided for all group assignments
   - For online courses in addition to grading rubrics a detailed learning outcome rubric is included; this is done for the online courses because a discussion in the classroom connecting specific learning outcomes for each aspect of an assignment is not possible.

   http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment/course

4). N/A

5). Where SLO success was below 70% alterations to either the assignment utilized to measure the SLO or to the delivery system for the SLO have been noted. Reassessments have been scheduled for 2015 – 2016. When 70% of higher was met reassessment of the SLO is always completed within a two-year period to insure success levels are maintained for the specific SLO. Occasionally additional instruction / classroom activity is introduced to raise the level of performance above 70%.

6). As stated earlier in this report, a consistent set of part time instructors (especially for core courses Biological Psychology and Introduction to Research Methods) along with a lab dedicated only to the Research course.

Part D: Faculty and Staff

Brad Carothers
B.S. Psychology, Arizona State University
M.A. Educational Psychology (with emphasis on cognitive, social and developmental psychology), Arizona State University
Taught for one year at Glendale Community college and Estella Mountain Community College in Phoenix Arizona.
Taught for three years at Kirkwood Community College in Cedar Rapids, Iowa
Began his career at Evergreen Valley College August of 1996.
I have taught: General psychology, Social psychology, Educational psychology, Developmental Psychology, Abnormal psychology, Introduction to Research Methods, Human Sexuality, Growth and adjustment, Lifetime development, Introduction to Marriage and family.
I currently serves as the only SSHAPE representative to both the Academic Senate as well as the SLO committee.

Ken Tarquinio
Ken was originally hired to teach computer courses at EVC, he moved into psychology (about nine years ago) out of a concern for low enrollment in computer courses. Ken chairs the facilities committee.

Part time
The psychology department utilizes a wide variety of part time instructors. These individuals can differ from semester to semester as well as year to year. We also have a number of full time district employees with an FAS in psychology who also teach courses part time. I would like to mention one individual in particular, Marjorie Clark. Ms. Clark teaches a wide variety of courses in the psychology department and has for many years. She has also developed new courses including: Psychology of women: global perspective; Violence against women: cross cultural perspective; Service learning: Directed study and works to maintain their SLO and curriculum standing.

2). N/A

3). Both full time professor in the psychology department underwent tenure review Fall 2015. Part time instructors are evaluated are completed in accordance with the collective bargaining agreement between ATF 6157 and the district.

4). New faculty hires are provided an administrative orientation by HR and the Dean overseeing SSHAPE . Student and peer evaluations are included as part of the faculty evaluation process in accordance with the Collective Bargaining Agreement.

Part E: Facilities, Equipment, Materials, and Maintenance

1). Psychology courses are loaded as Instructional lecture 3 units, except for the Introduction to Research Methods course. The current facilities and equipment are well maintained and somewhat current, other than the need for a psychology lab specifically for the Research Methods course (which has been mentioned twice previously in this report). Full time faculty members have offices located in the Cedro building, which are easily accessible to students. The majority of Sociology classes are offered in both the Physical Education and Cedro buildings which have been renovated. The assigned classrooms offer for a collegial and safe environment for students and faculty, other than issues with room temperature, construction noise and occasional faulty equipment.

2). A. All lecture classrooms are equipped with a smart podium and projector.
   B. Some computer systems need to have upgraded software, such as flash player, to allow for smooth streaming of video content off the Web, and updated Adobe Reader.
   C. Faculty should have a personal printer available in their individual office. This would expedite work to be completed.
   D. The research course could benefit from a lab with computers so that students could conduct their lab work in a room dedicated to research in the social sciences.

3). N/A

Part F: Future Needs

1). Current budget
    A). The budget for each department in SSHAPE is about $100 annually. I am not sure what anyone could do with this low amount of funding. It is evident from this amount the district does not take seriously any possible benefits of a program (outside speakers, events, individual publication subscriptions). I have in the past employed guest speakers for my human sexuality course, but $100 no longer will pay for one person to speak to a class for 30 minutes. Keeping in mind if I did use the $100 for this one speaker there would be no money left for the psychology department for an entire year.
    B and C). N/A

2). N/A

3). N/A

4). Based on a current trend of decreased enrollment there appears no need for additional full time positions in the psychology department over the next six years, as long as the program maintains at least two full time positions.

5). As has been mentioned a lab for the research course would be a nice addition but this is not realistic as the district has already completed plans (and construction will also soon be complete) on a science building. This coupled with the fact the district has decided to sell 27 acres of land which could have been utilized to benefit students but will instead be used for development of leased office and retail space makes the prospect of a psychology lab appears remote at best.

Part G and H

N/A