

Instructional Program Review 2017/18 UPDATE

Psychology

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Table of Contents

General Information	1
2017/18 Instructional Program Review UPDATE	2
PROGRAM REVIEW DATA AND RESOURCES	2
Participants (REQUIRED)	2
Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	4
IE Data Analysis (REQUIRED)	4
Program Goals	4
Objectives and Plans	7
Goals Status Report (REQUIRED)	15
Closing the loop on prior year resource allocations (REQUIRED)	26
Request Forms	28
BARC & Facilities Requests	28
Classified Staff Requests	28
Faculty Position Request 1	28
Faculty Position Request 2	28
Faculty Position Request 3	28

General Information (Instructional Program Review 2017/18 UPDATE)

2017/18 Instructional Program Review UPDATE

PROGRAM REVIEW DATA AND RESOURCES

File Attachments:

1. **PSYC_Annual_Student_Outcomes_2017.pdf** (See appendix)
2. **PSYC_FHP_2017.pdf** (See appendix)
3. **PSYC_Student_Characteristics_2017.pdf** (See appendix)

Participants (REQUIRED)

Lead Writer: Dina Miyoshi

Liaison: Juan Bernal

Department Chair: Dina Miyoshi

Manager/Service Area Supervisor: Charles Zappia

Updates (REQUIRED)

Since our last program review submission, the following achievements and changes have occurred in our program:

Curriculum:

The Psychology Program continues to develop and update its curriculum in order to ensure that our documents in CurricUNET are current and accurate. Professor Estep is our curriculum specialist and has spent a great deal of time ensuring that our curriculum is updated. His attention to detail and organization are invaluable and we are appreciative of his continued efforts in this arena. In addition, our faculty have worked diligently over the past few years to create open lines of communication with both Miramar and City so that we are in agreement before the courses move through CurricUNET. To this end, Psychology faculty across the district meet in person once a year to discuss curriculum and other issues. Faculty also engage in discussions via phone and email periodically throughout the year. In this way, the six-year updates are discussed and divided amongst the three campuses to distribute the work, with collaboration to ensure the alignment and success of our program.

The six-year reviews for PSYC 125, PSYC 155, and PSYC 201 were completed this past year, with CIC approvals on 3/9/17, 10/12/17, and 11/9/17, respectively. The following PSYC courses are currently in-process for their six-year reviews: 121, 161, 166, 245, 259, and 276.

One topic of discussion during our last yearly meeting pertained to distance education (DE) and courses that are conducive to this mode of delivery. Based on these discussions, faculty agreed that certain courses were conducive to this format while others may not be amenable to the DE platform. In agreement with Psychology faculty from Miramar and City College, it was decided that it is important for our curriculum to accurately reflect this distinction. It was also acknowledged that each campus has the autonomy to decide this, depending on a variety of factors that may differ from campus to campus (such as the population it serves and its facilities and resources). This discussion resulted in agreement to remove DE from multiple courses here at Mesa, including PSYC 258 and PSYC 260. It was also agreed that Mesa would pilot an online PSYC 137 during the Fall 2017 semester and evaluate the success of this course to determine if it is conducive to this mode of delivery. In addition, Mesa is planning to pilot a hybrid version of PSYC 276.

PSYC 401 will be offered for the second time in Spring 2018 as a part of the HIMS Baccalaureate Degree Program. This course is currently only open to HIMS BA students, but has received interest from other students as well (and they are disappointed when they find out the course is not available for open registration). Hopefully, at some point in the future, this course will be available to other students outside this program. Last Spring, this course was offered as a fully online,

8-week course and after multiple discussions with both the program director and the course instructor, it was determined that the students would benefit from some face-to-face time during the semester. As a result, the course is being offered as a partially online course in the Spring, with multiple on-campus class meetings scheduled during the semester.

SDSU recently decided to change its PSYC 211 (Learning) course to a Cognitive Psychology course, prompting much discussion of how we will address this change. After discussion with the PSYC faculty at Miramar and City College, we have decided to promptly mobilize and create a new Cognitive Psychology course and Professor Estep is leading this curriculum development. It is anticipated that this change will impact our PSYC 211 (Learning) course and because this course content is central to behavioral analysis training, Dr. Kanevsky is leading exploration efforts pertaining to the connections between this course and the applied behavioral analysis arena in order to facilitate employment opportunities for our students.

Tenure-track Faculty:

Screening for another full-time, tenure-track faculty member continues into Spring 2018, with this new faculty member scheduled to join our program in Fall 2018.

HSI STEM Conexiones Grant:

Our participation in the HSI STEM Conexiones grant continues and this past summer, Dr. Torres was officially offered the HSI STEM Title III Research Coordinator position, commencing in August 2017. His research background provides a strong base for this position as he is detailed, organized, and thorough in his approach to planning and implementation of this project. In addition two of our adjunct psychology instructors (Professors Villalta and Gallegos) were selected as Faculty Mentors during this current academic year. In general, our faculty continue to participate regularly in the meetings and gatherings held for this grant in order to facilitate collaboration that will benefit students.

Louis Stokes Alliances for Minority Participation (LSAMP) Grant Proposal:

Dr. Torres has also contributed extensively in discussions with the University of San Diego (USD) about possible grant opportunities through the Louis Stokes Alliances for Minority Participation (LSAMP) program. We first discussed this possibility last year but decided against submitting a proposal at that time. However, our discussions with faculty and administrators at USD were productive and positive and as a result, we decided to pursue this opportunity during the current academic year. As a result of our efforts, a grant proposal was recently submitted in November and if awarded, it will be the first of its kind to foster the development of a community college and private Catholic institution bridge in Southern California.

Professional Development:

Our faculty are continuously involved in professional development to keep current with the new developments in our field and also in the teaching and learning arena. In a discipline such as Psychology, it is vital for our faculty to remain connected to ongoing research in order to provide our students with the most current information. Our faculty regularly attend professional conferences, with one or more of our faculty attending the annual conferences of the American Psychological Association (APA), National Institute for Teaching of Psychology (NITOP), Society for Neuroscience, Society for the Teaching of Psychology (STP), and the Western Psychological Association (WPA) this past year. In addition, we have multiple faculty in our program who not only attended these conferences, but also presented their research and/or innovative teaching strategies. Furthermore, many of our students developed research projects of high enough quality to submit to the WPA Conference and as a result, our students not only had the opportunity to attend this conference, but also to present their research.

In addition, our faculty continue to actively contribute to the discipline through published articles, book chapters and presentations. Dr. Kanevsky was invited to write a chapter for a textbook focused on Research Methods in Psychological Science that was published this year, and Dr. Torres has two journal articles recently published in 2017.

Our faculty are recognized at a national level and this year, Professor Van Kirk was awarded the prestigious Wayne Weiten Teaching Excellence Award at the STP Conference this past October, honoring excellence in community college teaching. Professor Van Kirk has worked hard both locally and nationally to build bridges with other institutions and organizations. She continues her work with the San Diego Zoo and this collaboration has certainly benefited our PSYC 255 students in their research experiences. She has also been invited to participate in various work groups through APA, and has completed extensive work on assessment through the Summit on National Assessment in Psychology (SNAP). She is also currently participating in a work group for an APA Committee on Associate and Baccalaureate Education (CABE) focused on job skills acquired from the Psychology major.

Our faculty also engage in summer research and this past summer, Professor Estep continued his research at UC-Riverside. Dr. Torres also engaged in research this past summer at the University of Buenos Aires (UBA) where he was invited as a visiting researcher, an opportunity made possible through the professional relationships he has maintained over the years with colleagues from other institutions. During his time at UBA, he worked with prominent scientists on a research project funded by the Argentinian National Scientific and Technical Research Council and also was invited to give a presentation. This international experience contributes an important component to the classroom in that it has broadened his depth of knowledge in the international realm fostering a more comprehensive view of neuroscience

research.

Our faculty continue to take advantage of the professional learning opportunities here on campus. Dr. Torres completed the "Teaching Men of Color" course and the LGBTQ Safe Zone Training this past year. Dr. Greenbergs continues to lead the Mesa READS Book Club that is designed to foster collaboration and discussion of teaching and learning amongst faculty, staff and administrators and this club will be commencing its fourth semester in Spring 2018.

College and Community Outreach:

Our faculty play key roles in the planning of the Mesa College Research Conference (MCRC) every year, with Professors Van Kirk, Estep and Villalta serving on the planning committee. Our students continue to develop high quality research projects and have maintained a strong presence at all of these conferences thus far.

The Mesa Chapter of Psi Beta continues to engage in tremendous community outreach under the strong leadership of Professors Van Kirk, Estep, and Greenbergs. Psychology was the only program from Mesa to volunteer to participate in the *STEM in Your Backyard* event at Madison High School in November and their enthusiasm and engagement in this event could lead to a Career Day outreach event in the spring. Our Psi-Beta students have also once again been accepted to participate in EXPO Day at PETCO Park in March 2018, as they have every year since its inaugural event a decade ago. In addition, they are also working to participate in the Psi Beta National Research Project, exploring the relationship between academic self-regulation, GRIT, happiness, gratitude and appreciation.

Our program also continues to engage in regular community outreach with guest speakers from various organizations and institutions (such as PsyMORE, Planned Parenthood, Life Perspectives, SD Police Department Sex Crimes Division, and The Center). Professionals from diverse career areas (e.g., Industrial/Organizational Psychology, Marriage and Family Therapy, and Social Work) are invited to introduce students to career options as a part of our program's career development efforts and our faculty are working to ensure our career exploration efforts are in alignment with the APA National Learning Goal standards. In addition, brochures developed by our PSYC 137 students pertaining to sexual victimization and childhood sex trafficking were used by the Women's Studies group to educate the campus community on issues relevant to Women's Studies. Brochures were also created and used by Mesa Student Health Services in their outreach efforts at the Health Fair this past October. This is the second year in a row that Student Health Services has requested brochures from our PSYC 137 students due to the professional quality that our students achieve with this assignment.

Students in Psyc 276 serve the community and gain professional development through work with agencies addressing the needs of adults with chronic mental illness, survivors of domestic violence, children and adults with developmental disabilities, and other populations of interest to the students. The Psych 201 Academic and Career Opportunities course highlights skill sets that employers value and are gained from our diverse course offerings. Professor Van Kirk's collaboration with the CABA APA task force on career skills enables her to provide students with the latest employment trends and skills that employers are seeking. Our students gain valuable recommendations and resources based on empirical evidence from national experts on career development in Psychological Science.

Two Bridges to the Baccalaureate alumni were recently awarded the program's first doctoral degrees since the program's establishment in 2005. One completed a Ph.D. at Georgia Institute of Technology in Aerospace Engineering (2017) and the other completed her Ph.D. at the University of Oregon in Clinical Psychology (2017). Both Bridges alumni were mentored by Professors Jaye Van Kirk and Yoshito Kawahara who served as the program's PI's from 2005-2008.

Outcomes and Assessment (REQUIRED)

Form: Outcomes and Assessment 2017/18 - Instructional Questions (See appendix)

IE Data Analysis (REQUIRED)

Form: IE Data Analysis - Program Review 2017/18 - Instructional Questions (See appendix)

Program Goals

Psychology Program Goal Set 2014-2015

Goal

Goal	Mapping
<p>Develop research opportunities and experiences for students Because PSYC 255 is a core ADT course, it is important to ensure that our students' research exposure is as extensive as possible so they gain the skills necessary for success as they continue their education, both at the undergraduate and graduate level. Examples of this exposure include access to research not just in the classroom, but also in the community, along with opportunities, if this research is of high enough caliber, to present at student conferences (the planning stages of a student conference on our campus is taking place at this time), and/or scientific conferences.</p>	<p>CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2, Strategic Goal 6.3, Institutional Learning Outcomes: Communication:, Critical Thinking:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:</p>
<p>Develop applied opportunities and experiences for students Our PSYC 276 class provides our students with the opportunity to volunteer in an applied setting. This type of experience is invaluable in that students gain hands-on experience to help them determine if this is a viable path to choose in psychology. Thus, it would be advantageous to identify and build other service learning and career development opportunities for our students.</p>	<p>CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.2, Strategic Goal 6.3, Institutional Learning Outcomes: Communication:, Critical Thinking:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:</p>
<p>Engage in program-related data collection and analyses Our program would like to develop a method to track our students' accomplishments after they leave San Diego Mesa College (in terms of their subsequent degrees, awards, publications, etc). This may also encourage maintenance</p>	<p>CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 6.2, Strategic Goal 6.3, Institutional Learning Outcomes: Communication:, Global Awareness:, Personal Actions and Civic Responsibility:, Technological Awareness:</p>

of current relationships with institutions and agencies, and also build new relationships, promoting discussions of the preparation necessary for success in these organizations. This will also allow our current students to gain more knowledge about what happens after transfer.

Develop new curriculum with an emphasis on laboratory course(s) development

Since our program has finally completed the move to our new building, we now have the resources, space and equipment to support laboratory courses. Thus, we can finally begin development of these courses, beginning with physiological psychology, and eventually expanding to include lab courses in research methods, general psychology, learning, and development. We will work together as a program, along with our colleagues at the other campuses, to ensure these courses meet our students' needs.

CA- Mesa College Strategic Directions and Goals:

Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2, Strategic Goal 6.3,

Institutional Learning Outcomes:

Communication:, Critical Thinking:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:

Maintain and develop links with the community

The Psychology program has established many links with the community (such as the San Diego Zoo, along with a vast number of social service agencies). We continue to work to maintain and grow our strong connections with local colleges and universities so that we may provide the most effective and accurate guidance as to what is needed for successful transfer. Links have also been established with secondary school institutions (such as the MET Fast Track and the Health Sciences High and Middle College in North Park), and we must work to

CA- Mesa College Strategic Directions and Goals:

Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.3,

Institutional Learning Outcomes:

Communication:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:

maintain these links.

Engage students in an exploration of the opportunities and careers associated with Psychology (2017/2018)

PSYC 201 serves as a course that provides our students with valuable career exploration experiences early in their academic development. Students acquire knowledge of skill sets that are obtained in their coursework that employers value in the workforce. Students gain knowledge and experiences about career options from interactive career exploration activities including: assessment of interests, job searches, informational interviews, guest speakers. The course is designed to enhance awareness of the breadth of career paths open to Psychology majors. Additionally, students sometimes gain employment after PSYC 276 (Field Experience). We would like to increase the career focus within our program (educate students about opportunities and careers associated with Psychology, translate their skills to fields outside of Psychology, market themselves, and identify steps toward their academic and career goals). (2017/2018)

CA- Mesa College Strategic Directions

and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1,

Institutional Learning Outcomes

2016/17: Communication, Critical Thinking, Global Consciousness

Objectives and Plans

Actions

Psychology Program Goal Set 2014-2015

Goal

Goal: Develop research opportunities and experiences for students

Because PSYC 255 is a core ADT course, it is important to ensure that our students' research exposure is as extensive as possible so they gain the skills necessary for success as they continue their education, both at the undergraduate and graduate level. Examples of this exposure include access to research not just in the classroom, but also in the community, along with opportunities, if this research is of high enough caliber, to present at student conferences (the planning stages of a student conference on our campus is taking place at this time), and/or scientific conferences.

▼ **Action:** Develop speaker series so students gain exposure to research in the field

Describe the actions needed to achieve this objective :

Develop timeline, discuss topics and areas of interest, and contact researchers and specialists in the field.

Who will be responsible for overseeing the completion of this objective:

Full-time Psychology faculty

Provide a timeline for the actions:

Continue to discuss and develop the program during the 2017-2018 academic year, with implementation during the 2018-2019 academic year.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Feedback is essential both in the planning and implementation from faculty and attendees.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Compensation for speakers

▼ **Action:** Increase student conference participation

Describe the actions needed to achieve this objective :

Who will be responsible for overseeing the completion of this objective:

Provide a timeline for the actions:

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Obtain financial support for student conference participation.

Full-time Psychology faculty

Research possible sources of financial support for students to attend research conferences. Because there are usually registration and travel expenses associated with conference participation, this is a barrier for our students and may prevent them from experiencing this key component of the research process.

If student financial support for conference participation is obtained, an increase in the number of students participating hopefully, will increase.

Travel and conference funds needed, supplies (such as poster printing and lamination).

Goal: Develop applied opportunities and experiences for students

Our PSYC 276 class provides our students with the opportunity to volunteer in an

applied setting. This type of experience is invaluable in that students gain hands-on experience to help them determine if this is a viable path to choose in psychology. Thus, it would be advantageous to identify and build other service learning and career development opportunities for our students.

▼ **Action:** Identify and build service learning and career development opportunities for students

Describe the actions needed to achieve this objective :

Identify and contact other agencies and services that are related to our discipline where our students can obtain experiences in the field.

Who will be responsible for overseeing the completion of this objective:

Dr. Helen Greenbergs

Provide a timeline for the actions:

Identify and contact these agencies during the next three years, with integration of these new contacts into the PSYC 276 class (and/or other avenues within our program.

Describe the assessment plan you will use to know if the objective was achieved and effective:

If these programs are added to the PSYC 276 class, they will be assessed as all other service learning and career opportunities are assessed in that class.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

none

Goal: Engage in program-related data collection and analyses

Our program would like to develop a method to track our students' accomplishments after they leave San Diego Mesa College (in terms of their subsequent degrees, awards, publications, etc). This may also encourage maintenance of current relationships with institutions and agencies, and also build new relationships, promoting discussions of the preparation necessary for success in these organizations. This will also allow our current students to gain more knowledge about what happens after transfer.

▼ **Action:** Develop alumni tracking program

Describe the actions needed to achieve this objective :

Discussion will take place amongst our faculty regarding the tracking of our students' accomplishments after they leave San Diego Mesa College. Discussion and collaboration with researchers in the Office of Institutional Effectiveness will also take place during this time. Development will then follow, along with implementation of this tracking program.

Who will be responsible for overseeing the completion of this objective:

Full-time Psychology faculty

Provide a timeline for the actions:

It is hoped that over the course of the next academic year, discussion will take place and a tracking plan will be developed, with the following year resulting in data collection.

Describe the assessment plan you will use to know if the objective was achieved and effective:

It is hoped that discussion will result in a tracking plan being developed, with supporting research to document its validity.

List resources needed achieve this objective and associated costs (Supplies, Equipment,

Another full-time faculty member would be helpful.

Computer Equipment,
Travel & Conference,
Software, Facilities,
Classified Staff, Faculty,
Other):

Goal: Develop new curriculum with an emphasis on laboratory course(s) development

Since our program has finally completed the move to our new building, we now have the resources, space and equipment to support laboratory courses. Thus, we can finally begin development of these courses, beginning with physiological psychology, and eventually expanding to include lab courses in research methods, general psychology, learning, and development. We will work together as a program, along with our colleagues at the other campuses, to ensure these courses meet our students' needs.

▼ **Action:** Develop Physiological Psychology and/or Research Methods Laboratory course

Describe the actions needed to achieve this objective :

Research articulation and transfer data to support the creation of this course. Discuss and develop the course curriculum.

Who will be responsible for overseeing the completion of this objective:

Full-time Psychology faculty

Provide a timeline for the actions:

In the next three years, it is hoped that this course will be offered in the program.

Describe the assessment plan you will use to know if the objective was achieved and effective:

If this course becomes a reality, it will be an achievement.

List resources needed achieve this objective

Another full-time faculty member would be helpful.

and associated costs
(Supplies, Equipment,
Computer Equipment,
Travel & Conference,
Software, Facilities,
Classified Staff, Faculty,
Other):

Goal: Maintain and develop links with the community

The Psychology program has established many links with the community (such as the San Diego Zoo, along with a vast number of social service agencies). We continue to work to maintain and grow our strong connections with local colleges and universities so that we may provide the most effective and accurate guidance as to what is needed for successful transfer. Links have also been established with secondary school institutions (such as the MET Fast Track and the Health Sciences High and Middle College in North Park), and we must work to maintain these links.

▼ **Action:** Identify and develop opportunities with community agencies and secondary schools

Describe the actions needed to achieve this objective :

Research and identify agencies where links can be established to provide exposure to discipline related careers. Research and identify schools where our courses might be offered to introduce high school students to our discipline.

Those links already in place should also be a focus so that they are maintained.

Who will be responsible for overseeing the completion of this objective:

Full-time Psychology faculty

Provide a timeline for the actions:

Ongoing, with increases in numbers of community links a goal in the next three years.

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

It is hoped that there will be an increased number of links, as compared to previous years.

More full-time faculty would be helpful.

Goal: Engage students in an exploration of the opportunities and careers associated with Psychology (2017/2018)

PSYC 201 serves as a course that provides our students with valuable career exploration experiences early in their academic development. Students acquire knowledge of skill sets that are obtained in their coursework that employers value in the workforce. Students gain knowledge and experiences about career options from interactive career exploration activities including: assessment of interests, job searches, informational interviews, guest speakers. The course is designed to enhance awareness of the breadth of career paths open to Psychology majors. Additionally, students sometimes gain employment after PSYC 276 (Field Experience). We would like to increase the career focus within our program (educate students about opportunities and careers associated with Psychology, translate their skills to fields outside of Psychology, market themselves, and identify steps toward their academic and career goals). (2017/2018)

▼ **Action:** Develop a list of career exploration assignments

Describe the actions needed to achieve this objective :

Encourage enrollment in PSYC 201 and 276. Incorporate an exploration of the opportunities and careers associated with Psychology into

	other courses (PSYC 101, PSYC 255). Explore assignment that reflect on the populations students are interested in working with, explore the APA division list of sub-discipline areas, creating CVs, academic plans and career plans/maps.
Who will be responsible for overseeing the completion of this objective:	Full-Time Psychology Faculty
Provide a timeline for the actions:	Ongoing. Discuss and develop the list of activities during Fall 2018-2019 academic year with implementation during the 2019-2020 year.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Creation of the assignments. Implementation of the assignments in courses. Survey of students.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Improved tracking of students (another of our goals).

Goals Status Report (REQUIRED)

Action Statuses

Psychology Program Goal Set 2014-2015

Goal

Goal: Develop research opportunities and experiences for students

Because PSYC 255 is a core ADT course, it is important to ensure that our students' research exposure is as extensive as possible so they gain the skills necessary for success as they continue their education, both at the undergraduate and graduate level. Examples of this exposure include access to research not just in the classroom, but also in the community, along with opportunities, if this research is of high enough caliber, to present at student conferences (the planning stages of a student conference on our campus is taking place at this time), and/or scientific conferences.

▼ Action: Develop speaker series so students gain exposure to research in the field

Describe the actions needed to achieve this objective :

Develop timeline, discuss topics and areas of interest, and contact researchers and specialists in the field.

Who will be responsible for overseeing the completion of this objective:

Full-time Psychology faculty

Provide a timeline for the actions:

Continue to discuss and develop the program during the 2017-2018 academic year, with implementation during the 2018-2019 academic year.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Feedback is essential both in the planning and implementation from faculty and attendees.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Compensation for speakers

Status for Develop speaker series so students gain exposure to research in the field

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Continue to work on this goal through the current academic year.

▼ **Action:** Increase student conference participation

Describe the actions needed to achieve this objective :

Who will be responsible for overseeing the completion of this objective:

Provide a timeline for the actions:

Describe the assessment plan you will use to know if the

Obtain financial support for student conference participation.

Full-time Psychology faculty

Research possible sources of financial support for students to attend research conferences. Because there are usually registration and travel expenses associated with conference participation, this is a barrier for our students and may prevent them from experiencing this key component of the research process.

If student financial support for conference participation is obtained, an increase in the number of students participating hopefully, will

objective was achieved and effective: increase.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Travel and conference funds needed, supplies (such as poster printing and lamination).

Status for Increase student conference participation

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Continue to work on this goal during the current academic year.

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Our PSYC 276 class provides our students with the opportunity to volunteer in an applied setting. This type of experience is invaluable in that students gain hands-on experience to help them determine if this is a viable path to choose in psychology. Thus, it would be advantageous to identify and build other service learning and career development opportunities for our students.

▼ **Action:** Identify and build service learning and career development opportunities for students

Describe the actions needed to achieve this objective :

Identify and contact other agencies and services that are related to our discipline where our students can obtain experiences in the field.

Who will be responsible for overseeing the completion of this objective:

Dr. Helen Greenbergs

Provide a timeline for the actions:

Identify and contact these agencies during the next three years, with integration of these new contacts into the PSYC 276 class (and/or other avenues within our program.

Describe the assessment plan you will use to know if the objective was achieved and effective:

If these programs are added to the PSYC 276 class, they will be assessed as all other service learning and career opportunities are assessed in that class.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

none

Status for Identify and build service learning and career development opportunities for students

Current Status:

In Progress

If the Current Status
was marked
Completed, what was
the impact of the
completed objective on
your program:

If the Current Status
was not marked
Completed, what are
the implications and
next steps:

Continue to work on this goal during the current
academic year.

Goal: Engage in program-related data collection and analyses

Our program would like to develop a method to track our students' accomplishments after they leave San Diego Mesa College (in terms of their subsequent degrees, awards, publications, etc). This may also encourage maintenance of current relationships with institutions and agencies, and also build new relationships, promoting discussions of the preparation necessary for success in these organizations. This will also allow our current students to gain more knowledge about what happens after transfer.

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Discussion will take place amongst our faculty regarding the tracking of our students' accomplishments after they leave San Diego Mesa College. Discussion and collaboration with researchers in the Office of Institutional Effectiveness will also take place during this time. Development will then follow, along with implementation of this tracking program.

Who will be responsible
for overseeing the
completion of this
objective:

Full-time Psychology faculty

Provide a timeline for the actions:

It is hoped that over the course of the next academic year, discussion will take place and a tracking plan will be developed, with the following year resulting in data collection.

Describe the assessment plan you will use to know if the objective was achieved and effective:

It is hoped that discussion will result in a tracking plan being developed, with supporting research to document its validity.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Another full-time faculty member would be helpful.

Status for Develop alumni tracking program

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Discussion is still taking place and screening for a new full-time faculty member is currently underway.

Goal: Develop new curriculum with an emphasis on laboratory course(s) development

Since our program has finally completed the move to our new building, we now have the resources, space and equipment to support laboratory courses. Thus, we can finally begin development of these courses, beginning with physiological psychology, and eventually expanding to include lab courses in research methods, general psychology, learning, and development. We will work together as a program, along with our colleagues at the other campuses, to ensure these courses meet our students' needs.

▼ **Action:** Develop Physiological Psychology and/or Research Methods Laboratory course

Describe the actions needed to achieve this objective :

Research articulation and transfer data to support the creation of this course. Discuss and develop the course curriculum.

Who will be responsible for overseeing the completion of this objective:

Full-time Psychology faculty

Provide a timeline for the actions:

In the next three years, it is hoped that this course will be offered in the program.

Describe the assessment plan you will use to know if the objective was achieved and effective:

If this course becomes a reality, it will be an achievement.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Another full-time faculty member would be helpful.

Status for Develop Physiological Psychology and/or Research Methods Laboratory course

Current Status: In Progress

If the Current Status was marked

Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked

Completed, what are the implications and next steps:

Discussion is currently taking place, but curriculum development has not begun. Screening for a new full-time faculty member is currently underway.

Goal: Maintain and develop links with the community

The Psychology program has established many links with the community (such as the San Diego Zoo, along with a vast number of social service agencies). We continue to work to maintain and grow our strong connections with local colleges and universities so that we may provide the most effective and accurate guidance as to what is needed for successful transfer. Links have also been established with secondary school institutions (such as the MET Fast Track and the Health Sciences High and Middle College in North Park), and we must work to maintain these links.

- ▼ **Action:** Identify and develop opportunities with community agencies and secondary schools

Describe the actions needed to achieve this objective :

Research and identify agencies where links can be established to provide exposure to discipline related careers. Research and identify schools where our courses might be offered to introduce high school students to our discipline.

Those links already in place should also be a focus so that they are maintained.

Who will be responsible for overseeing the completion of this objective:

Full-time Psychology faculty

Provide a timeline for the actions:

Ongoing, with increases in numbers of community links a goal in the next three years.

Describe the assessment plan you will use to know if the objective was achieved and effective:

It is hoped that there will be an increased number of links, as compared to previous years.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

More full-time faculty would be helpful.

Status for Identify and develop opportunities with community agencies and secondary schools

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked

Continue to work on this during the current

Completed, what are the implications and next steps:

academic year. Screening is currently underway for a new full-time faculty member.

Goal: Engage students in an exploration of the opportunities and careers associated with Psychology (2017/2018)

PSYC 201 serves as a course that provides our students with valuable career exploration experiences early in their academic development. Students acquire knowledge of skill sets that are obtained in their coursework that employers value in the workforce. Students gain knowledge and experiences about career options from interactive career exploration activities including: assessment of interests, job searches, informational interviews, guest speakers. The course is designed to enhance awareness of the breadth of career paths open to Psychology majors. Additionally, students sometimes gain employment after PSYC 276 (Field Experience). We would like to increase the career focus within our program (educate students about opportunities and careers associated with Psychology, translate their skills to fields outside of Psychology, market themselves, and identify steps toward their academic and career goals). (2017/2018)

▼ **Action:** Develop a list of career exploration assignments

Describe the actions needed to achieve this objective :

Encourage enrollment in PSYC 201 and 276.
Incorporate an exploration of the opportunities and careers associated with Psychology into other courses (PSYC 101, PSYC 255).
Explore assignment that reflect on the populations students are interested in working with, explore the APA division list of sub-discipline areas, creating CVs, academic plans and career plans/maps.

Who will be responsible for overseeing the completion of this objective:

Full-Time Psychology Faculty

Provide a timeline for the actions:

Ongoing. Discuss and develop the list of activities during Fall 2018-2019 academic year

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

with implementation during the 2019-2020 year.

Creation of the assignments. Implementation of the assignments in courses. Survey of students.

Improved tracking of students (another of our goals).

Status for Develop a list of career exploration assignments

Current Status:

Not started

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

This new goal was just added so we have not begun our work on this yet. We plan to begin work on this goal starting in Spring 2018.

The Psychology program continues to update our equipment and add to our resources in order to provide our students with optimal learning experiences.

All of our requested items submitted in our 2016-2017 BARC request, were funded. Five item requests were submitted last year, including a LightCycler II Instrument, an Isotemp Freezer, a small spectrophotometer, a chemiluminescence detection system, and a centrifuge. The addition of these items provide students with greater opportunities to develop research projects of high enough caliber to present at conferences, along with opportunities for research collaboration with other institutions. The acquisition of these items pertains to the Critical Thinking, Communication, and Awareness of Research Methodology and Technology outcomes because our students can learn a variety of research protocols, engage in proper laboratory techniques, and present research projects. In this way, these types of hands-on experiences will directly translate into even more positive outcomes for our students.

Through funding from the HSI STEM Conexiones Grant, our program has obtained multiple smaller items including a precision weight scale, an electrical power source, a T100 thermal cycler, and a trans-blotter turbo. These items will be used mainly in our Introduction to Physiological Psychology (PSYC 260) and Introduction to Psychological Research (PSYC 255) courses. This grant also funded the E-Prime software now available on all of our computers in SB-216. This software can be used to run experiments in courses such as PSYC 255, and also be used for student honors research projects. SPSS software was also approved by the HSI STEM Conexiones Grant to be loaded onto computers in the new STEM Center. It is hoped this will be completed soon, since our students enrolled in Behavioral Science Statistics (PSYC 258), Behavioral Science Statistics Laboratory (PSYC 259) and PSYC 255 would benefit from having access to this software at a location other than the SB-216 and SB-215 classrooms. Since these two rooms are designated as classroom space, students are not able to utilize this software outside of class time so it would be beneficial to them to have another place to access this software to work on their statistical analyses and research projects. In general, the items described above provide students with hands-on opportunities to interact with the latest technology used in the field, a direct focus of the Awareness of Research Methodology and Technology outcome that is applicable to all of the above-mentioned courses.

A challenge we have experiences with these resources is the need for space allocation. Indeed, currently all of the equipment, anatomy models, and various teaching aids are kept in our modest storage room. When in use, our resources must be moved to the main classroom and set up and then moved back to the storage room after use. To say the least, this is not an ideal situation as equipment can get damaged with repeated movement. What is more, this scenario greatly inhibits our students from having the most time and opportunity to interact with our resources. Thus, it is imperative that a classroom spaces be re-assigned as a Psychology equipment room in which we can hold class and teaching within a proper laboratory environment. Namely, we have assessed that room SB215 should be allocated as a proper laboratory space in which our students can suitably work. This identification is highlighted by the fact that the room Sb215 is installed with an eye wash, cabinet space, water sink, and working chemical hood. Another important challenge we have faced is the lack of waste disposal amenities. Indeed, these services are extremely needed as our program is expanding to include more laboratory exercises which have generated waste. More importantly, resources for a waste disposal contract are required in order for our program to adhere with occupational safety regulations.

We are also still in the midst of a full-time, tenure-track faculty search (filling a resignation of a full-time, tenure-track faculty member in Fall 2015). Unfortunately, that position was not successfully filled last Spring, so hopefully, this time will result in a favorable outcome. The screening for this for this position continues into the Spring 2018 semester and if successful, the selected individual will join our program in Fall 2018.

Request Forms

BARC & Facilities Requests

File Attachments:

1. **(1) Milli-Q Water Purification System.pdf** (See appendix)
2. **(2) QX200 Digital Reader.pdf** (See appendix)
3. **(3) Automated Droplet Generator System.pdf** (See appendix)
4. **(4) SPD1010 Vacuum Concentrator.pdf** (See appendix)
5. **(5) Bio-rad Zoe Fluorescent Imager.pdf** (See appendix)
6. **PSYC BARC_Template_17-18.xlsx** (See appendix)

Classified Staff Requests

Faculty Position Request 1

Faculty Position Request 2

Faculty Position Request 3