



Instructional Program Review Summary 2005–06

Instructional Area: **Academic Transfer**

Department: **Behavioral Sciences**

Discipline: **Psychology**

January 24, 2006

Instructional Program Review Summary

Contents

1. Executive Summary
2. Self-Study Team Participants
3. Program Description
4. Strengths, Weaknesses, Opportunities, Threats
5. Analysis
 - [a] Relevance of the program to College mission and desired ends
 - [b] Responsiveness to community needs and satisfaction of community demand
 - [c] Accessibility to students with identification of unnecessary barriers
 - [d] Student outcomes including participation and successful-completion rates
 - [e] Measures of program quality and educational value added
 - [f] Adequacy of program resources and efficiency of resource use
 - [g] Comparison of program performance, price, and enrollment with that of alternate local suppliers
 - [h] Direct and indirect program-related revenues and costs to the college
6. Conclusions
7. Program Vision
8. Recommendations
9. Additional Comments
10. Appendix

Contents

LIST OF ACRONYMS	III
EXECUTIVE SUMMARY	1
Brief Description of the Goals and Objectives of the Discipline	1
Overview of How the Program Review was Conducted	1
Summary of Findings	2
Conclusions	5
Recommendations	6
SELF-STUDY TEAM PARTICIPANTS	7
PROGRAM DESCRIPTION	7
Overall History	7
Major Developments	7
Current Objectives	8
STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)	8
Strengths	9
Weaknesses	11
Opportunities	14
Threats	15
Changes from the Program's Previous SWOT Analysis	17
ANALYSIS	18
[a] Relevance of the program to the college's mission and desired ends	18
[b] Responsiveness to community needs and satisfaction of community demand	23
[c] Accessibility to Students and Identification of Unnecessary Barriers	26
[d] Student Outcomes Including Participation and Successful Completion Rates	28
[e] Measures of Program Quality and Educational Value	30
[f] Adequacy of Program Resources and Efficiency of Resource Use	41
[g] Comparison of Program Performance, Price, and Enrollment with that of Alternate Local Suppliers	45
[h] Direct and Indirect Program-related Revenues and Costs to the College	46
CONCLUSIONS	49
PROGRAM VISION STATEMENT	49
RECOMMENDATIONS	50
ADDITIONAL COMMENTS	50
APPENDIX	50

LIST OF ACRONYMS

ACC	Austin Community College
ADJ	Adjunct
APA	American Psychological Association
ASH	Austin State Hospital
CYP	Cypress Creek Campus
EVC	Eastview Campus
FT	Full-time
EXT	Extension Centers
IPR	Instructional Program Review
ITV	Instructional Television
NISOD	National Institute for Staff and Organizational Development
NRG	Northridge Campus
PCM	Personal Computer
PIN	Pinnacle Campus
PRN	Print-based
PSYC or PSYCH	Psychology
RGC	Rio Grande Campus
RVS	Riverside Campus
SIT	Site based
SOCI	Sociology
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TEL	Telecommunicated
TCCTA	Texas Community College Teachers Association
THECB	Texas Higher Education Coordinating Board

EXECUTIVE SUMMARY

Brief Description of the Goals and Objectives of the Discipline

The Psychology Program is one of several transfer programs offered at Austin Community College. Currently, it is part of the Behavioral Sciences Department within the Division of the Social and Behavioral Sciences. Its mission is to offer a strong educational program that stimulates learning and growth among our students. In line with this general mission, the purpose and goals of the Psychology Program are to:

- (1) Provide psychology majors with a basis in the discipline that will prepare them for transfer and success in a baccalaureate degree-granting institution;
- (2) Provide psychology majors, as well as other students who take psychology courses as a requirement, prerequisite, or elective for other majors, with
 - (a) basic knowledge of discipline-related concepts and principles that they can apply in their chosen careers and to everyday life situations, and
 - (b) skills that will allow them to identify and evaluate the quality and appropriateness of information sources;
- (3) Provide psychology majors with knowledge of research methods and statistical applications in the discipline and other related fields, as well as the opportunity to obtain first-hand research experience;
- (4) Provide psychology courses that promote in our students the development of higher-order competencies or skills such as abstract inquiry, critical and creative thinking, analytical and scientific reasoning, problem solving, and decision making;
- (5) Provide psychology courses that promote the development of skills needed by our students to communicate their knowledge and application of discipline-related principles, research methods, and statistics in both written and oral format;
- (6) Provide an opportunity to participate in service learning and discipline-related community service.

Consistent with the purpose and goals stated above, the strategic intentions or objectives of the Psychology Program are to:

- (1) Offer an educational program that is accessible to all individuals who can benefit from the program's educational or learning experiences and services;
- (2) Deliver an excellent educational program that helps to meet the needs of our psychology majors and of students in other disciplines, as well as the needs of our community;
- (3) Provide effective teaching in psychology using a wide range of teaching methods and available modes of instruction including technological applications as appropriate to the course content, learning or teaching styles, and student needs;
- (4) Build strategic partnerships with other ACC programs as well as with other educational institutions and service organizations within the community.

Overview of How the Program Review was Conducted

The Instructional Program Review (IPR) of the Psychology Program began with the designation of the Self-Study Team Chair by the Behavioral Sciences Department Chair, Jerry Shepperd. Dan Dydek, the designated Self-Study Team Chair, then collaborated with the full-time psychology faculty to integrate into the team adjunct faculty members, a full-time faculty member from outside of psychology, a community representative, and two ACC students. The completed Self-Study Team had its initial meeting early in the fall of 2005. The various sections of the IPR Summary were delegated to various team members for drafting. Professor Robin Lake collaborated intensively on behalf of our Self-Study Team with the Office of Institutional Effectiveness and Accountability to collect data for this IPR. Our SWOT meeting was held in October, 2005. In the subsequent weeks many e-mail exchanges of drafted

components of the IPR Summary were completed, circulated, and revised. At a final meeting early in December, the IPR Summary, the Quality Improvement Plan, and Program Status Form were completed.

Summary of Findings

Progress on Previous Program Review Recommendations

The original recommendations of the previous IPR focused primarily on six non-curriculum areas. A curriculum area was added later and included in the first year follow-up report. Many of these recommendations and their corresponding action plans have been carried out and completed while others continue on an ongoing basis. However, a few of the recommendations and corresponding action plans have not been carried out because they require more time and resources than the full-time faculty have available, and in some cases they require administrative approval.

Faculty Qualifications and Hiring Issues

<i>Previous Recommendations</i>	<i>Progress/Status/Comments</i>
(1) Hire faculty who hold at least a minimum of a Master's degree in the field.	(1) Most of our current faculty meet or exceed this recommendation.
(2) Have faculty that remain current in the teaching discipline through such avenues as workshops, conferences, extensive literature reviews, etc.	(2) Except for a few cases, all of our faculty stay current in the discipline through workshops, conferences, extensive literature reviews, etc.
(3) Hire more full-time faculty. Consider the needs and composition of our program when doing the hiring. (At that time there were only four full-time faculty, all of whom were females and of whom three were minorities.)	(3) Request made and two full-time faculty were hired; one male non-minority and one female minority. We need to hire additional full-time faculty because the ratio of full-time to adjunct faculty continues to be low.

Communication and Team Work

<i>Previous Recommendations</i>	<i>Progress/Status/Comments</i>
(1) Make better use of the instructional teams that were developed to address course-specific issues.	(1) Some of the instructional teams have been working more actively than before on course-specific issues.
(2) Have a full-time faculty representative of the program available at each campus. This person should have enough authority to solve routine problems.	(2) There are not enough full-time faculty members to carry out this recommendation. Also, the decision-making authority requires administrative approval.

Community Service and Service Learning Efforts

<i>Previous Recommendations</i>	<i>Progress/Status/Comments</i>
(1) Expand our community service and service learning efforts through the implementation of a Research Institute that was proposed several years ago in response to the existing need at that time.	(1) Put on hold primarily because of time constraints. The current full-time faculty workload and assigned administrative responsibilities have not allowed time to pursue this particular project.

(2) Expand our community service and service learning efforts through collaborative opportunities with the community in providing workshops or seminars on topics related to our discipline.	(2) Put on hold primarily because of time constraints. The full -time faculty workload and assigned administrative responsibilities have not allowed time to pursue this particular project.
--	--

Curriculum and Delivery of Instruction

<i>Previous Recommendations</i>	<i>Progress/Status/Comments</i>
(1) Increase the use of instructional technology to complement classroom lectures, as appropriate or applicable to the specific course content and objectives.	(1) The use of instructional technology has increased up to the limit of the technological resources available in our classrooms, new and old. Faculty need more access to technological resources.
(2) Explore ways of implementing instructional activities that help students develop interpersonal and professional communication skills.	(2) Given the substantive material in our psychology courses, we know that interpersonal communication skills are covered. However, because of workload constraints, including administrative tasks, we have been unable to determine the extent of implementation.
(3) Explore ways of incorporating multicultural and international perspectives into our courses, as appropriate or applicable to the course content and objectives.	(3) This has been done in some of our course sections. Multicultural and international perspectives have been integrated into the lectures or addressed through extra-credit activities.
(4) Develop Honors courses, or equivalent types of courses, to help meet the needs of students who prefer a more in-depth examination of topics and the underlying theories and research.	(4) Two Honors courses were developed, one for Introduction to Psychology and one for Human Growth and Development.

Program-related Database and Information System

<i>Previous Recommendations</i>	<i>Progress/Status/Comments</i>
(1) Develop a database for our program in collaboration with the Office of Institutional Effectiveness.	(1) No longer needed. Data provided by the Office of Institutional Effectiveness seem appropriate for our program.

Distance Learning Courses

<i>Previous Recommendations</i>	<i>Progress/Status/Comments</i>
(1) Develop an instructional team within our Task Force to focus on distance learning education issues.	(1) Although an instructional team has not been formalized, informal and effective mentoring has achieved this desired result.

Task Force Structure

<i>Previous Recommendations</i>	<i>Progress/Status/Comments</i>
(1) Develop two co-chair models for our large multi-discipline department. One of the chairs in each model should be from the psychology program. Submit these models for the administration's review and consideration.	(1) The models were developed and submitted for review. Did not receive any response.

Program Strengths

The Psychology Program has several strengths, including the following:

- (1) *Its mission, vision, values, and philosophical perspective.*
- (2) *Widespread influence of its curriculum in the community.*
- (3) *High level of education and expertise among its faculty.*
- (4) *Accessible and affordable educational resources for the entire community...courses, curricula, diversified modes of instruction, and instructional methods.*

Vision and mission. The strength of any program begins with its vision and mission. The mission, vision and values of the Psychology Program are founded on a commitment to excellence and quality of education provided through: excellent courses and highly qualified instructors; promotion of independent, creative, and critical thinking; promotion of higher order competencies for lifelong learning; and challenges for our students. This commitment to excellence also is reflected in the program's professional scholarship, continued development, academic responsibility, stewardship, and collaboration.

Widespread influence in the community. A unique strength of the Psychology Program is the widespread influence in the community. Many students have family members or co-workers attending ACC or know those who have attended in the past, thus making ACC a truly community educational resource and impacting the entire community to become more proactive in confronting social problems, such as domestic violence, substance abuse, and racial discrimination. The ethnic, socioeconomic, and racial diversity of the student population serves to enlighten and educate both faculty and staff, creating the potential to bring psychology into the everyday life of its students and their families and co-workers.

High level of education and expertise among faculty. Of course, the backbone of the psychology program is the faculty. The faculty of ACC not only bring a higher than usual level of academic training and expertise to the classroom, but also represent a broad range of educational and ethnic diversity. These faculty members excel in modeling a strong collegial environment of respect and support for one another. Faculty surveys provided data demonstrating the ethnic diversity, continued education, outstanding personal achievements, and participation in professional development activities throughout the year.

Accessible and affordable educational resources for the entire community. Finally, a major strength of ACC's psychology program is accessible and affordable educational resources for the entire community, regardless of academic ability. This is accomplished through small class size and individual attention to students, as well as additional tutoring sessions and varied instructional methods incorporating multiple levels of learning avenues. This is achieved without compromising high academic standards. Psychology majors from ACC are among the most successful transferring enrollees to universities within the Austin area as a result of the student-focused program. The faculty members make psychology relevant to their students' lives by applying principles of learning, cognition, behavioral management, adjustment, coping, and life span development. The accessibility of learning is further facilitated by "Learning Communities" designed to combine introductory psychology classes with

developmental reading classes, thus enabling students to acquire basic skills, increase their level of literacy, and support their transition from developmental courses into college-level courses.

Results of the student survey confirm the effectiveness of the program's ability to improve the personal life of the students and facilitate their ability to succeed in work and in their communities. The students indicated that the study of psychology enhances their understanding of self and others, as well as the dynamics underlying substance abuse, family violence, and social prejudice. They also expressed their belief that psychology will likely increase their social influence and improve the overall quality of their life. The volunteer opportunities and guidance provided by psychology faculty were highlighted as important factors contributing to the students' success and understanding of mental illness.

Areas for Improvement

Areas of improvement noted by faculty surveys are not unlike those of many colleges and universities. For the Psychology Program to excel in the future the following areas must be addressed.

- (1) Need for administrative assistance for faculty.
- (2) Need for up-to-date, state-of-the-art technology, particularly library resources for students and for faculty research.
- (3) Increase in the ratio of full-time to part-time faculty.

Need for administrative assistance for faculty. As more and more students enter the Psychology Program, the need for administrative assistance for faculty increases. One of this program's strengths is the focus on student learning and individual attention from the instructor to facilitate this process. The rise of non-instructional activities diverts the energy and attention of full-time faculty otherwise devoted to providing the best instruction to students. The increase in these duties, without proportionate assistance, affects the quality and timeliness of the work.

Need for up-to-date, state-of-the-art technology, particularly library resources. In conjunction with the need for administrative assistance is the need for up-to-date technology, basic equipment, and resources. These include, but are not limited to, limited parking, inconsistent or inadequate heating and cooling, lack of computers and internet access in some classrooms, insufficient acoustics, and insufficient maintenance and housekeeping. Of utmost concern is the absence of library resources, particularly a psychology database and limited peer-reviewed research journals.

Increase in the ratio of full-time to part-time faculty. As administrative responsibilities increase, it is also necessary to consider the full-time/part-time faculty ratio. In the psychology program there are only six full-time faculty, which translates into each one being responsible for advising 167 psychology majors. Additionally, reliance on adjunct faculty poses a problem in delivering consistent personal attention to our students. The inherent unavailability of adjunct faculty limits students' access to faculty outside the classroom.

Key Planning Issues

- Greatly expand the number of full-time faculty members in psychology.
- Increase monetary, technological, library, and administrative support for the program.
- Reduce course load, and bureaucratic burden on the program.
- Expand criteria for release time.
- Expand autonomous decision-making authority of faculty within the program.

Conclusions

ACC is fortunate to have an excellent and highly profitable psychology program. If it was expanded and more faculty added, the program would be enhanced. State-of-the-art technology would facilitate the delivery of our program and its continuous improvement. A dedicated administrative assistant, hired by the psychology faculty, is an addition that would benefit every aspect of the attainment

of our mission. The faculty is committed to improving communication and involvement of all members of our faculty. The current course load is problematic and if reduced, would permit us to enhance individual attention given to our students and the community. Similarly, more release time for administrative duties is appropriate and desired. Monetary support for professional development is crucial for continual enhancement of the quality of our faculty. In the interest of student and faculty research, and in the service of our mission, vision and goals, it is vital that the ACC library maintain subscriptions to psychology-related databases. The Psychology Program will strive to further expand its outreach and communication with the community via collaborative efforts with community agencies and by implementation of service learning.

Recommendations

For ACC to maintain its competitive edge among community colleges in Texas, and for the Psychology Program to better serve the community, the self-study team recommends the following:

- (1) At least double the number of full-time faculty members.
- (2) Hire a full-time administrative assistant designated to, and selected by, the Psychology Program.
- (3) Reduce the number of classes full-time faculty must teach from five to four, which is common at other institutions and which would allow more time for individual attention to students.
- (4) Develop a multicultural resource center to optimize the diversity among faculty in educating and broadening awareness of cultural differences and similarities.
- (5) Revisit the feasibility of more community service and service learning through collaborative efforts with community agencies.
- (6) Increase the budget for defraying the out-of-pocket expenses of faculty for APA-approved continuing education.
- (7) Provide state-of-the-art technology for all full-time and adjunct faculty, including laptops and printers for all full-time faculty, software, wireless access to the Internet wherever psychology classes are taught, and portable memory devices for all adjunct faculty.
- (8) Reinstate the psychology database and psychology journals in the library.
- (9) Increase the authority of the psychology program's leaders to schedule classes, to assign faculty to courses, and to designate classes specifically for the Psychology Program.
- (10) Offer more release time for full-time faculty and financial incentives for adjunct faculty who take on leadership roles and administrative duties.
- (11) Increase communication among all faculty and facilitate ways for faculty to share instructional strategies with one another.

Recommended future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

SELF-STUDY TEAM PARTICIPANTS

The names of people who participated in the review and their association with our program are:

Dan Dydek, Team Chairperson	Full-time Faculty in Psychology
Maria G. Cisneros-Solis	Full-time Faculty in Psychology
Rose Hattoh	Full-time Faculty in Psychology
Carole Ann Pierce	Full-time Faculty in Psychology
Maria Li. Ramos-Cancel	Full-time Faculty in Psychology
Robin Lake	Full-time Faculty in Social Work
Jerry Shepperd	Full-time Faculty in Sociology
Carol Townsend	Full-time Career Assessment Specialist, Adjunct Faculty in Psychology and Human Development
Nancy Fuentes	Adjunct Faculty in Psychology and Mathematics
Morgain Hall	Adjunct Faculty in Psychology
Leesa Morrow	Adjunct Faculty in Psychology
Missi Patterson	Adjunct Faculty in Psychology
Evelyn Brown	Community Representative
Martha Carolina Teal	Student
Cole Wegner	Student

PROGRAM DESCRIPTION

Overall History

ACC's Psychology Program has existed since the mid 1970s. It started as a department within the Social and Behavioral Sciences Division. All functions and activities—general administrative as well as discipline-specific—were carried out through the Psychology Task Force. Starting in 1985 the general administrative functions and activities were carried out by a department head, whereas the discipline-specific functions and activities continued to be carried out by the Psychology Task Force. In 1991 a second department head was added because of the growth of the Psychology Program.

As a result of one of the more recent reorganizations of the College, the Psychology Program is now under the Behavioral Sciences Department within the Social and Behavioral Sciences Division. The Behavioral Sciences Department includes three transfer programs (psychology, sociology, and social work) and one non-transfer program (human development). Currently, we have one department chair that oversees the overall operation of the department and coordinates some of the administrative functions and activities of the programs. In addition, we have two assistant chairs, one of whom is for the Psychology Program. The assistant chair for the Psychology Program coordinates and monitors the discipline's curriculum-related functions and activities, which are carried out through committees, instructional teams, or individual assignments. The three transfer programs (psychology, sociology, and social work) have been working very closely for many years even when they were under separate discipline-specific task forces or departments. Thus, they have a long history of collaboration. Although these three disciplines are separate and unique, they tend to overlap in many areas, and a few of their courses are offered as combined (cross-listed) courses, which are coordinated by instructional teams that consist of faculty members from the different disciplines.

Major Developments

The major developments of the Psychology Program reflect our continual commitment to our vision, mission statement, and values. Throughout the years, the Psychology Program has strived for

excellence in the quality of its courses, the delivery of instruction, and the overall management of the program’s activities and curriculum. Our commitment to excellence is reflected within the program’s values of professional competence and scholarship, continual professional and personal development, academic responsibility and accountability, stewardship and collaboration, individual initiative and creativity, trust and respect, academic freedom, and professional integrity. Inherent within our program and ongoing curriculum development are the additional values of the appreciation and respect for our diverse, multicultural community as well as the appreciation and respect for the dignity, equality, and worth of the individual person. Some of the major developments in the Psychology Program include:

1. A strong comprehensive curriculum for students who are planning to obtain an associate degree or transfer to a four year college or university;
2. A curriculum that not only covers the broad elements of a basic education in psychology, but also the cognitive and behavioral skills needed by critical and creative thinkers, problem solvers, and socially active citizens;
3. A wide range of courses using different modes of instruction and a variety of assessment techniques;
4. Opportunities for service learning and community service through some of our courses; and
5. Exposure to multicultural perspectives of psychological concepts and issues through many courses.

Current Objectives

Our current goals and objectives are the same as those mentioned earlier in the section on “Goals and Objectives.” These program goals and objectives are the result of many years of committee work. They were put together based on information from already existing documents and with input from both the full-time and adjunct faculty via the previous Psychology Task Force or Department and the current multidisciplinary Behavioral Sciences Task Force or Department. The goals and objectives have been reviewed and updated several times to ensure that they continue to thoroughly and accurately reflect the nature of our discipline and our program. Furthermore, the action plans to help achieve the goals and objectives are revised and updated on an ongoing basis taking into account such things as the amount of time and resources that are necessary to accomplish the required tasks effectively and efficiently.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

The names of the people who participated in the SWOT and their association with our program are:

Dan Dydek, Team Chairperson	Full-time Faculty in Psychology
Maria G. Cisneros-Solis	Full-time Faculty in Psychology
Rose Hattoh	Full-time Faculty in Psychology
Carole Ann Pierce	Full-time Faculty in Psychology
Maria Li. Ramos-Cancel	Full-time Faculty in Psychology
Robin Lake	Full-time Faculty in Social Work
Jerry Shepperd	Full-time Faculty in Sociology
Carol Townsend	Full-time Career Assessment Specialist, Adjunct Faculty in Psychology and Human Development
Nancy Fuentes	Adjunct Faculty in Psychology and Mathematics
Missi Patterson	Adjunct Faculty in Psychology
Martha Carolina Teal	Student
Nancy Jokovich	Facilitator

Strengths

The major strengths of the Psychology Program fall under three major categories:

- (1) Faculty Characteristics,
- (2) Program's Vision, Values, and Philosophical Perspective and
- (3) Courses, Curricula, Diversified Modes of Instruction, and Instructional Methods.

Faculty Characteristics

The Psychology Program is comprised of a dynamic, multi-talented faculty. The diversity in areas of expertise is broad, and a high level of academic training is typically reflected. For example, all of our full-time faculty and most of our adjunct faculty members hold doctoral degrees. All of our faculty members hold a minimum of 18 graduate hours in psychology. The faculty members' areas of specialty within the discipline vary and provide good overall representation of the field. The intellectual sophistication and commitment to excellence of our faculty is manifested by their intrinsic motivation to remain current in the discipline, add to the field of knowledge by conducting research, and exploring new areas of study within the discipline. In addition, most of our faculty have over 10 years of teaching experience, and are diversified in their areas of expertise with some having an extensive clinical background while others have extensive training in research and evaluation. In general, our faculty members exhibit a strong dedication to a high level of professional competence and development.

Our faculty are committed to our students and to lifelong learning. They use their talents and their energy to engage our students actively in the learning process. Our faculty makes good use of their academic freedom by designing stimulating courses. Their teaching promotes critical thinking, individual self-actualization, intellectual growth, creativity, and freedom of discussion. They actively help students become better learners, provide students with insight into the nature of intelligence and stimulate lifelong learning.

Our students are extremely diverse in nationality, ethnicity, age, experience, ability level, and motivation. Our faculty welcomes this diversity as an opportunity to learn from infinite variety of human perspectives and recognize the commonality of psychological experiences across the rainbow spectrum of humanity. Students are often excited by lectures, involved in a variety of class activities, and included in the construction of the course throughout the semester. Our faculty respects and cares deeply about our students. Their concern for students is demonstrated by their frequent involvement with students outside the classroom through study sessions, tutoring, mediator training, and stress reduction workshops and activities. The giving and caring nature of our faculty is also manifested by their involvement in a wide variety of community service activities. The psychology faculty members are warm, helpful, and appreciate one another. This leads to a wonderful spirit of cooperation and collaboration.

The level of ideological and cultural diversity among our faculty is high. There seems to be a wide range of attitudes, ideas, and creative cognitive styles. This is appropriate for our large dynamic discipline, and facilitated by the strong leadership within the program. Despite this wide range of viewpoints, the full-time faculty and the abundant adjunct faculty avoid factionalism and function cooperatively and effectively together. Also, they have demonstrated perseverance, flexibility, innovation, resiliency, and determination in the face of seemingly insurmountable obstacles. In addition, our faculty is committed to protecting the expression of diverse viewpoints that bear on the curricula, our services to the students, and the role of the Psychology Program within the institution.

Program's Vision, Values, and Philosophical Perspective

Our mission, vision, and value statements reflect our commitment to excellence and quality education within our discipline. They focus on factors that (a) provide students with a quality learning environment through excellent courses offered by highly qualified professionals in our fields; (b) promote independent thinking, including creative and critical thinking, (c) promote higher-order competencies or skills needed for lifelong learning; (d) challenge students to explore new ideas and seek new opportunities; and (e) provide students with quality learning experiences using a wide range of teaching methods, multicultural perspectives, and available modes of instruction that help meet student needs in a

diverse community. Our commitment to excellence is reflected within the programs' values of professional competence and scholarship, continual professional and personal development, academic responsibility and accountability, stewardship and collaboration, individual initiative and creativity, trust and respect, academic freedom, and professional integrity. Our Psychology Program values incorporating knowledge, research, and psychological concepts that promote social change and human development. This body of knowledge supports values combating sexism, racism, and ethnocentrism and fosters the humanization of culture and open minds. It also helps de-stigmatize the mentally ill and brings understanding and information to the complex problems of child and substance abuse. Inherent within our programs and ongoing curriculum development are the additional values of appreciation and respect for our diverse, multicultural community as well as appreciation and respect for the dignity, equality, and worth of the individual person.

Courses, Curricula, Diversified Modes of Instruction, and Instructional Methods

The Psychology Program strives for excellence in the quality of its courses, the delivery of instruction, and the overall management of the program. We offer a wide range of courses using different modes of instruction in order to meet the individual educational needs of our students who are of different ages and have different life responsibilities and schedules. Our courses are offered on different days and at different times in small classes. In addition to regular classroom instruction other instructional modes are used, such as ITV distance learning, PCM distance learning, and PRN distance learning. Combined courses use collaborative work among faculty of different disciplines. The courses currently offered in psychology are:

- | | |
|----------------------------------|---|
| (1) Introduction to Psychology | (7) Research Methods in Psychology |
| (2) Human Growth and Development | (8) Cognitive Psychology |
| (3) Child Growth and Development | (9) Abnormal Psychology |
| (4) Personality | (10) Human Sexuality |
| (5) Social Psychology | (11) Research Internship in the Behavioral Sciences |
| (6) Psychology of Adjustment | (12) Statistical Methods in the Behavioral Sciences |
| | (13) Applied Psychology: Field Experience. |

Introduction to Psychology (PSYC 2301), which the Texas Higher Education Coordinating Board has designated a "core curriculum course," is taken by students pursuing a wide range of degrees. We have developed a set of core objectives for this course that is comprehensive yet short enough to allow individual faculty members to include additional topics. This allows our students to take maximum advantage of the experiences, expertise, and areas of specialization of faculty. In addition, faculty members who teach Introduction to Psychology may choose from among a long list of annually updated and approved textbooks.

The psychology curriculum includes not only the broad elements of a basic education in psychology but also the cognitive and behavioral skills needed by critical and creative thinkers, problem solvers, active citizens, skeptical consumers, and creators of social policy. Our curriculum includes a variety of interesting topics that are relevant to everyday life. The study of psychology provides students with tools for self-control and academic success and promotes better parenting. The quality of our courses contributes to the high rate of their transferability for students.

The Psychology Department offers a wide range of instructional methods in order to meet the individual and diverse learning styles of our students. The instructional methods within a course can include, but are not limited to, guest speakers, lectures, field trips, field experiences, small group discussions, Internet and Blackboard instruction, case studies, DVDs, CD-ROM, conventional videos, interactive web exercises and tutorials, and online practice tests. Various evaluation or assessment techniques are also used within our courses, including research papers, multiple choice tests, essays, case studies, life application papers, self-analysis papers, self-improvement projects, book reports, class presentations, and Internet and computer application projects. In addition, a variety of educational

resources in the community are integrated in different individual courses. These instructional methods and resources provide an expanded arena in which our students can learn, communicate, and grow.

Weaknesses

Although the Psychology Program does an impressive job with the resources available, several identifiable weaknesses prevent the students from obtaining maximum benefit from their educational experiences and inhibit programs from further development. Weaknesses identified by the SWOT process can be grouped into the following categories: (1) faculty workload, (2) limited faculty support and resources, and (3) full-time/part-time faculty ratio.

Faculty Workload

The single highest reported weakness of the psychology program by the psychology faculty was workload excess. The amount of time spent on non-instructional related activities at ACC has been steadily rising for several years with no concomitant decrease in class loading. This means less time for instructional activities, or what is likely, more work hours spent in the evenings and weekends to complete the required tasks. This also means less time for discipline-related professional development activities, literature review, and research essential for keeping up with current developments in the field, course revisions or new curricula development, and even returning voicemail or e-mail messages, and collegial interactions. In addition, participation in community service activities is seriously hindered. Since ACC is a community college, it is important that faculty members be involved and visible in community activities and projects -- in other words, to be active citizens of our community. Given the current workloads and inadequate support, ACC faculty members have limited time and opportunities to become involved in the community.

As more administrative duties are assigned to full-time faculty members, in addition to the ongoing instructional and program responsibilities, those programs with a smaller number of full-time faculty members are penalized in that the administrative tasks are the same whether the number of faculty is large or small. Individual faculty members in programs with fewer full-time faculty members but with a large number of courses, students, and adjunct faculty, have more tasks to do than the faculty members in programs with a relatively large number of full-time faculty with whom to share the workload. Only General Studies, Business Administration, and the Nursing Prerequisite program have more declared majors than psychology at ACC during the fall of 2005. For example, there were 835 psychology majors reported in the fall of 2005. Since there were only five faculty members teaching psychology full-time this semester, that means that each faculty member would need to advise 167 students.

In addition, administrative tasks are often assigned without considering faculty members' time constraints and without adequate background information or data being provided to the program. The portfolio process is a lot of work with very little feedback. Program evaluation and course assessment requirements are labor intensive with very little institutional feedback. At times the limited information provided is often not useable in the form in which it is received nor is it received in a timely fashion. Finding and reformatting this information, and sometimes having to recalculate the provided data within the time frame allowed, place unreasonable demands on a faculty and their leadership who are already heavily burdened. The problem of timeliness is further magnified when essential information must go through an ever-increasing number of channels. Delays result, among other things, in many errors in areas such as course time allotments, assignment of codes for combined courses, the short descriptions of courses in the course schedule that students receive, and the information related to the degree plans in the catalog. Even when faculty members and leaders spend an overwhelming amount of time in correcting these errors, not only do they often appear in the final printed versions of the documents, but also new errors are sometimes added. The amount of administrative workload is magnified by the limited resources and institutional support, which was the next weakness identified by the SWOT process.

Limited Faculty Support and Resources

The Psychology Program lacks administrative and clerical assistance. We need an administrative assistant for the Psychology Program, and more than one administrative assistant for the Behavioral Science Department. It is also imperative that administrative assistants be interviewed by the Chair and assistant chairs of the behavioral Science as well as the Dean. The hiring should be a combined process involving the Dean and chairs of the program to ensure that the specific demands of the workload can be effectively accomplished.

Clerical help for full-time faculty has actually diminished. Some types of classes, as well as certain types of instructional techniques, which entail additional time to develop and grade assignments, suffer because faculty members must now do routine tasks that can easily be done by non-faculty clerical employees. Although the faculty are encouraged to use work-study students for routine tasks, the inconsistency of the performance of some of them often precludes reliance on their work. This places additional constraints on time available to prepare and deliver quality education.

The facilities and equipment available at some campuses are also a weakness. For example, at all campuses parking for students and faculty is limited. Time that can be spent learning or preparing teaching presentations is spent looking for a parking space (at times up to one hour can be lost waiting for a place to park). Our full-time faculty have had to paint their own offices, and new faculty have had to wait months after classes began to get furniture and a computer in their offices. New computers and up-to-date software for full-time faculty are limited and virtually non-existent for adjunct faculty. There is also a need for more and better-equipped office space for our adjunct faculty. They have only limited opportunities for private conferences with students.

Classrooms and faculty offices at several campuses do not facilitate learning and academic focus. The temperature control or thermostat is deficient, thereby making it either too cold or too hot. Few classrooms have Internet access, and the chalkboards and dry boards need to be maintained. Power Point presentations might also be facilitated by having computers and Internet access in each classroom. In other words there is limited technology access in some classrooms. Some classrooms at several campuses need cleaning, fixing, or remodeling. For example, at the RGC campus the rugs in room 123 and 124 smell bad. The clocks in the classrooms and hallways show different times, making it difficult to know when classes begin and end. In some classrooms the sound from the hallway or an adjoining classroom is too loud (problem with the acoustics in the room), thus disturbing test-taking and learning.

Psychology is an interactive discipline, and more opportunity for classroom activities would be possible with smaller classes. The application of psychological theories is better demonstrated within the smaller group in which each student can observe and label his or her own processes and that of the group. It is a common complaint that there is not enough time in the semester to cover all of the content for the introductory psychology course in one semester.

Expanded testing center access could help a faculty member whose class meets only once a week but for a longer block of time, usually three hours. Class time is inevitably wasted on days when the students in a three-hour class take a test. The test can be given first, followed by a lesson on new material, or the lesson on new material could precede the test. After studying for a test, students are anxious to take it as soon as they get to class. They find it difficult to focus on new material beforehand. Thus it seems best to give the test first. But students finish the test at different times. If new material will be covered after the test, the students who finished the test first must wait around for the others to finish. One way around this dilemma is to have students take the test in the testing center, but current policy does not allow initial tests in psychology to be given in the testing centers. (Initial tests in developmental mathematics courses are allowed.) There also is a need for more or larger testing centers because of the growth of distance learning classes in the Psychology Program.

The ability to make color copies of some handouts would facilitate understanding of some complex course material. The freedom to bring domesticated animals into the classroom to demonstrate classical or operant conditioning would also facilitate learning. Organizations that train dogs to serve people with disabilities, for example, could demonstrate how they use the principles of operant conditioning to teach

the dogs the complex tasks they must perform to help their future owners. Fewer restrictions and more administrative support for field trips would broaden the scope of learning beyond the classroom.

Psychology is a dynamic discipline and a very expensive one in which to stay current. Professional development needs to be better supported both within and beyond the college. Our faculty—full-time and adjunct—and our students would greatly benefit from the stimulation and expertise of college-wide guest speakers. Importing speakers could facilitate collegial interactions, enable professional development for adjuncts, and provide student access to professionals outside the ACC system. More support is needed for research, travel, grant writing, and the relatively high fees charged for attending psychology conventions and the American Psychological Association's approved continuing education courses.

Library resources could be improved to benefit faculty and students. There is no psychology information database, and there are too few research journals. Textbooks need to be available in the library for student use. The price of textbooks is a barrier to some students, and an aggravation to many.

The learning labs are barely used by the Psychology Program, in part because they are not well staffed to offer tutoring in psychology. The department has one faculty member who provides primarily math tutoring but also some psychology tutoring in the Eastview and Pinnacle learning labs. Based on her experience, a need for tutoring would probably arise if the labs became known for helping psychology students. This possibility is discussed further under the topic of opportunities.

Full-time/Adjunct Faculty Ratio

One of the strategic goals of the Psychology Program is to “offer courses that are taught primarily by full-time faculty who are able to contribute on a full-time basis to the continual development, improvement, delivery, and overall management of our program.” Unfortunately, there are too few full-time faculty members for the number of students being taught by the department. Only five full-time psychology faculty taught during the spring and fall semesters of 2005, but 40 adjunct faculty taught during the Spring semester of 2005 and 49 taught in the fall semester of 2005. The limited number of full-time faculty is readily apparent when we consider that full-time faculty teach 23% of the sections, while adjunct faculty teach 77% of the sections.

Although our adjunct faculty are excellent, excessive reliance on adjunct faculty to deliver the services to which our program is dedicated is one of the greatest weaknesses of the Psychology Program. It has some significant negative implications. One of our most important functions as faculty members is to assist students outside the classroom in the myriad ways appropriate for a community college faculty. It is difficult for students to obtain ready, high-quality access to faculty, when the faculty is transitory and mobile, as is the case with ACC's adjunct faculty, who may have other full-time responsibilities outside the college. Students experience diminished opportunities to interact with faculty members who can promote networking and provide mentoring. In order for both mentoring and networking to be effective, faculty members must be available to students. This is difficult for many adjunct faculty members who have other obligations and do not have the necessary institutional support.

Another problem involves the diminished opportunity for the huge number of psychology majors (more than 800) to be advised by the limited number of full-time faculty. As mentioned previously, 835 psychology majors were reported in the fall of 2005 when there were only five full-time psychology faculty. Each faculty member would therefore need to advise 167 students. With this ratio, student access to faculty outside the classroom, including tutoring, individualized project consultation, and mentoring would seem to be negatively affected.

In addition, the large number of adjunct faculty members makes collegial support among faculty difficult. Communication between the full-time faculty and the adjunct faculty is limited partly because of our current organizational structure and partly for lack of time. With program maintenance and development duties being undertaken by a proportionately small number of full-time faculty, there is simply not enough time to interact meaningfully and obtain information and feedback from all adjunct faculty members. The college offers classes at a wide range of locations, the vast majority of which are taught by adjunct faculty. In many cases, almost no opportunity exists for them to interact face-to-face either with full-time faculty in their discipline or with administrative personnel. The time constraints that

many adjunct faculty experience because of other job commitments further preclude their full participation in program or task force activities. Most adjunct faculty have articulated concerns including poor adjunct morale, a sense of exploitation, marginalization, and a feeling of being less “keyed in” to the department than they prefer.

Opportunities

Learning Labs

ACC has an open-door policy, and students vary greatly in their preparedness for college. Many students have to take developmental reading, writing, and mathematics courses to improve their basic skills. Moreover, many students have jobs, children, and family obligations. They may lack financial resources or transportation. All of these factors may interfere with academic achievement and success. A learning lab at each of the six major campuses provides these students valuable one-on-one tutoring, computer tutorial programs, Internet access, and other resources to help them with their course work. Although the labs give priority to helping students in developmental courses and to at-risk students whose teachers have referred them to the learning lab, the labs are open to all ACC students. However, psychology tutoring is not usually available, and ACC’s psychology faculty members are not used to thinking of the labs as a resource for their students. Fortunately, however, one of our faculty members also teaches developmental mathematics and works in the learning lab at two of the campuses. Based on her experience, the learning labs may be an opportunity for the psychology department to offer more one-on-one help to students. Students could definitely use tutoring in the physiological aspects of psychology, such as how neurons work, and in statistics, but it is possible that the need for help in other areas might arise if the learning labs became better known as a place where psychology students could get help.

Innovative Courses and Grant Writing Assistance

In part because Austin appeals to highly educated people, psychology faculty members at ACC have unusually prestigious degrees in comparison to other community colleges. Many of these faculty members could develop and teach more innovative courses than ACC is currently providing. Just three examples that come to mind are courses on (1) the psychology of leadership, (2) a course on the role of genetics and other biological factors in determining behavior, (3) health psychology, and (4) forensic psychology. Although financial considerations may be hindering the development of such courses, state regulations promulgated by the Texas Higher Education Coordinating Board appear to be a factor as well. This matter is discussed below under the topic of threats. Here, it should be noted that ACC’s psychology department could get assistance in obtaining grants for more innovative courses from a couple of sources: (1) ACC’s own Grants Development Office and Continuing Education program, and (2) the Hogg Foundation. The Hogg Foundation, which is located in Austin, offers free workshops on grant writing upon request, either at their building or off-site. It also maintains a valuable database on foundations and other organizations that give to charitable causes. For each organization in the database, there is information on the areas of concern to the organization, the types of programs or projects to which it tends to award funds, and its application process, which is sometimes just a letter of interest. Moreover, access to this database is free of charge. This is an incredibly valuable resource that ACC’s psychology program could tap to enhance its program.

Data on Why Students Drop Courses

When students drop a course, they must provide a reason for doing so on a withdrawal form. Currently this information is not directed to the professors whose courses the students have dropped, yet it might be helpful to them. The student must choose one, but only one, reason for dropping, and possible reasons fall under three categories: (1) Course, (2) College, and (3) Personal. Under the first category, the five possible reasons are:

- 01 Course was too difficult
- 02 Course took up too much time
- 03 Course was not challenging enough
- 04 Disappointed in the quality of teaching
- 05 Course not what I expected

ACC's Office of Admissions and Records receives the withdrawal forms, but if it directed this information to the professors whose courses the students have dropped, the professors who truly strive for continuous improvement might find the information helpful in making changes to their courses. It should be noted that instructors used to get copies of the withdrawal forms before the college computerized the processing of these forms.

Community College Environment

Results of the internal survey indicate that Psychology Faculty at ACC have the opportunity to affect entire families and other people in the same workplace. Many ACC students in the age range of eighteen to twenty-nine years have parents who attended, or are attending, ACC. Students at all age ranges are attending ACC with employers or employees as fellow students. In the most literal sense of the phrase, ACC is a community college. A rare opportunity exists to address some of the most vexing social problems, including domestic violence and substance use and abuse, and possibly generate meaningful change, if ACC psychology faculty can both educate and inspire their students to understand and successfully cope with community based psychosocial demands and risks.

Student Diversity

ACC's students are ethnically and racially diverse. Results of the internal survey indicate that our students come from varied backgrounds with regard to socioeconomic status and educational achievements of their immediate family members. By encouraging classroom interaction, this rich diversity presents faculty the opportunity to address issues of unacknowledged prejudice among their students and at a level that is personally meaningful to students. Diverse class membership creates the potential for bringing psychology to life in a way that is both immediately educational and also healing.

Talented, Collegial, Cooperative Faculty

Austin Texas has an usually high rate of per capita intellectual capital and the ACC Psychology Department is a clear benefactor. Whether the faculty are full-time or adjunct, they are passionate educators who are well-educated and interpersonally facile. Moreover, the faculty genuinely enjoy one another, and respect the accomplishments of one another. Departmental meetings are a pleasure; equal participation is encouraged among discussants, and working committees are reasonably efficient in the distribution of tasks. This overall collegial environment is perhaps rare in academic environments and it represents a significant source of strength.

Threats

Inadequate Faculty Resources

Many adjunct faculty have expressed frustration with the computer resources that are located in the adjunct offices. Both full-time and adjunct faculty have noted the campus-to-campus inconsistency in media and computer-based resources. Several faculty have complained about the adequacy of administrative support within the psychology department. Faculty will be in a better position to become involved in departmental tasks when their pragmatic needs are adequately supported.

Disparate Academic Ability Among Students

As is so often the case, what constitutes a strength in one sense is, in another sense, a source of difficulty. The diversity that exists within the student population with regard to college preparedness is

especially demanding for faculty who are challenged to engage students who have substantially varied academic ability. Stimulating the one may mean leaving the other behind. However, this challenge may be met when faculty encourage students to interact in the process of shared academic problem-solving, rather than habitually retreating to the “chalk-and-talk” lecture format.

Regulations of the Texas Higher Education Coordinating Board

It is our understanding that the Texas Higher Education Coordinating Board (THECB) dictates the courses that community colleges in Texas must offer. It is also our understanding that Coordinating Board’s regulations actually restrain us from offering more innovative courses, although we have outstanding faculty members who could offer them. This inflexibility in the curriculum we can offer is a serious threat to enhancing and continually improving our program. It should be noted that designing and teaching innovative courses help keep the fire alive for outstanding faculty who get tired of teaching the same courses over and over.

In 1997, the 75th Texas Legislature passed Senate Bill (SB) 148, which required the Texas Higher Education Coordinating Board to enact a plan for a core curriculum. The bill prohibits the THECB from prescribing a specific list of core courses; rather, the faculty of each Texas institution of higher education was instructed to choose between 42 and 48 hours of courses which would fulfill the objectives of the legislative requirement. Students who complete the core curriculum at one institution, and who transfer to another Texas institution of higher education, the receiving institution must accept the transfer credits as satisfying its own core curriculum. The student cannot be required to take additional core courses at the receiving institution.

Basic intellectual competencies are the heart of the core curriculum. The basic intellectual competencies are (1) reading, (2) writing, (3) speaking, (4) listening, (5) critical thinking, and (6) computer literacy. In addition, the core courses should include instruction about the individual, society, and politics in ways that encourage responsible citizenship. Further, the core courses should encourage students to develop cross-disciplinary competencies.

Financial Aid, Advising, and Other Help for Students in a Large Institution

ACC is a large institution, and students or prospective students may find it difficult to get the academic advice and other help they might need. The Student Recruitment Office has recruiting events, and ACC’s Financial Aid Office conducts financial aid fairs and other awareness activities, even helping prospects, students, or their parents complete financial aid applications. In the 2003–2004 academic year, nearly 20,600 students applied for financial aid. Roughly 45 percent were awarded aid, and funds were disbursed to almost 43 percent. These are successes for the financial aid staff, especially considering the complexity of aid sources, regulations, and policy changes. However, delays in awarding financial aid mean students try to get by in courses without the textbooks they need. This puts them at a disadvantage early in their courses and seriously hinders them from succeeding in those courses.

Assessment, another complex process, is intended to determine the level at which students perform in the basic skills of reading, writing, and mathematics. But assessments are not always accurate and often result in inappropriate course placements for students. At times the courses in which students are placed are too difficult for them; at other times, the courses are not challenging enough.

The purpose of academic advising is to assist an ACC student in selecting courses each semester appropriate for his or her major and career goals. Compared to recruitment and other early steps in a person’s pursuit of a college education, academic advising may be the step most appropriate for faculty involvement, and indeed, ACC has begun the process of involving faculty in academic advising for students who are majoring in the discipline in which they teach. Advising is mandatory for new students, students who are mandated under the Texas Success Initiative, and students who are not in good academic standing. Yet these students wait in lines to receive academic advising at the beginning of the semester during the peak periods associated with registration, and the quality of academic advising vary considerably.

Finally, many ACC students struggle just to pass a course, despite our best efforts to vary our instructional methods or to give them individual help. Of the nearly 30,000 students at ACC, 40 percent eventually leave higher education empty handed, never graduating, transferring, or even returning to ACC.

Changes from the Program’s Previous SWOT Analysis

The table below displays the major issues from the SWOT analysis of the 2001 Program Review. (See the appendix for a link to the full report.)

Major Issues for Each SWOT Point (2001 Program Review)

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> (1) Programs' Mission, Vision, Values, and Strategic Intentions (2) Faculty Characteristics, Overall Climate, and Contributions to the College (3) Courses, Curricula, and Modes of Instruction (4) Instructional Methods, Assessment Procedures, and Technology (5) Community Service and Service Learning Efforts 	<ul style="list-style-type: none"> (1) Full-Time/Part-time Faculty Ratio (2) Full-Time Faculty Workload and Needed Resources/Support (3) Integration of Adjunct Faculty – Keeping Information Current and Maintaining Adequate Communication (4) Ensuring Consistency in the Quality of Courses
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> (1) Increase professional identity and improve networking. (2) Increase appropriate use of instructional technology and the needed support. (3) Enhance community service and service learning efforts. (4) Take advantage of resources within and outside of ACC. 	<ul style="list-style-type: none"> (1) Full-Time/Part-time Faculty Ratio (2) ACC’s current hiring policies, which do not reflect the needs of our transfer programs (3) Policies and decisions that give insufficient consideration to less tangible or non-monetary costs (4) Insufficient consideration to the implications of moving toward more non-traditional or more technology-based teaching

The list of strengths of the Psychology Program in the current IPR seems to be substantially the same as the strengths reported in the 2001 IPR. The weaknesses reported in 2006, which are the same as those identified in the 2001 report, were summarized as falling into the following categories: (1) Faculty Workload, (2) Limited Faculty Support and Resources, and (3) Full-time/Part-time Faculty Ratio. One area that has been ameliorated has been that of ensuring consistent quality across courses. This has been achieved by means of departmentally approved learning objectives for several key courses as well as the development of master syllabi for our courses. The learning objectives and master syllabi help support a consistent level of excellence.

The opportunities perceived by the self-study team in 2005 seem to be quite different from those enumerated in 2001. The current self-study team identified the following opportunities: (1) psychology learning labs; (2) innovative courses and grant writing assistance; (3) gathering and analysis of data on “Why Students Drop Courses;” (4) improvement of the community college environment; (5) promoting and incorporating student diversity into the educational experience; and (6) a talented, collegial,

cooperative faculty. These opportunities are more specific and focused than those identified in the earlier analysis.

In the 2005 SWOT analysis the perceived threats to our program can be summarized as follows: (1) inadequate faculty resources; (2) disparate academic ability among students; (3) regulations of the Texas Higher Education Coordinating Board; (4) limited financial aid; and (5) advising pressures. These threats bear little or no resemblance to the perceived threats of the earlier SWOT analysis from 2001. The reasons for this change are not clear but allow for the generation of several hypotheses. One hypothesis would be that the threats of 2001 have largely been ameliorated, or at least eclipsed by the more pressing threats reported in 2005.

ANALYSIS

[a] Relevance of the program to the college's mission and desired ends

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found the following:

- The purpose statement is current, accurate, and reflects the mission of the college. The program's purpose statement is:
- (1) Provide psychology majors with a basis in the discipline that will prepare them for transfer and success in a baccalaureate degree granting institution;
 - (2) Provide psychology majors, as well as other students who take psychology courses as a requirement, prerequisite, or elective for other majors, with (a) basic knowledge of discipline-related concepts and principles that they can apply in their chosen careers and to everyday life situations, and (b) skills that will allow them to identify and evaluate the quality and appropriateness of information sources;
 - (3) Provide psychology majors with knowledge of research methods and statistical applications in the discipline and other related fields, as well as the opportunity to obtain first-hand research experience;
 - (4) Provide psychology courses that promote in our students the development of higher-order competencies or skills such as abstract inquiry, critical and creative thinking, analytical and scientific reasoning, problem solving, and decision making;
 - (5) Provide psychology courses that promote the development of skills needed by our students to be able to communicate their knowledge and application of discipline-related principles, research methods, and statistics in both written and oral format;
 - (6) Provide an opportunity to participate in service learning and discipline-related community service.

Intended Outcomes (Board Policy A-2: Intended Outcomes)

How well does the program support the intended outcomes of the college to "ensure a quality return on the public's investment in its community college district?"

The Psychology Program values quality and diversified educational experiences as well as academic freedom, and implements these values in our courses and instruction. Thus, every effort is given to "ensure a quality return on the public's investment in its community college district."

In what ways does the program encourage students to become lifelong learners?

The Psychology Program encourages our students to be lifelong learners in several ways. First, our program encourages lifelong learning by incorporating educational experiences that stimulate the development of our students' personal, professional, and academic growth.

Second, our program encourages lifelong learning in our students by ensuring that we hire exceptional instructors who model lifelong learning. As previously stated, the Psychology Program is comprised of a dynamic and multi-talented faculty. The diversity in areas of expertise within the program is broad, and a high level of academic training is typically reflected. Some faculty members have extensive clinical background while others have extensive training in research and evaluation. In general, the faculty has exhibited, over the years, strong dedication to a high level of professional competence, intellectual curiosity, and intrinsic motivation toward lifelong learning. For example, some of our faculty members are exploring new areas in health psychology, the interrelationship between Eastern and Western theories of health and personality, cross-cultural psychology, as well as the psychology of women. Some of our professors have received Fulbright grants to explore new areas in psychology and collaborate with psychologists in other countries.

Third, our program encourages lifelong learning by offering students quality choices in the variety of instructional modalities of our courses including classroom lecture, PCM, PRN, and ITV. Our diversified teaching methods also encourage lifelong learning. Many of our classes also provide learning experiences through extra credit projects which encourage lifelong learning.

The results of the research conducted in fall 2005 support the effectiveness of the program's efforts to promote lifelong learning in our students. Survey data was collected from students enrolled in psychology classes during the fall 2005 semester, and a focus group with follow-up interviews was conducted at the Austin State Hospital in October, 2005.

Students responding to the internal survey uniformly indicated that the study of psychology at ACC is enhancing their understanding of self and others. Many of these respondents indicated that their study of psychology had increased their understanding of the dynamics underlying substance use and abuse, family violence, and social prejudice. In addition, many student respondents expressed the belief that the study of psychology is likely to enhance their social influence and improve their overall quality of life.

The results of the focus group and follow-up interviews with staff from the Austin State Hospital indicated that their perceptions of our student volunteers and faculty were positive. Many felt that our psychology program promoted lifelong learning in our students. The value of lifelong learning was manifested in our students and faculty through their intellectual curiosity and willingness to expand their knowledge of mental illness.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

The Psychology Program provides accessible and affordable services for all our students enrolled in our classes by offering additional tutoring sessions, individualized instruction, one-to-one mentoring, tutoring, as well as personal guidance and educational counseling. Our program provides information to our students about ACC's open door policy and financial assistance.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our service area?

The table on the next page illustrates that the Psychology Program serves a diverse and traditionally underserved population.

Enrollment in the Psychology Program and at ACC by Ethnicity

	Fall Semester		Ethnicity							
	Year	Average Age	White	Black	Hispanic	Asian	Native Amer.*	Non Resident Alien	Other	Total
Psych % ACC	2000	22.3	1897 67% 63.50%	138 5% 6.6%	569 20% 20.60%	128 5% 6%	21 1.0% 0.7%	33 1.0% 1.4%	46 2.00% 1.30%	2832
Psych % ACC	2001	22.7	1841 65% 62.20%	155 6% 6.6%	604 22% 21.20%	114 4% 6.20%	28 0.01% 0.90%	28 0.01% 3%	42 0.01% 0%	2812
Psych % ACC	2002	23.1	1972 62% 60.70%	207 6% 6.6%	677 21% 21.60%	168 5% 5.90%	34 1% 0.90%	67 2% 2.20%	72 2% 2.20%	3197
Psych % ACC	2003	23.4	1946 61% 60.50%	205 6% 7.0%	742 23% 21.90%	152 5% 5.20%	26 1% 0.90%	78 2% 2.50%	67 2% 1.90%	3216
Psych % ACC	2004	23.2	2080 62% 60.50%	242 7% 7.1%	743 22% 22.50%	151 4% 5.10%	26 0.70% 0.80%	67 2% 2.40%	48 1% 1.70%	3357
Service Area (ages 18 to 44)	2004		58%	8%	29%				5%*	

* Includes American Indian, Asian, Pacific Islander, International and Unknown

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

The Psychology Program is committed to promoting the achievement of students' educational goals, student retention, and student completion. Our program is student focused and values student success. Our program offers guidance counseling to promote the achievement of students' educational goals. We also provide a diversified and comprehensive offering of courses which transfer to four year colleges and universities. In addition our dynamic and multi-talented faculty are committed to helping our students achieve their educational goals. Many faculty members write letters of recommendation for our students transferring to four year colleges and universities, as well as to graduate degree programs.

Student retention and student completion are enhanced by our diverse instructional modalities, including classroom classes, PCM classes, PRN classes, ITV classes, and directed studies, (field and internship classes). In addition, our instructors are student-centered and provide individualized instruction and incorporate various teaching methods to meet the educational needs of our students. Although we do not compromise our high academic standards, many instructors provide individual and small-group tutoring outside of class. Many instructors also use several ways of evaluating students' academic achievements (different types of test, written assignments, projects, creative assignments, etc.).

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

With more than 800 majors the Psychology Program is one of ACC's greatest contributors of successful transfer enrollees to universities within the Austin area and throughout the state. Many of the faculty members make their psychology classes relevant to the lives of their students by applying the principles of learning, cognition, behavioral management, adjustment, coping, and lifespan development to the challenges faced by college students regardless of their age, ethnicity or gender. PSYC 1300, "Effective Learning," although taught in the Human Development Department, is listed as a psychology course and serves to teach students the basic skills necessary to successfully engage them in college level work.

Some of our PSYC 2301 classes are paired in "Learning Communities" with developmental reading classes. The students in these classes simultaneously build up their reading comprehension skills in a developmental reading class while earning credit for a specially paired section of PSYC 2301, "Introduction to Psychology." The developmental reading class uses the textbook of the PSYC 2301 class as its main curriculum and students also attend psychology classes along with non-developmental students. In this way, developmental students acquire basic skills, increase their levels of literacy and are supported in their transition from developmental to college-level courses. The students in the paired classes receive unusually intensive academic advising and tutoring from Psychology faculty members in the interest of promoting retention and completion.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

The Psychology Program has incorporated goals (see the section on our goals) which reflect our commitment to improving the personal lives of our students towards further education, as well as contributing to their ability to succeed in the work place and be productive citizens. Some of these ways we achieve this goal is by providing learning experiences within our classes (lecture and distance learning) that enhance their personal development and by providing them with exceptional instructors that value the students' diversity and individuality. Many of our classes also provide community service as extra credit and our Applied Psychology class is designed to give them experience in the workplace and apply these experiences to psychological concepts and principles.

The results of the research that was conducted in the fall semester of 2005 support the effectiveness of the program's efforts to improve the personal lives of our students towards further education, as well as contributing to their ability to succeed in the work place and be productive citizens. Survey data was collected from students enrolled in psychology classes during the fall of semester of 2005 and a focus group with follow-up interviews was conducted at the Austin State Hospital (ASH) in October, 2005.

Student respondents to the internal survey uniformly indicated that the study of psychology at ACC is enhancing their understanding of self and others. Many of these respondents indicated that their study of psychology had increased their understanding of the dynamics underlying substance use and abuse, family violence, and social prejudice. Many respondents expressed the belief that the study of psychology is likely to enhance their social influence and improve their overall quality of life.

The results of the focus group at the state hospital also indicated that the Psychology Program enhanced the students' understanding of themselves and others. The volunteer opportunities and guidance from the professors were highlighted as important in contributing to the students' ability to succeed in the workplace and be productive citizens. All of the respondents felt that our program's volunteer opportunities and field trips to ASH increased the students' understanding of mental illness.

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students?

The Psychology Program is committed to student success and empowerment. The quality of instruction and course offering is valued and most of our administrative time is focused on achieving this goal. When administrative paperwork is not directly focused on student learning and enhancement of our students' educational goals, less time is allotted to that administrative task. Our faculty works collaboratively with each other in completing the needed administrative services to avoid procedures that might waste the time and money of our students.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process?

The Psychology Program values quality and diversified educational experiences as well as academic freedom and implements these values in our courses and instruction. These values and the resulting mission and vision of our program contribute to creating an institution that is a good place learn, work, and experience the higher education process.

Our mission, vision, and value statements reflect our commitment to excellence and quality education within our discipline. They focus on factors that (a) provide students with a quality learning environment through excellent courses offered by highly qualified professionals in our fields; (b) promote independent thinking, including creative and critical thinking, (c) promote higher-order competencies or skills needed for lifelong learning; (d) challenge students to explore new ideas and seek new opportunities; and (e) provide students with quality learning experiences using a wide range of teaching methods, multicultural perspectives, and available modes of instruction that help meet student needs in a diverse community. We value and endeavor to manifest continual collaboration, individual initiative and creativity, trust and respect, academic freedom, and professional integrity.

In addition to our mission, vision and values, our multi-talented and student-focused faculty also contributes to creating an institution that is a good place to learn, work, and experience the higher education process. Our faculty works collaboratively with each other and with our students. Our students are extremely diverse in nationality and ethnicity, age, experience, ability level, and motivation. As mentioned previously, our faculty welcomes this diversity as an opportunity to learn from the variations possible in human perspective and recognize the commonality of psychological truths across the rainbow spectrum of humanity. Students are often excited by lectures, involved in a variety of class activities, and included in the construction of the course throughout the semester. Our faculty respects and cares deeply about our students. Their concern for students is demonstrated by their frequent involvement with students outside the classroom through study sessions, tutoring, mediator training, and stress reduction workshops and activities. The caring nature of our faculty is also manifested by their involvement in a

wide variety of community service activities. The Psychology faculty members are warm, helpful, and appreciative of one another. This leads to a wonderful spirit of cooperation and collaboration.

That the Psychology Program contributes to creating an institution that is a good place to learn, work, and experience the higher education process was evident in the results of our student survey that was conducted this fall semester of 2005.

Results of the internal survey of students currently enrolled in psychology courses (N = 217 respondents) indicate that approximately 21% of the students between 18 and 29 years of age have a parent who attended ACC. Approximately 19% between 18 and 40 years of age have an employer who has attended ACC, and another 14% have an employee who has attended ACC. More than 90% of the students report that the majority of their friends are fellow ACC students. Approximately 45% of the student respondents indicated that either their marital partner or significant other was an ACC student. Thus, enrollment trends among ACC psychology students indicate clear community involvement: the study of psychology at ACC is having an impact at every level of our students' lives, including life in their nuclear families, their primary intimate relationships, their extended social lives, and their working lives. Because the level of community involvement is comprehensive, we may reasonably conclude that society at a local level will feel the positive effects of studying psychology at ACC.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)?

The Psychology Program is committed to quality and excellence and therefore also to continual improvement. We assess our program on an ongoing basis informally and we are involved in a continuous yearly process evaluation. A formal unit level effectiveness is conducted most years and the findings are reported in the Unit Level Effectiveness Assessment Database. The times that a formal assessment was not conducted have been related to the SACS visitation, collection of data substantiating the equivalency of a doctoral degree in Educational Psychology with a doctoral degree in Psychology, and other issues affecting the integrity and quality of our program as well as our services to our students.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

Founded in 1973, ACC has always been committed to meeting the needs of the community. It has maintained six major campuses for many years, recently added a seventh location, and is building a new campus. The list below begins with the six original campuses, followed by the new locations.

- (1) Cypress Creek Campus (CYP) in far northwest Austin
- (2) Eastview Campus (EVC) in east Austin
- (3) Northridge Campus (NRG) in north central Austin
- (4) Pinnacle Campus (PIN) in southwest Austin
- (5) Rio Grande Campus (RGC) in downtown Austin
- (6) Riverside Campus (RVS) in southeast Austin
- (7) Round Rock Higher Education Center (RRC) north of Austin in the city of Round Rock
- (8) South Austin Campus (SAC) in south central Austin

These eight locations provide developmental education courses in reading, writing, and mathematics and offer college-credit courses in psychology and other disciplines. Students can go to any of these locations for help concerning admissions, course registration, financial aid, records, and other support services. In addition to these major campuses, ACC offers classes at several high schools and other locations in collaboration with nearby school districts, colleges, and universities. ACC even offers classes in the cities of San Marcos to the south and in Fredericksburg to the west.

The Psychology Program offers courses at each of these campuses, thus meeting the needs of the community. The number of full sections seems to be increasing. Our courses do serve a verifiable need and many ACC students are eager to take them.

Number of Full Sections by Location and Year

	CYP	EVC	NRG	PIN	RGC	RVS	EXT/SIT/TEL
2000-01	4	1	8	5	10	3	
2001-02	4	3	11	6	10	6	
2002-03	13	3	19	8	16	13	3
2003-04	5	3	21	9	15	14	5
2004-05	10	3	20	8	17	16	5

EXT=Extension centers, SIT=Site based, TEL=Telecommunicated
 Source: ACC computer system, Office of Institutional Effectiveness

According to the Texas Workforce Commission, between 2002 and 2012 Texas will have 4.3 million job openings. The ten occupations expected to have the most job openings include registered nurses, child-care workers, elementary school teachers, and customer service representatives. Psychology courses are important for all of these occupations and even required for degrees in nursing, child care, and education. The table below lists the jobs most directly requiring course work in psychology.

Occupation	Number of Jobs Expected 2002–2012
Registered Nurses	184,950
Nursing, Psychiatric, and Home Health Aides	180,350
Child Care Workers	170,250
Community and Social Services Occupations	156,800
Other Teachers and Instructors	122,600
Teacher Assistants	120,100
Nursing Aides, Orderlies, and Attendants	110,050
Secondary School Teachers, Except Special and Vocational Education	109,950
Counselors, Social Workers, and Other Community and Social S	93,400
First-Line Supervisors/Managers, Protective Service Workers	19,550
Special Education Teachers, Preschool, Kindergarten, and Elementary	18,800
Child, Family, and School Social Workers	13,650
Vocational Education Teachers, Postsecondary	12,350
Vocational Education Teachers, Secondary School	11,700
Special Education Teachers, Secondary School	8,900
Education Administrators, Preschool and Child Care Center	8,550
Special Education Teachers, Middle School	8,550
Medical and Public Health Social Workers	8,100
Clinical, Counseling, and School Psychologists	7,550
Rehabilitation Counselors	5,300
Mental Health and Substance Abuse Social Workers	5,300
Nursing Instructors and Teachers, Postsecondary	4,950
Substance Abuse and Behavioral Disorder Counselors	3,700
Mental Health Counselors	2,950
Psychology Teachers, Postsecondary	2,300
Vocational Education Teachers, Middle School	1,900

Results of the Program's Most Recent Assessment of Community Need.

To assess the Psychology Program's level of effectiveness in meeting current community needs, two different research approaches were employed during the fall semester of 2005. Survey data was collected from students enrolled in psychology classes during the fall of semester of 2005 and a focus group with follow-up interviews was conducted at Austin State Hospital in October, 2005. (See attached instrument.)

The results of the internal survey of students currently enrolled in psychology courses (N = 217 respondents) were as follows:

1. Approximately 21% of the students within the age range of 18 to 29 years have a parent who attended ACC. Approximately 19% of the respondents ranging in age from 18 to 40 have an employer who has attended ACC; another 14% have an employee who has attended ACC. Over 90% of students report that among their friends the majority are fellow ACC students. Approximately 45% of the student respondents indicated that either their marital partner or significant other was an ACC student. Thus, enrollment trends among ACC psychology students indicate clear community involvement: the study of psychology at ACC is impacting every level of our students' communal lives, including life in their nuclear families, their primary intimate relationships, their extended social lives, and their working lives. Because the level of community involvement is comprehensive, we may reasonably conclude that society at a local level will feel the positive effects of studying psychology at ACC.
2. Student respondents to the internal survey uniformly indicated that the study of psychology at ACC is enhancing their understanding of self and others. Many of these respondents indicated that their study of psychology had increased their understanding of the dynamics underlying substance use and abuse, family violence, and social prejudice.
3. Many respondents expressed the belief that the study of psychology is likely to enhance their social influence and improve their overall quality of life.
4. Many of the Hispanic and African-American respondents to the survey indicated that their parents were not college graduates. Thus, should these students graduate, either with a two-year or four-year degree, they will be first generation college graduates.
5. Approximately 52% of the respondents plan to graduate with a four-year degree and are completing psychology courses as prerequisites. Approximately 15% plan to graduate with a two-year degree and are completing psychology courses as requirements for that degree. Another 15% plan eventually to get a graduate degree and are taking psychology courses as prerequisites for their four-year degree.

Approximately 19% of our respondents were Hispanic, approximately 6% were African American, approximately 55% were White, 7% were Asian, and approximately 13% described themselves as having a "blended" ethnicity.

The results of the focus group and follow-up interviews with staff from Austin State Hospital indicated that their perceptions of our student volunteers and faculty were positive.

The focus group consisted of 8 staff members, 3 men and 5 women. Three staff members worked in one of the units and the remaining 5 worked in the community service department. There was one Latino, two African-American, and five White. All of the participants had worked with our ACC student volunteers and all had friends who had attended ACC. 90% of the participants also had family members who had attended ACC. There was one participant who had attended ACC.

Many felt that our psychology program promoted lifelong learning in our students. The value of lifelong learning was manifested in our students and faculty through their intellectual curiosity and willingness to expand their knowledge of mental illness. Many participants expressed the belief that the study of psychology is also likely to enhance a person's social influence and improve their overall quality of life. Participants also indicated that the study of psychology at ACC enhances the understanding of self and others, as well as increases the students' understanding of the dynamics underlying mental illness and the functions of the state hospital. One of the quotes that exemplified the role of the Psychology

Department's strength in meeting the community's needs was the following: "ACC students are truly interested in mental illness and psychology....and have an eagerness to learn. ACC's psychology program provides them that opportunity. The instructors are incredible and do an excellent job I treasure the partnership that Austin State Hospital has with ACC...They make a difference in the lives of our patients...."

How do the program's five-year enrollment trends compare with those of the College overall?

The general trend for enrollment at ACC is to increase each year. The Psychology Program follows a similar pattern, as shown in the table below.

	2000-01	2001-02	2002-03	2003-04	2004-05
Number of Sections	230	222	228	232	212
Enrollment	5940	6199	6868	7116	6445

[c] Accessibility to Students and Identification of Unnecessary Barriers

When and Where Courses are Offered (by Campus, Time of Day, Mode of Delivery)

As evidenced by the course schedule each semester, the psychology program offers courses on different days, at different times, and via different instructional methods to ensure that each student has an opportunity to take psychology courses.

Number of Sections Taught by Location

	CYP	EVC	NRG	PIN	RGC	RVS	EXT/SIT/TEL	OPC
2000-01	18	8	52	22	57	28	2	23
2001-02	18	8	48	21	53	29	0	26
2002-03	18	7	48	21	54	31	3	24
2003-04	20	7	51	21	58	30	10	26
2004-05	20	6	47	22	48	28	5	21

Number of Full (Closed) Sections by Location and Year

	CYP	EVC	NRG	PIN	RGC	RVS	EXT/SIT/TEL
2000-01	4	1	8	5	10	3	
2001-02	4	3	11	6	10	6	
2002-03	13	3	19	8	16	13	3
2003-04	5	3	21	9	15	14	5
2004-05	10	3	20	8	17	16	5

EXT=Extension centers, SIT=Site based, TEL=Telecommunicated

Source: ACC computer system, Office of Institutional Effectiveness

Number of Sections Cancelled Per Course

Number of Sections Cancelled per Course	EVC	NRG	RGC	RVS	EXT/SIT/TEL	Group Total
2000-2001						
PSYC 2301		1	2	2	11	16
PSYC 2319					2	2
PSYC 2308					1	1
PSYC 2389					3	3
Total		1	2	2	17	22
2001-2002						
PSYC 2301		2	4	1	6	13
PSYC 2319					1	1
PSYC 2317					2	2
PSYC 2663			1			1
Total		2	5	1	9	17
2002-2003						
PSYC 2301	1				6	7
PSYC 2314					1	1
PSYC 2389					4	4
PSYC 2315		1				1
Total	1	1			11	13
2003-2004						
PSYC 2301			2		11	13
PSYC 2306			2			2
PSYC 2316				1		1
PSYC 2315					1	1
PSYC 2389					2	2
Total			4	1	14	19
2004-2005						
PSYC 2301			1		6	7
PSYC 2315				1		1
Total			1	1	6	8

Comparison of the Five-year Demographic Trends for the Psychology Program and for the College

Fall Semester			Ethnicity							Total
Year	Ave. Age	White	Black	Hisp.	Asian	Nat.Am.*	Non Resident Alien	Other		
Psych	2000	22.3	1897	138	569	128	21	33	46	2832
%			67%	5%	20%	5%	1.00%	1.00%	2.00%	
ACC			63.5%	6.6%	20.6%	6%	0.70%	1.40%	1.30%	
Psych	2001	22.7	1841	155	604	114	28	28	42	2812
%			65%	6%	22%	4%	0.01%	0.01%	0.01%	
ACC			62.2%	6.6%	21.2%	6.2%	0.90%	3%	0%	

Psych	2002	23.1	1972	207	677	168	34	67	72	3197
%			62%	6%	21%	5%	1%	2%	2%	
ACC			60.7%	6.6%	21.6%	5.9%	0.90%	2.20%	2.20%	
Psych	2003	23.4	1946	205	742	152	26	78	67	3216
%			61%	6%	23%	5%	1%	2%	2%	
ACC			60.5%	7.0%	21.9%	5.2%	0.90%	2.50%	1.90%	
Psych	2004	23.2	2080	242	743	151	26	67	48	3357
%			62%	7%	22%	4%	0.70%	2%	1%	
ACC			60.5%	7.1%	22.5%	5.1%	0.80%	2.40%	1.70%	
Service Area Ages 18-44	2004		58%	8%	29%				5%*	
* Includes Native American, Asian, Pacific Islander, International and Unknown										

Fall Semester	Year	Gender		Total
		Female	Male	
2000	Psych	1720	1112	2832
	%	61%	39%	
	ACC	54.30%	45.70%	
2001	Psych	1792	1020	2812
	%	64%	36%	
	ACC	54.70%	45.30%	
2002	Psych	2102	1095	3197
	%	66%	34%	
	ACC	55.20%	44.80%	
2003	Psych	2105	1111	3216
	%	65%	35%	
	ACC	56.10%	43.90%	
2004	Psych	2153	1204	3357
	%	64%	36%	
	ACC	56.30%	43.70%	
Source: ACC computer system, Office of Institutional Effectiveness and THECB certified reports				

Overcoming Barriers to Students

The psychology program exemplifies the college's mission, including successfully serving students who are not well served by other colleges. In particular, our program pairs an Introduction to Psychology course with a developmental reading course; our course sizes are small enough to focus attention on each student; and our faculty regularly discuss and develop methods to reach underserved students.

[d] Student Outcomes Including Participation and Successful Completion Rates

The percentage distribution of grades is in line with college norms. The students taking psychology courses earn more As, particularly in the summer. See the table below.

**Course Completion Rates (A-B-C-D Rates)
Psychology Courses Compared to College Norms**

			% A	% B	% C	% D
Fall	2000	ACC	28	22	15	3
		Psych	27	26	16	3
Spring	2001	ACC	30	22	14	3
		Psych	31	25	12	3
Summer	2001	ACC	33	27	18	2
		Psych	39	26	12	3
Fall	2001	ACC	28	22	16	3
		Psych	31	24	15	3
Spring	2002	ACC	29	22	15	3
		Psych	31	24	14	3
Summer	2002	ACC	33	27	18	2
		Psych	40	27	13	1
Fall	2002	ACC	28	23	16	3
		Psych	30	26	14	4
Spring	2003	ACC	29	22	15	3
		Psych	32	25	14	3
Summer	2003	ACC	34	26	18	2
		Psych	43	24	11	2
Fall	2003	ACC	29	23	16	3
		Psych	33	25	14	3
Spring	2004	ACC	29	22	15	3
		Psych	35	25	12	3
Summer	2004	ACC	33	26	18	3
		Psych	37	26	12	3
Fall	2004	ACC	28	22	16	3
		Psych	32	23	14	4
Spring	2005	ACC	28	22	15	3
		Psych	32	25	12	3

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

The Psychology Program awards relatively few degrees. See the table below.

	1999-00	2000-01	2001-02	2002-03	2003-04
Psychology	7	9	13	12	13
Total AA degrees awarded	118	102	133	124	158

How do withdrawal rates for courses compare to College norms?

The withdrawal rates for the Psychology Program are lower than the withdrawal rates for the college overall. See the table below.

			% W
Fall	2000	ACC	25
		Psych	22
Spring	2001	ACC	24
		Psych	23
Summer	2001	ACC	15
		Psych	17
Fall	2001	ACC	23
		Psych	20
Spring	2002	ACC	24
		Psych	23
Summer	2002	ACC	15
		Psych	15
Fall	2002	ACC	22
		Psych	19
Spring	2003	ACC	23
		Psych	20
Summer	2003	ACC	13
		Psych	14
Fall	2003	ACC	20
		Psych	17
Spring	2004	ACC	22
		Psych	18
Summer	2004	ACC	14
		Psych	14
Fall	2004	ACC	21
		Psych	18
Spring	2005	ACC	23
		Psych	20

[e] Measures of Program Quality and Educational Value

Academic Standards: What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The Psychology Program values quality and excellence and adheres to high academic standards. For this reason, in developing our curriculum and in hiring our faculty we have given careful consideration to the discipline-specific requirements and standards as set by our professional governing organizations as well as our specific program needs and those of our students. Specific processes and procedures that the Psychology Program uses on an ongoing basis to maintain academic standards and achieve consistency among our courses include the following:

- (1) Hiring, skilled, knowledgeable, dedicated faculty, many of whom have a doctoral degree and several years of teaching experience;
- (2) Mentoring new adjunct and full-time faculty members during their first year of teaching at ACC and making ourselves available after the formal mentoring process has ended;
- (3) Using constructive evaluation procedures for our faculty and conducting program reviews in which both full-time and adjunct faculty participate;
- (4) Encouraging continual faculty professional development in teaching as well as in the discipline through workshops, seminars, professional conferences, research or literature reviews, etc.;

- (5) Developing and formulating master course syllabi that include common course objectives or competencies (student outcomes) as well as a list of common core topics and issues for faculty to use as a guide when preparing their courses;
- (6) Coordinating curriculum-related activities through committees and instructional teams that consist of both full-time and adjunct faculty.

It is important to note that the Psychology Program tries to assure consistency among our courses without compromising academic freedom and the individual and cultural differences of our students. For example, although our master course syllabi include a list of common core topics and issues to ensure consistency of course coverage, room is left for our faculty to add other related topics and issues that may be relevant to the needs, characteristics, or interests of the students we have during a particular semester. These other topics and issues are generally incorporated into the lectures or addressed through special projects or research papers.

Curriculum: What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The faculty plays a major role in assuring that the curriculum is current and adequately meets the needs of the students. For this reason, carefully thought criteria and procedures have been used in hiring our faculty. As a result, our Psychology Program is comprised of a large, dynamic, and multi-talented faculty. The diversity in areas of expertise within the discipline is broad, and a high level of academic training is typical. The faculty members' areas of specialties within the discipline vary and provide good overall representation of the field. In general, the faculty has exhibited, over the years, strong dedication to a high level of professional competence and development and strong commitment to our students.

In addition to our faculty, other aspects of the Psychology Program help to assure that the curriculum is current and adequately meets the needs of our students. Some of these are the same used to maintain academic standards and achieve consistency within the Program. The following are examples:

- (1) Using faculty evaluations and student surveys and interviews as means to measure the degree to which the curriculum is adequately meeting the needs of our students;
- (2) Using up-to-date textbooks for all the courses based on textbooks evaluations, and updating the course and program listings in the catalogue;
- (3) Defining learning outcomes and using an updated master syllabi for all the courses;
- (4) Updating the course content so that it includes the latest developments in the field;
- (5) Encouraging continual faculty professional development in the discipline through avenues such as workshops, seminars, professional conferences, research or literature reviews, etc. so that the faculty is maintained up-to date;
- (6) Conducting program reviews as well as course evaluations to ensure that both the program and the courses are adequately addressing traditional as well as current issues in the discipline and that they are meeting the needs of our students.

Are learning outcomes defined for courses and the program?

Yes.

Are course texts up-to-date?

Yes.

Are course and program listings in the ACC catalog up-to-date?

Yes.

Do all courses have up-to-date syllabi on file?

Yes.

Evaluation of the Use of Instructional Resources Including Library Resources

Based on the results of the Faculty Survey conducted in October, 2005, it appears that our faculty extensively use a vast array of instructional resources, starting with the library's many journals and books and extending to the maintenance of membership in professional organizations (APA, AERA, APS, etc.), attendance at professional conferences, and the reading of a variety of professional journals in psychology. Various faculty members reported attending seminars, web-based seminars, and lectures in the area of instructional resource utilization. Our own faculty colleagues serve as a vital instructional resource, and frequent conversations with each other represent a pre-eminent instructional resource that is used by our faculty. Additionally, many of our faculty maintain collegial relationships with faculty and researchers around the world. The National Institute on the Teaching of Psychology is an annual event lasting four days that is attended by some of our faculty. The use of instructional resources can be said to be intensive, extensive, ongoing, and professionally appropriate to our discipline.

Evaluation of the Impact of Technology on the Mode of Instruction Including the Number of Courses and Sections Taught via Distance Learning

Our advances in technology have greatly impacted our modes of instruction. The use of email in all classes has facilitated and increased communication among students and faculty. Furthermore, the number of distance learning classes had been increased over the years. Our Psychology Program now offers three different distance learning courses (PSYC 2301, Introduction to Psychology; PSYC 2314, Human Growth and Development; and PSYC 2319, Social Psychology). We also offer different distance formats for the above courses, including ITV, PRN, and PCM.

Technology plays a major role in the modes of instruction available in Psychology at ACC. Technology also is a major force in the abilities of the faculty to maximize their time and options available to offer their students. The world has changed since the advent of computers and e-mail. The Psychology faculty of ACC embraces its spectrum of ultra technology sophisticates as well as the interested but still intimidate faculty. Technology and tech support must be diverse and available.

Number of Courses and Sections Taught via Distance Learning

	2000-01	2001-02	2002-03	2003-04	2004-05
Number of Courses	4	4	3	4	5*
Number of Sections	23	26	24	26	21

* Includes three actual distance learning classes and two directed studies classes.

Source: ACC computer system Quality Table 1

Evaluation of the Extent to Which Instruction Focuses on Problem Solving, Active Learning, and Work-based Elements

Faculty reported the use of small group discussions, individual and small group presentations or projects, guest speakers, role-playing, real-life exercises and field trips as active learning strategies. Online discussion boards and web logs were being used in the Distance Learning classes as well as lectures to extend the class outside of the classroom and encourage active learning on a wide array of topics. Students can create their own discussion threads, thus participating in active learning. Online interactive practice tests and interactive tutorials supporting some lectures promote active learning as well. Some instructors use technologically based response (clicker) systems to monitor and support active learning as it happens in the classroom. Pod-casting and team-based learning are being

investigated for future pedagogic use. Concerning work-based elements, service learning is being offered by our faculty. It appears that this type of learning could be expanded. The Applied Psychology course allows students to experience psychology as a dynamic, real-world, active, work-based professional activity. This course occasionally leads to employment of students in our discipline. The psychology faculty seem to be highly focused on stimulating and teaching critical thinking, problem solving, and lifelong learning.

Current Discipline-specific Courses in the Program and Date of the Latest Review

The vast majority of sections taught in Psychology are the Introduction to Psychology (PSYC 2301) sections. Therefore, we emphasized that particular course in our review efforts. See below.

<u>Course Number</u>	<u>Course Title</u>	<u>Date of Last Review</u>
PSYC 2301	Introduction to Psychology	May 2004 and 2003
PSYC 2317/ SOC 2743	Statistics	Fall 1997
PSY 2663/ SOC 2653	Research Methods	Fall 1997
PSYC 2306	Human Sexuality	
PSYC 2309	Child Growth and Development	
PSYC 2314	Human Growth and Development	
PSYC 2315	Psychology of Adjustment	
PSYC 2316	Personality	
PSYC 2319/SOCI 2326	Social Psychology	
PSYC 2389	Research Internship in the Behavioral Sciences	
PSYC 2673	Selected Topics (Abnormal Psychology and Applied Psychology)	

Faculty: Do all faculty teaching in the program meet SACS requirements?

Yes. All faculty have masters or doctoral degrees and at least 18 graduate hours in Psychology.

SACS Roster of Instructional Staff

Name	Courses Taught	Credentials	Other Qualifications
Aida, Yukie (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Educational Psychology, University of Texas at Austin M.A. Educational Psychology, University of Texas at Austin B.Ed. Education, Seattle University	
Albanese, Ilana (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Psychology, University of Florida M.S. Psychology, University of North Texas B.A. University of Texas at Austin	
Baldwin , Elizabeth "Megan" (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 1300 (T) Effective Learning	M.Ed. Educational Psychology, University of Texas at Austin, B.S. in Education, University of Texas at El Paso	A.A.S. Professional Photography, Austin Community College
Bensko, Julie A. (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2306 (T) Human Sexuality	M.A. Psychology, City University of New York Hunter College B.A. Central Connecticut State University	
Brown, Ronald H. (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2319 (T) Social Psychology	Ph.D. Rehabilitation Psychology; University of Arizona M.Ed. Rehabilitation, University of Texas at Austin B.A. Psychology, University of Texas at Austin	
Breeding, John (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2315 Psychology of Adjustment PSYC 2314 (T) Human Growth and Development	Ph.D. Educational Psychology, University of Texas M.A. University of Texas, Program Evaluation B.A. University of Texas, Psychology	Licensed Psychologist, Publication of four books and numerous articles on psychology and psychiatry.

Cisneros-Solís, María G. (FT)	PSYC 2319 /SOC12326 (T) Social Psychology PSYC 2314 (T) Human Growth and Development PSYC 2301 (T) Introduction to Psychology PSYC 2316 (T) Personality PSYC 2673 Selected Topics in Applied Psychology	Ph.D. Educational Psychology, University of Texas at Austin M.Ed. Special Education, University of Texas - Pan American B.S. Elementary Education, University of Texas - Pan American	Licensed Psychologist in Texas and Ohio Certifications: Educational Diagnostician
Coleman, Herbert L. (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2314 (T) Human Growth and Development PSYC 2306 Human Sexuality (T)	M.Ed. Secondary Education, Texas State University-San Marcos BS. Psychology, Texas A & M University-Commerce	
Conkright, Robert K. (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2314 (T) Human Growth and Development	Ph.D. Experimental Psychology, University of Oklahoma-Norman Campus M.A. Psychology, Stephen F. Austin State University B.S. Psychology, Stephen F. Austin State University	
De La Cruz, Maria P. (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Educational Psychology, University of Texas at Austin M.S. St. Mary's University B.A. Biology, University of Texas at Austin	
De la Ronde, Chris L. (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Psychology, University of Texas at Austin M.A. University of California-Santa Barbara B.A. Psychology, University of California-Santa Cruz	
Dydek, Dan B. (FT)	PSYC 2301 Introduction to Psychology (T)	Ph.D. Psychology, University of Texas at Austin BA Psychology, University of Texas at Austin	NISOD Teaching Excellence Award, 2001 ACC Teaching Excellence Award 1995
Fletcher, Wesla L. (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Psychology, University of Tulsa	Took 6 hrs of workshops at ACC; took 8 hrs of continuing education

Fuentes, Nancy E. (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Social Psychology, University of Michigan M.A. Mathematical Psychology, University of Michigan B.A. Mathematics with minor in psychology, University of Michigan	Eight years in educational research and development, mostly at the Southwest Educational Development Laboratory
Grangaard, Daniel R. (ADJ)	PSYC 2314 (T) Human Growth and Development PSYC 2301 (T) Introduction to Psychology	Ed.D. Educational Psychology, Baylor University M.S.Ed. Education, Baylor University B.A. Sociology, Baylor University	Licensed Psychologist (Texas State Board of Psychology) Licensed Specialist in School Psychology Certificate of Professional Qualification Psychology
Hall, Gwendolyn Morgain (ADJ)	PSYC 2301 (T) Introductory to Psychology	Ph.D., Clinical Psychology, Georgia State University M.A., Clinical Psychology, Georgia State University B.S., Psychology, Kennesaw State University	Currently acquiring necessary hrs for licensure.
Hattoh, Rose (FT)	PSYC 2301 (T) Introductory to Psychology	Ph.D. Counseling Psychology, University of North Carolina at Chapel Hill MS. Psychology, University of Surrey, Guildford, UK B.A. Psychology, University of Ghana, Legon, Ghana	
Junkins, Mary P. (ADJ)	PSYC 2306 (T) Human Sexuality PSYC 2301 (T) Introductory to Psychology PSYC 2314 (T) Human Growth and Development	Ph.D. Industrial Gerontological Psychology, University of Akron M.A. Industrial Organizational Psychology, University of Akron B.A. Psychology, University of Akron	Life span Development Psychology- Certificate

Khosropour, Shirin C. (FT) (on sabbatical, 2005–06)	PSYC 2301 (T) Introduction to Psychology PSYC 2309 (T) Child Growth and Development Through Adolescence PSYC 2389 (T) Research Internship in the Behavioral Sciences SOC 2389 (T) Research Internship in the Social Sciences	Ph.D. Educational Psychology, University of Texas at Austin B.A. Psychology, University of Texas at Austin	NISOD Teaching Excellence Award 2004
Kramer, Diane F. (ADJ)	PSYC 2301 (T) Introduction to Psychology	M.A. Psychology, Southern Methodist University B.S. Psychology, Oklahoma State University Main Campus	PSYC 1300 is cross-listed with EDUC 1300.
Lake, Robin (FT in Social Work)	PSYC 2301 (T) Introduction to Psychology PSYC 2316 (T) Personality PSYC 2319 (T) Social Psychology	M.A. Psychology, Michigan State University	MSW University of Michigan Licensed Social Worker
Lynch, Jorge J. (ADJ)	PSYC 2306 (T) Human Sexuality PSYC 2301 (T) Introduction to Psychology	M.A. Educational Psychology, University of Texas at Austin B.S. Psychology, University of Florida	Licensed Professional Counselor
Maher, Adam C. (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Psychology, Pacific School of Religion M.A. Psychology, Humboldt State University B.A. Psychology, University of California- Berkeley	License Marriage/Family Counselor (California)
Martin, Moira C. (ADJ)	PSYC 2314 (T) Human Growth and Development PSYC 2301 (T) Introduction to Psychology	MA. Behavioral Sciences-Psychology, University of Houston-Clear Lake	
McNeely, Abigail (ADJ)	PSYC 2301 (T) Introduction to Psychology	M.S.S.W. University of Texas at Austin B.A. Psychology, University of Texas at Austin	LCSW
Morrow, Leesa (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2314 (T) Human Growth and Development PSYC 2306 (T) Human Sexuality	Ph.D. Clinical Psychology, University of North Texas J. D. Indiana University Forensics, Personality Theory/Health Psychology	Clinical Psychology Internship, Psychology Licensure

Mullen, Dana C. (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2306 (T) Human Sexuality	M.A. Psychology, University of Mary Hardin-Baylor	
Pappas, Matthew (ADJ)	PSYC 2301 (T) Introduction to Psychology	M.Ed. B.A.	
Patterson, Merryl J. (ADJ)	PSYC 2309 (T) Child Growth and Development Through Adolescence	Ph.D. Psychology, Texas A & M University M.S. Psychology, Texas A & M University B.S. Indiana University at Bloomington	
Pierce, Carole A. (FT)	PSYC 2314 (T) Human Growth and Development PSYC 2316 (T) Personality	Ph.D. Educational Psychology, University of Texas at Austin M.A. Educational Psychology, University of Texas at Austin B.A. Psychology, University of Texas at Austin	Licensed Psychologist
Plakovic, James D. (ADJ)	PSYC 2301 (T) Introduction to Psychology	M.S. Psychology, Western Illinois University B.S. Psychology, Western Illinois University	
Ramos-Cancel, Maria L. (FT)	PSYC 2301 (T) Introduction to Psychology PSYC 2317 (T)/ SOC-2743 (T) Statistical Methods Behavioral Sciences/ Social Statistics* PSY 2663 (T)/ SOC 2653 (T) Research Methods in Psychology/ Research Methods in Sociology* PSYC 2314 (T) Human Growth and Development *These courses are cross-listed.	Ph.D. Educational Psychology, University of Texas at Austin M.A. Educational Psychology, University of Texas at Austin M.A. Psychology, University of Puerto Rico at Rio Piedras B.A. Psychology, University of Puerto Rico at Rio Piedras	Areas of Specialization: (1) Research Methods and Program Evaluation; (2) Learning, Cognition, and Instruction. Area of Ongoing Education: Health Psychology.
Rison, Steve (ADJ)	PSYC 2306(T) Human Sexuality	M.A. in Counseling B.S. on Education	LPC- Licensed Professional Counselor

Shafir, Ziv (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Psychology, Texas Christian University M.S. Psychology, Texas Christian University B.A. Psychology, University of Texas at Austin	Participated in Texas Association of Institutional Research conference. Attends sessions on distance learning benchmarks Attended sessions that dealt with role of IR in college.
Silver, Barbara D. (ADJ)	PSYC 2316 (T) Personality	Ph.D. Psychology, Indiana University at Bloomington B.A. Berea College	APA Approved Intern Project Management Professional Certification
Slivinske, Alec J. (ADJ)	PSYC 2301 (T) Introduction to Psychology	Ph.D. Psychology, University of Virginia M.A. Psychology, University of Virginia B.S. Education, University of Virginia	
Stewart, William C. (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2673 (T) Selected Topics in Psychology	Ph.D. Psychology, University of Texas at Austin B.S. University of Kentucky	Qualified to teach psychology and elementary statistics Licensed Psychologist
Townsend, Carol K. (ADJ)	PSYC 2301 (T) Introduction to Psychology PSYC 2314 (T) Human Growth and Development	M.Ed. Educational Psychology, University of Texas at Austin B.A. Psychology, Baylor University	1986 Licensed as a Master Social worker- Advanced Clinical Practitioner, based on graduate work in psychology
Weiner, David (ADJ)	PSYC 2319 (T) Social Psychology	Ph.D. Sociology, minor social psychology	Teaching excellence award, University of Houston, 1973
Yeager, Richard (ADJ)	PSYC 2314 (T) Human Growth and Development	Ph.D. Psychology, Texas Christian University	
Yuen, Richard K. (ADJ)	PSYC 2314 (T) Human Growth and Development	M.A. Psychology, Loyola University of Chicago M.A. Psychology, Southern Illinois University B.A. Psychology, Carleton College	Licensed Psychologist

What is the ethnic diversity of the faculty?

Of the 28 returned faculty surveys in which ethnicity was indicated, the data indicate the following ethnic diversity:

African	African American	Asian	Mexican-American	Native American	Persian	Puerto Rican	Caucasian European-American
1	1	3	1	1	1	1	19

One can conclude from these data that the Psychology Program has a wide range of ethnicities, although the vast majority of psychology faculty (68%) are Caucasian or European-American.

What evidence is there that faculty are staying current in their respective disciplines and instructional methods?

The evidence includes the high level of membership in professional organizations, attendance at related conferences, annual evaluation of teaching portfolios, the maintenance of licensing by a number of faculty involving annual, certifiable hrs in continuing education, and the high levels of attendance at professional development workshops, as indicated in the faculty surveys.

What recognition has been given to faculty within the last year?

Recognition of our faculty within the past year took several forms, including:

- (1) Election to “Who’s Who in Medicine and Healthcare,”
- (2) “Who’s Who in Science and Engineering,”
- (3) “Who’s Who Among American Teachers” and
- (4) A one-year sabbatical to one faculty member.

Professional Development Activities

The faculty survey results indicate that our faculty participated in political analysis groups; online continuing education courses; Faculty Development Day, which ACC hosts each semester; other ACC intra-institutional staff development workshops; developmental education courses; ongoing doctoral (Ph.D.) education; ongoing collaborative research; grant writing; ethics training; home-study courses; task force meetings; seminars; and professional conferences. The Texas Community College Teachers Association, Texas State University-San Marcos, the National Institute of Staff and Organizational Development (NISOD), and the National Institute on the Teaching of Psychology were some of the organizations whose seminars and professional conferences our Psychology faculty attended.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

Of the 28 faculty surveys returned for this IPR, 26 faculty members, or 93%, stated that they do participate in formal professional development activities on a regular basis. Presumably, this high level of professional development participation would extrapolate to our overall faculty.

Types of discipline-related professional development activities offered.

Based on survey results, the discipline-related professional development activities offered by our faculty within the past year included: Moderation and Presentation at ACC’s Behavioral Sciences segment of Faculty Development Day, Moderation of SWOT Meetings, a Continuing Education Seminar on the Ethics of Multiple Relationships, Affirmative Therapy Training for a graduate course in Gender and sexuality at U.T. Austin’s Counseling Psychology Training Program, Texas State Seminars on

Mental Health Issues, various ACC Workshops, and The XXIII World Congress- International Association for Suicide Prevention.

What percent of sections do full-time faculty teach?

24%.

	Spring 05	Summer 05	Fall 05	Total
Full-time Sections	27	10	27	64 24%
Adjunct Sections	82	25	93	200 76%
Total Sections	109	35	120	264

What percent of contact hrs do full-time faculty teach?

12%.

	Spring 05	Summer 05	Fall 05	Total
Full-time Sections/contact	14	4	16	24 12%
Adjunct Sections/contact	81	24	90	171 88%
Total Contact	95	28	106	195

Are student evaluations of instruction within acceptable range?

Yes.

To what extent are alternative modes of instruction incorporated into classes?

Our faculty members indicate that modes of instruction are extremely diverse. It is certainly the case that alternative modes of instruction, i.e. modes of instruction other than pure lecture classes, are extensively used in the Psychology Program. In addition to Print-based, Instructional Television, and Personal Computer with modem in the case of our Distance Learning Courses, classroom modes of instruction range from small group activities and presentations, to “Learning Communities,” hybrid courses in which online material is incorporated into a lecture class, field trips, service learning, guest lectures, online discussion boards, online interactive tutorials accompanying lecture classes and online notes with extensive links to the World Wide Web.

Do student course evaluations demonstrate satisfaction with courses?

Yes.

[f] Adequacy of Program Resources and Efficiency of Resource Use

Adequacy of Program Resources for Providing Effective Program Delivery and Outcomes

ACC’s psychology faculty use the available resources maximally. However, the program would be significantly strengthened if more resources were available. The faculty is itself the richest resource. However, a greater proportion of full-time faculty would strengthen the availability of faculty time for the diverse demands of the college environment beyond the classroom. The technology available is a definite

constraint on the program. Individual faculty are empowered by access and information, so that technology can be efficiently utilized. When less than leading edge technology is available, or available only at restricted locations, the use of technology is impaired. One computer cart for one classroom in a building does not encourage the use of technology within the classroom. An investment in technology for *all* faculty, full-time and adjunct, could lead to dramatic changes in its use. Laptop computers seem to be an obvious need for a faculty that is district-wide. Most administrative meetings would be improved if all had instant access to materials, instead of needing to rely on the old technology of Xerox copies. Campus-wide access to the internet makes the most sense for faculty and students.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

The ratio of full-time faculty to adjunct faculty for the overall program is different each semester. In the Spring of 2005 the ratio was 1 full-time to 8 adjunct (1:8), in the Summer of 2005 the ratio was 1 full-time to 3.6 adjunct (1: 3.6), in the fall of 2005 the ratio was 1 full-time to 9.8 adjunct (1:9.8). The overall ratio for the academic year was 1 full-time to 7.1 adjunct (1:7.1).

Overall Program

	Spring 05	Summer 05	Fall 05	Total
Number of Full-time Faculty	5 11%	5 22%	5 9%	15 12%
Number of Adjunct Faculty	40	18	49	107 88%
Total Ratio	45 1:8	23 1:3.6	54 1:9.8	122 1:7.1

The ratio of full-time to adjunct faculty for Introduction to Psychology (PSYC 2301) is 1 to 4.9 (1:4.9).

Number of Sections in Introduction to Psychology (PSYC 2301)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	11	6	13	30
Adjunct Faculty	45	20	83	148
Total Ratio	56 1:4.1	26 1:3.3	96 1:6.4	178 1:4.9

The ratio of full-time to adjunct faculty for Human Growth and Development (PSYC 2314) is 1 to 1.2 (1:1.2).

Number of Sections in Human Growth and Development (PSYC 2314)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	8	2	7	17
Adjunct Faculty	9	2	9	20
Total Ratio	17 1:1.13	4 1:1	16 1:1.29	37 1:1.2

The ratio of full-time to adjunct faculty for Social Psychology (PSYC 2319) is 1 to 5 (1:5).

Number of Sections in Social Psychology PSYC 2319)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	1	0	0	1
Adjunct Faculty	3	0	2	5
Total	4	0	2	6
Ratio	1:3			1:5

The ratio of full-time to adjunct faculty for Child Growth and Development through Adolescence (PSYC 2309) is 1 to 3 (1:3).

Number of Sections in Child Growth and Development through Adolescence (PSYC 2309)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	1	0	0	1
Adjunct Faculty	1	0	2	3
Total	2	0	2	4
Ratio	1:1			1:3

The ratio of full-time to adjunct faculty for Human Sexuality (PSYC 2306) is 0:17. No sections are taught by full-time faculty.

Number of Sections in Human Sexuality (PSYC 2306)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	0	0	0	0
Adjunct Faculty	7	2	8	17
Total	7	2	8	17
Ratio				0:17

The ratio of full-time to adjunct faculty for Personality (PSYC 2316) is 1 to 0.6 (1:0.6).

Number of Sections in Personality (PSYC 2316)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	2	0	3	5
Adjunct Faculty	3	0	0	3
Total	5	0	3	8
Ratio	1:1.5		3:0	1:0.6

The ratio of full-time to adjunct faculty for Selected Topics in Psychology (PSYC 2373) is 1 to 2 (1:2).

Number of Sections in Selected Topics in Psychology (PSYC 2316)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	0	0	1	1
Adjunct Faculty	1	0	1	2
Total	1	0	2	3
Ratio			1:1	1:2

The ratio of full-time to part-time faculty for Research Internship (PSYC 2389) is 1:0. All sections are taught by full-time faculty.

Number of Sections in Research Internship (PSYC 2389)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	1	0	0	1
Adjunct Faculty	0	0	0	0
Total	1	0	0	1
Ratio				1:0

The ratio of full-time to part-time faculty for Statistics of the Behavioral Sciences (PSYC 2317) is 8:0. All sections are taught by full-time faculty.

Number of Sections in Statistics of the Behavioral Sciences (PSYC 2317)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	3	2	3	8
Adjunct Faculty	0	0	0	0
Total	3	2	3	8
Ratio				8:0

The ratio of full-time to adjunct faculty for Research Methods in Psychology (PSYC 2663) is 0:4. All sections are taught by adjunct faculty.

Number of Sections in Research Methods in Psychology (PSYC 2663)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	0	0	0	0
Adjunct Faculty	2	0	2	4
Total	2	0	2	4
Ratio				0:4

The ratio of full-time to part-time faculty for Psychology of Adjustment (PSYC 2315) is 0:1. All sections are taught by adjunct faculty.

Number of Sections in Psychology of Adjustment (PSYC 2315)

	Spring 05	Summer 05	Fall 05	Total
Full-time Faculty	0	0	0	0
Adjunct Faculty	0	0	1	1
Total				1
Ratio				0:1

Source: ACC Course Schedules for spring, summer, and fall 2005.

How up-to-date is the equipment used by the program?

Consistent, up-to-date hardware and software are not provided by the college to most faculty. However, it is an improvement to have some new computers and printers that have not already been used in student labs or discarded by other faculty or administrative offices. It is also an improvement to allow faculty to use the system which they prefer (PC or Mac). Scanners, fax machines, and individual laptops with appropriate up-to-date software are simply not universally available. Older-generation equipment and other provisions in the adjunct offices are laughable. Adjunct faculty are forced to do their work elsewhere; therefore, it would make sense to provide them with I-pods or memory sticks so they could at least transport their critical materials. The lack of wireless internet services on campus also hampers both students and faculty district-wide.

Possibilities for Improving the Efficiency of the Program's Use of Resources

- (1) Updating the technology available would greatly enhance the efficiency of the Psychology Program.
- (2) Increased clerical support on all campuses would enhance the use of faculty time.
- (3) Increased full-time faculty would increase the efficiency of the program.
- (4) Increased authority of the psychology faculty leaders to schedule classes, to assign faculty to courses, and to have particular classrooms designated for psychology would enhance the efficiency of the program. (This proved to be effective in the past.)
- (5) Increased reinforcements to the adjunct faculty for their valuable contributions to the Psychology Program would encourage them to continue their generous gifts to the program and college.

[g] Comparison of Program Performance, Price, and Enrollment with that of Alternate Local Suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

ACC's program performance was compared to that of St. Edward's University. The number of Bachelor degrees in psychology conferred at St. Edward's University for the 2003–2004 academic year was 57. No data were available for ACC since this is mainly a transfer program.

A comparison of the cost of college to students between ACC and St. Edward's University appears in the next table.

Cost of College to Students: Academic Year 2004- 2005

Cost Category	Institution	
	ACC	St. Edward's University
Tuition/ Cost		
In-District	\$1,394.00	
In-State	2,902.00	
Out-of-State	5,164.00	\$15,960.00
Books and Supplies	750.00	870.00
Off-campus Room and Board	6,300.00	
On-campus Room and Board	N/A	5,968.00
Other Expenses	2,410.00	3,202.00
Total Expenses	\$18,080.00	\$30,218.00

Cost of College to Students: Academic Year 2003-2004

Cost Category	Institution	
	ACC	St. Edward's University
Tuition/ Cost		
In-District	\$1,218.00	
In-State	2,570.00	
Out-of-State	4,832.00	\$14,710.00
Books and Supplies	750.00	870.00
Off-campus Room and Board	6,300.00	5,718.00
On-campus Room and Board	N/A	5,718.00
Other Expenses	2,410.00	3,202.00
Total Expenses	\$18,080.00	\$30,218.00

Comparison of Enrollment in Psychology between ACC and St. Edward's University

Semester / Year	Institution	
	ACC	St. Edward's University
Fall 2004	3,362	Not available
Fall 2003	3,219	Not available

Note: No data were available for the Spring or Summer for ACC or for St. Edward's University.

[h] Direct and Indirect Program-related Revenues and Costs to the College

Major Sources of Revenue for the Program, Including Grants and Partnerships

Major Sources of Revenue for the Psychology Program

Source of Funding	Amount
Tuition	\$990,483
State	946,811
Total Revenue	\$1,937,294

The Psychology Program ranks 9th (out of 74 programs) in total revenue generated.

Comparison of the Program's Costs to Those of Other ACC Programs

Major Sources of Revenue for the Psychology Program

Income / Cost	Amount
Total Revenue	\$1,937,294
Total Cost	761,787
Total Surplus Money	\$1,175,507

Program cost for 18 ACC programs exceeded that of the Psychology Program. The Psychology Program had the 6th highest surplus money out of 74 ACC programs. Also the Psychology Program had the 4th highest percentage (60.7%) of marginal surplus money (the percentage of surplus money to total revenue).

Comparison of the Program's Expenditures to the Approved Program Budget for the Previous Two Years

Psychology Program		
	Budgeted	Expended
FY 2003:	\$789,586	\$761,787
FY 2004	845,072	830,984
FY 2005	927,080	No Data
FY 2006	\$999,103	In progress

Number and Percentage of Graduates Who Transfer within One Year of Graduation

Transfers Out from ACC to Texas Public Institutions Students Enrolled from Fall 2000 to Summer 2001, Transfers in Fall 2001		
Psychology General	Number of Students	Percent Enrollment
Unduplicated Students	804	
Total Transfers	354	44%

Of the 804 students enrolled in psychology, 354 (44.0%) transferred to various institutions.

Number of Articulation Agreements with Universities and Colleges

There are 21 articulation agreements with 21 universities and colleges, but only ten have academic courses including psychology that are applicable. These ten universities and colleges are:

- (1) Abilene Christian University
- (2) Angelo State University
- (3) Concordia University at Austin
- (4) Huston-Tillotson University

- (5) Park University
- (6) Prairie View A & M University
- (7) St. Edward's University
- (8) University of Phoenix
- (9) University of Texas at Austin
- (10) University of Texas at Dallas

Number of Transfer Courses

All of the 13 courses taught in psychology are transferable. These transferable courses are:

PSYC 2301	Introduction to Psychology
PSYC 2306	Human Sexuality
PSYC 2309	Child Growth and Development through Adolescence
PSYC 2314	Human Growth and Development
PSYC 2315*	Psychology of Adjustment
PSYC 2316	Personality
PSYC 2317	Statistical Methods for the Behavioral Sciences
PSYC 2319	Social Psychology
PSYC 2389*	Research Internship in the Behavioral Sciences
PSYC 2663	Research Methods in Psychology
PSYC 2673*	Abnormal Psychology
PSYC 2673*	Applied Psychology: Field Study
PSYC 2673*	Selected Topics in Psychology
* These transfer as psychology electives.	

Number of Student Complaints about Problems with Course Transfers

None.

Results of the Most Recent Survey or Focus Group of Transfer Institutions

Not Applicable.

Data from Transfer Institutions

Between fall 2000 and summer 2001, 804 students enrolled in the Psychology Program. Of these, 354 (44%) transferred out to various institutions in Texas. A total of 204 (57.6%) transferred to The University of Texas at Austin, 75 (21.2%) to Texas State University at San Marcos, and 16 (4.5%) to Texas A&M University at College Station. Of the remaining transfer students, 29 (8.2%) went to other two-year reporting institutions and 30 (8.5%) went to other four-year reporting institutions. See the table below.

Transfers Out from ACC to Texas Public Institutions Students Enrolled from Fall 2000 to Summer 2001, Transfers in Fall 2001			
University	Number of Students	Percent Enrollment	Percent Transferring
Texas State University at San Marcos	75		21.2%
Texas A&M University at College Station	16		4.5%
The University of Texas at Austin	204		57.6%
Other 2 year Reporting Institutions	29		8.2%
Other 4 year Reporting Institutions	30		8.5%
Total Transfers	354	44.0%	

Number of Students Transferring Successfully

The number of students who transferred out of the psychology program to various universities and colleges was 354, but there are no data on how many were successful after transferring.

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program

ACC is fortunate to have an excellent and highly profitable Psychology Program. If it was expanded and more faculty added, the program would be enhanced. “State of the art” technology will facilitate the delivery of our program and its continual improvement. A dedicated administrative assistant, hired by the Psychology faculty, is an addition that will benefit every aspect of the attainment of our mission. The faculty is committed to improving communication and involvement of all members of our faculty. The Current Course Load is problematic and if reduced would permit us to enhance individual attention given to our students and the community. Similarly, more release time for administrative duties is appropriate and desired. Monetary support for professional development is crucial for continual enhancement of the quality of our faculty. In the interest of student and faculty research, and in the service of our mission, vision and goals, it is vital that the ACC Library maintain subscriptions to psychology related databases. The Psychology Program will strive to further expand its outreach and communication with the community via collaborative efforts with community agencies and by implementation of Service Learning.

PROGRAM VISION STATEMENT

Our mission, vision, and value statements reflect our commitment to excellence and quality education within our discipline. They focus on factors that (a) provide students with a quality learning environment through excellent courses offered by highly qualified professionals in our fields; (b) promote independent thinking, including creative and critical thinking, c) promote higher-order competencies or skills needed for lifelong learning; (d) challenge students to explore new ideas and seek new opportunities; and (e) provide students with quality learning experiences using a wide range of teaching methods, multicultural perspectives, and available modes of instruction that help meet student needs in a diverse community. Our commitment to excellence is reflected within the programs’ values of professional competence and scholarship, continual professional and personal development, academic

responsibility and accountability, stewardship and collaboration, individual initiative and creativity, trust and respect, academic freedom, and professional integrity. Our Psychology Program values incorporating knowledge, research, and psychological concepts that promote social change and human development.

RECOMMENDATIONS

For ACC to maintain its competitive edge among community colleges in Texas, and for the Psychology Program to better serve the community, the self-study team recommends the following:

1. Double, at least, the number of full-time faculty members.
2. Hire a full-time administrative assistant designated to, and selected by, the Psychology Program.
3. Reduce the number classes full-time faculty must teach from five to four, which is common at other institutions and which would allow more time for individualized attention to students.
4. Develop a multicultural resource center to optimize the diversity among faculty in educating and broadening awareness of cultural differences and similarities.
5. Revisit the feasibility of more community service and service learning through collaborative efforts with community agencies.
6. Increase the budget for defraying the out-of-pocket expenses of faculty for APA-approved continuing education.
7. Provide state-of-the-art technology for all full-time and adjunct faculty, including laptops and printers for all full-time faculty, software, wireless access to the Internet wherever psychology classes are taught, and portable memory devices for all adjunct faculty.
8. Reinstate the psychology database and psychology journals in the library.
9. Increase the authority of the psychology program's leaders to schedule classes, assign faculty to courses, and designate classes specifically for the Psychology Program.
10. Offer more release time for full-time faculty and financial incentives for adjunct faculty who take on leadership roles and administrative duties.
11. Increase communication among all faculty and facilitate ways for faculty to share instructional strategies with one another.

ADDITIONAL COMMENTS

Team members spent a great deal of time completing this review and preparing this report. We would appreciate constructive feedback. We would especially appreciate serious consideration of our recommendations.

APPENDIX

Documents used in this report:

Instructional Program Review Self-Study Report, Fall 2001.

<http://www.austincc.edu/behscitf/Fall%202001%20Psychology%20Program%20Review%20Report.pdf>

Instructional Program Review Psychology 2005-06 Faculty Survey

As a component of the required Instructional Program Review we have been asked to obtain the following information from our faculty. We appreciate your support in this requirement. Please complete this form and send it to Dan Dydek at Riverside via campus mail, or send it as an attached file to dydek@austincc.edu Please return the survey by Oct. 13, 2005. Thank you!

Name: _____ Ethnicity _____ (We are being asked to describe the ethnic diversity of our faculty.)

Courses Taught in Psychology at ACC: _____

Academic Degrees Earned: _____

Area of Concentration or Specialization _____

Program: Psychology _____ Educational Psychology _____

Other: _____

University from which Masters or Doctorate was obtained (highest degree in discipline): _____

Total number of graduate hours in Psychology _____

Other Qualifications (licensure, certificates, internships, etc.): _____

Please list ways that you stay current in the field of Psychology:

Please list ways that you stay current in the field of Instructional Methodologies:

Did you receive any professional and/or academic recognition within the last year?

If so, please describe:

Please describe the professional development activities in which you have participated in the last year.

Do you participate in formal professional development activities on a regular basis?

Have you presented or moderated any discipline-related professional development activities within the past year?

Yes No

If you did, please describe:

What was the rating of your student evaluations last year (i.e. excellent, very good , good, etc)? _____

Are your student evaluations of instruction within the acceptable range (average or greater)? _____

To what extent do you incorporate "alternative modes of instruction" into your classes?

 1 2 3 4
Never Occasionally Frequently Always

Please list or describe the various modes of instruction you provide in your classes:

AUSTIN COMMUNITY COLLEGE

PSYCHOLOGY AND BEHAVIORAL SCIENCES COMMUNITY NEEDS ASSESMENT

The Psychology Department at ACC is in the process of completing an “Instructional Program Review” and we need your help. So that we can better understand how the ACC Psychology Program meets community needs, we need information from actual community members. As someone who has had either direct or indirect experience with the ACC Psychology Program, your responses to this questionnaire will greatly help us in our efforts to complete an accurate and useful assessment of the Psychology Program.

Your answers will be kept in strict confidence. To assist us in protecting your privacy, we ask that you NOT write your name on this form. If you would like to speak personally with someone, please contact Dr. Leesa Morrow by email at: lmorrow@austincc.edu, or leave a message at 512-223-4000, and she will arrange for one of the review team members to return your call.

Thank you!

Please tell us a little about your connection to ACC.

How many persons do you know who have attended ACC (Include yourself. If you aren't sure of the number, your best guess will be fine.) _____

We would like to know how these folks relate to your life. Please check all that apply:

- Self _____
- Your child _____
- Your grand-child _____
- Your mother _____
- Your father _____
- Your husband _____
- Your wife _____
- Your boyfriend, girlfriend, or significant-other _____
- Your friend _____
- Your employer _____
- Your employee _____

Please tell us a little about yourself. (Feel free to leave any question blank.)

Your gender:

____ Male ____ Female

Your Age:

____ 15 – 20 years ____ 21 - 29 ____ 30 - 39 ____ 40 - 50 ____ Over 50

Your ethnicity: _____

How many persons are living in your household? _____

What are their ages? _____

Regarding your present relational status, choose one, please:

- I am married _____
- I am single _____
- I am divorced _____
- I am separated _____
- I am living in a committed, non-marital relationship _____

What is the name of the organization/agency where you work and/or go to school?

Are you a high-school graduate? ___ Yes ___ No

Have you ever enrolled as a college student? ___ Yes ___ No

If so, what is (or will be) your graduation status? (Please check one)

- ___ I am currently enrolled, and plan to finish a two-year degree.
- ___ I am currently enrolled, and plan to finish a four-year degree.
- ___ I am currently enrolled, and plan to finish a graduate degree.
- ___ Yes, I enrolled in college and graduated with a two-year degree.
- ___ Yes, I enrolled in college and graduated with a four-year degree.
- ___ Yes, I enrolled in college and graduated with a graduate degree
- ___ No, I enrolled as a college student, but I did not graduate.

(If you would like to share a bit about the reasons that you did not graduate, please do so in the space below.)

Please tell us a little about your parents' educational experience.

Did either of your parents graduate from high school? ___ Yes ___ No

Did either of your parents attend college? ___ Yes ___ No

If so, did they graduate? ___ Yes ___ No

If yes, with what degree? _____ (Father) _____ (Mother)

In this section, please tell us a little about your educational beliefs regarding the study of psychology.

(If you would like to, you may explain your answer in the space below each question.)

How many psychology courses have you, or your loved one, taken at ACC? (A best guess is okay.)

(Please circle the best rating)

Do you believe that enrolling in psychology courses usually leads to a higher income?

- | | | | | |
|------------|--------|---------------|------------------|--------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | rarely | half the time | most of the time | always |

Do you believe that enrolling in psychology courses is worth the financial cost?

1 2 3 4 5
Not at all rarely half the time most of the time always

Do you believe that enrolling in psychology courses leads to increased social influence?

1 2 3 4 5
Not at all rarely half the time most of the time always

Do you believe that studying psychology increases a person's overall happiness?

1 2 3 4 5
Not at all rarely half the time most of the time always

In the final section, please tell a little about the ways in which you believe the ACC Psychology Program is helping the community, and the ways in which it might improve its efforts to help the community.

Based on your experience, how do you believe the ACC Psychology Program helps students to become life-long learners?

Based on your experience, how do you believe the ACC Psychology Program improves the lives of community members?

Please list any and all needs within the community that you believe are, or should be, related to the Psychology Program at ACC?

In what ways do you believe the ACC Psychology Program is currently meeting the needs of the community or society as a whole?

Based on your experience, what are the strengths of the ACC Psychology Program?

Based on your experience, in what ways does the ACC Psychology Program need improvement?

Please use the space below to add anything else you believe will be helpful to us.

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY!

Quality Improvement Plan for Psychology Program

Date Completed: 12/9/05

Recommendation #	1
Recommendation:	Double, at least, the number of full-time faculty members.
Planned Implementation date:	Spring, 2006
Estimated Completion date:	Summer, 2008
Action/Task	Approval from the President.
Measure of Success/ Desired Outcome	Hiring of 6 New Faculty in next three years.
Estimated Cost(s)	Approximately \$600,000 per year.
Consequence if not funded	Continued over-reliance on Adjunct Faculty
Who is responsible?	ACC President & Board of Trustees

Recommendation #	2
Recommendation:	Hire a full-time administrative assistant designated to, and selected by, the Psychology Program.
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2006
Action/Task	Hire a full-time administrative assistant.
Measure of Success/ Desired Outcome	Successful hiring.
Estimated Cost(s)	\$50,000
Consequence if not funded	Limited Completion of Administrative Tasks
Who is responsible?	Based on Administrative Approval, a committee of full-time psychology faculty.

Recommendation #	3
Recommendation:	Reduce the number classes full-time faculty must teach from five to four, which is common at other institutions and which would allow more time for individualized attention to students.
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2006
Action/Task	Administrative Decision
Measure of Success/ Desired Outcome	Course Reductions
Estimated Cost(s)	\$50,000 per year
Consequence if not funded	Limited time for academic advising and individualized attention for students.
Who is responsible?	President and Board.

Recommendation #	4
Recommendation:	Develop a multicultural resource center to optimize the diversity among faculty in educating and broadening awareness of cultural differences and

	similarities.
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2007
Action/Task	Establish a Committee to plan and initiate the resource center.
Measure of Success/ Desired Outcome	An annual multicultural event.
Estimated Cost(s)	\$1000 per year
Consequence if not funded	A missed opportunity for students and faculty to participate in multicultural events.
Who is responsible?	Psychology Full-Time Faculty

Recommendation #	5
Recommendation:	Revisit the feasibility of more community service and service learning through collaborative efforts with community agencies
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2007
Action/Task	Establish a committee to plan and initiate the community service collaborative effort.
Measure of Success/ Desired Outcome	Annual community service collaborative effort.
Estimated Cost(s)	\$1000 per year
Consequence if not funded	A missed opportunity to collaborate with the community.
Who is responsible?	Psychology Full-time Faculty.

Recommendation #	6
Recommendation:	A budget increase to defray the out-of-pocket expenses of faculty for APA or APS-approved continuing education
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2006
Action/Task	Budget Increased
Measure of Success/ Desired Outcome	Increased Faculty participation in APA or APS approved professional development.
Estimated Cost(s)	\$10,000 per year
Consequence if not funded	Limited faculty participation in APA or APS approved professional development activities.
Who is responsible?	ACC President

Recommendation #	7
Recommendation:	State-of-the-art technology for all full-time and adjunct faculty, including laptops and printers for all full-time faculty, software, wireless access to the Internet wherever psychology classes are taught, and portable memory devices for all adjunct faculty
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2008 and ongoing

Action/Task	Acquisition of State of the art technology.
Measure of Success/ Desired Outcome	Acquisition of State of the art technology
Estimated Cost(s)	\$100,000 initial investment plus up-grades.
Consequence if not funded	Limited technological capabilities and time inefficiency. Negative impact on instruction.
Who is responsible?	ACC President & Board.

Recommendation #	8
Recommendation:	Reinstate the psychology database and psychology journals in the library.
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2006
Action/Task	Annually, subscribe to databases in psychology.
Measure of Success/ Desired Outcome	Access to databases and subscriptions to journals.
Estimated Cost(s)	\$5000 per year
Consequence if not funded	Inability by students and faculty to do research.
Who is responsible?	ACC President and Board.

Recommendation #	9
Recommendation:	Increase the authority of the psychology program's leaders to schedule classes, assign faculty to courses, and designate classes specifically for the Psychology Program.
Planned Implementation date:	Spring, 2006
Estimated Completion date:	Fall, 2006
Action/Task	Administrative approval of authority increase.
Measure of Success/ Desired Outcome	More efficient staffing.
Estimated Cost(s)	0
Consequence if not funded	Lack of efficiency in staffing.
Who is responsible?	ACC President.

Recommendation #	10
Recommendation:	Offer more release time for full-time faculty and financial incentives for adjunct faculty who take on leadership roles and administrative duties.
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2006 and ongoing.
Action/Task	A written formal proposal.
Measure of Success/ Desired Outcome	More release time for fulltime faculty and more financial compensation for adjunct faculty members.
Estimated Cost(s)	\$20,000
Consequence if not funded	Limited and untimely completion of administrative tasks.
Who is responsible?	ACC President and Board.

Recommendation #	11
Recommendation:	Increase communication among all faculty and facilitate ways for faculty to share instructional strategies with one another.
Planned Implementation date:	Fall, 2006
Estimated Completion date:	Fall, 2006
Action/Task	Establish a committee to plan and initiate different methods of communicating among faculty.
Measure of Success/ Desired Outcome	Implementation of increased communication.
Estimated Cost(s)	0
Consequence if not funded	A lack of communication among faculty.
Who is responsible?	Psychology Faculty.