Department Information

Overview - Directions

<table>
<thead>
<tr>
<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
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<tbody>
<tr>
<td>PSYCHOLOGY</td>
<td>4/22/2018</td>
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List of Contributors

<table>
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<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Alicia Edelen, M.A.</td>
<td>Full-time Faculty Member</td>
</tr>
<tr>
<td>Yoshiko Matsushita-Arao, Ph.D.</td>
<td>Full-time Faculty Member</td>
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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.
Dr. Celine Pinet - 5/21/2018
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

Hartnell College’s 5-year historical trend has shown a substantial growth in degrees awarded. In the President’s Weekly Newsletter from March 30, 2018, it stated that there was a “90% increase in degree and certificate completion.” The total number of degrees awarded by the College in 2012-13 was 604 while in 2016-2017, there were 958 degrees awarded.

AA in PSY Degree
In our Psychology (PSY) program, we have had mixed results depending on which degree we are discussing regarding completion. The number of Program Awards for the Associate of Arts (AA) degree in Psychology has gone down substantially. In 2012-13, we had 30 AA in PSY degrees awarded (4.9% of the total degrees awarded), and each year after that, there has been a steady decrease (30, 19, 11, 4, and 2). The data from 2016-17 shows that we only had 2 AA in PSY degrees awarded that year (0.2% of the total degrees awarded). The total number of AA degrees earned in PSY over the 5-year time span (2012-2017) was 66.
A second interesting statistic is that although the number of Program Awards has decreased, the Number of Students Declaring PSY as their major (during year) has remained fairly consistent. This likely reflects the continued popularity of this major. The 5-year data shows the following statistics for the Number of Students Declaring PSY as their major during
each year: 418, 425, 353, 412, and 457 (for a total of 2065 students). Another impressive trend is how many students have declared PSY as their major (Total). Our 5-year data reports over 1000 students for every single year (1125, 1152, 1173, 1082, and 1057) in the past 5 years (total is 5589). This is why we continue to be the #1 major for the AA and AS degrees!
A fourth way to view the AA in PSY completions is by comparing the Students Declared in PSY (Total) in relation with the Number of Students Successful in 1+ Core Courses. Here is the data for that area:

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<tbody>
<tr>
<td># Success Core 1+</td>
<td>647</td>
<td>664</td>
<td>660</td>
<td>522</td>
<td>417</td>
</tr>
<tr>
<td># Ss Declared (Total)</td>
<td>1125</td>
<td>1152</td>
<td>1173</td>
<td>1082</td>
<td>1057</td>
</tr>
<tr>
<td>%</td>
<td>58%</td>
<td>58%</td>
<td>56%</td>
<td>48%</td>
<td>39%</td>
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This is also showing a nearly 20% decrease over the 5-years which is significant and is of concern.

How can we explain the data above? First, we must acknowledge that there are so many complex factors that influence how many students choose a major, stick to it, and complete. Some factors we have no control over as educators (examples include the number of hours students work, how many are caring for family members and the extent to which they do this, what is going on for them in their personal lives, their mental health status and, whether they have adequate transportation, housing, and food to name a few). All of those factors can significantly impact students’ educational abilities and achievements.

Second, the decrease in the Program Awards for the AA in PSY we believe can largely be attributed to the option they have to get a related and quicker degree to complete instead. We began offering the AA-Transfer (AA-T) degree in PSY in 2013 and that degree has taken off and likely pulled most students away from earning the AA in PSY. We will share the data on that degree next.

Third, after meeting with some of our academic counselors and talking with our students, it was confirmed that our students are being advised to complete the AA-T in PSY instead of the AA in PSY. The rationale is explained below. The AA in PSY is the more rigorous degree
and one we feel most strongly prepares them for what they will need to be able to do at a 4-year university whether that be at a University of California (UC), a California State University (CSU), or a private university. Some of the major differences between the AA and the AA-T degree in PSY is that in the AA in PSY the student must successfully complete 6 required major courses, MAT-13 (Elementary Statistics) and BIO-11 (Introduction to Human Anatomy and Physiology). The AA-T degree only has 3 required PSY courses, 2 PSY electives, MAT-13, and they do NOT have to take BIO-11 which is known to be a very challenging course.

AA-T degree in PSY

The AA-T degree was created to increase transfers to the California State University system and the requirements were largely dictated to us. The number of Program Awards for the Associate of Arts - Transfer (AA-T) degree in Psychology has gone up significantly. In our first year of offering this degree (2013-14), we had 36 degrees awarded, and then the numbers have quickly skyrocketed up. The following year we had over twice that with 73 degrees awarded, followed by 107 and 94 degrees in the next 3 years. In total, between the 4-year span of 2013-2017, we had 310 AA-T in PSY degrees awarded. This is the greatest specialty major amongst all 23 of the possible AA-T degrees offered at Hartnell College.

The Number of Students Declaring PSY as their major (during year) had a sharp rise as well. This again reflects the continued popularity of our major. The 5-year data shows the following statistics for the Number of Students Declaring the AA-T in PSY as their major during each year: 2, 113, 377, 379, and 335 (for a total of 1206 students).

It is impressive how many students have declared the AA-T in PSY as their major (Total). Our 5-year data shows a total of 2117 students with the breakdown of each year being the following (3, 119, 473, 744, and 778).

A fourth way to view the AA-T in PSY completions is by comparing the Students Declared in PSY (Total) in relation with the Number of Students Successful in 1+ Core Courses. Here is the data for that area:

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<tbody>
<tr>
<td># Success Core 1+</td>
<td>3</td>
<td>88</td>
<td>354</td>
<td>535</td>
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These numbers are quite high although a concern is the slight decline we are noticing. This statistic is hard to compare as we are unsure how other disciplines’ data look.

We are pleased that our AA-T in PSY degree is so popular. There has been a slight decrease in the most recent (2016-17) year, but that is also reflected in the College as a whole and is not something we are worried about. The AA-T has been utilized for students not only to get accepted to the CSU system, but also the UC system and private universities. We will discuss as a discipline whether we will continue offering our AA degree in PSY if so few students continue to choose it. As the AA-T degree is so highly successful, there are no changes we need to make to it.

**Liberal Studies with an Emphasis on Psychology degree**

The information on the Liberal Studies degree in Psychology was provided by our excellent Dean of Students, Ms. Mary Dominguez. The Liberal Studies degrees began being offered at Hartnell College in 2009 and there are 12 choices for areas of emphases. Psychology is consistently the most popular emphasis chosen. In the past 5 years, our numbers are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th># of Liberal Studies with Emphasis in Psychology graduates</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>56</td>
</tr>
<tr>
<td>2013-14</td>
<td>60</td>
</tr>
<tr>
<td>2014-15</td>
<td>78</td>
</tr>
<tr>
<td>2015-16</td>
<td>83</td>
</tr>
<tr>
<td>2016-17</td>
<td>56</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>333</strong></td>
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Although the last year there has been a noticeable decrease, it is likely due to students moving away from the Liberal Studies degrees as a whole as every other disciplines numbers have decreased as well. The next Liberal Studies area in second place had only 11 graduates compared to our 56 so we know we are still the most popular choice. This is not an issue of concern as students are likely choosing the AA-T degree instead. Given the 3 degrees we offer, in the past 5
years we have had a total of 709 graduates! We attribute some of our overall success to having excellent and dedicated faculty members, students who are at the developmental stage of being more introspective and interested in understanding why they and others are the way we are, and because we offer a large variety of PSY courses (more than most community colleges, especially of the same size). For example, at the time we began offering PSY-30 (Forensic Psychology), only 3 other community colleges in California offered it. Our program is definitely an awards producer given our impressive statistics.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

As our program is highly successful, we have mostly relied on our academic counselors and events like Panther Prep to inform them. Students must make an appointment with an academic counselor to develop an educational plan within the first 15 degree units completed. Students often take PSY-2 (General Psychology) early on and find they enjoy the topics and end up wanting to take more PSY courses. As PSY-2 is the only course that is a prerequisite for our higher level PSY courses, once a student finishes this course with a “C” grade or higher, she/he may then take all of our other PSY courses including PSY-10 (Biological Psychology) and/or PSY-22 (Abnormal Psychology). The only PSY course that has an added course prerequisite is PSY-8 (Research Methods in Psychology). As statistical analysis is part of understanding and applying research methods, PSY-8 has MAT-13 (Elementary Statistics) as another necessary prerequisite course on top of PSY-2.

Students may read the course descriptions either in PAWS or in the Hartnell College Catalog to be made aware of which courses needed to be taken for our respective degrees. Another fail-safe method, is that our PAWS registration system will not allow them to register for a course unless they have the prerequisites successfully completed.

A third way that we educate our students is that Dr. Yoshiko Matsushita-Arao offers a “Majoring in Psychology” workshop on average about once every three semesters through the Psychology Club. During this workshop, Dr. Matsushita-Arao discuss the differences between the AA and the AA-T degrees in PSY. This workshop is 1.5 hours long and
has had audiences ranging from 42-69 students attending at a time. Dr. Matsushita-Arao also presents information related to getting all of the possible degrees in PSY from an Associate’s degree all of the way to a Doctoral degree.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?

Race and Median Time to Degree
In general, the largest proportion of students graduating were students who identified as Hispanic/Latino. These students accounted for 80% of the degrees awarded. Their median time to graduate was 4.5 years, which matches the median time to degree for all graduating Hartnell College students. Students identifying as Hispanic/Latino have similar median units to graduate (93 units) compared to all students (92 units).

The second largest proportion of graduating students identified as white (9%). The median time to degree for these students was 5.3 years which is above the median time for all students (4.5). Interestingly, their median units to degree was lower (87.8 units) than the median units to degree of all Hartnell Students (92 units).

Students identifying as Hawaiian/Pacific Islander had the lowest median time to degree, 3.8 years, and they also had the lowest median units to degree, 83.5 units. Note, that this group consisted of only 12 students (less than 1% of population) and therefore we should be cautious when interpreting this finding.

Gender and Median Time to Degree
Sixty percent of graduating students identified as female, and 40% identified as male. Females took slightly longer to earn their degrees (4.8 years) when compared to the male students who took 4.3 years. Both genders completed a median of 92 units to graduate.

Students with the highest median time to degree were students who identified as American Indian males. They had a median time to degree of 6.6 years and their median units to degree was 117.5 units.
Median Time to Degree in Comparison to Peer Institutions

When examining Hartnell’s median time to degree compared to other institutions, we have demonstrated steady improvements over the last three years. In the 2013-2014 and 2014-2015 academic years our time to degree averages were higher than most of our peer institutions. However, in the 2015-2016 school year, our time to degree averages were lower than most of our peer institutions. When we average our last three years and compare that to our peer institutions, we are about in the middle. The downward trend of time to degree at Hartnell College is promising.

Psychology (PSY) Data

When comparing our discipline (PSY) to the Hartnell College data, we are doing well. Our students’ median time to degree was only 3.9 years compared to the 4.5 median years to degree of all Hartnell students. Although the goal is for our students to graduate within 3 years, this seems to be a fairly unrealistic goal given that the majority of our students (65%) are going to school part-time, are working many hours (some full-time or more), and are taking care of family members. In terms of median units to degree, PSY also fares better than the overall Hartnell median of 92 units. In PSY, our students' median units to degree is 84.5. Although the benchmark goal for the future is 60 units, we will work to decrease the number of units taken by our students.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program? In PSY, the percentage of capacity has remained either higher or very close to the recommended 80% rate. In 2012-13, PSY actually had a 102.53% capacity which means we needed to offer more sections (56 total for fall and spring) than we were offering at that time. The following year, we expanded our sections offering 16 more during fall and spring and had an impressive 89.33% percentage capacity. In 2014-15 the statistic was 85.76% (with 68 sections), in 2015-16 it was 82.83% (with 71 sections), and in 2016-17 it was 79.40% (with 66 sections). Although 2016-17 was slightly lower than the preferred target rate, the FTES numbers were significantly lower indicating that this was a College-wide
issue and not a discipline one. We will monitor this area closely to see if we are remaining at the capacity we want, or if we need to add or decrease sections. At a glance of the data, it seems we have been predicting very well and are offering the number of sections that we should be offering in PSY.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

Yes, our courses are scheduled to enable our students to complete courses when they need them, plan their lives around them, and complete the program on time. We have 5 PSY courses (PSY-12 Theories of Personality, PSY-30 Forensic Psychology, PSY-33 Personal and Social Adjustment, PSY-41 Psychology of Human Relations, and PSY-42 Psychology of Women) that are only offered in either fall or spring semester, but these courses are elective courses. Our required PSY courses are offered every fall and spring and in the number of sections needed to complete on time. We monitor this issue very closely and offer more sections of a course when needed.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

Underprepared students are directed to the Early Support Program. Faculty can make a referral for a student on the Hartnell website or by contacting them (in person, Email or by telephone). In addition, it is important to partner these students with our Panther Learning Labs (PLL) at our various locations (2 on main campus, 1 on Alisal campus, and 1 on the King City campus). The PLL offers tutoring and workshops that can improve students’ academic progress and study skills. When conducive, provide opportunities to the representatives of the multiple academic and support programs, such as DSP&S, EOPS, MiCASA, MESA, STEM, TRiO, etc. to make presentations in class. If this cannot be arranged, recommend that students visit these programs. We also utilize Canvas to share information that supports student success. In determining whether the students will be successful depends a lot on the students themselves. If they utilize the resources provided by
Hartnell College, there can be noticeable improvements on assignments. An example would be having a student who has a verifiable disability, and decides to take the first exam without requesting any accommodations just to see how she/he will perform. If the first exam did not go well, she/he may be advised to utilize our DSP&S services and from that point on, perform better on exams and essays. This happens every semester.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general? Looking at the data for both CSU and UC systems, the number of students transferring has been increasing over the years. However, the rate of transfer to the CSU system is significantly higher (2,656; 73%) than to UC system (321; 9%) than private out of state schools (686;19%).

What interactions do you have with students about transfer options? Please give examples.
As faculty members, we encourage students to visit the Career and Transfer Center (CTC) to learn about the center’s programs and services. We also inform students in class about workshops offered at the CTC as well as field trips to CSU’s and UC’s. We use class time to make these announcements since they take less than 5 minutes of my class time. Moreover, we encourage students to attend the CTC’s Job Fair that is offered every year.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?
The skills and knowledge students receive from our Program Learning Outcomes (PLOs) match the requirements of the transfer institutions and of the recommended goals listed by American Psychological Association (APA). Specifically, our four PLOs are aligned with our highest volume transfer institution, California State University Monterey Bay (CSUMB). CSUMB Psychology Department’s PLOs can be found here https://csumb.edu/psychology/psychology-ba. Additionally, our PLOs are aligned with the APA Comprehensive Learning Goals for Psychology Majors, found

Our first PLO, “demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology,” is aligned with CSUMB Psychology B.A. PLO #1. Their first PLO is to “Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends.” Additionally, our first PLO matches the first APA Learning Goal, “Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems…”

Our second PLO, “Apply knowledge of basic research methods in psychology, including research design, data analysis, and interpretation,” is consistent with CSUMB’s second PLO, “Understand and apply basic research methods, including research design, data analysis and interpretation.” APA Learning Goal 2 is also about research and scientific inquiry. APA Goal 2, is “Development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena…”

The third PLO, “Use critical and creative thinking, skeptical inquiry, and the scientific approach to solving problems related to behavioral and mental processes,” matches CSUMB’s third PLO, “Respect and use critical and creative thinking, skeptical inquiry and the scientific approach.” APA Goal 2, mentioned previously is also promoting the use of scientific reasoning.

Our last PLO, “Apply psychological principles to personal, social, and organizational issues,” is consistent with CSUMB’s 4th PLO, “By applying psychological training, the interdisciplinarity of the program becomes evident. Students understand and apply psychological principles to personal, social and organizational issues.” There was no one specific APA learning goal that related to application, although applying
psychological concepts in the professional setting was emphasized in several of their goals.

**A.4 Core Outcome IV - Employment**

Observing the Employment data, what insights do you get from the data in general?
When looking at this data, it is specific to each discipline. In the disciplines for which data is available, on average it appears that between 60-70% of students are employed two quarters after exiting Hartnell. Though for some areas, this is as low as 32% and as high as 91%. It is too difficult to generalize this information and the way that the data is provided it is difficult to tell on the college-level overall trends.

How and when do you inform students about prospective employment opportunities?
Again, this is specific to each discipline. On the college level, there are Panther Prep Days and Job Fairs which may provide some opportunities for students.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
We are not able to determine the skills and knowledge that students will need to be successful in their future employment since we do not know what their future employment will entail. Students majoring in Psychology enter many different fields of employment and some may continue in academic pursuits (ex. going to graduate school). Tracking the over 700 Hartnell College students who majored in Psychology these past 5 years and their employment after graduation is very challenging. Currently, that data is not available to us.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
We recommend discipline discussion about whether we want to continue to offer the AA degree in Psychology. Since the number of students
awarded this degree has steadily decreased, and we only awarded 2 PSY AA degrees in 2017-2017, we may consider discontinuing this degree. Most students majoring in psychology have opted for the AA-T degree in PSY or the Liberal Studies with an Emphasis on Psychology, so there may be little impact on our students by phasing out the AA degree.

Although PSY student’s median units to degree was lower (84.5) than the 92 median units to degree of all Hartnell students, we could make improvements to get closer to the 60 units goal. In the future we will encourage students to work closely with their counselors to create efficient education plans. This will hopefully decrease their units to degree.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
Psychology continues to be #1 major for the AA and AS degrees. After introducing the AA-T degree in PSY in 2013, it soon became the greatest specialty major amongst all 23 possible AA-T or AS-T degrees. The number of students declaring PSY as their major has also been on the rise. Psychology is the most popular choice by students earning a Liberal Studies degree with an emphasis. As mentioned in A.1, given the 3 degrees we offer, in the past 5 years we have had a total of 709 graduates. We attribute some of the success to having excellent faculty, students motivated to learn psychology, and because we offer a large variety of interesting and applicable PSY courses.

We also commend the work of the academic counselors and 7 Steps to Success program that Student Affairs created in 2015. Students must meet with an academic counselor to develop an educational plan, which informs them the classes needed and the order in which to take them.

Students have been shepherded through the PSY major by learning about the possible degrees in PSY from an Associate’s degree to the Doctoral degree in “Majoring in Psychology” workshops by Dr. Yoshiko Matsushita-Arao. This workshop is 1.5 hours long and has had audiences ranging from 42-69 students attending at a time. The valuable information presented inspires students to consider majoring in PSY and helps those that are majoring in PSY to prepare their next steps.
(academically and in their careers).

When looking at the capacity of our PSY program, we have remained close to the 80% capacity, meaning that we are offering the right amount of sections we should be in PSY. When we have gone above or below this capacity, we have made adjustments.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

Our 2 main on-going goals for our program are the following:
(1) Increase the number of students graduating with an Associate of Arts (AA) degree related to Psychology. The degrees may include the AA in Psychology, the AA-T in Psychology, or the Liberal Studies with an Emphasis on Psychology.
(2) To train more students, staff, and faculty in the Mental Health First Aid program (MHFA). This program teaches people to be aware of others who may be in crisis and to know how to respond with empathy, compassion, and a knowledge of available resources to recommend.

Goal #1 has been discussed in significant detail earlier in this PPA report in the A.1. Core Outcome Completion section. We continue to be the most popular major in the AA-T and the Liberal Studies degrees by large margins so we have met this goal this year again. We will explore and
discuss our declining numbers in the AA in Psychology degree as a department.

Goal #2 has also been reached as Mrs. Edelen and Ms. Lehman continue to train more students, staff, and faculty in Mental Health First Aid. For this year, there are 3 trainings being offered. Twenty-nine faculty and staff were certified in Fall 2017, and 35 students are registered to complete this training on May 4, 2018. Great efforts have been made and along with it, a lot of success. The training is comprehensive and each one takes 8 hours. Because of the large block of time necessary, some trainings need to be split into 2 4-hour sessions as it is often very challenging to find an 8-hour period that students have open to complete this training. We would like this training to continue once a semester if possible, so that a greater number of people on campus can be certified and helpful to a greater number in our community.

Our 5 budget requests from our last PPA report was as follows:

1. Hire a full-time tenure track PSY faculty member to replace Mrs. Carol Kimbrough who retired in 2016. This has not happened nor does it seem to have moved forward. We had to hire a full-time temporary PSY faculty member this Spring 2018 semester as we were so low on staffing. As we offer nearly 70 sections of PSY for Fall and Spring semesters, we are in significant need of this hire.

2. Professional development funds for full and adjunct faculty members towards compensation for numerous assessment activities (PLOs, SLOs, eLumen, etc.). Hartnell College Faculty Association has made progress in proposing that flex activity compensation be available for part-time instructors. This language can be found under Article 21 of the tentative contract agreement, December, 2016. We need to ensure that learning to use the software e-Lumen is considered a flex activity and that adjunct instructors will be compensated for learning how to complete SLO assessments using this software. Some trainings in the past have compensated adjunct faculty however there have been no recent workshops like this offered. As this process is on-going, it is recommended that the funding continue.

3. Funds to continue important support programs including Mental
Health First Aid, Panther Learning Labs (tutors), Tutorial Services (Supplemental Instruction), Early Support Program, Crisis Counseling Services, etc. Thankfully this area has continued to receive funding and we have the highest number of Supplemental Instruction assistants we have ever used in our discipline. Both Mrs. Edelen and Dr. Matsushita-Arao were able to utilize a SI for 3 courses [PSY-2 (General Psychology), PSY-22 (Abnormal Psychology), and PSY-8 (Research Methods in Psychology)] this Spring semester 2018. Having an SI for PSY-2 has been the most helpful, although the number of students utilizing it is still lower than we would like. It may be recommended in the future to use tutors for PSY-8 and PSY-22 as there is more individualized instruction time needed and could be a better utilization of resources.

4. Financial support for professional growth travel and registration funds to be used towards trainings and conferences. Fortunately, there have been funds available from our College. Mrs. Edelen applied and was granted money to attend the Western Psychological Association’s (WPA) Convention in Portland, Oregon later this month. She has been supervising the Psi Beta project that 5 students have been working hard on that will be presented at WPA. Four of the students have had their research accepted and will present their first poster presentation on April 28, 2018. This is very exciting! Dr. Matsushita-Arao is considering applying for travel funds to attend the American Psychological Association’s (APA) Convention taking place in San Francisco in August of this year.

5. Hiring a full-time PSY/AOD (Alcohol and Other Drug) full-time tenure track faculty member. This would be in addition to a full-time PSY faculty member. This shared PSY/AOD position would ensure that the AOD program remains successful and we can supplement the courses needed to be full-time in PSY (as long as they meet the minimal qualifications). The AOD program has been going through the revitalization process. There are numerous job opportunities for AOD graduates as programs are recommending their staff get certified and the staff would earn higher wages if they do get certified. The closest place for people in the field to get certified in AOD other than here is in San Jose.