

2011-12 Annual Program Plan

Name of Program: Psychology
Name of Unit: Behavioral and Social Sciences
Name of Area: Academic Affairs
Date Completed: 10/16/2010

Program's Mission Statement

The purpose of the Psychology program is to provide students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum providing knowledge, skills, and values consistent with the science and application of Psychology. We emphasize the value of developing critical thinking and learning competencies in order for our students to build a knowledge base and achieve success in their chosen endeavor, whether they transfer to the university or achieve success in the workplace, or improve their quality of life through a further understanding of the diverse internal and external forces that guide human behavior. We are dedicated to providing excellent instruction that utilizes a variety of teaching methods, including the use of technology, to enhance the learning process of our students.

Program's Overarching Outcomes - SLOs / SAOs

1. Students will demonstrate familiarity with the major concepts and theoretical perspectives in psychology.
 2. Students will understand critical thinking within the context of the scientific approach to solving problems related to behavior and mental processes.
 3. Students will recognize and apply psychological principles to personal, social and/or work-related issues.
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Program's Characteristics, Performance and Trends

Updated Data for: 2011-2012 Program Year

Rio Hondo College Total Enrollment										
Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Total 2008-09	Summer 2009	Fall 2009	Intersess 2010	Spring 2010	Total 2009-10	Annual Growth
27,189	68,613	4,164	75,319	175,285	26,912	72,795	366	58,683	158,756	-9.43%

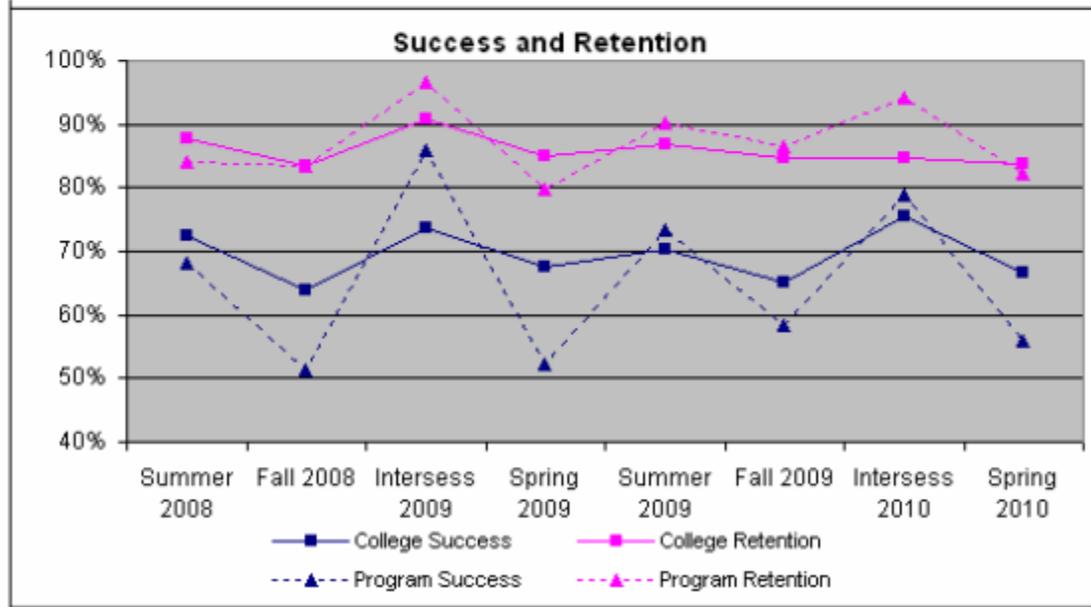
Psychology Total Enrollment										
Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Total 2008-09	Summer 2009	Fall 2009	Intersess 2010	Spring 2010	Total 2009-10	Annual Growth
560	1,464	95	1,532	3,651	579	1,657	52	1,383	3,671	0.55%

Psychology									
Course Enrollment									
Course	Summer 2008	Fall 2008	Intersession 2009	Spring 2009	Summer 2009	Fall 2009	Intersession 2010	Spring 2010	
PSY101	433	991	51	1084	431	1068	52	934	
PSY101H	0	26	0	0	0	24	0	0	
PSY112	84	162	44	191	98	219	0	192	
PSY114	43	90	0	93	50	95	0	95	
PSY118	0	0	0	0	0	0	0	0	
PSY121	0	53	0	0	0	90	0	0	
PSY122	0	0	0	0	0	0	0	0	
PSY123	0	0	0	43	0	0	0	38	
PSY126	0	0	0	0	0	0	0	0	
PSY127	0	46	0	0	0	47	0	0	
PSY130	0	0	0	0	0	0	0	0	
PSY133	0	34	0	0	0	41	0	0	
PSY200	0	18	0	27	0	22	0	23	
PSY210	0	44	0	94	0	51	0	77	
PSY210H	0	0	0	0	0	0	0	24	
PSY230	0	0	0	0	0	0	0	0	

Psychology						
	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
FTES	182.15	57.82	160.05	162.35	59.66	181.06
FTE	3.64	1.29	3.10	3.30	2.65	3.30
Efficiency	50.00	44.83	51.63	49.13	22.47	54.87

Psychology								
	Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Summer 2009	Fall 2009	Intersess 2010	Spring 2010
Success	68.2%	51.3%	85.9%	52.2%	73.4%	58.2%	78.8%	55.9%
Retention	84.0%	83.4%	96.7%	79.8%	90.1%	86.4%	94.2%	82.1%

Rio Hondo College								
	Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Summer 2009	Fall 2009	Intersess 2010	Spring 2010
Success	72.5%	63.7%	73.6%	67.7%	70.2%	65.1%	75.5%	66.5%
Retention	87.8%	83.4%	90.8%	84.9%	87.0%	84.5%	84.6%	83.8%



Psychology offers the core undergraduate, transferable courses for the major: Introduction to Psychology, Research Methods, and Biological Psychology. In addition the the 3 main core classes, Statistics for the Behavioral Sciences is a new transferrable stats course that is planned to be offered in the Fall of 2011 for the first time. Furthermore, students who wish to further their understanding of the field may take additional courses that meet general education requirements, including Lifespan Development, Introduction to Abnormal Psychology, Introduction to Learning and Memory, and Positive Psychology. In addition, the psychology department offers courses as part of the Drug Studies Program along with three other Psychology courses: “Drug Education and Prevention”; “Introduction to the Physiological Effects of Drugs of Abuse,” and “Drugs, Society and Behavior.” The Drug Studies Program consists of courses that provide students with all of the academic preparation needed to

become certified to work in a drug treatment facility. Of all the above-mentioned courses, Introduction to Psychology, Lifespan Development and Abnormal Psychology are offered not only on campus, but also as online courses each semester. All Psychology courses are taught by four full-time faculty and ten adjunct faculty.

Trends

Based upon current program data, the Psychology program has consistently served approximately 3700 students for each academic year (2006-2007, 2007-2008, and 2008-2009, 2009-2010) with an annual growth rate of 0.54% (06-07 to 07-08), 0.92% (07-08 to 08-09), and 0.55% (08-09 to 09-10). This is a modest growth rate; however, it suggests that the Psychology program is a stable one. It is important to note that enrollment in Psychology courses has grown slowly while enrollment at college-wide has fallen. During the 08-09 to 09-10 cycle, the psychology program grew by 0.55% while college-wide enrollment fell by 9.43%.

The Psychology department has an overall success rate that is about 5-12% lower than that of the college during Fall and Spring semesters. However, during recent Intersession and Summer semesters, Psychology classes have success rates 3-12% higher than the college. From Summer 2008 until Spring 2010, the average, overall success rate of the college was approximately 70% and the average overall success rate for the Psychology program was approximately 65%. Across all psychology courses, success rates have increased for the 09-10 school year. In fact, success rates increased between 3 and 7% depending on the semester. The one exception to this is intersession, where success rates went down, but since there is only one course section offered during intersession, this small N precludes much interpretation from this change.

Retention rates for the Psychology department almost mirror those of the college as a whole from Fall 2006 until Spring 2009. The average retention rate of the college was approximately 86% while during the same period of time, the average retention rate of the Psychology program was approximately 87%. In addition, retention rates for psychology courses have increased from approximately 82% (06-09) to 87% (08-10). The Psychology Dept is interested in examining why this might be.

Program's Strengths and Weaknesses

Strengths

There are extremely high levels of demand for Psychology courses. The Psychology Department is running at capacity (111.5% of current capacity (09-10 school year)).

The Psychology department offers a variety of courses, all of which are full (non-Introduction to Psychology courses are at 106.6% capacity (as of 2/22/09))

The Research Methods course (Psy 200) has a very high success rate and high SLO proficiency. In Fall, 2009 and Spring, 2010, students scored at the excellent level 90% and 95% of the time, respectively in their understanding of the SLOs. Success rates in this class

are usually quite high as well. Under the guidance of Dr. Padgett, success rates have been in the 80% range (81.8% and 87% for Fall 09 and Spring 10 respectively). The Biological Psychology course (Psy 210) has seen dramatic increases in enrollment in Spring semesters (09 and 10). In Fall 2007, two sections enrolled 28 and 29 students in each (on-campus and online). In Spring 2009 and 2010, two on-campus sections enrolled 95 and 101 students respectively. Both the Research Methods and Biological Psychology courses are the core courses offered by the Psychology department as transferable units for the major.

The background of the faculty for the Psychology department is very strong. We have four full-time faculty members that have sound teaching backgrounds, having taught a variety of Psychology courses across two- and four-year institutions. Further, each has a strong science-based background. Professor Sutow has completed classroom based research on cross-cultural psychology. Dr. Padgett has published a number of social psychological studies. Dr. Smith and Dr. Pilati have strong backgrounds in Biological Psychology (Dr. Smith at the whole brain level and Dr. Pilati with reference to drug interactions and outcomes).

New courses have been developed and are planned to be offered over the next few semesters. Positive Psychology (Psy 180) was offered for the first time in the Fall 2010 semester and it filled (48 students enrolled at census). We plan to offer this course each semester. Statistics for the Behavioral Sciences (Psy 190) is currently on the UC TCA list and is being submitted for CSU GE and IGETC. Assuming it is approved for these transfer lists, it will be offered in the Fall 2011 semester.

Weaknesses

The Psychology Dept is running at capacity which makes it unable to accommodate many students trying to add our courses. Also, the current budget situation makes expansion difficult. The Psychology program has new courses written, but the department is unable to add sections of these courses without replacing other course sections.

There is currently no statistics course offered within the Psychology department. Psychology students take the statistics course offered by the Math Department. Many Psychology departments in the community college system offer a statistics course within the social sciences. Further, at many four-year universities, in particular those Psychology programs with which we articulate, have expressed their desire for our department to offer a statistics course within the Psychology Department. To alleviate the demand for such a course, the Psychology department has written a course "Statistics for the Behavioral Sciences." The course is currently being reviewed by the UC and CSU systems to determine whether it will be added to IGETC and CSUGE lists. The current plan is to have the course offered in the Fall of 2011.

The course offerings within the Psychology department focus primarily on transfer to four year institutions, and focus less on knowledge, skills, and values consistent with a Liberal Arts education. This year we are starting to offer "Positive Psychology" which is a course that targets continuing education students and the interests of the community by covering topics found in the media and in pop psychology (however, they are covered in a scientific way). There has been discussion on offering a "Current Topics" course with variable topics in the near future. This style of course might be especially popular at the new South Whittier Education Center which may draw a larger percentage of students from the community

(lifelong learners).

According to data from the 2007-2008 academic year, the Psychology department has lower success rates when compared to the college. The Psychology department has a success rate that is consistently 5-12% lower than that of the college. From Summer '08 until Spring '10, the average success rate of the college was 69.4% and the average success rate for the Psychology program was 65.5%.

The Psychology faculty could investigate whether relevant grants are available that may provide funding for obtaining the appropriate technology, software, equipment and necessary support systems to provide excellent instruction to improve student learning.

Information about Psychology and about the Psychology program is difficult for students to find in institutional literature either written or online. This includes course information, transfer information, and information about career choices in Psychology.

Currently there is no Psychology major. Recently, the college eliminated two of the main degree options for students (Liberal Arts and General Education). Thus, there is a need for new majors to provide students with graduation options. The AA in Psychology was approved by the Rio Hondo Curriculum Committee in Sept. '10. The degree is waiting to be sent to the Chancellors Office for approval.

Program's Opportunities and Threats

Opportunities

The new LRC building contains classrooms, some of which may be available for Psychology courses. It also appears that the old Library building has some classrooms, which might also be available for Psychology courses.

Cross-disciplinary courses with Sociology and Human Services may increase interest in Psychology and increase enrollment in Drug Studies courses as well as Psych 101. These cross-disciplinary courses are: HUSER 118 Chemical Dependency: Intervention, Treatment, & Recovery; HUSER 126 Counseling the Family of the Addicted Person; HUSER 122 Introduction to Group Leadership and Process; HUSER 124 Introduction to Case Management and Documentation; HUSER 130 Essential Counseling Skills. These courses may spark students' interest in Psychology.

Because of state funding cuts and because surrounding community colleges are cutting enrollment to remain within budgetary constraints, our enrollment may increase since our college is not cutting as many courses due to sound fiscal policies. This may positively impact the Psychology program.

Threats

Currently, there is an inadequate number of classrooms designated for Psychology classes at the college. As we develop new courses, there may not be classrooms available for these new courses to be taught. In Spring 2010, we offered 22 on-campus sections and had one dedicated classroom for Psychology classes, which is used by Human Services classes as well. The room is scheduled at nearly every possible time.

The consistent level of construction at the college limits students' ability to find parking, which threatens their return rate and harms their chances of succeeding in courses that they cannot and do not attend. This construction will continue for several years.

Because of state funding cuts, less money will be available for college programs. Thus, it may be less likely to purchase up-to-date multimedia, software, and equipment for use in Psychology courses, or to replace parts for equipment that wears out.

The available Psychology research databases at the library are limited in their coverage of certain areas of Psychology. Scholarly articles on specific topics, such as Biological Psychology, are not readily available through our library.

Currently, in our one dedicated classroom, there are damaged, flimsy tables and chairs. The tables are too small to comfortably accommodate students sitting in chairs. Funding is needed to replace tables and chairs with new student desks.

The Drug Studies program is not currently being fully-funded. Without a full time faculty member for the Human Services or Drug Studies programs, there is a lack of support and coordination for those classes. This may negatively impact the PSY courses that are part of that program. Also, if the program fails or if the courses are cancelled, these students will go elsewhere for their certification and may bring PSY 101 enrollments down (very slightly).

Program's Accomplishments and Recommendations for Improvement

Program's Performance

The mission of the Psychology program is to provide students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum providing knowledge, skills, and values consistent with the science and application of Psychology.

Accomplishments:

- Our courses and their SLOs are directly related to students learning scientific method and skills.
- Our courses and their SLOs provide an understanding of the value of the scientific approach to solving problems.
- The department is meeting its mission of providing Psychology courses that are founded on science although our course offerings should be expanded to provide students with

more science-based courses that study a greater variety of human behaviors.

The mission of the Psychology program is to provide students with a diverse curriculum not only for transfer but for developing skills for the workplace or for enhancing students' personal understanding of human behavior.

Accomplishments:

- We offer a variety of courses from our core transferable courses, to drug studies courses aimed at the workplace, and a course in positive psychology.
- We offer a limited but wide cross-section of Psychology courses. Our program has nine different course offerings plus two honors classes.

The mission of the Psychology program is to utilize a variety of teaching methods, including the use of multimedia and technology in our courses.

Accomplishments:

- We provide students with many online courses. Specifically, each semester we offer four sections of Introduction to Psychology (Psy 101), two sections of Lifespan Developmental (Psy 112), and one section of Introduction to Abnormal Psychology (Psy 114).
- In the classroom, we have computers to use Power-Point presentations, access the internet, and play videos to enhance learning.
- In the classroom and in online courses, interactive student groups are used for students to think critically about the application of psychological principles.
- It would be beneficial to the curriculum to offer more online courses and to stay up-to-date with technological advances so students are provided state-of-the-art technology in learning information.
- Access to a computer lab would be useful for the Research Methods course (PSY 200) and for use in the upcoming Statistics for the Behavioral Sciences course (PSY 190).

Recommendations

1. Expand our course offerings to include a statistics course.
This course has been written and is nearly transferrable. Since it takes approximately one year for a course to go through the process of becoming fully transferrable (on CSU GE or IGETC), this course should be offered Fall 2011.
2. Expand the diversity of our course offerings.
Although we have a wide cross section of courses, courses that can enhance the personal and workplace understanding of human behavior should be added. For example, there is a growing internationalization of Psychology with the acknowledgement of the relevance of cross-cultural issues within the context of the globalization in today's world. Other courses that are frequently taught at the lower division level include: History of Psychology, Personality Theory, and Social Psychology. Also, some classes could be offered that would focus more on " interest based" topics that enhance a liberal arts perspective of Psychology.

3. On-going evaluation of our program, SLOs, teaching methods, technological advances and curriculum in order to maintain and improve student success.

Although the Psychology department has a very high demand for its courses and we are running at capacity, we cannot become complacent in our successes. Even though we have improved our success rate this past school year, we can still strive to further improve the student success rate. In order to do this, we need to maintain an on-going evaluation of every aspect of our program.

4. Hire an additional full-time faculty member.

Currently, we are teaching 29 sections of courses. The program is already at capacity. Further, the percentage of full-time faculty is 69%, and we intend to expand our course offerings.

5. Provide the Psychology program with new student desks in our classroom.

Currently, our classroom has very unstable, damaged long tables. In order to seat 45 students in this classroom, chairs must be squeezed along each table which provides a very uncomfortable seating arrangement for students which interferes with learning. The chairs in the classroom are also unstable and appear to be dangerous, as some of them bend into inappropriate angles when students sit in them. New folding chairs were added to the room in Fall 2010, and these are small, uncomfortable, and frail looking options as well.

6. Provide the Psychology program with up-to-date classroom equipment.

Currently, our classroom could use a new over-head projector as the one in our classroom has a reflector that constantly falls down losing the image on the wall. Further, the mounted ceiling projector for the computer tends to overheat and has at times, shut down.

7. Provide a pamphlet on the course offerings in our department.

Since it is difficult for students to find information on our course offerings, a pamphlet would be beneficial for students to know what our program offers.

8. Create a Psychology major.

Students at the college would benefit from having more majors than is currently available providing students with more graduation options. Since many students express an interest in majoring in Psychology, having the major gives students the opportunity to do so.

Program's Strategic Direction

Strategic Direction of Program

The Psychology department is a strong, growing and vibrant program. The overall strategic direction for the program is for it to grow by providing students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum that will provide knowledge, skills, and values consistent with the science and application of Psychology. This direction will involve regular evaluations of the program and SLOs .

Therefore, within the next 3 to 5 years, increasing relevant course offerings will be important for the program in order for the program to grow. Having another full time faculty member may be required to teach new courses. On-going evaluation of all aspects of the program should be maintained. Continual evaluation, refinement, and assessment of SLOs should ensure that the curriculum impart to students a clear set of expectations about the knowledge they should learn from any Psychology course.

Program's Staff Development

Goal #1 Long term (2-5 years)

Status: in progress

Description of Goal

Expand our course offerings.

Evaluation of Goal

Evaluation of the goal is based on a determination of an improvement in the number of diverse course offerings.

Objective #1.1

Status: in progress

03/09: Develop a transferable statistics course within the Psychology program.

10/09: The statistics course has been written and is set to go before the curriculum committee for approval on 10/28.

9/10: The statistics course has been approved by the curriculum committee at Rio Hondo and was placed on the UC TCA list in August. The course is being submitted for placement on CSU GE and IGETC this month. The current plan is to offer the course in Fall 2011.

Impact of Objective on Other Programs, Units, and/or Areas
Impact on the Math & Sciences Program: Transfer Level Math

The Math Dept. currently teaches this course for all our Psychology students.

Objective #1.2

Status: in progress

3/09: Expand our course offerings to include more “interest-based” courses and/or courses that emphasize sociocultural and international diversity awareness, and personal development.

10/09: The Psychology department has written three new courses: Introduction to Learning and Memory, Statistics in the Behavioral Sciences, and Positive Psychology. These courses are written and are set to go before the curriculum committee for approval on 10/28.

9/10: Introduction to Learning and Memory, Statistics in the Behavioral Sciences, and Positive Psychology were all approved by the curriculum committee. Positive Psychology was offered in Fall 2010 (at full capacity). Statistics for the Behavioral Sciences and Introduction to Learning and Memory are still going through the steps to get onto IGETC and CSU GE lists. Current plans are to offer Statistics for the Behavioral Sciences in Fall 2011, and Introduction to Learning and Memory in Fall 2012.

Objective #1.3

Status: in progress

Hire an additional full-time faculty member.

Resources Needed: Additional Personnel

Position Classification: Full Time Faculty

Required for How Long: 1 time

Position Title:

Basic Position/Job Description:

Psychology instructor

Estimated Salary Excluding Benefits: \$50,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

We are currently at 69% for full-time faculty and our program is running at capacity.

Objective #1.4

Status: in progress

Provide the Psychology program with another classroom.

9/10: Although not specifically met, with the addition of the LRC and the additional classrooms in the old library building, the demand for another classroom has lowered. That said, when funding improves and course offerings increase, there will be a classroom shortage once again.

Objective #1.5

Status: in progress

Expand the psychology department's offerings of elective courses. With the new psychology degree currently going through the approval process, there will be an increase in demand for elective style courses that students can take to fulfill requirements. Many other community colleges offer courses in Social Psychology, Personality Theory and History of Psychology.

Goal #2 Long term (2-5 years)

Status: in progress

Description of Goal

Improve dissemination of pertinent information on the Psychology program to students.

Evaluation of Goal

Evaluation of the goal is based on adequate dispersal of information.

Objective #2.1

Status: in progress

Develop a pamphlet on the course offerings of the Psychology department.

Objective #2.2

Status: complete

3/09: Develop a Psychology department website.

In Fall 2009, the Psychology department website went live and has been used in some psychology classes to disseminate information to students about course offerings.

Existing Resources

We are connected to the internet and can set up another Social Science website.

Goal #3 Long term (2-5 years)

Status: in progress

Description of Goal

Maintain an on-going evaluation of our program.

Evaluation of Goal

Evaluation of the goal will be determined by an empirical assessment of the extent to which a consistent evaluation process is maintained.

Objective #3.1

Status: in progress

3/09: Maintain an on-going evaluation of our SLOs.

10/09: SLOs are currently being assessed and will be evaluated in the Spring of 2010.

9/10: Assessment reports were written in Fall 2010 and the psychology department is currently on track to evaluate the next set of SLOs in the Spring.

Objective #3.2

Status: in progress

3/09: Maintain an on-going evaluation of our teaching methods.

10/09: Faculty in the Psychology department are continually going through peer review (Prof Sutow in 2008-2009, Dr Padgett in 2009-2010, Dr Smith every year until 2011-2012).

Objective #3.3

Status: in progress

Maintain an on-going evaluation of technological advances and their potential usefulness in the classroom.

Objective #3.4

Status: in progress

3/09: Maintain an on-going evaluation of our curriculum to insure that it meets the needs of our students.

10/09: With the three new courses that are going before the curriculum committee on 10/28, the Psychology faculty are ensuring that our curricula are meeting the needs of our students, both for those wanting to transfer (with the stats course and learning and memory course) and those wanting to take courses for lifelong learning (with the positive psychology course)

Objective #3.5

Status: complete

Provide Psychology faculty with a conference or meeting room to meet with colleagues and with our students.
The "blue room" is available for use by Behavioral Science and Communications faculty. This room has made meeting with colleagues considerably easier.

Goal #4 Long term (2-5 years)

Status: in progress

Description of Goal

Provide students at Rio Hondo with other options for a degree major.

Evaluation of Goal

Evaluation would involve an empirical assessment of the extent to which other options for a major are developed.

Objective #4.1

Status: in progress

3/09: Develop a Psychology major.

10/09: The paperwork for the major has been written up and is currently in the review process among the Psychology faculty. The degree should be submitted to the curriculum committee in the month of November.

9/10: The degree was approved by the curriculum committee and is currently awaited review by the Chancellors office.

Goal #5 Long term (2-5 years)

Status: in progress

Description of Goal

Improve teaching and learning conditions in our one classroom (A228) and in our "supplemental classroom" (S336).

Evaluation of Goal

Evaluation of the goal will depend on the improvements to the classroom.

Objective #5.1

Status: in progress

Provide the Psychology program with new student desks in our classroom.

Resources Needed: Additional Budget

Requested Item:

Required for How Long: 1 time

Requested Amount: \$3,000.00

Description:

Individual student desks with a holder under the seat for books and backpacks.

Supporting Rationale

Currently, our classroom has very unsafe, unstable, long tables. These chairs and tables bend when students sit on them. Folding chairs have been added to A228 in Fall 2010, but this appears to be even worse. The folding chairs are even flimsier than the non folding ones.

Requested Item:

Required for How Long: 1 time
Requested Amount: \$3,000.00
Description:

Individual, student desks preferably with a holder for books and backpacks under the seats.

Supporting Rationale

Currently, our classroom has very unsafe, unstable, long tables. In order to seat 45 students in this classroom, chairs must be squeezed along each table which provides a very uncomfortable seating arrangement for students which interferes with learning.

Objective #5.2

Status: in progress

Provide the Psychology program with a new over-head projector.

Resources Needed: Additional Budget

Requested Item:
Required for How Long: 1 time
Requested Amount: \$500.00
Description:

This is an overhead projector for showing transparencies.

Supporting Rationale

Our current overhead projector has a reflector that constantly falls down losing the images reflected on the wall.

Requested Item:
Required for How Long: 1 time
Requested Amount: \$500.00
Description:

This is an overhead projector for showing transparencies.

Supporting Rationale

Our current overhead projector has a reflector that constantly falls down losing the images reflected on the wall.

Objective #5.3

Status: in progress

Provide our one Psychology classroom with a new mounted ceiling projector.

Resources Needed: Additional Budget

Requested Item:

Required for How Long: 1 time

Requested Amount: \$1,000.00

Description:

This is a projector for the computer which displays our power-point presentations, videos and internet displays.

Supporting Rationale

The mounted ceiling projector in room A-0228 overheats on a regular basis, and has at times, shut down.

Requested Item:

Required for How Long: 1 time

Requested Amount: \$1,000.00

Description:

This is a projector for the computer which displays our power-point presentations, videos and internet displays.

Supporting Rationale

The mounted ceiling projector in room A-0228 overheats on a regular basis, and has at times, shut down.

Objective #5.4

Status: in progress

Provide a computer lab with access to SPSS software.

Existing Resources

There are a few copies of SPSS around campus (IRP actually has some). We are unsure what type of licensing agreement Rio Hondo currently has with SPSS.

Resources Needed: Additional Budget

Requested Item:

Required for How Long: 1 time

Requested Amount: \$2,000.00

Description:

Site license for SPSS

Supporting Rationale

This program is needed for the new Psychology Statistics course and for our Research Methods course

Objective #5.5

Status: in progress

Provide Faculty with 6 sheep brains and 15 cow eyeballs

Resources Needed: Additional Budget

Requested Item:

Required for How Long: Ongoing

Requested Amount: \$100.00

Description:

6 Sheep Brains and 15 cow eyeballs from Nebraska Scientific

Supporting Rationale

These items are crucial for Biological Psychology

Objective #5.6

Status: in progress

Hire a full time AV specialist to monitor and improve the audio-visual setup in S336. Currently, calls to the "Help" Desk are invariably answered by a recording that states that no one is there to help. The projector in Sci 336 is mounted in such a way that the image fills only a portion of the screen. The cables connecting the computer to the monitor are jury-rigged. Controls on the front panel are not placed in a safe location. The wiring between monitor and system competes with plumbing fittings under the sink. Completion will occur when someone is hired full-time.

Resources Needed: Additional Personnel

Position Classification: Classified

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

AV Technician

Estimated Salary Excluding Benefits: \$75,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Currently, calls to the “Help” Desk are invariably answered by a recording that states that no one is there to help. The projector in Sci 336 is mounted in such a way that the image fills only a portion of the screen. The cables connecting the computer to the monitor are jury-rigged. Controls on the front panel are not placed in a safe location. The wiring between monitor and system competes with plumbing fittings under the sink.

Goal #6 Short term (1 year)

Status: complete

Description of Goal

Provide the Division with more clerical support which improves support for the Psychology program.

Evaluation of Goal

Evaluation of this goal depends upon the hiring of more clerical support for the division.

Objective #6.1

Status: complete

Hire a new Clerk Typist III.

Resources Needed: Additional Personnel

Position Classification: Classified

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

Clerk Typist III

Estimated Salary Excluding Benefits: \$55,847.45

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

The Social Science Division is in dire need of a new Clerk Typist III. Currently, there is only one classified staff for the division. Because of our location, we are inundated with students regularly asking questions of our secretary. During the first five days of the semester, there were approximately 105 students needing information or assistance. Our secretary must do this while managing the work of the division which includes managing program schedules for ten department programs. Repeatedly dealing with students' needs diverts time from attending to the important work of all the departments in the division. Further, after regular business hours, beginning at 5:00 pm, there is no clerical staff in the Social Science office to help students.

Position Classification: Classified

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

Clerk Typist III

Estimated Salary Excluding Benefits: \$55,847.45

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

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Objective #6.2

Status: in progress

Hire a Full time grant writer

Resources Needed: Additional Personnel**Position Classification: Classified**

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

A full time grant writer is needed to attain additional funding for many programs

Estimated Salary Excluding Benefits: \$80,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Currently, the district employs a part time grant writer (a consultant) at a much higher rate than needed.

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

Name	Role
1. Smith, Kevin	Program Manager
2. Sutow, Christine	Participant
3. Padgett, Vernon	Participant