Program Review

Purpose

"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices" – **Academic Senate for California Community Colleges**

Data Driven Decision Making

Continual improvement
Evaluation of program resource needs
Fiscal stewardship and transparency
Culture of evidence

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website:	August 22, 2023
Data is available on the ORPIE website:	
• Instructional Program Review Dashboard	Available now
• Student Services Program Review Dashboard	*Coming August 28, 2023*
• State comparison data may be found on Data Mart or Cal-Pass Plus	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
• Step 1a: **Technical Review** by IEC (for all) and Academic Senate (for any that include a faculty request). • See the technical review rubrics.	Friday, October 6, 2023
• Step 1b: **Content Review** by Deans/Director. Feedback due to author.	Friday, October 6, 2023
• Step 2: **Completed Revisions** submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.	Friday, November 3, 2023
• Step 3: **Final Program Review Approvals** by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.	Friday, December 1, 2023
• Step 4: Funding Requests proceed through governance structure.	
• Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization.	Friday, December 1, 2023
• Committees forward recommendations to the Budget Committee	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
▪ President makes final faculty decisions and reports to Senate at Special Meeting. ▪ Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate.	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

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Wing [Instruction ▼]   Email Address [lduvall1@gwc.cccd.edu]   Office Phone [ext 51073]

Dean/Manager First Name [Alex]   Last Name [Miranda]   Email [Miranda, Alex = amira ▼]

Vice President First Name [Kay]   Last Name [Nguyen]   Email [Nguyen, Kay = kvngu ▼]

Program Review - Draft
*Program-Review-Psychology-2023.docx

Program Review - Final
Submission
*Program-Review-Psychology-Final.docx

This Program Review includes the following:* [-- Please Select -- ▼]
Pick all that apply.

Faculty Request [-- Choose -- ▼]

Facilities, Technology, Equipment Request [-- Choose -- ▼]

Classified Request [-- Choose -- ▼]

This Program Review includes the following:* [Yes ▼]
Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request [-- Choose -- ▼]

Facilities, Technology, Equipment Request [Yes ▼]

Classified Request [-- Choose -- ▼]

Faculty Requests (up to 3)   Faculty Requests (up to 3)
One upload per request   *One upload per request*

Faculty Upload1   Faculty Upload1

Faculty Upload2   Faculty Upload2

Faculty Upload3   Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)   Facilities, Technology or Equipment Update Requests (up to 5)

FTE Upload1   FTE Upload1

Program-Review-Request-for-Funding-2023-24-Facilities,-Equipment,-Technology,-Other-Funding PSYCINFO.docx

FTE Upload2	FTE Upload2
Program-Review-Request-for-Funding-2023-24-Facilities,-Equipment,-Technology,-Other-Funding SPSS.docx	
FTE Upload3	FTE Upload3
IBM SPSS Statistics Campus Edition_ Site-wide license for teaching and learning data science.pdf	
FTE Upload4	FTE Upload4
FTE Upload5	FTE Upload5

Classified Personnel Draft Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Classified Personnel Updated Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

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Laura Duvall
Author - Draft Signature

10/04/2023
Date

...3939313535

Laura Duvall
Author - Final Signature

11/02/2023
Date

Dean/Manager Draft Feedback

The most significant change in the Psychology Department is the addition of a FT instructor. Other than that, the changes have been related to PT faculty hires, curriculum updates, and course offerings.

The Psychology Dept has multiple strengths, including: experienced and engaged faculty, a rigorous but fair group of courses, ability to offer any and all course modalities, and very solid strategies to attend to students.

A slight decline in enrollment is the only challenge faced by this department, along with the need for technology to support a set of popular courses that lead to the degrees. A decision by the Psychology Department benefited it and the College. Namely, the Psychology Department opted to focus on transfer and removing the AA degree.

Overall, enrollments decreased and then increased during this cycle. Retention has remained strong at about 86%. The attention to matters of diversity, equity, inclusion, and accessibility are excellent in the Psychology Department, as evident by the diversity of its faculty, the curriculum upgrades, participation in Puente, and attention to students who have special needs.

One year ago, the Psychology Dept. granted 109 ADTs, and 25 Assoc. degrees. Two years ago, the Psychology Dept. granted 118 ADTs and 96 Assoc. degrees. Three years ago the numbers were at the highest point for the cycle: 124 ADTs and 77 Associate degrees.

The FTES/FTEF ratio reflected the same trend as the aforementioned degree awarded did. One year ago 431, two years ago 458, and three years ago 431. The Department answered the drop in numbers by optimizing enrollment per course, increasing online and hybrid courses, collaborating with Counseling on academic advising, marketing and outreach, and waitlist management. Also, the faculty attended to the curriculum - all courses have been updated, according to CCI.

Last cycle's goals were attended to well. Goal 1 - to grow the department - was accomplished. Goal 2 - to strengthen and improve student retention and success - is in progress. Goal 3 - strengthen and improve the number of degrees awarded - is ongoing. Goal 4 - meet the growing and changing technology needs of students and faculty in the classroom - continues.

The current goals are: 1. continue to strengthen and improve student retention and success, 2. continue to strengthen and improve the number of psychology degrees awarded, 3. meet the growing and changing technology needs of students and faculty in the classroom.

I have no concern regarding the PR and the information reported by the Psychology Department, and I support the requests.

FileUpload2

IEC Feedback

All requested data and information is present and well supported.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

The report from the PSYC Department is accurate, well supported, and focused on students' needs and what may enhance the quality of the courses offered. The request for technology is in line with what transferrred students (the majority of the PSYC students) will encounter when they get to the universities.

FileUpload2

...3538373836

Alex Miranda
Dean/Manager Signature

11/02/2023
Date

Vice President Feedback

FileUpload3

...3739333339

Kay Nguyen
Vice President Signature

12/06/2023
Date

Downloaded to the following Committee Teams folder on: -- Choose -- ▼

...3733363932

Lauren Davis Sosenko
IEC Signature

12/11/2023
Date

Dean/Manager - Feedback Signature	Electronically signed by Alex Miranda on 10/19/2023 1:01:35 PM
Academic Senate: Technical Review Signature	Signature not required
Academic Senate Signature	Signature not required
IEC: Technical Review Signature	Electronically signed by Kristen Hill on 10/17/2023 9:46:20 AM

Program Review Request
Instruction

Program Review Purpose

"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices" –Academic Senate for California Community Colleges, 2009

SUBMITTER INFORMATION

First Name:	Laura
Last Name:	Duvall
Email:	lduvall1@gwc.cccd.edu
ID:	Click or tap here to enter text.
Phone Number:	Click or tap here to enter text.
Who is your Dean/Supervisor?	Alex Miranda
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

Name of Program (Academic Programs should be listed per discipline):
Psychology

Please provide a brief description and any significant change in your program since the last Program Review cycle.
The Psychology Department has had only minor changes since the last review cycle in 2021 which have been primarily personnel changes, curriculum updates, and making the necessary adjustments to course offerings as enrollment changes. As of Fall 2023, we have 4 full time faculty (3 tenured and 1 tenure track) and 10 part time instructors.

What are your program's strengths? (Answers could include but not limited to KPI data)
The Psychology Department's major strength is its cohesive and devoted faculty who care deeply about their classes, students, and the success of the program. We continuously strive to maintain the balance of preserving the rigor and standards necessary to prepare our students effectively, with the support and flexibility that students often need during the more difficult classes or competing life circumstances. The faculty in this department work together incredibly well with shared goals to make our department successful and our students feel supported and prepared for their higher-level classes, their programs at their transfer institutions, or their careers if they choose not to go further.

We each have our particular specialties that complement our program as well as our students' needs, and we continue to work together to develop and hone a successful program.

Another major strength of the program is the structure of the curriculum. We have a variety of classes to promote interest in the program and to encourage transfer. We have enthusiastic faculty who continue to refine and improve their classes and the content of those classes as well as the methods of teaching sometimes difficult concepts. The Psychology Department has concentrated on creating a program that focuses on the skills and knowledge base students need to be successful in the major. Students come out of the program with a working knowledge of discipline applicable statistics and research methods, a solid writing experience across our curriculum, critical thinking skills and a comprehensive knowledge base that helps them discover their interests and direction. Furthermore, students who complete the psychology department curriculum start with a broad overview of the discipline, begin to develop their writing and research skills, then take a deep dive into particular topics in our specialty classes. In addition, we have fully developed our online courses so that all our classes can be taught effectively, opening the opportunities to a wider variety of students who previously were not able to take our classes because of rigidity of the class offerings.

In terms of KPI data since our last program review, overall our program is working well with success rates showing a small increase from 2021-2022 to 2022-2023. Retention rates remain consistently high at 86% for the past two years. We have had a small drop in FTES, enrollment, and unduplicated headcount but this is a small decrease and consistent with what other instructional programs are experiencing. Overall it appears we have slightly fewer students but our program is still robust with our students being retained and successful.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)

One challenge our program is facing is the slight decline in enrollment, as this seems to be a campus and statewide trend we expect this to change once enrollment increases again.

A challenge that we have been dealing with in the past few years is the need for specialized statistical software. Our students in statistics and research methods courses are at a disadvantage by not having access and experience with the software SPSS. SPSS is a software program used as all CSUs and UC Psychology programs and it is expected that our students will know how to use this program once they have transferred. As our sister college OCC has a license for this program we hope to be able to have access to SPSS soon.

Along the same lines as needing the SPSS software we would also like to have laptop computers that can be used in our classes to use the SPSS software. SPSS is a program that cannot be used on Chromebook and needs to be used on an actual laptop since the program and data files need to be downloaded. Having a cart of laptops to use for our classes would be very beneficial to our students.

The psychology department has seen an upward and then downward trend in recent years for awards, success rates, and retention rates. This is consistent with trends that the entire campus is experiencing. As expected, more students were completing degrees initially as we came back from being mostly online in late 2021 and early 2022. Then we had a decrease in awards in the last year as enrollment declined.

Looking at the award data we have awarded more AA-Ts for transfer (ADT) degrees compared to the regular psychology AA. This is because we removed the regular/local AA degree. With our focus on transfer, the ADT psychology degree is more helpful to our students and the AA degree was not needed. This is in line with what other programs our size is doing and based on information from CCI this is better for our students.

The number of ADTs being awarded is likely going to continue to increase with improved communication about our ADT with students, improved faculty awareness, by working more closely with the counseling department to meet the needs of our majors, by offering psychology major workshops, and by growing and promoting our Psychology Club.

We also believe that having updated psychology courses within the psychology department will help to increase the number of students who complete their ADT requirements before transferring. As we work to continuously improve and add to our classes, we expect to see the number of ADTs in psychology continue to grow. We also have planned revisions to our program requirements to help students complete their psychology degrees in a timely manner.

Overall success and retention rates show a small increase this last year, but they tend to be consistently high for our classes. We have seen a decline in enrollment and the number of sections being offered for our classes, but this is consistent with what GWC as a whole is experience in this past year.

Overall, it appears we have slightly fewer students but we also have had an increased demand for online courses and enrollment only seems slightly lower in in-person courses. As GWC has fewer students enrolling we have a slight decrease but it is fully expected that as more students enroll at GWC we will see increases in our headcount, enrollment, and FTES as well.

There are several ways in which our department actively supports the goals of diversity, equity, inclusion, and accessibility.

First, our department also regularly looks at the ORPIE data dashboards and analyzes data on student demographics, retention rates, and academic performance to identify potential disparities between groups. This data-driven approach allows for the continuous improvement of programs and services to better support underrepresented student populations. Thanks to the GWC data coaching program our department is aware of potential DI group differences for financial aid students. This is one reason our depart prioritized the use of OER books and materials in all our Psychology courses. There may be other possible DI groups but with small sample sizes it is not known if these differences exist or appear due to small size comparisons. We are lucky to have access to the raw data to see the DI data for groups by race/ethnicity and by gender. One notable trend in the DI data is that potential gaps appear for one year and then not the next. This is due to the small sample sizes for specific groups where the success of one or two students can create an equity gap. We are very focused inclusive instruction and evaluating how to best help students in these groups. Programs such as Data Coaching, trainings offered by CIL, and the Umoja training are currently being used to help us close any equity gaps.

Our department also regularly reviews and updates its curriculum to ensure that it reflects a wide range of cultural perspectives and experiences. For instance, in the Introduction to Psychology course, there is an emphasis on understanding cultural differences in mental health, which is integrated into the coursework.

The psychology department has taken steps to ensure that all course materials, including textbooks and online resources, are accessible to students with disabilities. All course materials meet ADA compliance standards, and students with disabilities have access to assistive technologies, such as screen readers and captioned videos, to support their learning through DSPS. As a department we work closely with DSPS and make sure our students get the accommodations they need.

When hiring is possible, our department hopes to increase representation in psychology faculty members identifying as individuals from underrepresented groups, including racial and ethnic minorities, LGBTQ+ individuals, and individuals with disabilities. The psychology department also actively supports and encourages our student clubs to engage with speakers, events, and workshops related to diversity and inclusion.

How does your department/program collaborate with other areas on campus to advance student success?

We are currently working with many other areas on campus to advance student success. Depending on the semester we partner with the transfer center, career center, campus life, GWCASC, DSPS, office of international students, DSPS, and the health center in different ways to help support our psychology students. Our faculty are very active at campus events and many collaborations have developed from that with Psychology faculty presenting at transfer workshops, working with campus life as the Psychology Club and Psi Beta, and potentially partnering with the Health Center for upcoming events about mental health awareness. We are currently working with the Library to try to

increase quality educational and research resources for our students. We are working with them to request APA's PsycInfo database. This electronic database is the leading database in Psychology and constantly updated with full text from the APA Journals. These journals include the latest educational and research materials covering the behavioral and social sciences (and topics used by many other areas), it is imperative that we have access to the latest and most comprehensive resources. This will directly help our students in their learning and success, but also help our faculty to improve their instructional materials and professional development.

How does your department/program utilize technology to support student success?

Our department utilizes technology to support student success in many ways. All Psychology faculty use Canvas and have completed the basic Canvas training. We do our best to use all kinds of technology for our online and hybrid classes. In our online classes we use Canvas to create accessible online assignments, we have virtual office hours, interactive online resources like quizzes and lecture videos, and try to use OER materials that are free with engaging content.

In our statistics and research methods courses students are taught to use technology to plan, collect, and analyze data.

Do any of the courses in your program have a CTE TOP code?

No

AWARDS

What type of awards does your program offer?

☐ Certificates

☒ Associate Degree

☒ Associate Dress for Transfer

Please provide the information for the number of awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3 years ago	2 years ago	1 year ago
Certificates	NA	NA	NA
Associate Degrees	77	96	25
Associate Degrees for Transfer	124	118	109

Program Review Request
Instruction

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Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research and Planning, and Institutional Effectiveness (ORPIE).

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As noted above, the psychology department has seen an upward and then downward trend in recent years for awards. This seems to be consistent with trends that most other departments at GWC are experiencing. As expected, more students were completing degrees initially as we came back from being mostly online in late 2021 and early 2022. Then we had a decrease in awards in the last year as enrollment declined.

As usual we have awarded more AA for transfer (ADT) degrees compared to the regular psychology AA. This is expected with our focus on transfer, the ADT psychology degree is more helpful to our students. It makes sense that the number of regular AA degrees would decrease as the number of ADTs in psychology increase. We expect this trend to continue, especially as enrollment rebounds.

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FTES and FTEF

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from three years ago, two years ago, and this past year.

Please note: *For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.*

	3 years ago	**2 years ago**	**1 year ago** (this past year)
FTES/FTEF Ratio:	463	458	431

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Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.

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Facing a small decrease in FTES the Psychology department has several strategies that can help us to serve more students efficiently:

    1) Course Optimization:
Review the course schedule to ensure that popular and high-demand courses are offered during optimal times. This may require adjusting class times, offering more sections, or staggering course offerings by increasing late start classes.

    2) Increasing Online and Hybrid Courses:
Offer more online or hybrid courses to accommodate students with varying schedules that prefer more flexible courses.

    3) Work with Counseling to enhance Academic Advising:

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Communicating with our GWC Counselors so they are best able to help our students select appropriate courses and stay on track for graduation. Working with Counseling we can also help identify students who may be struggling and get them the extra support they might need.

     4) Marketing and Outreach:

We can continue to work with marketing/promotions in their efforts to promote the Psychology department's program and courses. Our faculty currently attend various events to help attract more students.

     5) Waitlist Management:

Many students at GWC struggle with the waitlist system. As faculty we can learn to more efficiently manage enrollment in high-demand courses by accessing our waitlist and communicating with those students often. Students can be notified by the system and the instructor if a spot becomes available, helping to fill seats in classes. Many faculty might not know the ins and outs of the system and how to find the student's personal emails and phone numbers for outreach.

CURRICULUM

After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.
If you do not currently have a representative on CCI, you may contact either:
Gary Kirby: gkirbyjr@gwc.cccd.edu
Monica Jovanovich: mjovanovich@gwc.cccd.edu

Do you have any courses that have not been updated to CCI, within the required timeframe (6 or more years for a transfer-level course, 3 years or more for a CTE course)?
☐ Yes
☒ No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? Please note, classes that were cancelled, they were not successfully offered)
☐ Yes
☒ No

Do you have active courses that are not part of a degree or certificate?
☐ Yes
☒ No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.
NA

STUDENT LEARNING OUTCOMES

Do any of your SLOs use the exact wording as the course objectives?
(SLOs should be written to reflect the course objectives while not using the exact same language as the course objectives).

☐ Yes
☒ No

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?
The Psychology department has been utilizing our SLOs results as a guide, using them to make informed decisions and enhance the quality of our courses and program. All course SLOs are regularly assessed to make sure student performance and achievement of SLOs are correctly measured through various assessment methods (such as exams, projects, quizzes, etc.) ensuring that the data collected consistent and accurate for us to use for course improvement. This allows us to analyze the SLO data to identify trends, strengths, weaknesses, and areas where students are struggling. This helps us to identify specific areas within our courses where improvements or changes are needed. These could be related to curriculum, teaching methods, assessment tools, or resources. We currently use this information to develop and implement effective teaching strategies that target areas identified as weak in the SLOs assessments. This also helps us to review and possibly revise the assessment methods we have been using to ensure they accurately measure the specific SLO. This could include refining rubrics, designing new assessments, or improving the reliability and validity of existing ones. Another possible choose could be to create a single SLO measure for all faculty to use for each course.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Facilities, Equipment, Technology & Other
- Classified Personnel

GWC Strategic Plan Goals Legend
1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.

3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.
Past Goal 1: Continue to grow the psychology department, to better meet the needs of our students, and the college strategic goals. The Psychology Department had requested a new full-time hire in the last program review and we are happy to have hired Kyle Smith for that position. Past Goal 2: Continue to strengthen and improve student retention and success. This goal is still in progress as we still want to continue to strengthen and improve student retention and success the psychology department. We are working to improve our own teaching methods through attendance at professional development opportunities, and we will help our new FT and PT instructors to improve their teaching through mentoring and professional development. We have reduced class sizes so students have increased support and continued to use Embedded Tutors (ET) and Supplement Instructor Assistants (SIAs). Past Goal 3: Continue to strengthen and improve the number of psychology degrees awarded. The psychology department will continue to work towards strengthening and improving the number of psychology degrees awarded by working to improve our program, courses, faculty, instruction, and student support. This is ongoing as a goal of our department. Past Goal 4: Meet the growing and changing technology needs of our students and faculty in the classroom.

This goal is unmet and unfunded, our division was able to get one cart of Chromebook to be shared for the many departments in our large division. We were not able to get funding for SPSS or laptop computers.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:
Goal 1: Continue to strengthen and improve student retention and success.

What actions will be taken to accomplish the goal?
Action: To help us continue to strengthen and improve student retention and success, the psychology department will be working to consistently improve our courses. We will continue to work to improve our own teaching methods through attendance at professional development opportunities, and we will help our new FT and PT instructors to improve their teaching through mentoring and professional development. We hope to continue and increase the use of the ASC's Embedded Tutors (ET) and Supplement Instructor Assistants (SIAs) for large classes, and also with important skill classes like our PSYC G140 Statistics and PSYC G280 Research Methods, in which students tend to struggle with advanced concepts, using technology, and higher-level writing and critical thinking skills. We will continue trying to increase resources for students to use in their psychology courses such as computers, statistical software (SPSS), library databases, and resources for APA style would also be beneficial. For our large classes we would like to have LCF course assistants to help with proctoring in-person exams, proctor Respondus exams, and assist with in-person classes.

What metric will you use to measure your goal?
Metric: This goal will be measured by student success and retention rates as measured by our ORPIE academic year data: http://research.gwchb.net/research-projects-surveys/data-dashboards/ and data provided by ORPIE for program review.

Which of the College's missions and goals does this goal support? (check all that apply)

☐ Enrollment
☒ Equity and Success

Program Review Request

Instruction

☒ Completion

☒ Workforce Preparation

☐ Facilities

☒ Professional Development

☒ Communication

<mark>**GOAL 2 (Required)**</mark>

Description of goal:
Continue to strengthen and improve the number of psychology degrees awarded.

What actions will be taken to accomplish the goal?
Action: The psychology department will continue to work towards strengthening and improving the number of psychology degrees awarded by working to improve our program, courses, faculty, instruction, and student support. We plan to continue to work to improve our courses, program requirements, increasing professional development communications for all department faculty, and providing more support for students. We hope to improve enrollment through the campus wide marketing effort and increase persistence rates through our Psychology Club and Psi Beta Honor Society, where students learn information about transfer, degrees, and graduate school in psychology. We also plan to continue to participate in campus activities so new and continuing students can meeting and feel connected to the faculty in our department. We also hope to provide students with supportive materials such as books and online resources to help them learn about what they can do with a psychology degree in terms of careers and additional educational opportunites. We also want to improve the quality of educational materials and exposure to research. This is something we want to partner with the Library to request the APA PsycInfo electronic database.

What metric will you use to measure your goal?
Metric: This goal will be measured by student completion and award rates as measured by our ORPIE academic year data: http://research.gwchb.net/research-projects-surveys/data-dashboards/ and graduation rate data provided by ORPIE for program review.

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☒ Equity and Success

☒ Completion

Program Review Request

Instruction

☒ Workforce Preparation

☐ Facilities

☒ Professional Development

☒ Communication

<mark>GOAL 3 (Required)</mark>

Description of goal:
Goal 3: Meet the growing and changing technology needs of our students and faculty in the classroom.

What actions will be taken to accomplish the goal?
Action: In order to meet these technology needs the Psychology department is requesting resources that can be used by our department, and if needed shared across our division. The technology we are requesting is the software program SPSS to be used in our Statistics and Research Methods courses. Other departments that have statistical and research courses would also benefit from having access to this technology. The software we need (SPSS) is currently available at OCC but not at GWC. This program (SPSS) cannot be used on Chromebooks, so we wish to request access to SPSS by being added onto the OCC license that the district currently has but also laptops so we may use SPSS in our in-person and hybrid courses. Also, to ensure that our psychology program remains updated and recent in our field additional electronic resources in the Library such as APA's PsycInfo database are needed. PsycInfo is the premier database in Psychology and constantly updated with full text from the APA Journals. These journals include the latest educational and research materials covering the behavioral and social sciences (and topics used by many other areas), it is imperative that we have access to the latest and most comprehensive resources. Providing students with access to a comprehensive database like PsycInfo will have a profound impact on their learning experiences and academic success. With this resource, students can access a multitude of academic materials that will help them excel in their coursework, research projects, and assignments. It will also support their transition to four-year institutions, the PsycInfo database is already available to students at CSUs and UCs, and many private four-year colleges.

What metric will you use to measure your goal?
Metric: This goal will be measured by the technology we are able to secure and implement in the next year.

Program Review Request
Instruction
Which of the College's missions and goals does this goal support? (check all that apply)

☐ Enrollment
☒ Equity and Success
☐ Completion
☒ Workforce Preparation
☐ Facilities
☒ Professional Development
☐ Communication

OTHER INFORMATION

What additional information would you like to share about your program?
This Final Draft does not include any changes - as the feedback in NexGen (copied and pasted below) is all accurate and supportive.

Submitter's Signature: *Laura Duvall*	Date: 11/2/2023

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☒ No concerns ☐ I have concerns

Comments: The most significant change in the Psychology Department is the addition of a FT instructor. Other than that, the changes have been related to PT faculty hires, curriculum updates, and course offerings.
 	
   The Psychology Dept has multiple strengths, including: experienced and engaged faculty, a rigorous but fair group of courses, ability to offer any and all course modalities, and very solid strategies to attend to students.
 	
   A slight decline in enrollment is the only challenge faced by this department, along with the need for technology to support a set of popular courses that lead to the degrees. A decision by the Psychology Department benefited it and the College. Namely, the Psychology Department opted to focus on transfer and removing the AA degree.
 	
   Overall, enrollments decreased and then increased during this cycle. Retention has remained strong at about 86%. The attention to matters of diversity, equity, inclusion, and accessibility are excellent in the Psychology Department, as evident by the diversity of its faculty, the curriculum upgrades, participation in Puente, and attention to students who have special needs.
 	
   One year ago, the Psychology Dept. granted 109 ADTs, and 25 Assoc. degrees. Two years ago, the Psychology Dept. granted 118 ADTs and 96 Assoc. degrees. Three years ago the numbers were at the highest point for the cycle: 124 ADTs and 77 Associate degrees.

The FTES/FTEF ratio reflected the same trend as the aforementioned degree awarded did. One year ago 431, two years ago 458, and three years ago 431. The Department answered the drop in numbers by optimizing enrollment per course, increasing online and hybrid courses, collaborating with Counseling on academic advising, marketing and outreach, and waitlist management. Also, the faculty attended to the curriculum - all courses have been updated, according to CCI.

Last cycle's goals were attended to well. Goal 1 - to grow the department - was accomplished. Goal 2 - to strengthen and improve student retention and success - is in progress. Goal 3 - strengthen and improve the number of degrees awarded - is ongoing. Goal 4 - meet the growing and changing technology needs of students and faculty in the classroom - continues.

The current goals are: 1. continue to strengthen and improve student retention and success, 2. continue to strengthen and improve the number of psychology degrees awarded, 3. meet the growing and changing technology needs of students and faculty in the classroom.

I have no concern regarding the PR and the information reported by the Psychology Department, and I support the requests.

(COPIED FROM NEXGEN)

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Laura**
Submitter's Last Name:	**Duvall**
Submitter's Email:	**lduvall1@gwc.cccd.edu**
Submitter's Phone Number:	**ext 51073**
Who is your Dean/Supervisor?	**Alex Miranda**
Are you the Department Chair?	**Yes**
Who is your Vice President?	**Kay Nguyen**
Program/Department:	**Psychology**

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☒ Instruction

☐ Student Services

☐ Administrative

Directions:
- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
This request seeks to purchase an annual license from the APA for access to their PsycInfo database. With the field of psychology constantly evolving, new research and educational insights are emerging regularly. To ensure that our psychology department remains updated and recent in our field additional electronic resources in the Library such as APA's PsycInfo database is essential.
PsycInfo is the premier database in Psychology and constantly updated with full text from the APA Journals. These journals include the latest educational and research materials covering the behavioral and social sciences (and topics used by many other areas), it is imperative that we have access to the latest and most comprehensive resources.
Access to PsycInfo will significantly enhance the quality and access to research for our psychology and social science students. PsycInfo contains a huge repository of peer-reviewed articles, scholarly journals, and research studies that cover a wide spectrum of psychological topics. This wealth of information will empower our students and faculty to learn about and use cutting-edge research.
Providing students with access to a comprehensive database like PsycInfo will have a profound impact on their learning experiences and academic success. With this resource, students can access a multitude of

academic materials that will help them excel in their coursework, research projects, and assignments. It will also support their transition to four-year institutions, the PsycInfo database is already available to students at CSUs and UCs, and many private four-year colleges.

The PsycInfo database will be an invaluable tool for faculty members in continuing their professional development by staying current with the latest trends in psychology, and designing engaging and up-to-date course materials. This investment will directly contribute to the professional development and effectiveness of our faculty.

https://www.apa.org/pubs/databases/psycinfo

Data to support the Program's Goal (if necessary/desired)
Data Dashboards
If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks

According to the GWC data dashboards overall Psychology course success rates have ranged from approximately 70-75% over the past five years. But PSYC G140 has success rates that has an average range from 50-60%, this is significantly lower than other psychology courses. PSYC G280 has also experienced a drop in success in the last few years. Although the data has not yet been published, from instructor reports the withdrawal rates of PSYC G140 and 280 have greatly increased over the past few years. This is likely typical consider the unusual times but many of these course completion rates could be increased by adding tools to support student learning, like having access to high quality research databases.

Psychology and other Social Science students are required to take Statistics and Research Methods courses for a variety of degrees, certificates, and for CSU and UC transfer requirements. At GWC we offer these courses in the Psychology Department to help student to meet their goals of transfer or degree attainment. A big part of these courses is about understanding, planning, and conducting research. Having access to a database such as PsycInfo with benefits such as:

•   Over 5,000,000 peer-reviewed records
•   144 million cited references
•   Spanning 600 years of content
•   Updated twice-weekly
•   Research in 30 languages from 50 countries
•   Records from 2,400 journals
•   Content from journal articles, book chapters, and dissertations
•   AI and machine learning-powered research assistance

https://www.apa.org/pubs/databases/psycinfo (also see attached flyer)

 With high enrollment in these courses, we should be doing all we can to increase success and retention of the students enrolled in PSYC G140 and PSYC G280. By increasing these students' success and retention we will increase the number of degrees awarded and the number of transfer students from GWC each semester.

Locally, CSULB, CSUF, and UCI use the PsycInfo database for their psychology courses. Most psychology majors at GWC have the goal of transferring to CSULB or CSUF, where they will be expected to know how to use PsycInfo in their upper division psychology courses.

If this request is not funded, the Goals of Access and Student Success might not be met in terms of course success and transfer rates.

What actions will the program take to accomplish this goal?

We are currently working with the Library to request PsycInfo and they will be submitting a request with a quote with their program review as well.

What metric will you use to measure this goal?

We plan to use our SLO assessment data for the research SLO to measure increases in success and learning for PSYC G100, G130, G140, and G280 after getting PsycInfo.

The library will also be tracking the student use of the databases. As we will be using these databases for many class assignments and readings this will be well used.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☐ Enrollment
- ☒ Equity and Success
- ☒ Completion
- ☒ Workforce Preparation
- ☐ Facilities
- ☒ Professional Development
- ☐ Communication

Please describe how this goal supports the College's missions and goals (Vision 2030).

This goal will help the Psychology Department support the College's mission and goals of increasing equity and success, completion, workforce preparation, improving facilities for student learning, and professional development for students and faculty.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)

- ☐ Facilities (e.g. improvements/repairs to classrooms, offices and buildings)
- ☒ Technology
- ☐ Equipment
- ☐ Other (e.g. conferences, funding for professional development)

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
PsycInfo Annual License	Cost based on license type, quote will come from Library Program Review
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.
No

Will there be an on-going cost for this request? What is the total cost of ownership?
Yes, PsycInfo liscence will be ongoing.

Supervisor's Review
As the supervisor of this program, I have reviewed this request.
☐ No concerns
☐ I have concerns about this recommendation
☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Funding recommended

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

☐ Funding not recommended

President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Laura**
Submitter's Last Name:	**Duvall**
Submitter's Email:	**lduvall1@gwc.cccd.edu**
Submitter's Phone Number:	**ext 51073**
Who is your Dean/Supervisor?	**Alex Miranda**
Are you the Department Chair?	**Yes**
Who is your Vice President?	**Kay Nguyen**
Program/Department:	**Psychology**

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

- ☒ Instruction
- ☐ Student Services
- ☐ Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
This request seeks to purchase liscences for IBM SPSS software and laptop computers for psychology students enrolled in Statistics (PSYC G140) and Research Methods (PSYC G280) courses. We have approximately 100-150 GWC students that take PSYC G140 and PSYC G280 each semester (3-4 sections of each offered on average per semester) and an important part of these courses is using statistical software for data analysis. This is a part of the course outline of record and is an articulation requirement. These courses currently use an unstable and unreliable free downable statistical software, that cannot be used on a chromebook. Our sister college OCC has had an SPSS license for many years, and we have tried unsuccessfully to get a few additional student seats added to their license for us to use in our classes. This would be more cost efficient across the District, as well as for GWC. Learning this software is a part of the course outline requirements (COR), so right now these courses need to be scheduled in a computer lab. For the few past years, it has become difficult to schedule all these courses in a computer lab. There are fewer computer labs on campus, and many are not open to classes. Many of these courses are scheduled in a regular classroom and must work with the Facilities Department to book a computer lab on specific days to use the software. This is somewhat difficult because each course

section has more than 30 students and many computer labs on campus do not have more than 30 computers. In the past semester this room change was somewhat difficult and stressful for the students. Also, in the semesters where these courses are taught in a computer lab during the class time for lecture the computers can be a resource of great distraction. I would like to request laptop computers be purchased for the use of PSYC G140 and PSYC G280 courses to help us continue to increase enrollment and enhance student success in meeting the course SLOs.

Data to support the Program's Goal (if necessary/desired)
Data Dashboards
If additional data is necessary/desired, fill out a **Research Request** - May take up to 4 weeks

According to the GWC data dashboards overall Psychology course success rates have ranged from approximately 70-75% over the past five years. But PSYC G140 has success rates that has an average range from 50-60%, this is significantly lower than other psychology courses. PSYC G280 has also experienced a drop in success in the last few years. Although the data has not yet been published, from instructor reports the withdrawal rates of PSYC G140 and 280 have greatly increased over the past few years. This is likely typical consider the unusual times but many of these course completion rates could be increased by adding tools to support student learning, like having access to software and laptop computers in class.

Psychology and other Social Science students are required to take Statistics and Research Methods courses for a variety of degrees, certificates, and for CSU and UC transfer requirements. At GWC we offer these courses in the Psychology Department to help student to meet their goals of transfer or degree attainment. However, historically Statistics (PSYC G140) and Research Methods (PSYC G280) courses are "difficult" classes for students and the data shows this trend is increasing. Our "psychology statistics" course (PSYC G140) is a newer course that counts the same as the Math Statistics course making it a very popular course, with laptop computers that could be used in a regular classroom more sections of this course could be offered. With high enrollment in these courses, we should be doing all we can to increase success and retention of the students enrolled in PSYC G140 and PSYC G280. By increasing these students' success and retention we will increase the number of degrees awarded and the number of transfer students from GWC each semester.

GWC students may have access to smartphones and chromebooks, but neither have the ability to run the sophisticated data analysis program SPSS needed for Statistics, Research Methods, and other Social Science courses requiring data analysis. Students will be able to learn how to input data and conduct statistical analyses along with their instructors if they had access to laptop computers in class. Computer access in classes that require statistical analyses of data would benefit these students by helping them develop skills useful for transfer to 4-year colleges and the workplace. Having more access to computers in class would directly lead to helping us close achievement gaps and promote equity.

According to CSU Mentor "Social Science" majors are in the top five most popular majors at CSULB and CSUF. These sources indicate a high level of student interest in Psychology and a positive job outlook for students who want to transfer or just need a few classes in Psychology for CTE certificates and programs. Of the transfer degrees awarded in 2018-2019, 176 degrees in Psychology were awarded. Many other ADTs such as Sociology, Political Science, and other Social Science degrees use PSYC G140 and/or 280 as part of their degree requirement options. Access and continued Student Success will be met by having laptop

computers for our division to use.

Additionally, according to IBM, most colleges already use their SPSS software:
• 80 percent of all U.S. colleges and universities
• All Ivy League schools
• All 25 of Forbes 2009 America's Top Best Colleges
• 97 percent of Forbes 2009 America's 100 Best Public Colleges
• 95 percent of Forbes 2009 America's 100 Best Private Colleges
• 9 out of the Top 10 Online Colleges

(IBM SPSS Flyer providing citations and additional explanation is also included as a separate attachment)

Locally, CSULB, CSUF, and UCI use the SPSS software for their statistics and research courses. Most psychology majors at GWC have the goal of transferring to CSULB or CSUF, where they will be expected to know how to use SPSS in their upper division psychology courses.
If this request is not funded, the Goals of Access and Student Success might not be met in terms of course success and transfer rates.

What actions will the program take to accomplish this goal?

We plan to continue to request SPSS access and laptop computers for teaching statistical software (chromebooks cannot be used for this software). Once awarded laptop computers we will use them in these courses to help our students be successful and increase completion.

What metric will you use to measure this goal?

We plan to use our SLO assessment data for the statistical software SLO to measure increases in success for PSYC G140 and G280 after getting SPSS and laptop computers for in-class use.

Also, ideally we could work with the research office to track student success after transfer.

Which of the College's missions and goals does this goal support? (Vision 2030)
- ☐ Enrollment
- ☒ Equity and Success
- ☒ Completion
- ☒ Workforce Preparation
- ☐ Facilities
- ☒ Professional Development
- ☐ Communication

Please describe how this goal supports the College's missions and goals (Vision 2030).

Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

This goal will help the Psychology Department support the College's mission and goals of increasing equity and success, completion, workforce preparation, improving facilities for student learning, and professional development for students and faculty.

Students will get a better hands-on learning experience with this SPSS statistical software leading to increases in equity and success. Which will also help them succeed and complete these courses and be well prepared for careers requiring data analysis and data management skills. These computers will help students to develop professionally, but faculty may also use these computers to help other faculty gain experience using this statistical software.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)

- ☐ Facilities (e.g. improvements/repairs to classrooms, offices and buildings)
- ☒ Technology
- ☐ Equipment
- ☐ Other (e.g. conferences, funding for professional development)

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
SPSS	Cost based on license type, will be most cost effective to add onto OCC existing license
36 Laptops with a hard-drive, to be able to run statistical software such as SPSS for Statistics and Research Methods classes	$65,000 estimate
1 cart to charge and support the 36 laptops	$4,000 estimate
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.
No

Will there be an on-going cost for this request? What is the total cost of ownership?
Yes, SPSS liscences will be ongoing.

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

Supervisor's Review
As the supervisor of this program, I have reviewed this request.
☐ No concerns
☐ I have concerns about this recommendation
☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Funding recommended

☐ Funding not recommended

President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

IBM SPSS Statistics Campus Edition

Site-wide license for teaching and learning data science

Highlights

– Campus Edition allows unlimited, on-campus use of the software for teaching and learning

– Contract riders extend functions of the product to address home, virtualized and administrative use

– IBM SPSS Statistics and IBM SPSS Amos product bundles provide flexibility for product functions and rates

IBM® SPSS® software is uniquely positioned to lead in the field of data science. IBM SPSS Statistics and IBM SPSS Amos offerings are designed with the needs of academia in mind and include industry leading data science techniques in an easy-to-use software suite. The products are easy to teach and empower students with the skills they need to practice data-driven decision-making throughout their academic and professional careers..

For 50 years, IBM SPSS technology has supported the data analysis needs of faculty and students at academic institutions worldwide.

IBM SPSS academic customers include:

– 80 percent of US colleges and universities

– All Ivy League schools

– All 25 of Forbes America's Top Best Colleges

– 97 percent of Forbes America's 100 Best Public Colleges

– 95 percent of Forbes America's 100 Best Private Colleges

– 9 out of the top 10 online colleges

IBM SPSS Campus Edition is a cost-effective way to provide unlimited use of SPSS for teaching and learning purposes to appropriate academic institutions. A single license for an entire campus simplifies licensing administration and provides an unlimited number of users with access to IBM SPSS Statistics or IBM SPSS Amos. Campus Edition makes it easy for colleges and universities to meet the data science needs of students, faculty and researchers.
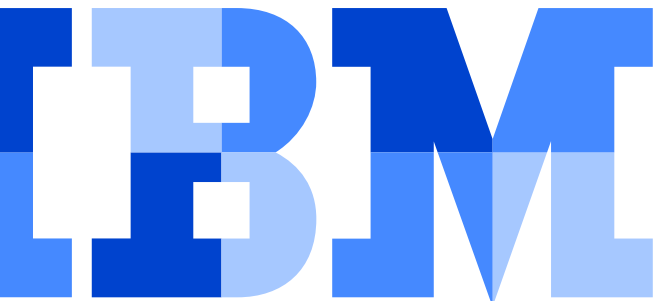
Are your students ready for the next generation?
Employers worldwide are demanding employees have data science skills. Statistical analysis and data mining are the second most in-demand skills globally for the second year in a row, according to LinkedIn.1 Gaining competency with analytical skills is crucial to students' success later in their careers. Warren Buffett stated that analytical skills are among the most important skills needed if students are to succeed in business.

Easier to learn
IBM SPSS products are designed with students, teachers and researchers in mind. SPSS products deliver results quickly and easily, while still emphasizing the process used to obtain the results. Students use a simple point-and-click interface to access various data sources, analyze data using comprehensive statistical and data mining algorithms, and effectively communicate results through visualizations, reports and integration with Microsoft Office products.

Integration with open source
Open source skills are becoming essential. IBM SPSS Statistics has extensive links to open source technology where students can seamlessly learn and practice using R or Python within the SPSS Statistics product. Students can execute R or Python code alongside SPSS syntax, download over 130 open source extensions, and even build their own customized dialogs to provide a user interface for R or Python scripts.

Recent advancements
Within IBM SPSS Statistics, IBM has introduced some groundbreaking features:
– Bayesian statistics is becoming very popular because it circumvents a lot of the misunderstandings brought by standard statistics. Instead of using a p-value to reject or fail a null hypothesis, Bayesian places an uncertainty on parameters and captures all relevant information from observed data. IBM's approach to Bayesian statistics is unique because its Bayesian procedures are as easy to run and learn as IBM's standard statistical tests.

– Enhanced Chartbuilder enables students to build modern, attractive and detailed charts in just a few clicks. The new SPSS Statistics Chartbuilder helps create attractive, publication-quality charts with easy drop zones for x-axis, y-axis, cluster variable and statistic. The latest features add data exploration abilities and the ability to edit charts after exporting in Microsoft Office.

"At California State University, Long Beach (CSULB), SPSS has been an invaluable resource for faculty and students. Faculty have used SPSS in both their research and classroom instruction. Undergraduate students in the Colleges of Liberal Arts, Health and Human Services and Education are introduced to statistical research and evaluation using SPSS. Graduate students use SPSS for their projects and theses. Online survey data has increased in recent years and SPSS seems to always be the destination statistical software program. In short, SPSS maintains its popularity at CSULB."

Stafford Cox
Academic Technology Services

What if you could have your all your academic users on the same licensing plan?

The Campus Edition allows a university to provide unlimited access for teaching and learning purposes. Institutions don't need to assign named user licenses, track concurrent usage or worry about which user will be locked out next. This licensing plan provides institutions with greater flexibility and scalability to meet the demands of students and faculty. The Campus Edition is available for IBM SPSS Statistics and IBM SPSS Amos.

What if you could only pay for the options you needed?

Three contract riders provide institutions mix-and-match flexibility regarding their application and distribution of technology based on their unique requirements. The riders are the perfect complement to the campus license.

New contract riders:
Contract riders provide the flexibility to meet the dynamic needs of universities:
– Home use
– Virtual computer lab use
– Administrative use

The following optional riders are currently available:
– **Home Use Rider** allows students and faculty to access IBM SPSS software at home or at off-campus locations. They benefit from the full complement of modules used by the university whether they are in the coffee shop, on the road or simply in the comfort of their dormitory or apartment.
– **Virtual Computer Lab Rider** allows a college or university to host software in a virtualized environment and make it available to students or faculty, on or off campus, in accordance with the institution's current licensing agreement.
– **Administrative Use Rider** extends the Campus Edition to support not only teaching and learning purposes but also back-office and administrative use. This rider simplifies deployment even further by essentially creating a site-wide license.

What if you could have all the software pieces you need in one, packaged offering?

Campus Edition bundles are designed to deliver the most-often requestedproducts in a simple and cost-effective manner. All bundles are available as a 12-month, campus-wide agreement.

Campus Edition products

IBM SPSS Statistics Base is the core product of the statistics family and provides foundational techniques for many common types of analysis, such as descriptive statistics, data preparation, graphics, cluster analysis, linear regression and Bootstrapping.

IBM SPSS Statistics Standard extends Base edition capabilities to include Advanced Statistics, Regression and Custom Tables. This product bundle adds such features as non-linear regression, Bayesian statistics and general linear models.

IBM SPSS Statistics Premium includes the products in IBM SPSS Statistics Standard plus IBM SPSS Custom Tables, IBM SPSS Data Preparation, IBM SPSS Missing Values, IBM SPSS Forecasting, IBM SPSS Decision Trees, IBM SPSS Direct Marketing, IBM SPSS Complex Samples, IBM SPSS Conjoint, IBM SPSS Neural Networks, IBM SPSS Bootstrapping, IBM SPSS Categories and IBM SPSS Exact Tests. This product bundle unlocks the full power of SPSS Statistics and extends the capabilities within Standard edition by including Forecasting, Decision Trees, Conjoint and more as shown in Figure.

IBM SPSS Amos is also available for those users interested in teaching or using structural equation modeling.

"The IBM SPSS Campus Edition Site License allows us to provide our faculty and students with unlimited access to SPSS for reaching and learning. It provides our school with the flexibility and scalability to meet the changing needs of our faculty and students. We can easily add Virtual Computer Lab and Home Use at any time to provide further access to SPSS."

Kathy Garramone
Manager, Software Licensing and Accessible Technology, University of Montana
Information Technology

Modules	Campus Editions (Perpetual/Term Licenses)		
	Base	Standard	Premium
Statistics Base	●	●	●
Data Preparation	●	●	●
Bootstrapping	●	●	●
Advanced Statistics		●	●
Regression		●	●
Custom Tables		●	●
Missing Values			●
Categories			●
Forecasting			●
Decision Trees			●
Neural Networks			●
Direct Marketing			●
Complex Samples			●
Conjoint			●
Exact Tests			●
SPSS Amos (Windows, Desktop only)	Add-on	Add-on	Add-on

Conclusion

IBM SPSS Statistics Campus Edition is the best way for academic institutions to teach data science while minimizing administrative and overhead costs. Most importantly, universities can choose and pay only for what they need.

Why IBM?

IBM SPSS Statistics software helps organizations predict future events and proactively act upon that insight to drive better business outcomes. Commercial, government and academic customers worldwide rely on IBM SPSS Statistics to attract, retain and grow customers, while reducing fraud and mitigating risk. By incorporating IBM SPSS Statistics software into their daily operations, organizations are able to direct and automate decisions to meet business goals and achieve measurable competitive advantage.

For more information

To learn more about IBM SPSS Statistics software, please contact your IBM representative or IBM Business Partner or visit ibm.com/spssstatistics.

IBM

[1] "LinkedIn Unveils The Top Skills That Can Get You Hired In 2017,"
Catherine Fisher, 20 October 2016, https://blog.linkedin.
com/2016/10/20/top-skills-2016-week-of-learning-linkedin.

Please Recycle