

Centro de Enseñanza Técnica y Superior



College of Social Sciences and Humanities

Psychology School

Bachelor in Psychology

Program Review

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Introduction

1.- Brief introductory information

Psychology as a field of professional education has an important history and an established tradition of academic quality in our institution, the city, and without a doubt the north east region of the country. The Bachelor in Psychology was opened to the public as a professional program in CETYS Universidad on February 11, 1980.

The curricular revision presented in this document responds to the intention of keeping updated the academic programs offered by CETYS University to the student community in the field of Psychology. Some of the previously mentioned changes were made through these reviews, at the same time ensuring permanence in national accreditation Organizations such as the National Council for Teaching and Research in Psychology (CNEIP for its acronym in Spanish) and it is an opportunity of being part of the Western Association of Schools And Colleges (WASC) International Accreditation process.

Academic personnel assigned to the School of Psychology that participated in this program review:

Mtra. Victoria Castillo Sotelo and Dr. José Miguel Guzmán Pérez, coordinated by the School Director Mtro. Alberto Álvarez Noriega.

The group of professors was constituted as Psychology Academy for formal follow-up of this process.

2. Description of the Mission, vision, curricular objectives and general structure

The institutional mission has the purpose of contributing to the education of persons with the moral and intellectual abilities to participate in an important way in the economic, social and cultural improvement of the country. To achieve compliance of the mission, the program promotes that the student learns how to learn, learns how to do, learns how to coexist and learns how to be.

2.1. Mission, Vision and Structure of the program

Mission

The mission of the program establishes as a priority being an academic entity oriented toward comprehensive education of professionals in psychology, committed with their community, focusing the primary attention on the issues affecting people individually, in a group or socially.

The academic intention of the Bachelor in Psychology with its different majors aims to respond to the problems that arise in the field of psychology, permeating ethical aspects in the exercise of the profession and contributing with management and solution alternatives to human problems, regardless of the context.

Vision

The vision of the School of Psychology consists of being the best option in Baja California and the north east region of the country to study a program, based on the Institutional 2020 vision that projects CETYS University as a high quality educational institution that is competitive worldwide, acting as a learning community and recognized by its actions and results in favor of sustainable development.

The vision of the program refers the local aspect by specifically mentioning Baja California, in contrast with the institutional view that considers a world vision.

In accordance with the Mission of CETYS University, with the professional profile established by CNEIP and the professional competencies set by CENEVAL, the general objectives of the Bachelor in Psychology program are the following:

Bachelor with major in Clinical Psychology

To educate professionals in psychology who are capable of applying the conceptual, methodological, technical, contextual, integrative, adaptive and ethical competencies, as well as the value and intellectual qualities of the Educational Model in the exercise of the professional activities of research, evaluation, planning and intervention in the field of healthy personality at an individual or group level.

Bachelor with major in Child Psychology

To educate professionals in psychology who are capable of applying the conceptual, methodological, technical, contextual, integrative, adaptive and ethical competencies, as well as the value and intellectual qualities of the Educational Model in the exercise of the professional activities of research, evaluation, planning and intervention in the field of child behavior at an individual or group level.

Bachelor with major in Educational Psychology

To educate professionals in psychology who are capable of applying the conceptual, methodological, technical, contextual, integrative, adaptive and ethical competencies, as well as the value and intellectual qualities of the Educational Model in the exercise of the professional activities of research, evaluation, planning and intervention in the teaching-learning process at an individual or group level.

Bachelor with major in Organizational Psychology

To educate professionals in psychology who are capable of applying the conceptual, methodological, technical, contextual, integrative, adaptive and

ethical competencies, as well as the value and intellectual qualities of the Educational Model in the exercise of the professional activities of research, evaluation, planning and intervention in the human factor of the organizations.

Curricular Structure

The curricular learning outcomes of the Bachelor in Psychology are specified in levels: conceptual, methodological, technical, contextual and ethical. These are listed below:

Conceptual level:

- a) Comprehension of the construction and organization of the conceptual structures of psychology in the different historical periods.
- b) Comprehension of the basic knowledge of the different theoretical approximations grouped by schools and focuses.
- c) Comprehension of the interaction between biological and psychological processes.
- d) Comprehension of the social components of the psychological phenomena.
- e) Comprehension of the development and integration of basic psychological processes according to the structure and organization of the behavior.
- f) Comprehension of the specific theoretical elements in the clinical area.

Methodological level:

- a) Comprehension and application of the basic principles of research methods.
- b) Comprehension and application of social research methods.
- c) Comprehension and application of methods for compiling, organizing, analyzing and interpreting quantitative and qualitative information.
- d) Comprehension and application of methods for construction, analysis and evaluation of instruments and techniques for assessment of psychological phenomena.

Technical level:

- a) Comprehension and application of the principles and procedures required in the utilization and interpretation of behavioral, ethnographic, psychophysical, phenomenological and clinical records.
- b) Comprehension and application of principles and procedures such as:
 - Doing and interpreting interviews.
 - Application and interpretation of questionnaires, inventories and scales of different types.
 - Application and interpretation of psychometric and projective technical tests.
e interpretación de pruebas psicométricas y técnicas proyectivas.
 - Integration of the collected data.
- c) Comprehension and application of principles and procedures required to select, creat and apply intervention strategies.
- d) Comprehension and application of principles and procedures to select, apply and interpret the effect of intervention plan design strategies.
- e) Comprehensoin and application of principles and procedures required to communicate and spread the relevant results and experiences of their professional activity.

Contextual level:

- a) Comprehension and ability to relate their professional activity with the knowledge of social problems in the regional and national environments.
- b) Command of the historical, linguistic and cultural elements that determine the identity of the Mexican.
- c) Command and expertise in evaluating and intervening according to the social reality.

Integrative level:

- a) Knowledge and expertise in ortanizing data derived from diagnosis, evaluation, intervention and research to analyze and synthesize the results obtained.

- b) Command and expertise to handle in a coordinated way different theories, methods and techniques according to the nature of the task and to solve the scientific level that supports them.
- c) Skills to relate the biological factors with the psychological processes.
- d) Command and expertise to relate the psychological knowledge with the ones from other disciplines to participate in the development of professional activities.

Ethical level:

- a) Knowledge of the values of responsibility, honesty, confidentiality, informed consent of the individuals with whom they develop their professional duties, and quality standards in professional practice.
- b) Skills to respect the values of diverse cultural natures, theoretical approaches, work of colleagues and individuals with whom they work, as well as the environments where they work.
- c) Skills to promote fairness and wellbeing of the individuals with whom they develop their professional duties.

Curricular Structure

The curricular structure of the Bachelor in Psychology program with Major in Clinical, Educational, Organizational and Child Psychology is comprised of 42 subjects distributed in eight semester or four years with a total of 328 credits. The subjects are divided into three sections: general, basic and professional subjects.

The structure of the program is shown below, indicating by subject: class hours (HC) including theoretical (T) and practical (P), as well as independent hours (HI), identifying the total hours (HT) with the corresponding credits in table 2.1.1 and the subjects of the professional section are specified in table 2.1.2.

Table 2.1.1. Description of the subject, distribution of hours and credits of the Bachelor in Psychology

Code	SECTIONS / ACADEMIC ACTIVITIES	HC		HI	HT	Credits
		T	P			
	General Education					
CS400	Advanced Communication in Spanish	32	32	64	128	8
CS401	Thinking Skills	32	32	64	128	8
ID400	Advanced Communication in English	32	32	64	128	8
HU400	Human Being and Environment	32	32	64	128	8
HU401	Human Being, History and Society	32	32	64	128	8
CS402	Research Methodology	32	32	64	128	8
EC400	Globalization and Economic Development	32	32	64	128	8
HU402	Human Being and Ethics	32	32	64	128	8
CS403	Cultural I	16	16	32	64	4
CS404	Cultural II	16	16	32	64	4
	Subtotal	288	288	576	1152	72
	Basic Education					
PB400	Psychobiology	32	32	64	128	8
PG400	Human Processes	32	32	64	128	8
CS406	Social Research	32	32	64	128	8
PB402	Human Sexuality	32	32	64	128	8
PG407	Theory of Personality	32	32	64	128	8
PB401	Psychological Development	32	32	64	128	8
Code	SECTIONS / ACADEMIC ACTIVITIES	HC		HI	HT	Créditos
		T	P			
	Basic Education					
Pg408	Psychopathology	32	32	64	128	8
Ps406	Social Psychology – Community	32	32	64	128	8
MA409	Statistics for Social Sciences	32	32	64	128	8
AE400	Educational Technology	32	32	64	128	8
PS400	Social Development	32	32	64	128	8
AC405	Family Orientation	32	32	64	128	8
PS401	Facilitation of Groups	32	32	64	128	8
PG404	Criminological Psychology	32	32	64	128	8
PG405	Psicología Gerontológica	32	32	64	128	8
	Subtotal	480	480	960	1920	120

	Professional Education					
Ev404	Psycholgoical Interview	32	32	64	128	8
EV401	Instruments for Psychological Evaluation I	32	32	64	128	8
EV402	Instruments for Psychological Evaluation II	32	32	64	128	8
Ev405	Integration of Psychological Studies	32	32	64	128	8
AC400	Cognitive-Behavioral Intervention	32	32	64	128	8
AC401	Humanistic Intervention	32	32	64	128	8
AC402	Psychodynamic Intervention	32	32	64	128	8
AC403	Intervention Design	32	32	64	128	8
AC404	Preventive Strategies	32	32	64	128	8
	Elective I**	32	32	64	128	8
	Elective II**	32	32	64	128	8

Table 2.1.2. List of subjects by major

Clinical Psychology

	Professional Education					
AC406	Brief Therapy	32	32	64	128	8
VI420	Supervised Practice in Domestic Violence	32	96		128	8
VI421	Supervised Practice in Adictions	32	96		128	8
VI422	Supervised Practice in Individual Therapy	32	96		128	8
VI423	Supervised Practice in Group Therapy	32	96		128	8
VI424	Supervised Practice in Family and Couple's Therapy	32	96		128	8

Educational Psychology

	Professional Education					
PB409	Neuropsychology	32	32	64	128	8
VI425	Supervised Practice in Facilitation of Learning	32	96		128	8
VI426	Supervised Practice in Curricular Design	32	96		128	8
VI427	Supervised Practice in Educational Orientation	32	96		128	8
VI428	Supervised Practice in Learning Disability	32	96		128	8
VI429	Supervised Practice in Educational Integration	32	96		128	8

Organizational Psychology

RI413	Asistencia Psicológica Laboral	32	96		128	8
VI430	Práctica Supervisada en Comportamiento Organizacional	32	32	64	128	8
VI431	Práctica Supervisada en Recursos Humanos	32	96		128	8
VI432	Práctica Supervisada en Reclutamiento y Selección	32	96		128	8
VI433	Práctica Supervisada en Desarrollo Organizacional	32	96		128	8
VI434	Práctica Supervisada en Capacitación y Desarrollo	32	96		128	8

Psicología Infantil

	Eje de Formación Básica					
PG406	Psicopatología Infantil	32	32	64	128	8
PB403	Desarrollo Sexual Infantil	32	32	64	128	8
Clave	EJES / ACTIVIDADES ACADÉMICAS					
	Eje de Formación Básica					
PB404	Desarrollo Infantil I	32	32	64	128	8
PB407	Desarrollo Infantil II	32	32	64	128	8
PB405	Desarrollo Físico y Psicomotor I	32	32	64	128	8
PB408	Desarrollo Físico y Psicomotor II	32	32	64	128	8
PB410	Socialización y Afectividad en el Niño I	32	32	64	128	8
PB412	Socialización y Afectividad en el Niño II	32	32	64	128	8
AE402	Necesidades Educativas Especiales	32	32	64	128	8
AE407	Niños en Situaciones de Riesgo	32	32	64	128	8
AC411	Problemas de Conducta Infantil	32	32	64	128	8
	Eje de Formación Profesional					
AC411	Terapia Breve Infantil	32	32	64	128	8
VI415	Práctica en Psicología Infantil I		128		128	8
VI416	Práctica en Psicología Infantil II		128		128	8
VI417	Práctica en Psicología Infantil III		128		128	8
VI418	Práctica en Psicología Infantil IV		128		128	8
VI419	Práctica en Psicología Infantil V		128		128	8

Optativas para el eje de formación profesional

Clave	EJES / ACTIVIDADES ACADÉMICAS	HC	HI	HT	Créditos
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		T	P			
AE401	Integración Educativa	32	32	64	128	8
PS402	Liderazgo Social	32	32	64	128	8
AC407	Manejo del Estrés.	32	32	64	128	8
AC408	Violencia Intrafamiliar	32	32	64	128	8
RI404	Capacitación y Desarrollo	32	32	64	128	8
AC409	Adicciones	32	32	64	128	8

As the academic process goes through the semester, the amount of subjects in each section is distributed. In the first semesters are more subjects of the common and basic education sections, while in the last semesters, there are more of the professional education section.

Graduation requirements

It is considered that the student will be in conditions of graduating once they have covered the following requirements:

- a) Complete the 328 credits of the program.
- b) Having finished and documented the 400 hours of professional practice, covered in part with the accreditation of the subjects Supervised Practice in Facilitation of Learning, Supervised Practice in Curricular Design and Supervised Practice in Educational Orientation.
- c) Having finished and documented the 500 hours of Community Service, covered in part with the accreditation of the subjects Supervised Practice in Learning Disability and Supervised Practice in Educational Integration.
- d) Prove knowledge of the English language according to the current regulations.

3. Revision of the program's capacity

3.1 Description of the faculty's profile

A continuación se refiere información del profesorado que ha participado en el programa de licenciatura en los últimos 2 años. Information of the faculty who has

participated in the Bachelor in Psychology program in the last two years is presented below.

There are 39 professors at a system level, of which 15.38% have finished doctoral training, 2.57% are doctoral candidates, 51.28% have master's degrees and 30.77% have bachelor's degrees. This information is important for the academic improvement process that the institution is going through, that involves increasing the percentage of professors with doctoral degrees, being desirable that the professors have at least a master's degree to teach at bachelor's degree level.

Of the faculty's profile, it stands out the broad experience they have according to their files, particularly in those who only have master's degrees. This reinforces the intention of the program of promoting professional resources to address current problems in the community.

Based on the previous information, there are some actions that aim to increase the professors' capacity to facilitate learning for their students and that will contribute to the improvement of the program's faculty. The proposed actions are:

- a) Hire professors preferably with doctoral degrees, or at least master's degrees.
- b) Encourage participation of the professors in the training courses offered by the Coordination of Integral Education of the faculty (CDMA for its acronym in Spanish.)
- c) Create a training plan that includes the use of information and facilitation of learning technologies.
- d) Create a faculty development plan that encourages doctoral training for professors with master's degrees who have proven to contribute to the education of the students.
- e) Stimulate the development of formal research among faculty members.

3.2. Analysis of the Learning Assessment Plan

Institutional Assessment Plan

The group responsible for learning assessment at a System level created a document called Institutional Assessment Plan, which specifies what is learning assessment, why it is done, who are responsible of doing it and what are the benefits derived from it.

The main objective of assessment is to evidence that the student is learning what the program says they should be learning. The outcomes of this assessment are resources that help define the improvements to be implemented in the academic process, which will strengthen learning of the students and develop the pedagogical competencies of the professors. The educational model of CETYS University establishes two types of learning outcomes, institutional (RAIs) and program (RAPAs).

Institutional learning outcomes (RAIs) apply to any student enrolled, regardless of the academic program. They refer to competencies that any professional should have.

- RAI1 Clear and effective communication in Spanish.
- RAI2 Continuous learning.
- RAI3 Critical thinking.
- RA4 Openness to cultural diversity.

The evaluation scale is: Insufficient, Sufficient, Improvable and Outstanding. The four RAIs arose directly from the pedagogical principles (Learn how to be, Know how to do, Know how to coexist and Know how to be), and from the four initial characteristics, now known as Distinctive Elements of CETYS Education (Internationalization, Social and professional Partnerships, Continuous Improvement and Entrepreneurial Attitude) of the Institutional Educational Model.

Conclusion

To implement the Institutional Assessment Plan, it is necessary to have the technology and to train the professors on its use. The electronic platforms are available. It is necessary to incorporate the use and application of these resources to the teaching practice to achieve the systematization of learning assessment.

3.3 Description of the lines of investigation of the program

The Bachelor in Psychology program is professionalizing, which does not imply the necessity of generating formal research products, and the student does not require a thesis work to obtain the degree. This brings as a consequence that research projects are not developed. The products created by the students reflect specific applications of knowledge, and the product that is evaluated is generally the case or supervised practice report.

Conclusion

It is possible to consolidate formal research that is not linked to specific cases or assignments for content evaluation. It is pertinent to generate a plan to strengthen research in the program.

Follow-up measures

- a) Increase participation of the students of the program in formal research projects.
- b) Encourage through the subjects the creation of a scientific report of the academic projects.
- c) Promote participation of students in congresses as speakers.

3.4 Description of the academic infrastructure, teaching support resources and sports and cultural spaces

CETYS University has the physical spaces destined to bachelor's degree programs. These spaces are comfortable, well illuminated, ventilated and in safe conditions for the students.

The computer and audiovisual equipment necessary is also available, as well as the software indicated by the descriptive letters of the Master in Psychology.

In total, the rooms available for the Master in Psychology program in the Mexicali and Ensenada campuses, where the program is offered, are the following 4 audiovisual rooms, 2 student centers/auditoriums, 8 computer laboratories, 2 libraries, 13 group study cubicles, 57 individual study cubicles, and 29 classrooms. The academic support infrastructure is shown in table 3.4.1.

Table 3.4.1 Teaching-learning support resources for the Bachelor in Psychology

ROOMS	MEXICALI	TIJUANA	TOTAL
Audiovisual Room/CRAI Training Room	1	3	4
Auditorium / Student center	1	1	2
Computer Laboratory	4	4	8
Library	1	1	2
Group study cubicles	6	7	13
Individual study cubicles	23	34	57
Classrooms	11	18	29

Teaching support resources

The Master in Psychology program specifies some requirements for the compliance of the curricular objectives, using teaching support resources as a help.

The resources to which this section refers are: 31 projectors, 31 projector screens, 31 audio systems, 1 virtual platform, 1 Mi Campus portal, and wireless internet per campus, as well as one institutional e-mail address per student.

Table 3.4.2 shows the previous information in detail.

Table 3.4.2. Teaching-learning support resources for the Master in Psychology

EQUIPMENT	MEXICALI	TIJUANA	TOTAL
Projectors	13	18	31
Projector screens	13	18	31
Audio systems	13	18	31
Virtual Platform	1	1	2
Mi Campus Portal	1	1	2
Wireless internet	Entire campus	Entire campus	2
Institutional e-mail account	One per student	One per student	2

Bibliographical resources

The bibliographical resources available for the program at the library for students and professors is registered in the Altair database, through which the physical availability of books can be inquired. For the Bachelor in Psychology there are 2476 books on psychology, 23 books specialized in organizational psychology, 128 in child psychology, 84 in clinical psychology and 66 in educational psychology.

Electronic books are in the digital library. There are 332 books on organizational psychology, 99 on child psychology, 1287 on clinical psychology and 243 on educational psychology.

Sports and cultural spaces

There are also areas for student recreation such as green areas, benches, tables with umbrellas, outside areas and cafeteria. These are used in class recesses.

In total, the number of resources supporting cultural and recreational activities in Mexicali and Tijuana are: 10 sports areas and 2 cultural areas. This information is presented in detail in the following table.

Table 3.4.3. Sports and cultural spaces for the Master in Psychology program

SPACES	MEXICALI	TIJUANA	TOTAL
Sports	5	5	10
Cultural	1	1	2

4. Revision of the program's effectiveness

4.1. Revision of graduates records and analysis of their professional performance and employability.

4.2. Description of the tendency of the new-enrollment student population

Regarding the most relevant results shown in the new-enrollment trajectory, we found a significant decrease in enrollment in the last four periods in two of the majors: educational psychology and organizational psychology. The following table shows enrollment in relation with five semester periods.

Table 4.2.1. New-enrollment students per year in the Bachelor in Psychology

Year	Clinical Psychology	Educational Psychology	Organizational Psychology	Child Psychology
2008	29	3	9	11
2009	29	3	5	13
2010	31	3	4	18
2011	22	3	6	17
2012	45	6	2	9

It can be noted that the major in clinical psychology has the most new-enrollment students in 5 consecutive years. The situation of the major in educational psychology is critical, with only a few students. The major in organizational psychology requires attention, since it shows yearly decrease, while the major in child psychology in showed a dramatic decrease in the last year.

Follow-up measures.

To maintain and increase new-enrollment, the identified follow-up measures are the following:

- a) Contribute to planning and executing strategies to promote the program in the State.
- b) Align the curricular contents according to the professional education requirements mentioned by the students and employers in the region, such as the Public Health System, corporate and educational organizations.

4.3 Retention and graduation rate.

Table 4.3.1 shows the students by annual cycle in a period of 4 years by major. It can be noted that the major in clinical psychology has an abrupt increase in its population, while child psychology and educational psychology increased their populations minimally. Organizational psychology showed a reduction.

Tabla 4.3.1. Re-enrollment students per year in the Bachelor in Psychology

Year	Clinical Psychology	Educational Psychology	Organizational Psychology	Child Psychology
2009	56	6	12	22
2010	92	8	12	39
2011	98	10	21	53
2012	113	11	17	55

Regarding the most relevant results shown in the re-enrollment trajectory, there is significant increment in enrolled students in the last four periods in the majors in clinical psychology and child psychology. The following table shows enrollment in relation to four annual periods.

Table 4.3.2. Re-enrollment students per year in the Bachelor in Psychology

Year	Clinical Psychology	Educational Psychology	Organizational Psychology	Child Psychology
2009	27	3	7	9
2010	61	5	8	21
2011	76	7	15	36
2012	68	5	15	46

Graduation rate

According to the information offered by the graduation rate report of the 2008 generation, there is 100% compliance in the major in educational psychology, while clinical psychology shows 62.06%, organizational psychology 88.88% and child psychology 81.81%.

Table 4.3.3. Graduation rate, 2008 generation

	Clinical Psychology	Educational Psychology	Organizational Psychology	Child Psychology
2008 Students	29	3	9	11
2012 Graduates	18	3	8	9
Graduation Rate	62.06%	100%	88.88%	81.81%

The main reason for the drop in graduation rate in this generation is that a high percentage of the students participated in academic exchange programs, situation that leaves them at least one semester behind for graduation.

Follow-up measures

The initiatives to keep the positive tendency in the graduation effectiveness and retention indicators are the following:

- a) Systematization of the academic-administrative follow-up for students to avoid situations of risk of dropping-out.
- b) Assurance of academic offer for all students enrolled in the Master in Psychology program, meaning that every trimester they will have different options of subjects for enrollment.
- c) Establish an academic plan for each student to guide them on the periods and subjects they will take throughout the program.
- d) Promote strategies to regularize students who participate in academic exchange programs so that they are not left behind from their generation.

4.4 Description of the program's learning assessment plan

Work for the Learning Assessment Plan for the Bachelor in Psychology started in 2011. General learning outcomes, as well as specific learning outcomes for each major were established. The student graduating from a specific program such as Bachelor in Psychology with major in clinical, educational, organizational or child psychology must show evidence of having acquired the corresponding competencies.

For the learning assessment plan of the School of Psychology, first the measurable RAPAs were created, then the instruments with which the evaluation was made through subjects identified within the structure of the program to provide significant evidence of the achievement of such learning results, meaning that they evidenced that the student was learning what is intended in the academic program. The implementation of the

assessment plan included training of the professors of the selected subjects, in the use of the assessment instruments and the institutional portal where evidence is registered.

The learning outcomes established in the official programs are extensive, so the Academy of Psychology agreed to synthesize the learning outcomes by program with the intention of specifying the essential competencies that the psychology student must obtain in their education, coinciding two common learning outcomes in the field of psychology and 4 that respond specifically to each major, in total 6 program learning outcomes (RAPAs.)

General Learning Outcomes (RA)

1. The student will use qualitative or quantitative methodology to conduct research on human problems according to the scientific concepts and principles of psychology.
2. The student will express their ideas in a written form with the creation of technical communications such as psychological reports and/or files.

Learning outcomes of the major in clinical psychology:

3. The student will perform psychological interventions on children, adolescents or adults individually or in groups, using evaluation techniques and instruments, reporting the results of the psychological evaluation in writing, planning such interventions using primary prevention strategies and brief therapy.

Learning outcomes of the major in educational psychology:

4. The student will perform psychological interventions directed toward optimizing the teaching-learning processes either individually or in groups, using evaluation techniques and instruments, reporting the results of the psychological evaluation in writing, planning such interventions using primary intervention strategies and brief therapy.

Learning outcomes of the major in child psychology:

5. The student will perform psychological interventions on children and adolescents individually or in groups, using evaluation techniques and instruments, reporting the results of the psychological evaluation in writing, planning such interventions using primary prevention strategies and brief therapy.

Learning outcomes of the major in organizational psychology:

6. The student will perform psychological interventions oriented toward selection and development of the human factor in organizations, using evaluation techniques and instruments, reporting the results of the psychological evaluation in writing and planning such interventions.

Selection of subjects for the assessment process

For the selection of the subjects that were part of the learning assessment process, the general learning outcomes were taken as a foundation, as well as the learning outcome of each major (Clinical psychology, Educational psychology, Organizational psychology and Child psychology.)

A total of 26 subjects were selected for assessment. The first phase of the assessment process focused on 6 subjects, from which it is possible to obtain performance indicators of the 6 learning outcomes. Another important aspect in the selection of subject was to take advantage of those where students of different majors coincide, and where the expected performance level is Outstanding for all assessments.

The levels designed for learning assessment are the following:

Insufficient (IN), Sufficient (SU), Improvable (ME) and Outstanding (SO). Table 4.4.1 shows the selected subjects in detail, as well as the assessment level achieved by the students.

Table 4.4.1. Learning assessment outcomes

Name of the subject	Learning Outcome Applied	Total of students who participated	Total of participating students	Scales				
				SE	IN	SU	ME	SO
Social Research	R.A.1. Research of human problems	18	18		6	2	5	5
Integration of psychological studies	R.A. 2: Psic Psychological Reports	37	35			3	5	27
Supervised practice	R.A. 3: Clinical Psycholgy Psychological Interventions	46	46		2	3	6	35
Supervised practice	R.A. 4: Educational Psych. Psychological Interventions	2	2				1	1
Practice in Child Psychology	R.A. 5: Child Psychology Psychological Interventions	10	10		2		1	7
Supervised practice	R.A. 6: Organizational Psych. Intervenciones Psicológicas	5	5		1			4

The instruments used for the learning assessment process were: rubric and comparison list. Such instruments were built based on the analysis of the learning outcome stipulated for the program and the possible products that the student could generate. It was also established that, for the Bachelor in Psychology program, it is desirable that the student achieves outstanding performance in all learning outcomes.

4.5 Analysis of the learning assessment outcomes

Outcomes of the learning assessment started in 2012 are presented here.

RA1 1. The student will use qualitative or quantitative methodology to conduct research on human problems according to the scientific concepts and principles of psychology.

Subject: Social research

Expected Level: Outstanding (SO)

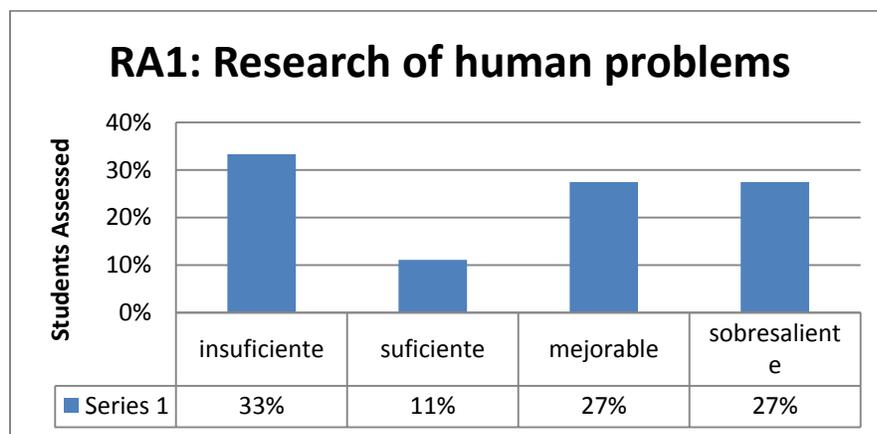


Figure 4.5.1. Outcome of Assessment 1

Social research was the selected subject for assessment of RA1 of the Bachelor program. The assessment was applied to 18 students, of which 27% achieved Outstanding, 27% Improvable, 11% Sufficient and 33% Insufficient.

It can be noted that the percentage of students who achieve the expected performance level (Outstanding) is low. It is evident that there is a need to reinforce the academic report of the students' projects, as well as the revision of the contents of the program for the implementation of alternative teaching strategies.

RA2. The student will express their ideas in a written form in the creation of technical communications such as psychological reports and/or files.

Subject: Integration of psychological studies.

Expected Level: Outstanding (SO)

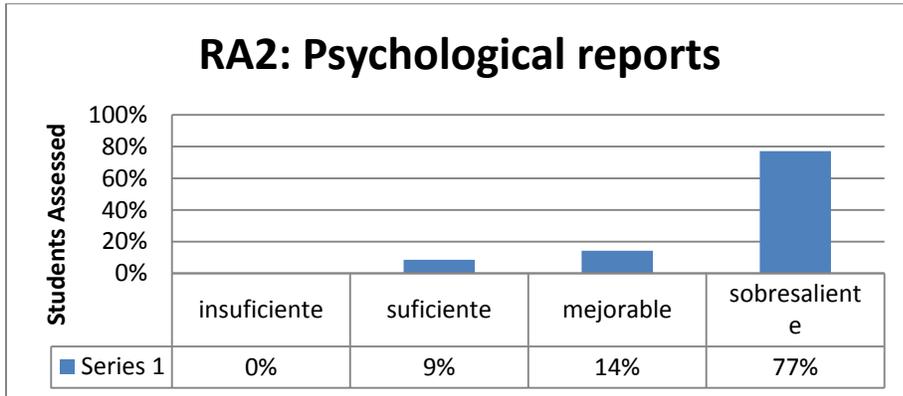


Figure 4.5.2. Outcome of Assessment 2

Integration of psychological studies was the selected subject for assessment of RA2 of the Bachelor program. The assessment was applied to 35 students, of which 77% achieved Outstanding, 14% Improvable and 9% Sufficient. There was no insufficient level.

It can be noted that the percentage of students who achieved the expected outcome (Outstanding) is high.

RA3. The student will perform psychological interventions on children, adolescents or adults individually or in groups, using evaluation techniques and instruments, reporting the results of the psychological evaluation in writing, planning such interventions using primary prevention strategies and brief therapy.

Subject: Supervised practice I, II, III, IV and V

Expected Level: Outstanding (SO)

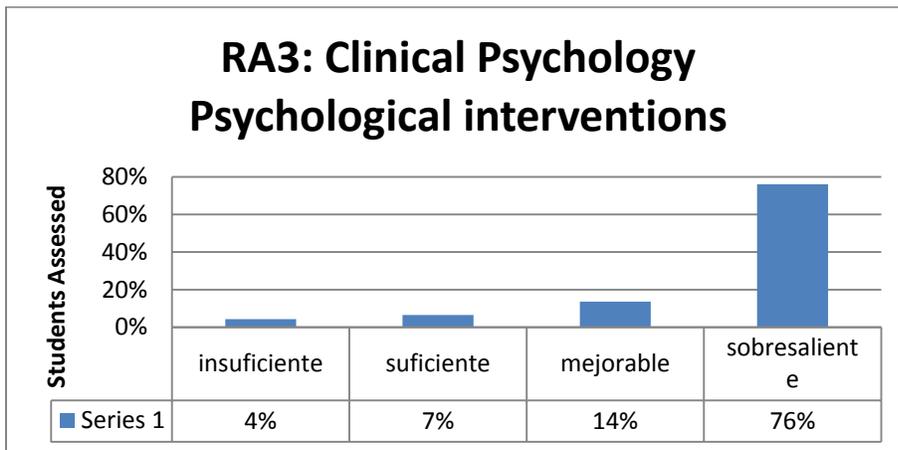


Figura 4.5.3. Outcome of Assessment 3

Supervised Practice I-V were the selected subjects for assessment of RA3 of the Bachelor program. The assessment was applied to 46 students, of which 76% achieved Outstanding, 14% Improvable, 9% Sufficient and 4% Insufficient.

It can be noted that there is a high percentage of students who achieved the expected level (Outstanding.) There is a positive tendency even when there are students who achieved insufficient.

instruments, reporting the results of the psychological evaluation in writing, planning such interventions using primary prevention strategies and brief therapy.

Subject: Supervised practice I, II, III, IV and V

Expected Level: Outstanding (SO)

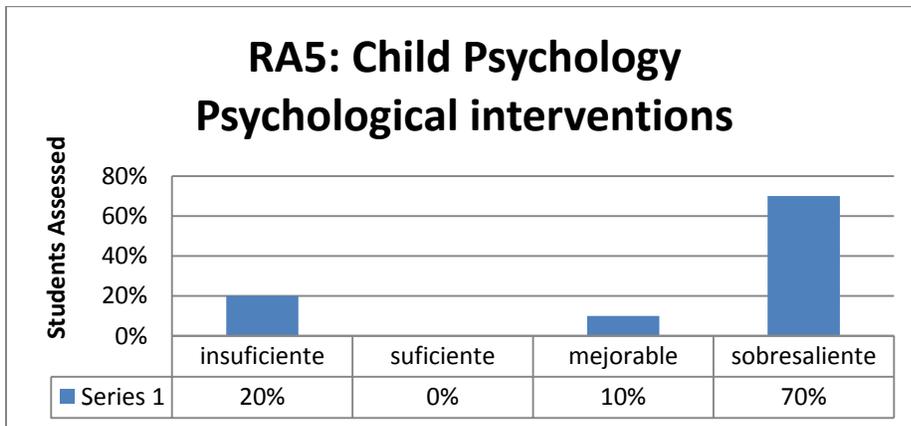


Figure 4.5.5. Outcome of Assessment 5

Supervised Practice I-V were the selected subjects for assessment of RA5 of the Bachelor program. The assessment was applied to 10 students, of which 70% achieved Outstanding, 10% Improvable, there is no report of Sufficient level and 20% achieved Insufficient.

It can be noted that the percentage of students who achieved the expected level (Outstanding) is high. There is a positive tendency, even when there are students who achieved insufficient.

RA6 The student will perform psychological interventions oriented toward selection and development of the human factor in organizations, using evaluation

techniques and instruments, reporting the results of the psychological evaluation in writing and planning such interventions.

Subject: Supervised practice I, II, III, IV and V

Expected Level: Outstanding (SO)

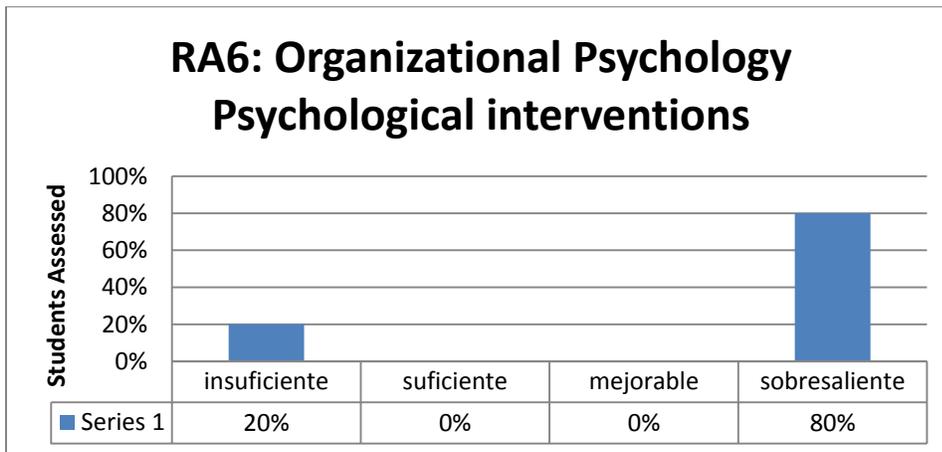


Figure 4.5.6. Outcome of Assessment 6

Supervised Practice I-V were the selected subjects for assessment of RA6 of the Bachelor program. The assessment was applied to 5 students, of which 80% achieved Outstanding, there is no report of Improvable or Sufficient, and 20% achieved Insufficient.

It can be noted that the percentage of students who achieved the expected level (Outstanding) is high. There is a positive tendency, even when there are students who achieved insufficient.

4.6 Description of improvement actions and general conclusions of the assessment program

In RA1, the pertinence of the contents and learning activities must be assessed. A revision of the program will allow for a re-planning that aims for greater compliance with the desired performance level. It is also necessary to perform the assessment on the subjects that require less performance to determine if they comply with the expectations.

In RA2, the factors that allow the student to evidence outstanding performance must be analyzed. Revising the subject's program will allow identification of the elements that contribute to achieving the desirable performance level, and with such identification strategies for decrease of sufficient level can be generated.

In RA3, the elements of the program that contribute to the good performance achieved by the majority must be identified. Revising the program will help identify the factors that impede achieving the desired level.

In RA4, the elements that contribute to the high performance levels achieved by the students must be identified.

In RA5 it is a priority to focus the elements of the program and academic activities that are causing insufficient results in a percentage of the population. Also, the elements that favor compliance of the desired level must be identified.

Regarding learning outcomes of the majors in clinical, educational, organizational and child psychology, it is necessary to continue generating performance evidence in subsequent subjects to have more elements for analysis, since the student population is small.

It is recommended to continue with the learning assessment plan, consider making adjustments to it such as assessing learning outcomes in subjects where performance levels different from Outstanding are expected.

There should also be a revision of the subject programs to make sure that the contents respond to the current needs of the community where the students of the program exercise the profession.

4.7 Description of the program's accreditations and recommendations received

The Bachelor in Psychology program with major in clinical, educational, organizational and child psychology is accredited by the National Council for Teaching and Research in Psychology (CNEIP)

In 2011, the National Council for Teaching and Research in Psychology through its Accreditation Committee awarded the status of accredited for the third time to the Psychology program with all its majors.

With this accreditation came a series of recommendations made by the Accreditation Committee of the National Council for Teaching and Research in Psychology. The following are the most relevant recommendations:

- a) Greater participation in federal and state extraordinary funds as financing sources for development of the program's activities.
- b) Look for financial support in public and private organizations to support research.
- c) Update the program's didactic resources and book collection.
- d) Increase the number of full-time professors.
- e) Design strategies to increase research.

4.8 Follow-up of the recommendations received

Some of the strategies that have been implemented to follow-up on the recommendations made by Accreditation Committee of the National Council for Teaching and Research in Psychology are listed below:

- a) Resources from the Bond for Entrepreneurial Development (FIDEM for its acronym in Spanish) were obtained for the acquisition of audio and video equipment, as well as for psychometric testing for development of the program's activities.
- b) A research financed with resources from FIDEM was made.
- c) The book collection was increased in the Information Center.
- d) The participation of professors and students in Psychology Congresses was increased.

4.9 Analysis of the program's faculty productivity

Regarding publications and update carried out by the faculty in the last 3 years, there are only a few research projects and greater participation in update regarding teaching and use of technology. Given the professionalizing profile of the program, professors participate in research activities according to personal interest, and not as an academic condition of the program.

Recommendations

- a) Continue encouraging professor training in general, especially in matters that help improve facilitation of learning.
- b) Promote academic productivity: bring professors closer to forums where they can evidence their practice and findings they make.
- c) Make the finished products of their peers known among the professors.

4.10. Analysis of the tendency of the program's faculty evaluation

The Professor Evaluation consists of three factors:

1. Learning Planning and Facilitation of Learning
2. Satisfaction (this last part is comprised of open questions so that the postgraduate student can express any other information related to the subject.)

For this study, Learning Planning and Facilitation of Learning were considered as one factor; these two factors are directly linked to the opinion expressed by the students about the work of the professor in class. Satisfaction refers to everything contributing to good performance in class. The results obtained by the professors participating in the program teaching a subject in the last two years are shown below:

The professor evaluation report refers an average of 86.84%, the lowest score was 72.22% and the highest 95.85%.

Even though the highest score shows a high evaluation, the lowest score evidences the need to improve the teaching skills of the professors, while the central tendency confirms it.

Conclusions and improvement actions

The professor evaluation is positive, since it shows a tendency toward compliance of quality standards in academic duties. Also, the conditions for teaching a class also refer a positive perception about teaching support resources.

To improve the results and consolidate obtaining of scores between 4 and 5, the recommendations are:

- a) Train the faculty in the use of technology and communication systems. Increment the use of blackboard in class.
- b) Give feedback to the professors about their evaluations and establish improvement strategies with them.
- c) Establish an improvement plan specifying the actions to be implemented by the professor based on the feedback from the evaluation.

5. Revision of the program by external experts

A professor of Chicago School was put in charge of the external revision of the program: Doctor Paul Jaimes Birch.

5.1. Description of the external reviewer's academic profile

Biography

Paul James Birch, Ph.D. has been with the Chicago School since 2011. His mission is to contribute to family health in America by developing innovative methods for training stronger practitioners, creating effective, accessible, pervasive family interventions, and combining with other organizations to inspire social movements that strengthen families. He has extensive experience in using research to improve programs, couples therapy, and sexual addiction treatment. Paul and Janet Birch are parents of five children and reside in Ventura County area where they love spending time together, going to the beach, playing sports, and participating in church activities.

Education

- Ph.D., Psychology- Research and Evaluation Methodology Specialization, Utah State University
- M.S., Marriage and Family Therapy, Brigham Young University
- B.S., Psychology, University of Utah

Licensure(s)

- Licensed Marriage and Family Therapist, Utah
- Marriage and Family Therapy Intern- California (IMF70174) Licensure anticipated 2013

Areas Of Expertise

Marriage & Family

- Couples Counseling
- Family Therapy
- Parenting

Research Design/Methodology

- Mixed Methods Research

Select Presentations

- Birch, P.J., & Johnson, I. (2012). Clinician-driven Model for Developing Evidence-based Treatment of Internet Sexual Addictions. Presentation made at the Annual Conference of the Society for the Advancement of Sexual Health. San Antonio, TX.
- Birch, P.J. (2012): Increasing the value of your marriage program and proving it to others: Seamless evaluation tools that work. Workshop to be presented at the National Association of Relationship and Marriage Education. Baltimore, MD.
- Birch, P.J. (2012): A Bird Emerges From the Whirlwind: How the Sex Education Debates Can Ignite Relationship Education in America. Workshop to be presented at the National Association of Relationship and Marriage Education. Baltimore, MD.
- Birch, P.J. (2010). Panelist. A public health approach for advancing sexual health in the United States: Rationale and options for implementation. Centers for Disease Control and Prevention. Atlanta, GA.
- Birch, P.J. (2010). Prove it, improve it, repeat. Presentation to the National Abstinence Education Association conference. Washington, DC.
- Birch, P.J. (2010). Reframing the sex education debate. Invited presentation to the U.S. Conference of Catholic Bishops Annual Conference of the Secretariat for pro-life activities. Chicago, IL.
- Institute for Research and Evaluation (2009). Sex education: Scientific evidence and publish policy. Briefing provided to the U.S. House of Representatives. Washington, DC.
- Birch, P.J., Culbreath, A., & McClellan, M. (2007). Why evaluate? What's in it for me? Presentation to the 2007 Administration for Children and Families Healthy Marriage Initiative Grantee Conference. Washington, DC.
- Birch, P.J. (2004). A comprehensive self-management approach to overcoming compulsive pornography use. Invited training workshop presented to Utah LDS Family Services therapists. Provo, UT.

- Birch, P.J., Weed, S., & Olsen, J. (2004). Effects of Community Marriage Policies® on divorce rates. Invited poster presented at the annual conference of Smart Marriages, Happy Families. Dallas, TX.

Select Publications

Peer Reviewed Publications:

- Weed, S., Ericksen, I., & Birch, P.J. (2005). An evaluation of the Heritage Keepers® abstinence education program. In *Evaluating Abstinence Education Programs: Improving Implementation and Assessing Impact*, Alma Golden (Ed.). Administration for Children and Families, U.S. Department of Health and Human Services. Washington, DC.
- Birch, P.J., Weed, S., & Olsen, J. (2004). Assessing the impact of Community Marriage Policies® on U.S. county divorce rates. *Family Relations* 53, 495-503.
- Werner, C.M., Stoll, R.W., Birch, P.J., & White, P.W. (2002). Clinical Validation and Cognitive Elaboration: Signs that encourage sustained recycling. *Basic and Applied Social Psychology*, 24(3), pp.185-204.
- Larson, J.H., Peterson, D., Heath, V.A., & Birch, P.J. (2000). The relationship between perceived dysfunctional family-of-origin rules and intimacy in young adult dating relationships. *Journal of Sex and Marital Therapy*, 26, 161-175.

Books and Book Chapters:

- Holman, T.B., Birch, P.J., Carroll, J.S., Doxey, C., Larson, J.H., Linford, S.T., & Meredith, D.B. (2001). *Premarital Prediction of Marital Quality or Breakup: Research, Theory, and Practice*. Plenum Publishers. New York.

Manuscripts in Preparation (to be submitted to peer-reviewed journals in 2012):

- Weed, S.E., Birch, P.J., Ericksen, I.H., & Olsen, J.A. (manuscript in preparation). A latent model statistical mediation analysis of a sex education program effects on youth sexual behavior outcomes. To be submitted to *Journal of Primary Prevention*.

- Birch, P.J. (manuscript in preparation). Causal mechanism model for explaining program effects on youth sexual intercourse behavior outcomes. To be submitted to Journal of Adolescent Health or Adolescent and Family Health.
- Ericksen, I.H., Birch, P.J., & Weed, S.E. (manuscript in preparation): A closer look at the evidence for the effectiveness of teen pregnancy prevention programs: A systematic review. To be submitted to American Journal of Health Behavior.
- Birch, P.J. (manuscript in preparation). Exploratory evaluation of a clinic-based sexual risk avoidance program. To be submitted to Prevention Science or similar journal.
- Birch, P.J. (manuscript in preparation). Descriptive evaluation of a comprehensive marriage mentoring program for low-income minority couples. To be submitted to Family Relations or similar journal.
- Birch, P.J., & White, J.M. (manuscript in preparation). Meta-analysis of abstinence-centered program effects on key attitudinal predictors of sexual activity. To be submitted to Journal of School Health or similar.

Community Involvement

- High Council Member: Newbury Park Stake of the Church of Jesus Christ of Latter-day Saints.

Professional Memberships

- American Association of Marriage and Family Therapists
- California Association of Marriage and Family Therapists
- Society for the Advancement of Sexual Health

5.2. Analysis of the external reviewer's recommendations

6. Long-term goals of the program

6.1 Description of the goals according to the program's capacity and effectiveness

In the consolidation of the quality educational processes in the institution, external accreditations are considered essential to strengthen one of the four basic aspects of Vision 2020: quality. The program's challenges for the next 4 years are described below:

- Increase the number of professors with doctoral degrees.
- Systematize academic –administrative follow-up of the students.
- Update the program's contents and book collection.
- Increase the production of scientific research with the participation of professors and students.