

CENTRO DE ENSEÑANZA TÉCNICA Y SUPERIOR



College of Social Sciences and Humanities

Psychology School

Master in Psychology Program

Program Review

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1.- Introduction

The Master in Psychology program was authorized by the Secretariat of Education and Social Welfare in the state of Baja California on August 24, 2004, having complied with the official regulations established by the Secretariat of Public Education for new academic programs. Validity was set starting in October 2004 without specifying its expiration.

Design of the Mater in Psychology with major in Clinical Psychology, Special Education, and Organizational Development started in 2003 based on the educational paradigm prevailing in the country. The program was created in a mix or hybrid modality referred by the Secretariat of Public Education in the Official Journal of the Federation on July 10, 2000, in accordance as well with what was stipulated by the National Association of Universities and Higher Education Institutions and the United Nations Organization for Education, Science and Culture.

There is currently a curricular revision of the program underway to establish improvement proposals that ensure the educational reason and continue to give answer to the students and provide graduates who respond to the current necessities of the community. This revision also responds to the International Accreditation with WASC (Western Associations of Schools and Colleges), one of the six accrediting agencies operating in the United States.

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 capacity of participating in an important way in the economic, social and cultural improvement of the country. To comply with this mission, the program promotes that the student learns how to learn, learns how to do, learns to coexist, and learns to be.

2.1 Mission, Vision and Structure of the Program

Mission

The mission of the Psychology program is to educate professionals who, in a context of globalization and with a high human sensitivity, are capable of contributing in the promotion of human welfare in the individual, family, work, and social environments, with an orientation toward primary prevention, preferably toward orientation, design, execution and evaluation of psychological intervention programs in the different levels of social analysis (individual, small group, family, organizations and communities), as well as participation in work, teaching and research groups within private and government institutions.

Vision

The vision of the Master in Psychology program is to be one of the most important academic programs in the education of professionals in psychology in the country.

The general objectives of the Master in Psychology are oriented to:

1. Provide structured and systematized knowledge required in a solid education, paying special attention to the most recent studies and research in the area of psychology.
2. Develop in the students the ability to diagnose, analyze and generate strategies that prepare them to face complex problems and create suitable solutions for those problems, formulating action alternatives supported in deep and systematic analysis, through the proposal of practical models.
3. Increase the capacity of promoting and administering change and innovation processes, providing the participants a broader concept of the organization, in such a way that it transcends the disciplinary framework of the specialist to assume a comprehensive vision.

4. Provide acquisition of managerial skills of integration to cultural diversity and use of information technology and communication tools.
5. Strengthen the values related to the dimension of ethics and human development sustainability.

Curricular Structure

General Curricular Objectives

The curricular objectives of the program are:

1. Educating professionals with specific knowledge and tools in the area of psychology, with the purpose of improving their development and strengthening their leadership abilities in their different activities and fields of action.
2. Helping the students handle the knowledge in the field of clinical psychology, special education or organizational development in a specialized level, according to their major.
3. Helping the students handle the methodology of research, evaluation techniques and design of instruments pertaining to the foundations of psychological study.

Curricular Structure

The curricular structure of the Master in Psychology program with major in Clinical Psychology, Special Education and Organizational development is comprised of 16 subjects divided into 3 areas: Common, Major and Final, where each subject has 6 academic credits. The program is offered in mix modality, which means that the subjects will have in-person sessions directly guided by the professor, independent work by the student in homework and research projects assigned by the professor. The structure is modular, where the 3 areas are integrated as shown below:

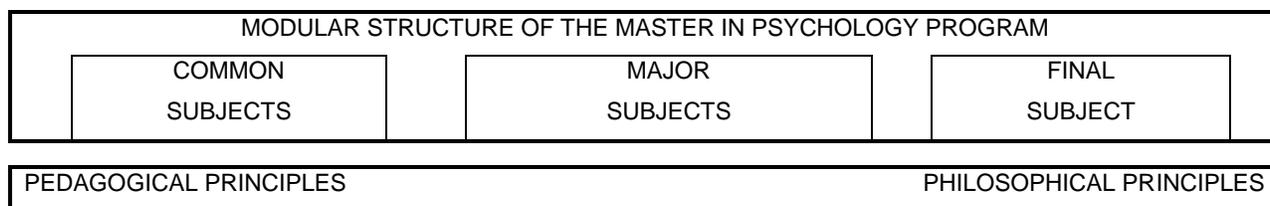


Figure 2.1.1. Curricular structure of the program

Table 2.1.1. Subject description, distribution of hours and credits.

Code	Name of the subject	HC	HI	HT	Credits
	Common Subjects	288	480	768	48
PS501	Instrument design	36	60	96	6
CS502	Methodology of research	36	60	96	6
PS502	Psychology of development	36	60	96	6
PS533	Psychology of the Mexican	36	60	96	6
PS503	Group behavior seminar	36	60	96	6
PS504	Social behavior seminar	36	60	96	6
PS506	Psychopathology seminar	36	60	96	6
PS509	Evaluation techniques	36	60	96	6
	Major Subjects	252	420	672	42
	Subject I	36	60	96	6
	Subject II	36	60	96	6
	Subject III	36	60	96	6
	Subject IV	36	60	96	6
	Subject V	36	60	96	6
	Subject VI	36	60	96	6
	Subject VII	36	60	96	6
	Final Subject	36	60	96	6
CS505	Integrative Seminar	36	60	96	6

	Total	576	960	1536	96
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Table 2.1.2. List of courses by major

Clinical Psychology

Code	Name of the subject
PS511	Clinical interview
PS513	Evaluation instruments
PS514	Diagnostic integration
PS515	Principles and methods of psychotherapy I
PS516	Principles and methods of psychotherapy II
PS517	Group psychotherapy
PS512	Clinical work with children and adolescents

Special Education

Code	Name of the subject
PS526	Comparative analysis of special education models
PS528	Development of cognitive processes
PS529	Neurological evaluation
PS525	Evaluation and diagnosis of special educational needs
PS527	Treatment of special educational needs
PS530	Orientation for families of people with special educational needs
PS531	Orientation for professors for educational integration

Organizational Development

Code	Name of the subject
RI505	Administration of human resources
RI515	Transcultural administration
AD503	Top management
RI520	Organizational behavior: theory and design

AD508	Strategic consultancy
RI510	Organizational development
RI502	Stress and quality of life at work
RI503	Motivation and productivity

The common subjects area offers 8 subjects for the 3 majors, then the student takes 7 subjects according to the major in which they are enrolled: Clinical psychology, Special Education or Organizational Development. The last subject to take is Integrative seminar, which belongs to the Final subject area.

Graduation requirements

Passing of the 16 subjects (8 common, 7 major and 1 final) allows the student to obtain the academic degree.

3. Revision of the program's capacity

3.1 Description of the faculty's profile

Information of the faculty who has participated in the Master in Psychology program in the last two years is presented below.

At a system level there are 35 professors, of which 25% have finished their doctoral training, 75% have master's degrees. This information is relevant if we consider that the institution is in an academic improvement process that involves increasing the percentage of professors with doctoral degrees to teach in the program.

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. The professor evaluation report indicates that the group of professors constantly maintains a 95%, where knowledge of the contents is the main strength. Based on the Use of Blackboard report and the collection of observations from direct

interviews with the professors, it is evident that there is a need to increase the skills of the professors in the use of technology and development of teaching activities. This also reflects the challenge of increasing the academic level of the faculty of this program.

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) Preferably, hire professors with doctoral 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 specifically centered in the use of Blackboard and Mi Campus portal.
- 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.

This plan establishes 4 Institutional Learning Outcomes (RAIs for its acronym in Spanish) that apply to all CETYS higher education academic programs:

- 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 (MEDI for its acronym in Spanish.)

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 investigation lines of the program

The Master 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 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 Master of Psychology students in formal research projects.
- b) Encourage through Integrative seminar 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 postgraduate 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 Master 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 increase in the number of enrolled students in the last four periods. The following table shows enrollment in relation with five semester periods.

Table 4.2.1. New-enrollment students by semester of the Master in Psychology

Semester	New-enrollment students
2011-1	7
2011-2	9
2012-1	3
2012-2	14
2013-1	17

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) Keep the new-enrollment tendency in collaboration with the promotion department.
- c) 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 of the program

Regarding re-enrollment, sustained growth can be seen from the second trimester of 2012. This reflects that there is no dropping-out; according to what was reported by Registrar department, students do not request un-enrollment from the program. It can be seen in enrolled students' records that they take trimester recesses, which means that they do not enroll in some period of the academic cycle, which makes the graduation process longer. However, table 4.2.2 shows an increase in re-enrollment students in five semester periods, showing that retention is of 100%, since students do not un-enroll and they enroll again in periods that allow them to finish their Master program in a maximum time of two and a half years. This helps to comply with the graduation rate indicators at 100%, since students graduate in the period allotted for it.

Table 4.2.2. Re-enrollment students by semester of the Master in Psychology

Semester	Re-enrollment students
2011-1	20
2011-2	21
2012-1	28
2012-2	33
2013-1	36

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.

4.4 Description of the program's learning assessment plan

Starting in August 2012, a Learning Assessment Plan was implemented for the Master in Psychology program.

The program has general learning outcomes that impact the 8 common subjects and the final subject; each of the majors has a specific learning outcome that impacts the contents of the subjects offered in them.

Common learning outcomes

1. The student will apply psychological interventions oriented to prevention at an individual, group, family, organizational or community level.
2. The student will use different concepts and theoretical principles that allow them to explain human development in its different stages and contexts.
3. The student will integrate their personal and professional experience during their academic trajectory in a written document.

Learning outcome for the major in clinical psychology

4. The student will apply interventional strategies, techniques and methods to promote human welfare in the individual or group environments.

Learning outcome for the major in special education

5. The student will apply interventional strategies, techniques and methods to promote inclusion and integration of people with special needs, with or without disabilities.

Learning outcome for the major in organizational development

6. The student will apply interventional strategies, techniques and methods to develop human capital in organizations.

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, Special education and Organizational development.)

A total of 12 subjects were selected for assessment. The first phase of the assessment process focused on four subjects, from which it is possible to obtain performance

indicators of the 6 learning outcomes, since three outcomes are assessed in one subject.

Another important aspect in the selection of subject was to take advantage of those where students of different majors coincide, situation that applies to all the subjects included in this assessment.

The levels designed for learning assessment are the following:

Insufficient (IN), Sufficient (SU), Improvable (ME) and Outstanding (SO). The following table shows the selected subjects in detail, as well as the assessment level established as desirable in the student's performance.

Master in Psychology with major in ...		Methodology of Research CS502	Psychology of Development PS502	Social Behavior Seminar PS504	Integrative Seminar CS505
No.	Common learning outcomes				
1	The student will apply psychological interventions oriented to prevention at an individual, group, family, organizational or community level.			SO	
2	The student will use different concepts and theoretical principles that allow them to explain human development in its different stages and contexts.		SO		
3	The student will integrate their personal and professional experience during their academic trajectory in a written document.				SO
	Learning outcome of the major in clinical psychology				
4	The student will apply interventional strategies, techniques and methods to promote human welfare in the individual or group environments.	SO			SO
	Learning outcome of the major in special education				
5	The student will apply interventional strategies, techniques and methods to promote inclusion and integration of people with special needs, with or without disabilities.	SO			SO
	Learning outcome of the major in organizational development				
6	The student will apply interventional strategies, techniques and methods to develop human capital in organizations.	SO			SO

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 Master in Psychology program, it is desirable that the student achieves outstanding performance in all learning outcomes.

4.5 Analysis of the learning assessment plan outcomes

Outcomes from the learning assessment process started in the school periods of august 2012 to present are shown below:

RA1 The student will apply psychological interventions oriented to prevention at an individual, group, family, organizational or community level.

Subject: Social behavior seminar

Expected level: Outstanding (SO)

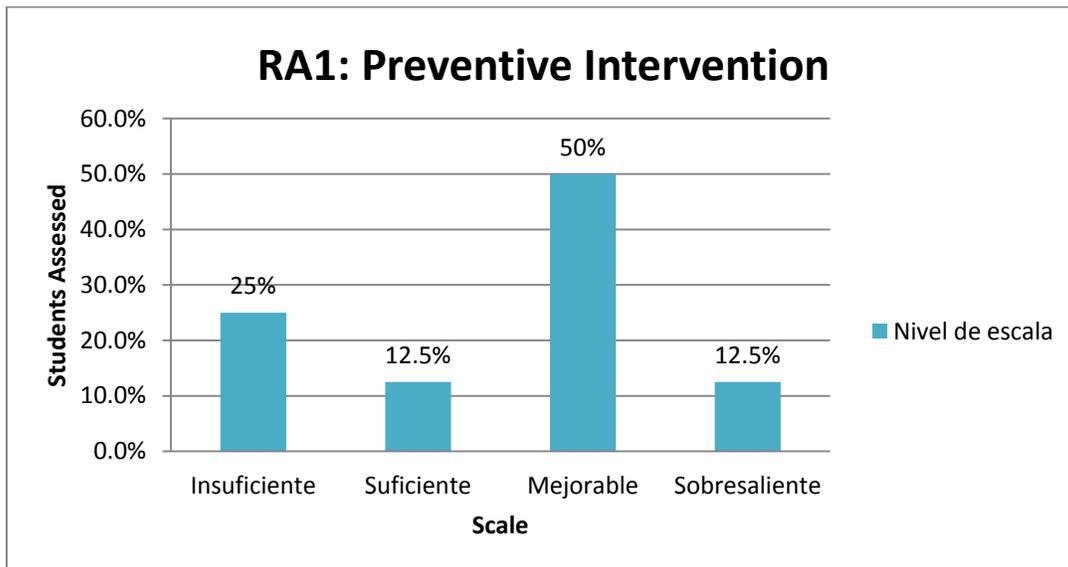


Figure 4.5.1. Assessment outcomes for Learning Outcome 1

Social behavior seminar was the subject selected to assess Learning Outcome 1 (RA1) of the Master in Psychology. The assessment was made to 8 students total, of which 12.5% achieved Outstanding level, 50% Improvable, 12.5% Sufficient and 25% Insufficient.

It can be seen that the percentage of students achieving the expected level (Outstanding) is low. This evidences the fact that academic report of the projects done by the students must be reinforced.

RA2 The student will use different concepts and theoretical principles that allow them to explain human development in its different stages and contexts.

Subject: Human development seminar

Expected level: Outstanding (SO)

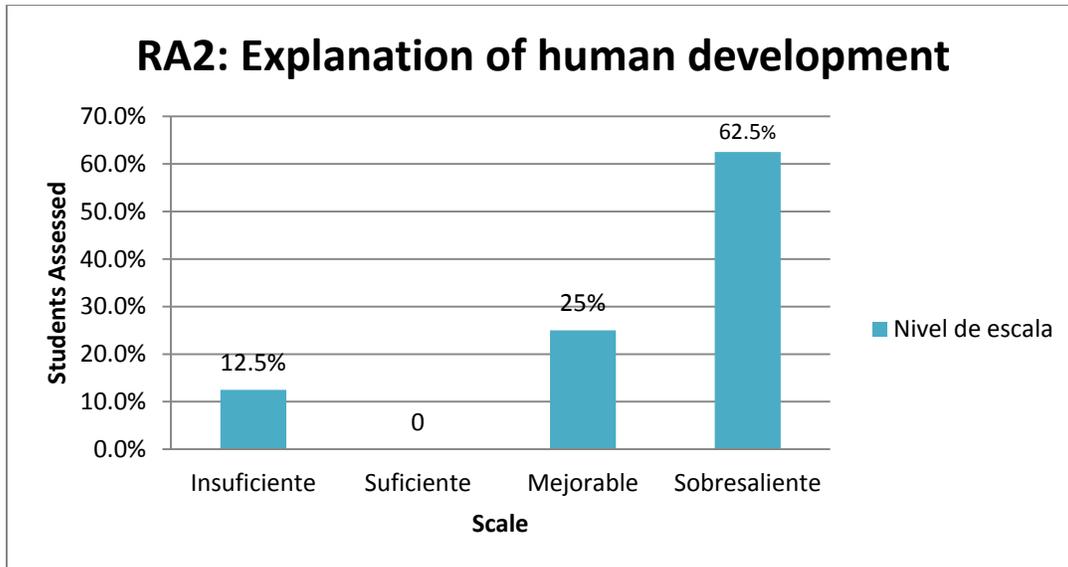


Figure 4.5.2. Assessment outcomes for Learning Outcome 2

Human development seminar was the subject selected for assessment of Learning outcome 2 (RA2) of the Master in Psychology. The assessment was done to 8 students, of which 62.5% achieved Outstanding level, 25% Improvable, 12.5% Insufficient. No student achieved sufficient performance.

It can be seen that a little more than 60% of the students who participated in the assessment achieved the desired performance level. There is a positive tendency even when there are students who achieved insufficient performance levels.

RA3 The student will integrate their personal and professional experience during their academic trajectory in a written document.

Subject: Integrative seminar

Expected level: Outstanding (SO)

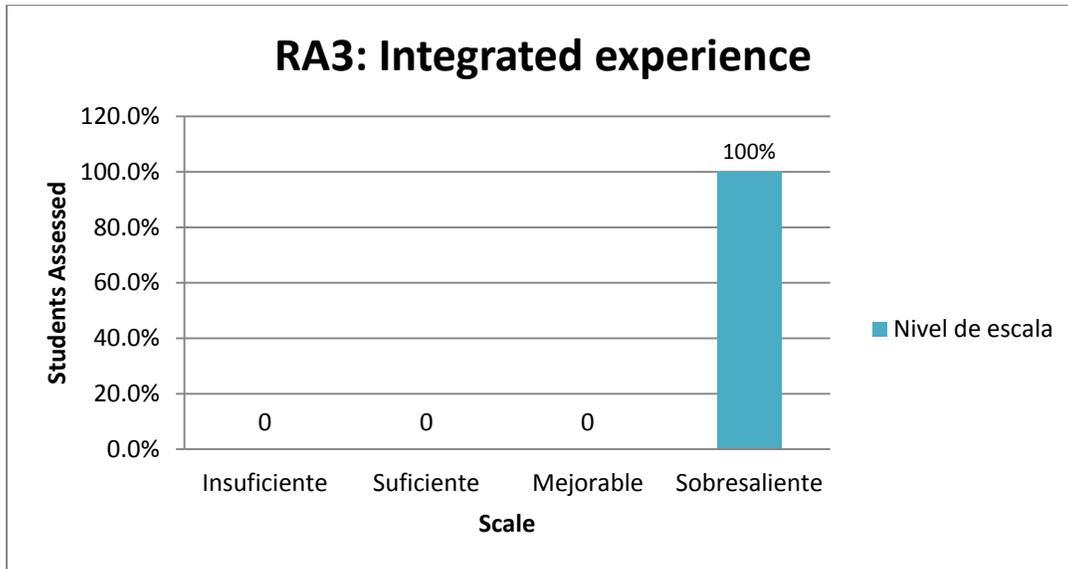


Figure 4.5.3. Assessment outcomes for Learning Outcome 3

Integrative seminar was the subject selected for assessment of Learning outcome 3 (RA3) of the Master in Psychology. The assessment was done to 6 students, of which 100% achieved Outstanding performance.

It can be seen that all the students to which the assessment of this learning outcome was applied achieved the expected performance.

RA4 Learning outcome for the major in clinical psychology

The student will apply interventional strategies, techniques and methods to promote human welfare in the individual or group environments.

Subject: Methodology of research

Expected level: Outstanding (SO)

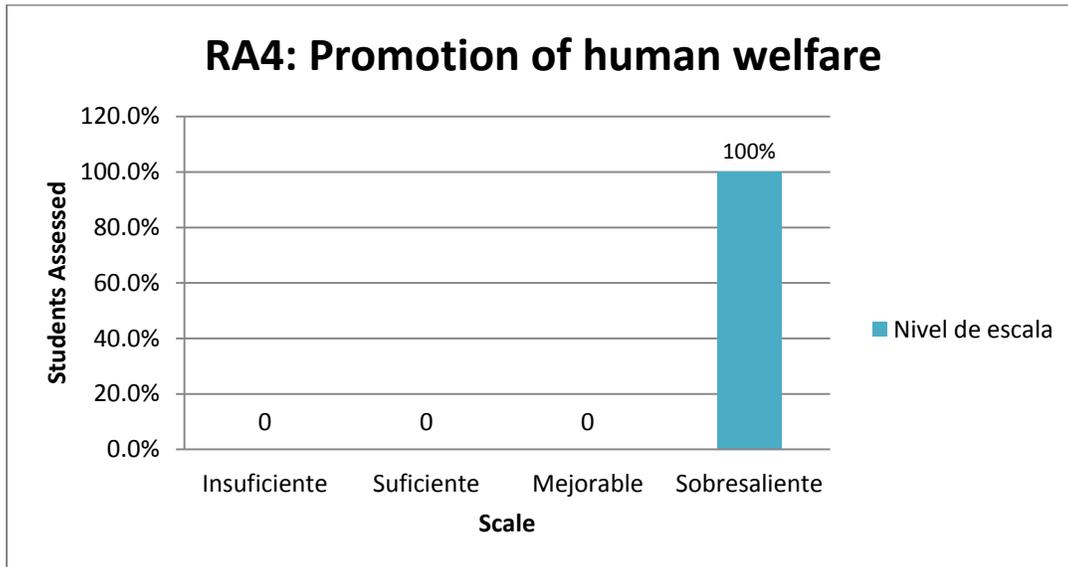


Figure 4.5.4. Assessment outcomes for Learning Outcome 4

Integrative seminar was the subject selected for assessment of Learning outcome 4 (RA4) of the Master in Psychology. The assessment was done to 5 students, of which 100% achieved Outstanding performance.

It can be seen that all the students to which the assessment of this learning outcome was applied achieved the expected performance.

RA5 Learning outcome for the major in special education

The student will apply interventional strategies, techniques and methods to promote inclusion and integration of people with special needs, with or without disabilities.

Subject: Methodology of research

Expected level: Outstanding (SO)

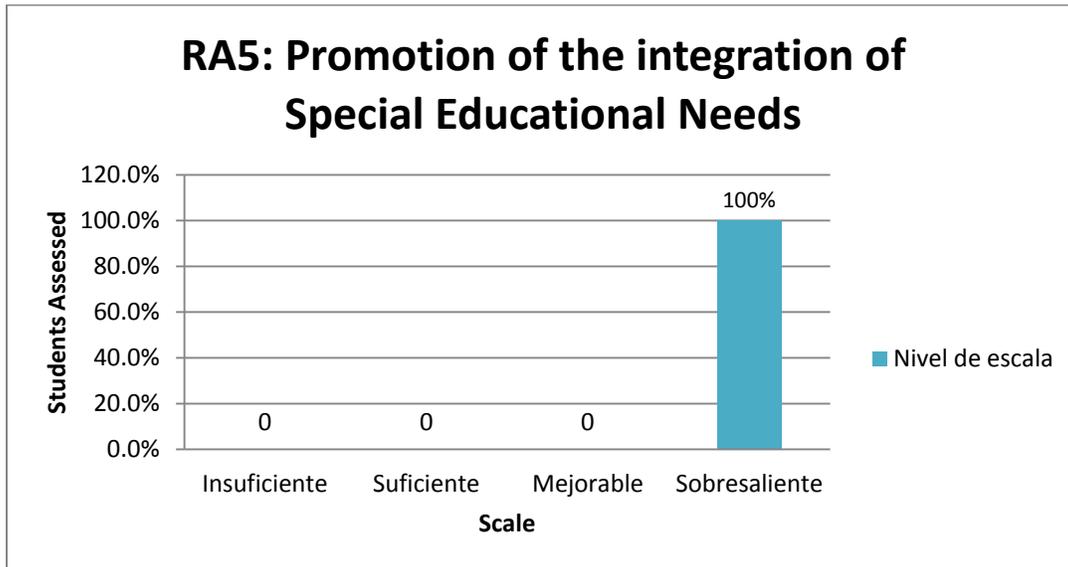


Figure 4.5.5. Assessment outcomes for Learning Outcome 5

Integrative seminar was the subject selected for assessment of Learning outcome 5 (RA5) of the Master in Psychology. The assessment was done to 1 student, of which 100% achieved Outstanding performance.

RA6 Learning outcome for the major in organizational development

The student will apply interventional strategies, techniques and methods to develop human capital in organizations.

Subject: Methodology of research

Expected level: Outstanding (SO)

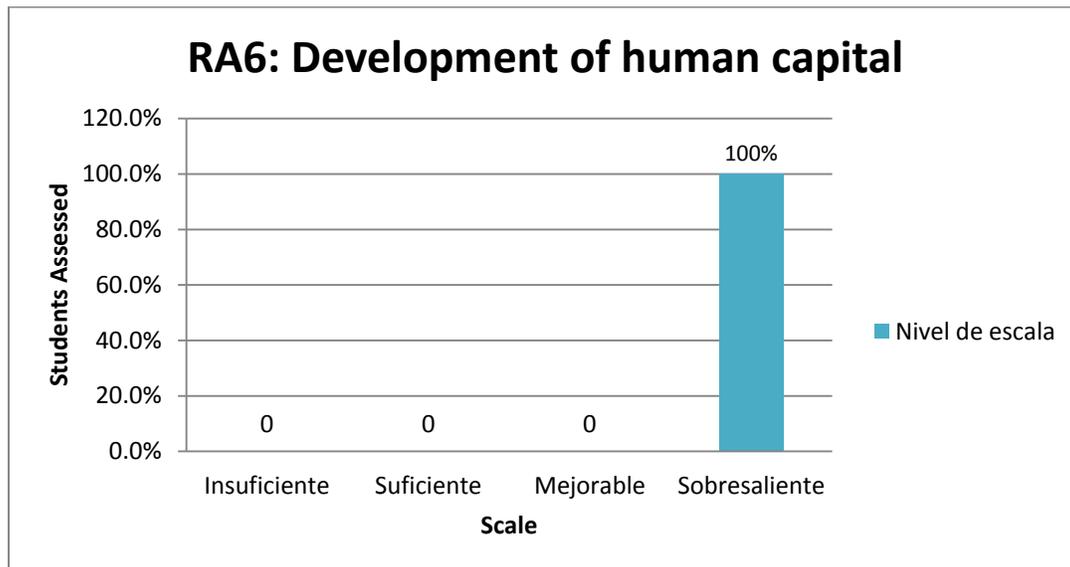


Figure 4.5.6. Assessment outcomes for Learning Outcome 6

Integrative seminar was the subject selected for assessment of Learning outcome 6 (RA6) of the Master in Psychology. The assessment was done to 3 students, of which 100% achieved Outstanding performance.

It can be seen that all the students to which the assessment of this learning outcome was applied achieved the expected performance.

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

In RA1, pertinence of the contents must be assessed; performing a revision of the program will allow for reconsideration that aims for better compliance with the desired level.

In RA2, the factors that allow the student to provide evidence of outstanding performance must be analyzed. Revising the program of the subject will allow to

analyze the topics demanded by the professional field, which will help increase the percentage of students achieving the desired performance.

In RA3 it is critical to conduct a thorough revision of the subject's content, since even though the assessment shows outstanding results in all students who participated in the assessment, it should be analyzed considering the results shown in learning outcomes 1 and 2.

In the learning results of the majors, it is necessary to continue generating performance evidence of subsequent subjects to be able to have bigger criteria for analysis, since the student population is small in the Master in Psychology and it is smaller by major.

It is recommended to continue with the Learning assessment plan, consider making some adjustments to it such as measuring the learning outcomes in subjects where performance rates other than Outstanding are expected.

There should also be a revision of the subject programs to make sure that all contents attain to the current necessities of the community where the students are working.

4.7. Description of the program's accreditations and recommendations received

The Master in Psychology program does not have any external accreditations.

4.8. Follow-up of the recommendations received.

The program does not have any external accreditations, thus there are no recommendations attached.

4.9. Analysis of the program's faculty productivity

Regarding publications and update carried out by the faculty in the last 3 years, it is significant to identify that the professors who have doctoral degrees refer greater participation in research projects, while the professors with master's degrees show more participation in update regarding teaching and use of technology.

The low academic productivity in research is due to the program's profile, since it is professionalizing and not researching.

Professors who participate in research projects do it by personal and professional interest, not as an activity of their academic duties.

Recommendations

- a) Continue encouraging training of the faculty in general, especially in matters that help improve facilitation of learning and particularly professors who have doctoral degrees, since they are the ones who participate the least in this type of training.
- b) Promote academic productivity: bring professors closer to forums where they can evidence their practice and findings they make.
- c) Stimulate academic productivity in cooperative work, integrating research projects where several professors participate.
- d) Make the finished products of their peers known among the professors.

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

The College of Postgraduate hosts the master's programs offered in CETYS University. One of their responsibilities is to apply the Professor Evaluation each time a subject ends.

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.)

The professor evaluation uses a numeric scale that goes from 1 (the lowest level) to 5 (the highest level). In quantitative terms, that scale can be considered as:

1	Bad
2	Regular
3	Good
4	Very Good
5	Excellent

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:

Learning Planning and Facilitation of Learning

Results of the evaluation show that the professors got a global score of 4.4. The lowest score was 3.17 and the highest 5.

Considering the scale presented in previous paragraphs, it can be established that in a quantitative way, the professors were evaluated in Learning Planning and Facilitation of Learning as Very Good and Excellent.

Satisfaction

Results indicate 90% satisfaction perceived by the students enrolled in the Master in Psychology program.

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) Generate more personalized communication strategies with the students so that they have opportunity to express their concerns during the period and provide answers to them immediately, not at the end.

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.

Increase the production of scientific research with the participation of professors and students.