

CAN Discipline - Psychology

2022 - 2023

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with?

Examples of student/academic services include the Learning Center, Library, STEM Center, SharePoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The psychology program aligns with the college's mission by offering transfer level courses. It is the mission of the psychology program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/core transfer material in the field of psychology. Vision: The psychology program strives to provide opportunities for student success through in class, online, and hybrid courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

The psychology department's strengths include robust course offerings that play a significant role in fulfilling the college's mission to provide opportunities for critical thinking, developing communication skills and understanding diverse cultures and societies. Further we offer our courses in a wide range of modalities including face-to-face, DE, hybrid, day, evening, weekend, and CWA. Consistent with the college's mission to serve students from diverse backgrounds, the psychology program includes students from diverse age groups, ethnicities and nationalities. Over the last 5 years efficiency of the psychology program load and fill rates continues to exceed the college average. Despite these strengths, there are some challenges. First, although we had the addition of a full-time replacement hire in fall 2018, staffing of classes continues to be a challenge as we continue to have turnout among our part-time faculty. This continued inconsistent staffing negatively affects the expansion that had begun in our program and directly impacts students as at times it leads students to spread themselves thin by taking courses on more than one campus in order to take desired courses and quickly complete their degrees and transfer. Additionally, this also had an impact on the ability to fully assess some of our program needs. Second, as the newest full-time faculty just received tenure, most non teaching activities are administered by one person. Although responsibilities will shift over time, heavy faculty workloads sometimes make it difficult to complete all tasks in a timely fashion and do everything we want to improve our program and support our students. Further, it makes it difficult to further serve other areas of the college as a whole. Despite these challenges we have continued to support

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students directly through our courses as well as outside the classroom through assistance in obtaining external internships and research assistant opportunities, career guidance and mentorship, and encouraging them to participate in existing groups on campus. Further, the psychology department has actively participated in social science events. The Psychology Department is part of the Social Science Division. It consists of 9 departments and benefits from the support of a coordinator as well as the Social Sciences Hub. The Social Sciences HUB is a space that is regularly used by Social Science students and faculty. To adequately provide support for the Psychology department and our students we have continued need for a Social Science Coordinator and the Social Sciences HUB. It is crucial that the Social Sciences Coordinator continue to receive FTE .2 release time as the duties that are set forth for the Social Sciences coordinator position have been in excess of the amount of release time that has been granted by the college thus the coordinator has not been able to complete the job and core duties. The Social Science Departments are requesting that the marketing department create a new college video to include all Social Science departments and the Humanities

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

We are aware that there may be potential changes in the future given the CalGETC Single Transfer Pathway Current Proposal which is to be implemented Fall 2025. No impact to the program is expected until that time.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Studies have shown that enrollment in online classes continues to increase, and in particular within the public and private school, whereas there has been a decrease in the for-profit sector. Further, studies tracking trends in distance education at the community college level reported that distance education enrollments have continued to increase, in particular for students taking one or more classes compared to those students taking only online courses. Further, in studies that have shown a decrease in community college enrollment it has found that overall enrollment has fallen faster than online enrollment.

College wide data indicated that enrollment in face to face classes has declined over the last 5 years with a monumental drop in the last 2 years, while enrollment in online courses has continued to increase, except for a slight drop in 2021-2022. Comparing enrollment in Psychology courses for this same period, the number of Psychology students attending traditional face to face courses have been variable with a significant decrease in the last 2 academic years (2020-2022), whereas the number of distance education students increased over the last 5 years, except for a slight drop in the 2021-2022 academic year. Finally, the number of hybrid students has been variable during the last 5 years.

In effort to meet student's needs, our program strives to add sections of high enrolled courses as well as continue to provide a robust offering of both online and hybrid courses. Regarding increase in online/hybrid course variety, over the last several years we have added to our online offering by adding to our course variety (PSYC 106, 340) as well as to the hybrid courses offerings (PSYC 106). In the daytime weekday schedule, we have offered the following hybrid courses: PSYC 100, PSYC 106, PSYC 200, PSYC 300 and PSYC 410. In the evening and weekend, we have offered hybrid courses geared toward students within the

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College for Working Adults program, including PSYC 100, PSYC 205, and PSYC 300. Psychology has also offered a variety of online courses including PSYC 100, PSYC 106, PSYC 200, PSYC 300, PSYC 340, and PSYC 410. Having these courses offered in multiple formats will help address the varied and busy schedules of our students who may have restrictive work schedules. Further, courses such as PSYC 100 and PSYC 200 (Developmental Psychology) are needed in many of the allied health fields. For example, these courses are required for licensure and preparation for upper division course work in nursing. In addition to projected job growth among the allied health fields there is projected job growth in careers in early childhood education, in which 2 of the 6 core courses are Psychology courses and varied careers within Psychology. Given this, it is important to offer these courses at a variety of different times and in a variety of different modalities to meet the diverse needs of our students.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

To accommodate students' increasingly busy schedules, as well as the general increase in enrollment in remote learning over the past 2 years due to a global pandemic during the 2020-2022 academic years, the psychology department introduced two new online courses and one hybrid course.

The projected course offerings proposed in the prior program plan and review were met with the exception of the consistency of 1 course (PSYC 300 hybrid CWA-Saturday) as the course stopped being offered given low enrollment. Although the program was able to offer a robust course offering and reached and exceeded its projected growth in course offerings, enrollment and fill rate will need to be monitored throughout the next program review period given student's continued adjustment to comfort level returning to on-campus courses. As seen below, three new course platforms were added to the course offering (presented in all CAPS below).

Offerings at Last review	Courses during current review period
PSYC 100	PSYC 100
PSYC 100 hybrid	PSYC 100 hybrid
PSYC 100 online	PSYC 100 online
PSYC 106	PSYC 106
	PSYC 106 HYBRID
	PSYC 106 ONLINE
PSYC 200	PSYC 200
PSYC 200 hybrid	PSYC 200 hybrid
PSYC 200 online	PSYC 200 online
PSYC 205	PSYC 205
PSYC 205 hybrid	PSYC 205 hybrid
PSYC 300	PSYC 300
PSYC 300 online	PSYC 300 online
PSYC 300 hybrid	PSYC 300 hybrid
PSYC 340	PSYC 340

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PSYC 340 ONLINE

PSYC 410 hybrid

PSYC 410 hybrid

PSYC 410 online

PSYC 410 online

Regarding hybrid courses, PSYC 106 hybrid was added to accommodate students who desire a face-to-face course but may have limited flexibility in their schedule. Regarding online course additions, PSYC 106 and PSYC 340 were added in an online modality to accommodate students who are unable to come to campus or may have limited flexibility in their schedule.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

It was recommended that we incorporate additional quantitative evidence from data packets for enrollment trends. In the current program review, data provided by PRIE was included in the examination of enrollment trends

5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

In the previous program review period, it was indicated that faculty would continue to provide additional readings to assist students enrolled in PSYC 410 and PSYC 106 who have not taken PSYC 100. It was indicated that changes made would be evaluated during the next 2 semesters that the course was offered.

Regarding PSYC 106, additional material was provided to students and this change was evaluated. It is of note that although the additional material offered assistance, the improvements may have been impacted by revision of the assessment measures and methods to more accurately evaluate students' learning outcomes. Given this, further assessment is warranted and these changes will be further assessed during the next assessment period.

Regarding PSYC 410, additional material was provided to students and this change was evaluated. It is of note that although it may have offered assistance, it was difficult to evaluate if the improvement was due to the additional materials provided or the increase in percentage of students who had previously taken PSYC 100. Given this, further assessment is warranted. These changes will be further assessed during the next assessment period.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved.

What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

The unmet resource request of the SAMSUNG 75" 4K UHD LED TOUCH DISP, Salamander – cart, Media Presentation System 200 (which enables a Wi-Fi connection) from the 2019 program review cycle has meant that the Social Sciences division is unable to host multimodal/hyflex meetings within HUB. As one result, there is less community building among Social Science students and less ability for us to show the space to students. This also contributes to a lack of visual representation of topics discussed in class, which affects visual learners.

The unfulfilled resource request related to the purchase of IBM SPSS Statistics software has meant that Psychology faculty have had to personally incur the yearly cost of purchasing the license to allow students

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the opportunity to have access to and learn from the use of statistical programs in their courses. Research is an instrumental part of Psychology. A number of courses conduct small research projects and have needed access to statistics programs and online survey programs. We request that the college provide access to such programs for use in our courses and instruction in order to support our student learning outcomes related to research and scientific methods (PSYC 100, PSYC 300, PSYC 205). Additionally, students will likely utilize statistical software in other related fields that conduct quantitative research. The unfulfilled resource request from 2019 related to "increased marketing support for our programs" contributes to the challenge of having scalable marketing, especially for small one-person departments. This ultimately has a negative impact on student enrollments in social science courses. The unmet request that each classroom come equipped with a Help Phone does not allow us to call for assistance in case of emergencies or immediate technology issues.

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Given demonstrated enrollment trends, we continue to need 2 FT faculty in the department. There has been a high amount of turnaround in part-time faculty due to retirement, moves or acceptance of full-time teaching assignments. Given this, at least once or twice a year since the previous program review, new part-time faculty were hired to cover scheduled classes. It may be necessary to increase the pool of part-time faculty in order to decrease the demand of repeated faculty searches.

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

The following data was obtained from the following sources: Psychology Program Review Data Packets:2022-2023, Cañada College Program Review Data Dashboards (Course Outcomes & Student Enrollment)

Please note that it is expected that enrollment trends may be more variable than previous program review periods and any interpretations of enrollment trends need to be examined through the lens of a global pandemic initiating during Spring 2020, which is part-way into the 5 year examination period (2017-2022) of data for the current program review. Per the data provided by PRIE, over the past 5 years the census headcount of the psychology program slightly increased over 2017-2021, however there was a decrease from the 4-year average of 1,227 to 1,053 students in 2021-2022. In contrast, college wide data demonstrated a slight decline in enrollment over the past 5 years, yet a comparable decrease in 2021-2022.

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Efficiency of the psychology program load and fill rate percentages consistently exceed those of the college-wide figures, with fill rate 10% higher in the psychology program (mean of 82%), than the college-wide percentages (mean of 72%). Regarding load, in the psychology program load had a range of 417-500, whereas the college-wide load has ranged between 316-387 over the last 5 years.

Overall retention and success rates have been comparable to those of the college and will be addressed in more detail in section 8 of the program review. While the colleges WSCH numbers have decreased over the last 5 years, those of the psychology program have steadily increased over the past 5 years until 2020-2021 where there was a sharp decline to that below year one (2017-2018). FTEF increased after the first year of the 5 year examination (2017-2018) due to the new full-time faculty hire, however, it has remained steady in the following years and is composed primarily of full-time faculty, similar to the last program review. The psychology programs' total FTES steadily increased over the past 5 years, compared to the steady decline in college-wide FTES. However, both psychology and college-wide FTES experiences a sharp decline in 2020-2021.

Enrollment in courses with a face-to-face component (face-to-face, hybrid, and online synchronous) were relatively stable between Fall 2017-Fall 2020, however, during Spring 2021- Spring 2022 there was a notable decline in enrollment for these courses with fill rates dropping from an average of 74% to 49% in Spring 2022. Further, the average section count of 10.5 courses with a face-to-face component dropped to a section count of 6. Alternately, courses without a "face-to-face" component saw an increase in enrollment during the 2020-2021 school year and return to prior numbers in 2021-2022. However, it is important to note that the section count for asynchronous online courses increased by 5 courses in 2020-2021 and remained the same in 2021-2022, thus although enrollment returned to prior levels, fill rate in asynchronous online courses dropped by approximately 10%.

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

Efficiency of the Psychology program load and fill rate percentages consistently exceed those of the college-wide figures, with fill rate 10% higher in the Psychology program (mean of 82%), than the college-wide percentages (mean of 72%). Regarding load, in the Psychology program load had a range of 417-500 students, whereas the college-wide load has ranged between 316-387 students over the last 5 years.

The Psychology programs' total FTES steadily increased over the past 5 years, compared to the steady decline in college-wide FTES. However, both Psychology and college-wide FTES experience a sharp decline in 2020-2021. It is important to note that the global pandemic impacted people in many areas including physical and mental health as well as academic and occupational attainment and goals. It will be important to continue to track enrollment trends in various modalities over the next several semesters before an accurate assessment of new enrollment trends can be established as our on campus climate continues to shift.

As noted in section 4 of this program review which addressed curricular changes, we have added one new hybrid course and two new online courses to accommodate students who are unable to come to campus or may have limited flexibility in their schedule.

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Number of online courses offered allowed us to continue to provide the same course variety to students throughout this assessment period despite the global pandemic. As expected, online course enrollments increased during the 2019-2020 and 2020-2021 academic years. However, online course enrollments dropped from 720 students in 2020-2021 to 628 in 2021-2022. This may reflect a larger, college-wide pattern of decreased enrollments, however, given that enrollment in F2F (147 students in 2020-2021 versus 74 students in 2021-2022) and hybrid (128 students in 2020-2021 versus 26 students in 2021-2022) also dropped.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

The Social Science division as well as the psychology program would greatly benefit from increased assistance with marketing our programs. Great strides have been made in marketing other areas of the college; however, in comparison to other divisions minimal emphasis has been given to the social sciences. We have scheduled and met with individuals who are in charge of marketing and this is a beginning, but continued and consistent marketing assistance is desired. Each program in our division currently has between 1-2 FT faculty in each program. Currently the psychology department has 2 FT faculty assigned to our department which does not leave time to commit to marketing newer courses and modalities or courses offered at various times. Assistance with marketing is something that could be particularly helpful to hybrid courses as there has been a significant increase in the number of hybrid courses offered in the psychology department and marketing could help with increasing course enrollment. An informal survey of students has shown an incomplete or inaccurate picture of the format of hybrid courses which may deter these students from registering for these courses. Given this, productivity numbers in psychology may decline for a short period. Marketing could provide students and potential students with explanations of hybrid courses in a variety of locations as well as describing the benefit of hybrid courses in order to reduce potentially lower productivity numbers. Although a few ideas will be discussed in this section, there are many potential causal factors for the trends that can be further analyzed by the research department within the college.

A trend that potentially influenced program performance was prerequisite requirements. The curriculum committee approved several courses with a prerequisite yet listed in the course catalog and schedule listing as courses without prerequisites. This may impact the programs retention and success rates of transfer students who make up the majority of enrollments in our courses. Psychology courses continue to have high enrollments, however, these courses are rigorous for transfer majors and for meeting career goals. Some students are not adequately prepared for the demands of a college transferable course which may negatively impact retention and success rates. Prerequisite course, psychology 100, has been added to several of the advanced courses to adequately prepare students for success. The department will continue to track this finding over the next several years and develop a plan of action as needed. It is of note that we continue to have this goal from the previous program review but given inconsistent staffing inadequate time has been available to fully assess this area.

To assist with marketing our program to potential students or part-time faculty, it is suggested that marketing work with psychology faculty, as well as other faculty in the Social Sciences, to create faculty profile pages to highlight faculty accomplishments and interests.

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Psychology is one of ten disciplines within the Social Science program at the college. Most of the disciplines only have one full-time faculty. It is important for the program to have a space for Social Science students to congregate and study. Currently we have a Social Science Hub and we should maintain that space. The computers in the Social Science HUB are outdated and at times do not function adequately to use programs such as word or the internet. Further they do not easily connect with the projector. The Social Sciences students would benefit from having either an updated projector connection or new projector as well as having all computers in the Social Sciences HUB kept up to date and functional. To provide an enriched learning and study environment, the HUB would also benefit from having a Smartboard or NeatBoard. We have a continued need for a Social Science Coordinator. The Social Science coordination should continue to receive the requested release time of FTE .2 in order to complete the job and core duties. Faculty should continue to stay current as Psychologists through travel, taking courses and/or attending professional workshops and conferences. The field changes rapidly with new discoveries and interpretations. Faculty need to stay current in the field to teach it accurately.

Further, given the climate of community colleges nationwide and continued goal for classroom safety, it is requested that the classroom come equipped with a Help Phone and not rely on the availability of a cell phone by the instructor or students.

Faculty also benefit greatly from the resources available within the Faculty Teaching and Learning Center and Lounge (formerly named CIETL), and as such request continued support for the space.

Research is an instrumental part of Psychology. A number of courses conduct small research projects and have needed access to statistics programs and online survey programs. We request that the college provide access to such programs for use in our courses and instruction in order to support our student learning outcomes related to research and scientific methods (PSYC 100, PSYC 300, PSYC 205)

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

The following data was obtained from the following sources: PRIE Dashboards, Psychology, Overall Outcomes.

Between the 2017-2018 academic year and the 2021-2022 academic year, student success ranged from a low of 72.3% in 2017-2018 and a high of 77.6% in 2020-2021. These success rate percentages are slightly higher than the overall success rates at Cañada, which ranged from 71.5%-73%. Retention rates ranged from a low of 83.7% in 2017-2018 and a high of 89.7% in 2021-2022, which is greater than the overall retention rates at Cañada of 84%-85.6%.

During the years of 2017-2020, success rates were slightly higher in online courses compared to face-to-face, with the greatest difference being 76% versus 69% during the 2019-2020 academic year. However, between 2020-2022, success rates in face-to-face courses surpassed success rates in online courses, with a difference of 87% versus 73% in 2021-2022. This data may be difficult to interpret given that the high number of face-to-face courses were conducted in a synchronous, online format.

Given the variety of course offerings and modalities provided during the current review period (PSYC 100, PSYC 100 hybrid, PSYC 100 online, PSYC 106, PSYC 106 hybrid, PSYC 106 online, PSYC 200, PSYC 200 hybrid, PSYC 200 online, PSYC 205, PSYC 205 hybrid, PSYC 300, PSYC 300 online, PSYC 300

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hybrid, PSYC 340, PSYC 340 online, PSYC 410 hybrid, PSYC 410 online), it is possible for a student to complete our degrees while only completing courses at Cañada College.

To improve student completion and success, it may be necessary to continue to offer our courses in a wide variety of modalities (face-to-face, online, and hybrid), given that success rates for both in-person offering and online offerings were higher than college average rates.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

GENDER

All information taken from the Instructional Program Review Data Packet for Psychology: 2022-2023 and the PRIE Dashboards, Course Outcomes, Outcomes by Demographics for the college.

Over three times as many females compared to males have been enrolled in Psychology courses over the last 5 years. The largest gender enrollment gap occurred during the 2020/2021 academic year, with 946 female students enrolled in Psychology courses compared to 359 male students. There was an access gap of 7.1% between female and male students between 2017-2022. When examined further, the access gap mainly appears in PSYC 200 (Developmental Psychology). Since this course is a requirement for Nursing and Early Childhood Education majors as well as Psychology students, it may be that the higher number of female students in these respective fields are skewing the data. Although it is common to have more females than males enrolled in Psychology courses, the college could increase marketing of Psychology courses to stress the importance of the discipline in both everyday life as well as within related fields such as criminal justice, business, and economics.

RACE/ETHNICITY and GENDER

All information taken from the Instructional Program Review Data Packet for Psychology: 2022-2023 and the PRIE Dashboards, Course Outcomes, Outcomes by Demographics for the college.

Over the past five academic years and across all identified ethnicities, retention rates have been high. However, for success gaps were noted among Black, Non-Hispanic Female students (24.4%), Hispanic female students (9.5%), Black, Non-Hispanic students (19.3%) and Hispanic students (8.2%). Overall, success rates for Black, Non-Hispanic students improved from the previous program review, ranging from 40.4% in 2014-2015 to a high of 67.6% in 2017-2018. Although this success rate in 2017-2018 among Black, Non-Hispanic students was greater than the all college rate across the last 5 years, it is still significantly lower than the success rate of 92.5% among Asian students in the 2018-2019 academic year. To improve access and completion rates across race/ethnicity and gender, we support the goals outlined within the 2022-2027 Educational Master Plan including, but not limited to:

- 1.11 -- Complete the college redesign process according to the essential practices of Guided Pathways and ensure that all students are connected to and feel supported by their Interest Area and Success Team and, if applicable, their special program (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.) and 1.14 -- Strengthen and scale student affinity programs and other student support programs such as Umoja, Puente, EOPS, and TRIO SSS
 - Given that many of the students enrolled within our courses may also take part in these programs, feeling connected and supported by the college overall may improve success rates

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- 2.1 -- Increase support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants (e.g., Umoja practices).
 - Smaller class sizes within our department will allow for individualized care and timely interventions for students who may be at risk of withdrawing from courses
- 2.14 -- Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.
 - Success Teams, the Learning Center, Tutoring, and the Writing Center have been vital to the success of Psychology students. Ensuring their continued funding will serve to decrease equity gaps within our department
- 3.2 -- Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities (particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto). Recruit more BIPOC students, including more students who identify as Black / African American.
 - Outreach to these areas may continue to improve enrollment and strengthen college relationships within these communities.

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

All information taken from the Instructional Program Review Data Packet for Psychology: 2022-2023 and the PRIE Dashboards, Overall Outcomes, Time Detail Year and Disaggregation Contact Type.

In the 2017-2018, 2018-2019, and 2019-2020 academic years, online courses had higher success rates compared to face-to-face courses (74% online vs. 69% F2F; 77% online vs. 72% F2F; 76% online vs. 69% F2F). However, in the 2020-2021 and 2021-2022 academic years this trend reversed, and success rates were higher in face-to-face courses compared to online courses (82% F2F vs. 76% online; 87% F2F vs. 73% online).

Similarly, when examining retention rates, retention rates in online courses were slightly higher or comparable to face-to-face courses in the 2017-2018, 2018-2019, and 2019-2020 academic years (83.6% online vs. 81.9% F2F; 90.4% online vs. 90.8% F2F; 85.6% online vs. 85.8% F2F). However, in the 2020-2021 and 2021-2022 academic years this trend reversed, with retention rates higher in face-to-face courses compared to online courses (93.2% F2F vs. 87.6% online; 97.3% F2F vs. 90.3% online).

Success rates in hybrid courses varied by academic year, with an average success rate of 73.1%. This success rate is higher than the all college average hybrid course success rate of 71.8%

The success rate and retention rate trend disparities within the 2019-2020 academic year may be explained by modality definitions during the COVID-19 pandemic -- face-to-face courses included synchronous online meetings, which may have been more difficult for students to attend at the beginning of the pandemic.

Higher success rates within face-to-face courses in subsequent academic school years could be attributed to higher contact with instructors during scheduled times. To reduce these gaps, we will continue to revise

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online courses to provide additional instructional support for students who may be less academically prepared or familiar with the self-discipline needed for online courses while maintaining the integrity and rigor of the course. We also support college efforts to reduce disparities including providing Chromebooks and Hotspots for students and virtual support within the library and counseling.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Please see Improve for the assessment plans, results and action plans by course. All course SLOs are being systematically assessed over the three-year cycle. At the beginning of the semester the current FT psychology faculty sends the department a spreadsheet containing the SLOs that will be addressed within each course for that semester. Currently, at the end of the term all results are sent to this faculty member who then enters the assessment results into Improve.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

For the most part, we have been pleased with the results of our SLO assessments. Nonetheless we continue to evaluate and review assessment measures and methods. Further, for PSYC 410 and PSYC 106 many schools require PSYC 100 as a prerequisite to these courses. As it is not a prerequisite at Cañada, it was found that students who had not taken PSYC 100 struggled in their foundation of understanding of theoretical approaches. In the previous program review period, it was indicated that faculty would provide additional readings to assist students who have not taken PSYC 100. Additional material was provided to students and this change was evaluated. It is of note that although it offered some assistance for both courses, it was difficult to fully evaluate given the higher number of students who had previously taken PSYC 100 who were enrolled in PSYC 410 and the updated assessment methods for PSYC 106. Given this, further assessment is warranted over the next assessment period.

For PSYC 200, the upcoming program review will review student success midway through the semester and also toward the end to ensure students have a better understanding of the developmental theories.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples).

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The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met. During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information
