



COMPREHENSIVE PROGRAM REVIEW REPORT

Psychology

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

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, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

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, in line with the first goal of the college's Educational Master Plan of student access and completion, we offer our courses in a wide range of modalities including face-to-face, DE, hybrid, day, evening, and CWA/NOW. Consistent with the college's mission to serve students from diverse backgrounds, the psychology program includes students from diverse age groups, ethnicities and nationalities. For example, we serve a number of students who are part of the Middle College program who take many of our courses as well as participate in events that we host, along with the Social Sciences, providing interactive informational sessions regarding the major, transfer, and careers in psychology. Moreover, we strive to highlight and bring awareness to the value of human diversity as our courses enable students to critically evaluate, appreciate, and learn about gender, culture, ethnicities, and abilities as they relate to areas such as development across the lifespan, research, treatment and diagnosis of psychological disorders, human sexuality, social origins of the self, heredity and the influence of the environment.

Despite these strengths, there have been some challenges. First, we have had inconsistent staffing of classes over the last two years. As a two-person department we had one of the full-time faculty transition to another role in the district at the end of Spring 2023 leaving this position vacant for two years until our recent addition of a full-time replacement hire this fall 2025. Further, during part of this time the lead faculty of the then one-person department was out on leave or taught a partial load. Unfortunately, inconsistent staffing had an impact on the ability to fully assess some of our program needs. Further, it has negatively affected the expansion that had begun in our program and directly impacts students as at times it has led to inconsistent offering of courses as we have

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needed to make changes in the psychology schedule. However, it is of note that during this time we have been able to offer enough courses so that it was possible for students to complete their AA or AA-T in Psychology while only completing courses at Cañada College.

Second, as the newest full-time faculty has just joined our institution, 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 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 10 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.

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."

Updates were made in Fall 2024 to the AA-T in psychology to align with the new transfer GE pattern Cal-GETC and to align with the State template for degrees. Further, although at the 2 year college level, PSY 100 was part of the CCC implementation of common course numbering and modifications were made to the COR for PSYC 100 which is now PSYC C1000.

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, its membership, and describe your advisory group's recommendations for your program.

There have been no known changes. To continue to serve the needs of students who are pursuing careers in ECE, nursing, medicine and allied health fields we offer courses such as PSYC 100 and PSYC 200 (Developmental Psychology) at a variety of different times and in a variety of different modalities to meet the diverse needs of our students. For example, these courses are required for licensure and preparation for upper division course work in nursing and psychology content comprises nearly 25% of the MCAT score.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

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

IPC Feedback noted that program review would benefit from citing specific quantitative data in the community and labor need. This was not relevant to the current program review period as no significant changes were noted. Regarding a progress report and prior action plans, it was noted that the program review "Needs to address various objectives in previous program review, such as smart board request for SS hub, SPSS request for psych research, and new computer in SS hub." It appears

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that we placed this information in a different section of our program review and did not repeat the information in the correct section. In the prior review none of the objectives for the aforementioned areas were achieved as these requests (smart board request for SS hub, SPSS request for psych research, and new computer in SS hub) had been unfulfilled/unmet.

Next, regarding staffing changes, IPC suggested “adding a comparison of FTEF and FTES data to provide evidence to support additional FT faculty member” - *note that this was a replacement hire and not a new position* - “and part-time adjuncts. Encourage faculty lead to work with dean and HR to promote psych adjunct pool to increase quantity and quality of PT applicants.” This recommendation is unclear. Throughout the current and prior program review periods the lead faculty regularly headed up the applicant review of those who were within the SMCCCD part-time application pool, participated in interviewing and contributed to the selection and then evaluation of new psychology part-time faculty. Further, in the prior program review we mentioned that the reason for the turnover was due to retirement, moving and accepting of full-time positions which would not indicate low quality part-time faculty. On the contrary, it would indicate that our part-time faculty are high quality in primarily relocating or leaving due to the acceptance of full-time teaching positions.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

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. The same assessment measure was used again during two separate semesters and showed similar improvement as noted in the prior program review. Given this, repeated assessment has demonstrated the usefulness of providing additional assistance in understanding theoretical approaches to students who have not taken PSYC 100 prior to taking the course. No further assessment is required of this goal.

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 (88% vs. 96%). Given this, further assessment is warranted. During the current semester (Fall 2025) approximately 65% of students in PSYC 410 have not previously taken PSYC 100 which will allow for a better evaluation of the benefit of the additional assistance currently provided. Further assessment will be conducted during the next assessment period.

In the previous program review period, it was indicated that faculty would review student success midway through the semester and also toward the end for PSYC 200 to ensure students have a better understanding of the developmental theories. It is unclear why this goal was entered into the last program review as between 83.8% to 100% of students successfully met criteria for the developmental theories SLO between 2017 and 2025.

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Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

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

During the period of 2023-2025 there have been challenges in scheduling due to faculty vacancy, leave, and reduced load. This has led to class cancellation, changes in modality and/or day/time of courses as compared to previous semesters to accommodate staffing. Regarding mode of delivery, during 2020-2025, we have had over 50% (range 52.9% to 81.1%) of students enrolled in online courses for each of our 7 courses as compared to face-to-face or hybrid courses. This may be due to the aforementioned challenges in scheduling as well as a general increase in enrollment in remote learning since the global pandemic. During the 2020-2025, the college averaged 61% of enrollment in purely online classes (this does not count hybrid). The colleges range mirrored Psychology (48%-82%). With this last year being the lowest. Similar findings have been reported nationally in postsecondary institutions. In 2023, the U.S. Department of Education, National Center for Education Statistics found that 53.2% of students were enrolled in distance education courses in postsecondary institutions (based on 5,677 institutions).

To accommodate students' increasingly busy schedules, the psychology department introduced one new hybrid course (PSYC 340). Although the program was able to offer a robust course offering and reached its projected growth in course offerings (adding one new hybrid), 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, one new course platform was 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 hybrid	PSYC 106 hybrid
PSYC 106 online	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	

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PSYC 300 hybrid	PSYC 300 hybrid
PSYC 300 online	PSYC 300 online
PSYC 340	PSYC 340
PSYC 340 online	PSYC 340 online
	PSYC 340 HYBRID
PSYC 410 hybrid	PSYC 410 hybrid
PSYC 410 online	PSYC 410 online

Regarding hybrid courses, PSYC 340 hybrid was added to accommodate students who desire a face-to-face course but may have limited flexibility in their schedule. Regarding face-to-face courses, PSYC 106 and PSYC 300 did not have a fully face-to-face course during this review period due to course cancellation and/or faculty availability. Regarding future directions, in addition to maintaining the current course offerings, the psychology department would like to begin exploring student interest in taking 1) an online PSYC 205 course and 2) a new course to the college and district, Cognitive Psychology (this course is currently offered at other CCCs such as Sacramento City College).

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

Yes, it was possible for students to complete their AA or AA-T in Psychology while only completing courses at Cañada College. See Section 7B for more information.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

No changes needed. The map looks good and up to date.

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings. •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. 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. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

First, we want to recognize the continued toll post COVID-19 had on our college population. Looking at trends across multiple measurements you can see a dip in both success and retention. The lowest in 2022-2023. Since then, we have been at a steady incline in enrollment and in success.

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Between 2020-2025, the Psychology program has remained relatively stable for FTES with modest fluctuations reflecting post-pandemic enrollment adjustments. PSYC 100, the foundation of Psychology and cornerstone of the program, consistently accounts for the majority of FTES followed by PSYC 200 and PSYC 205. Overall though, FTES varied somewhat from year to year, but seemingly not in a meaningful way. Upper-level courses tend to fluctuate naturally, with no consistent upward or downward trend.

Because of the positive trend we wanted to focus on the last two years to see which areas are still lagging behind. There was an increase in enrollment from 935 in 2023-2024 school year to 979 in the 2024-2025 school year, with an increase in success rate from 73.5% to 78% and retention rate 87.2% to 90.4%, respectively. The load increased from 539 to 564 as well as the fill rate from 77.1% and 81%, respectively. However, the section count stayed the same (29) and the maximum enrollment decreased by 5, which suggests that improvements came from stronger student interest rather than offering more sections.

It is also important to note that enrollment still has not returned to pre-pandemic or even early pandemic levels. In 2020-2021, enrollment was 1,344, compared to the 979 in 2024-2025. However, the success rate is the same as that time, and the retention rate has improved slightly (88.5% up to 90.3%). This shows that although we are serving fewer students, those who enroll are more likely to stay and succeed.

Another trend worth noting is the difference between class modalities. Enrollment in face-to-face classes has increased lately, showing that students are returning to in-person learning. Evening classes, however, continue to struggle. Enrollment in these sections dropped as low as 17 students with a 42.5% fill rate, and although that increased to 89 students 2024-2025, it's still a far way from 150 students in 2020-2021. However, in 2024-2025 the success rate was at its highest at 89.5%. It is important for students to be able to take night classes, however, this could be an area to explore further to understand student scheduling needs and preferences.

Regarding trends in cancellations rates we are unable to speak to this directly as we did not have access to that data. Nevertheless, in recent semesters, there have been higher than normal class cancellations (or changes to the projected course schedule) due to various factors including staffing challenges discussed in other sections of this program review (e.g. 1 & 8B). We plan to evaluate the impact of more consistent course staffing on cancellation rates during our next program review period.

7: Retention and Success

• **Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade.** • **Please Note: Success rate counts enrollments who have earned a passing grade.**

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

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

Retention: Retention rates have increased since the last comprehensive program review. This review cycle, retention rates ranged from a low of 87.2% in 2023-2024 and a high of 90.4% in 2024-2025, which is greater than the overall retention rates at Cañada of 84%-87%.

Success: Between the 2020-2021 academic year and the 2024-2025 academic year, student success range, enrollment that resulted in earning an A, B, C, or P, was maintained at 77% in 2020-2021 and 2024-2025 school years. However, it is notable that the success rate took a dip in the school years between, dipping to a low of 72% in 2022-2023. This dip is consistent with the overall success rate

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percentages at Cañada. Overall though, Psychology's success rate percentages are slightly higher than the overall success rates at the college, which ranged from 71%-75%.

Looking more closely at the retention and success rates during the lowest dip which occurred in 2022-2023, fewer students (n=100) withdrew that year compared to the other years in the review cycle. This could be interpreted as students having persisted throughout the academic year. It is of note that the majority of students who did not receive a passing grade received an F (76%) with the remainder receiving a D (24%). Those who received an F that year were mainly from classes that had an asynchronous component, either purely online (51%) or hybrid (22%). The gap between student retention and success for 2022-2023 and the years surrounding it could be explained by the post-pandemic adjustments along with the transition to online learning. Additionally, since both of these modalities include an asynchronous component, there may have also been an adjustment period in adapting to this format. Our retention and our success rates have been increasing, but maintaining pedagogically engaging online instruction remains imperative to student success.

Race Ethnicity: Although the retention rates are higher on average there is some variability amongst different races and ethnicity. Specifically, **Black - Non-Hispanic** individuals have a variable retention rate, dipping to 79% in academic years 2021-2022 and 2023-2024 and peaking last year at 95% in 2024-2025. However, their success rate during that year was less than in years past at 67.5%. Additionally, **Hispanic** individuals's retention has hovered between 86-89% with their retention rate being higher over the last two school years. However, their success rate took a dip during school years between Fall 2021 and Spring 2024, but were higher at 73% during the school year 2020-2021 and 2024-2025. This is lower than Psychology's average, but is on par with Cañada overall. Finally, it is important to note that **Pacific Islanders** have not enrolled in Psychology courses during the 2023-2024 or 2024-2025 school years.

There is a persistent gap in Male students' enrollment of Psychology, although the 2024-2025 academic year saw less of a gap (-8%) than prior years. In comparison, the 2020-2021 school year the gap was -11.2%. This increase is consistent with that seen in male student enrollment campuswide.

A larger equity access gap appears between male and female students in PSYC 200 (Developmental Psychology) with female students comprising 4x the number of male students. 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.

7B. Online Success

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 different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

Online enrollment has remained the most enrolled classes at Cañada college over the years reviewed. It makes sense that it would be highest in 2020-2021 with 12,636 students enrolled, but was lowest in 2022-2023 academic year with 11,609 students enrolled. Psychology tells a bit of a different story. Like the college as a whole, the peak was 720 students enrolled in the 2020-2021 academic year with a dip in enrollment in the 2022-2023 academic year to 473 students.

Modality: During the years of 2020-2025, success rates were slightly higher in face-to-face classes ranging from 80% to 87%. There was a dip to 72% in 2022-2023 academic year, which was below synchronous classes which had a success rate of 79%. Synchronous classes have had a wide

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variety of success rates ranging from 62% in 2024-2025 school year, 70% in 2021-2022, 73% in 2023-2024, and ~78% in 2020-2021. Online courses have maintained relatively stable success rates between 70-76%, with the highest being during the 2020-2021 academic year and the lowest being the midpoint 2022-2023.

Equity Gaps: We are seeing the greatest equity gaps in **online courses** (listed below). These are quite significant equity gaps, especially when you compare them with **face-to-face courses**, Hispanic -5% and Hispanic Female -5.5% in 2024-2025 (3-4% points better). Regarding age range, the main one to note was students ages 23-28 had a -12.4% gap in the 2023-2024 year. **Hybrid courses** showed an equity gap for students with disabilities (-28.5%) in 2020-2021 and first generation students (-11.9%) in 2023-2024.

Online Courses (ASYNCR)

- **Hispanic:**
 - -8.3% (n=321; 2021-22)
- **Hispanic Female:**
 - -7.9% (n=249; 2020-21)
 - -9.6% (n=205; 2021-22)
 - -8.3% (n=181; 2022-23)
- **Disability:**
 - -24.5% (n=unknown; 2021-22)
- **First Generation:**
 - -9.0% (n=unknown; 2021-22)
- **Black Non-Hispanic:**
 - -29.3% (n=21; 2020-21)
 - -27.5% (n=17; 2021-22)
- **Black Non-Hispanic Female:**
 - -33.2% (n=16; 2020-21)
 - -31.7% (n=14; 2021-22)
- **Filipino Female:**
 - -28.1% (n=14; 2022-23)
- **Low Income:**
 - -15.1% (n=unknown; 2023-24)
 - -11.0% (n=unknown; 2021-22)

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Given the variety of course offerings and modalities provided during the current review period (PSYC 100, PSYC 100 hybrid, PSYC 100 online, PSYC 106 hybrid, PSYC 106 online, PSYC 200, PSYC 200 hybrid, PSYC 200 online, PSYC 205, PSYC 205 hybrid, PSYC 300 online, PSYC 300 hybrid, PSYC 340, PSYC 340 hybrid, 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.

Higher success rates in face-to-face courses may be linked to greater instructor contact and the benefits of social learning that come from regular interaction and peer accountability. Online learning, by contrast, can be more challenging when students multitask or study in environments with frequent distractions. Research shows multitasking reduces attention, working memory, and comprehension, which are already at risk in less structured settings. To reduce equity gaps, we continue to revise online courses to strengthen instructional support, add structured opportunities for social engagement, and guide students in establishing consistent study schedules and low-distraction environments. These efforts are supported by college initiatives such as providing Chromebooks, hotspots, and virtual services through the library and counseling.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

We did not have our request for statistical programs and online survey programs approved. This put more strain on faculty who were forced to either use personal resources to purchase access to programs or use subpar tools to help maintain student learning outcomes related to research and scientific methods (PSYC 100, PSYC 300, PSYC 205). This had a disproportionate impact on our CWA/NOW students. 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.

There has been a slight increase in marketing support for our programs within the social sciences. However, the large workloads of one or two-people departments make it extremely challenging to achieve a level of marketing possible in larger departments without increased support. This ultimately has a negative impact on student enrollments in social science courses.

It is unclear if our request for updated technology in the Social Sciences HUB was approved through program review or another avenue but students have benefited from having up-to-date technology available in the HUB since the last program review which has been used for group and individual study sessions, program presentations and other program activities. Resources such as functional computers, projector hookups and NeatBoard have enabled the ability to offer these activities in multiple modalities and serve a larger number of students.

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.

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8B. 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), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

We have had inconsistent staffing of classes over the last two years. As a two-person department we had one of the full-time faculty transition to another role in the district at the end of Spring 2023 leaving this position vacant for two years until our recent addition of a full-time replacement hire this fall 2025. Further, during part of this time the lead faculty of the then one-person department was out on leave or taught a partial load. Although the psychology schedule was impacted by the continued high demand for online courses by our students that was seen in the last program review period, these staffing challenges also appeared to impact the modality in which courses were offered. There was a disproportionate impact on students who were interested in taking face-to-face and hybrid courses as more online courses were offered during this time and a new challenge to our department of at least one semester that struggled with on-campus course cancellation or change in modality (e.g. three on-campus courses in the current semester, Fall 2025).

9. SLOs and PLOs

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 psychology faculty lead 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, 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.

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 had not taken PSYC 100. Additional material was provided to students and this change was evaluated. The results were also compared to the PSYC 200 SLO of psychological theories as this course does have a prerequisite of PSYC 100.

For PSYC 106 there was an increase in the percentage of students who met the theoretical approaches SLO which demonstrated the usefulness of providing additional assistance to these students. However, it is of note that although 87.5%- 92.3% of PSYC 106 students successfully achieved an SLO measuring understanding of theoretical approaches it was still lower than a similar learning outcome within PSYC 200 where the range of success was 95% -100% of the students. This highlights that although the additional study material may allow the criteria to be met, students who have previously taken PSYC 100 appear to benefit from having done so.

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Regarding PSYC 410, 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 (88% vs. 96%). Given this, further assessment is warranted. During the current semester (Fall 2025) approximately 65% of students in PSYC 410 have not previously taken PSYC 100 which will allow for a better evaluation of the benefit of the additional assistance currently provided. It will also allow for a comparison to PSYC 200 as done in the previous section with PSYC 106. Further assessment will be conducted during the next assessment period.

9C. 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 implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies, geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. This cycle, we approached assessment more holistically with the purpose and goal of mapping all of our course level SLOs to our PLOs, and reviewing the alignment between discipline-specific assessment methods and outcomes (SLOs), and overall program outcomes (PLOs) for the social sciences.

131 SLOs from 40 courses in 7 disciplines were mapped to each of the three social sciences PLOs. 73% of the SLOs mapped to PLO #1, while 50% of the SLOs mapped to PLO #2, and 57% to PLO #3. Overall, we were very satisfied with the outcome. More SLOs map directly to PLO #1 (73%) and PLO #3 (57%) than PLO #2 (50%). However, that makes sense, given that "diverse viewpoints" and "social sciences concepts" apply to lots of different types of assessments and activities, whereas PLO #1 "evidence based argument" is based on a specific type of assessment / activity. Furthermore, since "evidence based arguments" often entail empirical findings that connect to research epistemologies, we would expect this PLO to lag behind the more basic conceptual frameworks that constitute each subfield. Note: The criterion for success was established as part of our group process of review and reflection. While it makes sense that fewer SLOs would map to PLO #1, we would not want that number to drop below 50%.

While this holistic approach to mapping our SLOs to our PLOs is one important measure of success and alignment, our analytic rubric provides a more direct measure of student achievement. As a result, this coming year, we will return to our analytic rubric.

Analytic Rubric (direct assessment method):

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). 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.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed.

Program Review

- **Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.**

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

We continue to see improvement in enrollment in our daytime face to face and hybrid courses since the global pandemic, however, enrollment in our night classes would benefit from additional marketing. Moreover, regarding both day and evening on-campus enrollment, we anticipate an improvement in this area as we have recently filled a vacant full-time faculty position which will address the course staffing challenges noted in this program review. We plan to evaluate the impact of more consistent course staffing on enrollment during our next program review period.

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 for face to face and hybrid courses as there has been variable enrollment and class cancellation of these courses (due to low enrollment or change in faculty availability) and marketing could help with increasing course enrollment.

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. The Social Science Departments are requesting that the marketing department create a new college video to include all Social Science departments and the Humanities. We are also requesting funding for print materials so that we are able to regularly provide brochures, fliers and bookmarks to the outreach department, student/academic service groups and have them available in the HUB as well as print posters/fliers to display on various parts of campus to promote our programs.

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. There has been a recent change in the programs that utilize this space and some of the items in the HUB were relocated to a different part of campus with a different program. To continue to provide an enriched learning and study environment, a comfortable meeting area for students, as well as up-to-date technology for activities held in this space, it is important that these items be replaced, including replacement of the soft seating and the neatboard.

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. 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.

Program Review

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

Overall, the psychology department retention and success rates are higher than those of the college. We hope that our retention and success rates continue to increase as we have recently filled a vacant full-time faculty position which will address the course staffing challenges noted in this program review. We plan to evaluate the impact of more consistent course staffing on retention and success rates during our next program review period.

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 C1000, 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 further improve student retention and success, it is important that the college continue to offer workshops for equitable teaching and grading as well as offer opportunities for faculty and staff to engage in conversation where we discuss and/or explore strategies that we are trying in our courses.

It is vital that students, staff and faculty feel safe on campus. Feelings of safety and security are not only something that should be a given on our campus, but also have a direct impact on retention according to the American Council on Education. As shown in classic psychological models (Maslow's hierarchy of needs), it is also instrumental to student success as students can not even begin to focus on learning, let alone utilize critical thinking if they feel they are in an unsafe environment.

Given the climate of community colleges nationwide and specifically within our own area (e.g. two events within October 2025, Ohlone Community College, Solano Community College and ICE) and the continued goal for classroom safety, it is requested that the classroom come equipped with a Help Phone (classroom-specific phone) and not rely on the availability of a cell phone by the instructor or students. Within this program review period there have been instances in which help has been delayed on our own campus without the presence of a Help Phone as cell phones signals and/or availability are not reliable.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Based on the results of our SLOs, for courses that do not have PSYC C1000 as a pre-requisite students will be provided additional study tips and/or material to ensure an equitable starting point with students who have had the opportunity to previously learn about the major psychological theories covered in PSYC C1000 (or an equivalent). Regarding PLO assessment and specific strategies the psychology department plans to implement to improve student success, we feel that

Program Review

the biggest impact will be made by focusing on the goals and plans listed for the SLOs as well as those included in 10A and 10B.

Supporting Information

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Social Sciences

Item Requested

NEATBOARDPRO-SE ; NEATBOARDFLOORSTAND; BOARDPROADAPT (Request a smart board/Neat board and associated accessories for use in the Social Sciences HUB)

Item Description

65" All-in-One Touch Screen Video Device for Zoom/ Microsoft Teams / BYOD / App Hub. ; Floor Stand ; ADAPT Board Pro Adapter for Neat Board Floor Stand; Freight plus tax

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

9,476.84

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

It would provide students virtual access to Social Sciences events including speakers and discipline specific activities (study sessions, transfer events, film events, etc) to facilitate an inclusive environment for those unable to travel to campus

Critical Question: How does this resource request support Latinx and AANAPISI students?

By providing access to events and activities hosted by the social science faculty to and encourage participate in social science events. All students will benefit by having increased knowledge about the social science disciplines as well utilize their critical thinking and application of topics within the social sciences. Further, students will have the opportunity to directly interact with faculty and staff involved in these disciplines/programs and research has consistently shown that positive student-faculty interaction outside of the classroom has a positive relation to students' success in college. Moreover, it will benefit students by further exposing them to in depth conversations with faculty and special guests which will enrich their educational experience outside of the classroom.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Accessible Infrastructure and Innovation

Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Resource Requests

Better share what Cañada offers
Provide adequate access to technology

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Psychology

Item Requested

IBM SPSS Statistics

Item Description

Statistics program

Program Goals this Request Supports

Enhanced and enrich student learning experience: Objective: Research in Psychology Provide enriched methods of supporting Student Learning Outcomes related to research and scientific methods included in several psychology courses (PSYC 100, PSYC 300, PSYC 205) by having access to statistics programs and online survey programs.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

519.5

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

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 the 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). By having on campus access to this program students will be able to increase their practice and understanding of the various steps involved in research.

Critical Question: How does this resource request support Latinx and AANAPISI students?

These statistical programs are frequently available to students at other institutions of higher education and will help with developing a deeper understanding of research to assist in the academic growth of our Latinx and AANAPISI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Support innovative teaching that creates more equitable and antiracist learning environments
Provide adequate access to technology