

PROGRAM REVIEW Fall 2021

Program: Psychology

Division: Business, Social Sciences, & Learning Resources (BSSL)

Date: October 2021

Writer(s): Robin Roy

SLO/SAO Point-Person: Robin Roy

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Submit PSYC 21 (Introduction to Cross-Cultural Psychology) to be considered as a course that meets CSU's new Ethnic Studies requirement. The course initially was rejected, but we are currently working on resubmitting it.	X	X	X
2 Continue to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program.	X		
3 Continue to bring guest speakers to campus as part of our distinguished speakers in psychology program.	X	X	X
4 Continue to maintain an active psychology club.	X	X	X
5 PSYC 25 (Research Methods) students presented their research at the virtual convention held by the Western Psychological Association.	X	X	
6 Added more sections of PSYC 25 (Research Methods) to the 2021-2022 schedule.	X	X	

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____ N/A

Description	Mission	Master Plan	Presidential Task Force
1 A future obstacle we may face involves the availability of important library resources such as PsycARTICLES and Films on Demand, resources we use in many of our courses. These library resources support student success in psychology. A	X	X	

stable source of funding needs to be found for these library resources so that students and instructors can continue to have access to peer reviewed psychological research articles (from PsycARTICLES and Psychology and Behavioral Sciences Collection) and videos (from Films on Demand and Academic Videos Online) that enhance student learning. Being able to access scientific articles from PsycARTICLES is crucial both for instructors to be able to prepare for class and for students to be able to complete research assignments. Being able to show video clips in class and have students watch videos as homework assignments is important in helping students connect with and relate to the course material.			
2 Confirm that room 2416 will continue to be reliable computer lab space for our PSYC 25 course. While not relevant in our current online environment, one obstacle that we have faced in the past was having dedicated computer lab space for our PSYC 25 classes. Before moving online, we were currently being given preference in the scheduling of room 2416, but the space was not dedicated exclusively to PSYC 25 classes. We hope that this room will serve our students' needs and that it will continue to be available in the future when we return to campus.	X	X	
3 Find dedicated space for PSYC 25 students to run their research participants. While not relevant in our current online environment, it will be important for students have space to run their research participants when we return to campus.	X	X	
4 Identify dedicated space on campus for LPC's behavioral health program (more specifically, a room dedicated to the program that can be used for Chill & Chat, workshops, and for students to study/relax).	X	X	
5			
6			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
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Resubmit PSYC 21 (Introduction to Cross Cultural Psychology) to be considered as a course that meets CSU's new Ethnic Studies requirement.		X	X	
Confirm that room 2416 will continue to be reliable computer lab space for our PSYC 25 course. While not relevant in our current online environment, one obstacle that we have faced in the past was having dedicated computer lab space for our PSYC 25 classes. Before moving online, we were currently being given preference in the scheduling of room 2416, but the space was not dedicated exclusively to PSYC 25 classes. We hope that this room will serve our students' needs and that it will continue to be available in the future when we return to campus.		X	X	
Find dedicated space for PSYC 25 students to run their research participants. While not relevant in our current online environment, it will be important for students have space to run their research participants when we return to campus.		X	X	
Identify dedicated space on campus for LPC's behavioral health program (more specifically, a room dedicated to the program that can be used for Chill & Chat, workshops, and for students to study/relax).		X	X	
Consider adding new courses that will benefit our transfer students		X		X
Create an assessment for our diversity SLO for PSYC 1		X	X	
Consider collaborating with local transfer institutions so that our students can gain research experience by becoming research assistants in their psychology labs		X		X
Acquire access to video databases to be used in classes such as PsycTHERAPY, psychotherapy.net, APA Video Introduction to Psychotherapy Systems, and APA Clinical Training Video Series		X	X	
Continue to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program		X		X
Continue to work on psychology department webpage		X	X	
Continue to bring guest speakers to campus as part of our distinguished speakers in psychology program		X	X	X
Continue to maintain an active psychology club		X	X	X
Continue to encourage PSYC 25 students to present their research at the annual convention of the Western Psychological Association		X	X	X
Secure funding to help students who are presenting their research at the annual convention of the Western Psychological Association pay for registration fees and other expenses		X	X	X

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.
 ___X___N/A

Campus system or Committee	How has it benefitted your students?

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback
 _____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Had one-on-one discussions with students via Zoom to check in with them and to ask them about their experiences with online learning.
What did you learn?	Many students enjoyed the flexibility of online learning, and appreciated that all psychology courses were available online, including Research Methods (PSYC 25), which had previously only been offered on campus or as a hybrid.
How will you use the feedback?	We will continue to offer as many online options as possible, and will plan to offer a fully online section of Research Methods (PSYC 25) even after we return to campus.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

There is a decrease in our student headcount and enrollment from to Fall 2019 to Fall 2020, and Spring 2020 to Spring 2021, which is in line with the overall decrease in enrollment seen during the COVID-19 pandemic. There are no notable changes in our student demographics, other than our lower enrollment numbers being driven mainly by lower numbers of male students enrolling. There are no significant changes in our students' unit load. As to be expected during the COVID-19 pandemic, the vast majority of our students are taking distance education courses. The majority of our students continue to list transfer as their goal. Our course success rates remain stable. Our productivity increased slightly from Fall 2019 to Fall 2020, and also increased from Spring 2020 to Spring 2021.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
__X__yes ____no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen. Our original plan was to assess our knowledge PSLO, but this was not completed as planned for Fall 2020-Spring 2021.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____0____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____X____No

As the SLO coordinator, I (Robin Roy) have fallen behind with the assessment of our SLOs and PSLOs. We will be revising our plan for assessing our PSLOs, and will be sure to be current with assessing our SLOs and PSLOs starting in Fall 2021.

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

N/A, see above

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A, see above

(6) List changes that you plan on making to improve student learning and address inequities.

N/A, see above

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A, see above

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒ X YES ☐ No

Due to not assessing our knowledge PSLO as originally planned for Fall 2020-Spring 2021, we will be assessing that PSLO for Fall 2021-Spring 2022, and we are considering how to revise the rest of our 3-year plan.

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

☒ YES ☐ No

Course Name & Number
PSYC 1-General Psychology (due Fall 2021)
The following courses are due for an update in Spring 2022:
PSYC 12-Life-Span Psychology
PSYC 13-Psychology of Women
PSYC 17-The Psychology of Sleep and Dreams
PSYC 27-Introduction to Cognitive Science
PSYC 29-Independent Study
PSYC 3-Introduction to Social Psychology

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

☒ YES ☐ Not at this time

If yes, explain details, rationale, or any support that might be helpful

PSYC 21, Introduction to Cross-Cultural Psychology, will be updated so that it can be considered as a course that meets CSU's new Ethnic Studies requirement.

D. Does your program plan to create any new courses or programs this year?

☐ YES ☒ No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?