

PROGRAM REVIEW Fall 2022

Program: Psychology

Division: Business, Social Science and Learning Resources

Date: November 2, 2022

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 We learned in September that PSYC 21, Psychology of Race and Identity, was approved to meet CSU's Ethnic Studies requirement.
2 We were able to offer a late start section of PSYC 21 that started in October 2022. This supports our program's plans, relates to guided pathways, and supports areas in the equity definition.
3 We continued to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program. Related to this, we offered Chill & Chat sessions during flex days that were geared toward faculty and classified professionals. This supports our program's plans.
4 We continued to bring guest speakers to campus (currently via Zoom) as part of our distinguished speakers in psychology program. This supports our program's plans.
5 We continued to maintain an active psychology club. This supports our program's plans and supports areas in the equity definition.
6 We continued to encourage PSYC 25 students to present their research at the annual convention of the Western Psychological Association. This supports our program's plans.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
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 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 and Psychology and Behavioral Sciences Collection 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, or possibly other computer labs in the 1000 building, will continue to be reliable computer lab space for our PSYC 25 course.
3. Find dedicated space for equipment storage and for students from various courses (including PSYC 1, PSYC 4, PSYC 12, and PSYC 25) to work on course research projects, which might involve running their research participants.
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).
5. 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.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

Many instructors made improvements to their online courses, such as using lecture videos instead of or in addition to providing written lecture material for students to read.

Many instructors continue to offer online office hours via Zoom, which generally tend to be better attended by students.

When creating our class schedules, we carefully considered the appropriate balance of on-campus and online course offerings.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The psychology program is connected to the college mission in the following ways:

- We provide an inclusive, learning-centered, equity-focused environment in our courses. For example, we: use student-centered language in syllabi, discuss mental health resources with students, encourage students to access campus resources, and include course content related to stereotypes, prejudice, discrimination, racism, sexism, microaggressions, gender identity, sexuality, and neurodiversity
- We offer an AA-T, and support students as they prepare to transfer by helping them stand out as transfer candidates (for example, by encouraging them to join Psi Beta, the national honor society for community college students in psychology, by encouraging them to get involved on campus organizations such as the psychology club and student government, and by encouraging them to present their research at the annual convention of the Western Psychological Association)
- We promote lifelong learning in each of our courses by discussing how course material can be applied in students' everyday lives

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

_____ N/A

Plan	New	Continuing	Short term	Long term
Confirm that room 2416, or possibly other computer labs in the 1000 building, will continue to be reliable computer lab space for our PSYC 25 course.		X	X	
Find dedicated space for equipment storage and for students from various courses (including PSYC 1, PSYC 4, PSYC 12, and PSYC 25) to work on course research projects, which		X	X	X

might involve running their research participants.				
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
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	X
Continue to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program. This includes offering Chill & Chat sessions for faculty and classified professionals.		X	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
Commit to regularly assessing our SLOs		X	X	X

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F. 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 online students via Zoom to check in with them and to ask them about their experiences with online learning and whether or not they are taking on-campus classes. Had discussions with students from on-campus classes and from the psychology club about their experiences with both on-campus and online classes.
What did you learn?	Many students enjoyed the flexibility of online learning, and appreciated that most psychology courses were available online, including Research Methods (PSYC 25), which had previously only been offered on campus or as a hybrid. Most students seem to be taking a combination of online and on-campus classes. Some students clearly favor one or the other modality, but overall, most students appreciate the variety of online course offerings.
How will you use the feedback?	When creating course schedules, we will continue to offer a mix of online and on-campus sections for most of our courses.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

___X___ N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

There is a decrease in our student headcount and enrollment from to Fall 2020 to Fall 2021, and Spring 2021 to Spring 2022, 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 have been taking distance education courses. This trend continued in Spring 2022, due to us offering only a limited number of on-campus courses that semester. The majority of our students continue to list transfer as their goal. Our course success rates generally remain stable. In Spring 2022, our students were slightly more successful in on-campus courses compared to online courses. Our productivity decreased in Fall 2021 and Spring 2022, which reflects a general trend of lower enrollment numbers.

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 are 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?

☒ 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

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 2022.

Our original plan was to assess our knowledge PSLO for Spring 2021 and our communication PSLO for Spring 2022, but we are behind on that plan so we will most likely focus on assessing our knowledge PSLO for Fall 2022, to be determined when we meet a bit later in November.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). ____N/A, see above____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Due to not having PSLO data to analyze (see above), I can comment on general conclusions about student learning from other data sources. From examining overall success rates across all of our courses, students appear to be slightly more successful in our on-campus courses versus our online courses. When examining our future PSLO data, we will have to determine where this difference might be coming from.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

N/A, see above

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

N/A, see above

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

N/A, see above

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☒ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

Note: We will be revising our plan and attempting to assess all of our courses on a minimum of one PSLO by June 2023.

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☒ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

***C2: Instructional Programs With CSLOs - Departments without degrees,
non-major courses, and/or other courses up for assessment***

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

_____ YES _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for Psychology AA-T and Psychology AA-T for CSUEB requires an update.
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#) (**Note:** This is a small change that involves listing "Psychology AA-T List B" under the first spring term instead of PSYC 3 or PSYC 12, just to be consistent with the way the other courses are listed.)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

☒ YES ☐ No

Course Name & Number
The following courses were just submitted on 10/31/22 for Title V updates: PSYC 1, 3, 6, 13, 17, and 29
PSYC 12 and 27 will be updated soon

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES ☒ X _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES ☒ X _____ No

Course Name & Number

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

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