

Program: Psychology

Division: BSSL

Writer(s): Robin Roy

SLO/SAO Point-Person: Robin Roy

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- Hired three new part-time faculty members at the end of the Spring 2025 semester so that they could start teaching with us in Fall 2025. All three of these faculty members will be able to teach a variety of our courses, including PSYC 25, Research Methods.
- Participated in the Umoja learning community by offering a section of PSYC 21, Psychology of Race and Identity, with several spaces reserved for students in the learning community.
- Offered a section of PSYC 3, Introduction to Social Psychology, in the College and Career Access Pathway (CCAP) program at Emerald High School in Fall 2024. In Spring 2025, we offered CCAP sections of PSYC 3 at both Emerald High School and Amador High School.
- Offered a hybrid section of PSYC 1, General Psychology (now PSYC L1/C1000, Introduction to Psychology), in Spring 2025. We also offered a hybrid section of this course in Spring 2024. The majority of our courses are offered as fully face-to-face or fully online, so the hybrid section provided students with a different option which ended up being a popular one based on enrollment (49 students).
- Participated in the Common Course Numbering meeting in Summer 2024 and provided feedback on the course outline for what is now PSYC L1/C1000, Introduction to Psychology (formerly PSYC 1, General Psychology).
- Submitted the new course outline for PSYC L1/C1000, Introduction to Psychology, to the Curriculum Committee and had it approved to be offered for Fall 2025.
- Many psychology students presented their research projects/honors projects at both the Las Positas College Student Research Symposium and at the Bay Honors Consortium Honors Research Symposium. Some of our psychology students won awards for best poster and presentations at the LPC Student Research Symposium.

Program Review Update 2025

- Maintained an active psychology club including inviting Jeff Bell, former KCBS news radio anchor and mental health advocate to speak at the club.

2. Please describe your most important **challenges** in year 24-25.

- Due to budget issues, we had to cut a total of 11 sections from our 2023-2024 schedule (which included Summer 2023). That academic year, we offered a total of 61 course sections, down from 72 sections the previous academic year of 2022-2023 (which included Summer 2022). In the 2024-2025 academic year (which included Summer 2024), we offered a total of 64 sections, not including our 3 CCAP sections which are funded differently. We gained 3 sections from 2023-2024 to 2024-2025, however we are still not back to our number of sections from 2022-2023. Our enrollment across all of our course sections remains high, so hopefully in the future we will be able to add additional course sections to accommodate student needs.
- We faced some staffing challenges this academic year. To assist with addressing these issues, we hired 3 new part-time faculty members at the end of the Spring 2025 semester. These new part-time faculty members will be able to teach a wide variety of the courses we offer, including PSYC 25, Research Methods, which is currently taught by only 2 of our faculty members.
- One of our full-time faculty members is currently the director of the Honors Transfer program, therefore she is not teaching her full load with our department due to release time. In the future, we might need to hire additional part-time faculty members or perhaps a new full-time faculty member, especially if our enrollment keeps increasing and we are able to add additional course sections.
- Occasionally, it can be difficult to schedule our face-to-face sections of PSYC 25, Research Methods, in one of the computer labs on campus. We try to hold PSYC 25 in room 2416, which is often shared with the math and computer science departments. Ideally, room 2416 would be a dedicated space for PSYC 25 so that we have more flexibility when we schedule our PSYC 25 classes and labs.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- We have not assessed or discussed SLOs since our last program review. We have not been consistent with our SLO assessment, but we will be regularly assessing our SLOs starting in Fall 2025.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Continue to participate in the Umoja learning community by reserving spaces in PSYC 21, Psychology of Race and Identity, for members of this learning community. Ideally we would be able to offer a section of this course that is dedicated to students who are in the Umoja learning community. This plan supports student achievement and equity because research shows that participation in a learning community often improves student success rates.
- Continue to offer courses through the CCAP program. This plan supports student achievement and equity in that it makes college courses more accessible to high school students.
- Participate in upcoming discussions related to the Common Course Numbering project. When giving feedback on common course outlines, we could be mindful of student achievement and equity.

Program Review Update 2025

- Continue to encourage our psychology students to present at the LPC Student Research Symposium and at the Bay Honors Consortium Honors Research Symposium. This plan supports student achievement and equity in that the experience they gain from participating in these events will prepare them for transferring and for graduate school and/or their future careers.
- Continue to maintain an active psychology club. The club provides a place where students could gain a sense of belongingness and social connection, which supports student achievement and equity.
- Submit a request for a new full-time faculty member to the Faculty Hiring Prioritization Committee. Having an additional full-time faculty member will help support student achievement.
- Commit to regularly assessing our SLOs. This will allow us to determine areas in which we could improve our teaching and it will help us to be more mindful about equity.
- Discuss strategies to support our students with lower course success rates. This will allow us to determine areas in which we could improve our teaching and it will help us to be more mindful about equity.
- 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. Making this more accessible to students supports student equity, and encouraging students to attend this convention supports student achievement in that it will help them with transferring and for graduate school and/or their future careers.
- Discuss the possibility of adding new courses that will benefit our students. In the future, we might consider developing courses in areas such as Health Psychology, Positive Psychology, and Business Psychology/Industrial-Organizational Psychology. Some of the topics in these courses would address equity-related issues and offering a greater variety of courses supports student achievement.
- Consider collaborating with local transfer institutions so that our students can gain research experience by becoming research assistants in their psychology labs. This plan supports student achievement and equity in that the experience they gain from working in a psychology lab will prepare them for transferring and for graduate school and/or their future careers.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.