

## PROGRAM REVIEW Fall 2020

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**Program:** Psychology

**Division:** BSSL

**Date:** November 2, 2020

**Writer(s):** Robin Roy

**SLO/SAO Point-Person:** John Ruys/Robin Roy

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**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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

**Sections:** This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

**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](mailto: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 as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

### **Links:**

Program Review Home Page: [laspositascollege.edu/instructionalprogramreview](https://laspositascollege.edu/instructionalprogramreview)

Fall 2019 Program Reviews: [laspositascollege.edu/programreview/pr2019.php](https://laspositascollege.edu/programreview/pr2019.php)

Frequently Asked Questions: [laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php](https://laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php)

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## Section One: Program Snapshot [Program Review Committee]

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

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20\_\_\_\_\_.

### A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

- Submitted DE addendums for the following courses in Summer 2020: PSYC 13, PSYC 15, PSYC 17, PSYC 21, and PSYC 25
- Created program map/guided pathway for the psychology AA-T degree
- Continued to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program
- Purchased equipment to teach psychophysiology
- Continued to bring guest speakers to campus as part of our distinguished speakers in psychology program: Dr. Claude Steele spoke in February 2020
- Continued to maintain an active psychology club (started meeting online in March 2020)
- Started to work on psychology department webpage

|  |                                 |                                     |   |                                     |                          |
|--|---------------------------------|-------------------------------------|---|-------------------------------------|--------------------------|
| Mark an X before each area that is addressed in your response. |                                 |                                     | Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a> |                                     |                          |
| <input checked="" type="checkbox"/>                            | Community Partnerships/Outreach | <input checked="" type="checkbox"/> | Facilities, Supplies and Equipment, Software                                      | <input checked="" type="checkbox"/> | LPC Planning Priorities  |
| <input type="checkbox"/>                                       | Course Offerings                | <input type="checkbox"/>            | Financial/Budgetary   | <input type="checkbox"/>            | LPC Collaborations       |
| <input checked="" type="checkbox"/>                            | Curriculum Committee Items      | <input type="checkbox"/>            | Human Resources   | <input type="checkbox"/>            | Pedagogy                 |
| <input type="checkbox"/>                                       | External Factors                | <input type="checkbox"/>            | Learning Support  | <input checked="" type="checkbox"/> | Professional Development |
| <input type="checkbox"/>                                       |                                 | <input type="checkbox"/>            |   | <input type="checkbox"/>            | Services to Students     |
| <input type="checkbox"/>                                       |                                 | <input type="checkbox"/>            |   | <input type="checkbox"/>            | SLO/SAO Process          |
| <input type="checkbox"/>                                       |                                 | <input type="checkbox"/>            |   | <input type="checkbox"/>            | Student Equity           |
| <input type="checkbox"/>                                       |                                 | <input type="checkbox"/>            |   | <input type="checkbox"/>            | Technology Use           |

**B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.**

- We will need to add more sections of PSYC 25 (Research Methods) to the 2021-2022 schedule. In Fall 2020, both sections were overenrolled in order to meet students' needs.
- 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 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.

The following plans were put on hold due to COVID-19:

- 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.
- 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.
- Identify dedicated, confidential space to continue to grow the behavioral health program
- 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)

|  |                                 |          |   |  |                          |                      |
|--|---------------------------------|----------|---|--|--------------------------|----------------------|
| Mark an X before each area that is addressed in your response. |                                 |          | Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a> |  |                          |                      |
|  | Community Partnerships/Outreach | <b>X</b> | Facilities, Supplies and Equipment, Software                                      |  | LPC Planning Priorities  | Services to Students |
| <b>X</b>   | Course Offerings                | <b>X</b> | Financial/Budgetary   |  | LPC Collaborations       | SLO/SAO Process      |
|  | Curriculum Committee Items      |          | Human Resources   |  | Pedagogy                 | Student Equity       |
|  | External Factors                |          | Learning Support  |  | Professional Development | Technology Use       |

**C. IR Data Review: Describe any significant trends in your program's data from 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 generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

There is a slight decrease in our student headcount and enrollment from 2018-2019 to 2019-2020. There are no notable changes in our student demographics. There are no significant changes in our students' unit load or in our students' use of distance education (prior to COVID-19). The majority of our students continue to list transfer as their goal. Our course success rates remain stable in both face-to-face and distance education courses. More students withdrew from our courses in Spring 2020, most likely due to COVID-19. Our productivity decreased slightly in Fall 2019, but increased slightly in Spring 2020.

|  |                                 |                          |   |                          |                          |                          |                      |
|--|---------------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|----------------------|
| Mark an X before each area that is addressed in your response. |                                 |                          | Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a> |                          |                          |                          |                      |
| <input type="checkbox"/>                                       | Community Partnerships/Outreach | <input type="checkbox"/> | Facilities, Supplies and Equipment, Software                                      | <input type="checkbox"/> | LPC Planning Priorities  | <input type="checkbox"/> | Services to Students |
| <input type="checkbox"/>                                       | Course Offerings                | <input type="checkbox"/> | Financial/Budgetary   | <input type="checkbox"/> | LPC Collaborations       | <input type="checkbox"/> | SLO/SAO Process      |
| <input type="checkbox"/>                                       | Curriculum Committee Items      | <input type="checkbox"/> | Human Resources   | <input type="checkbox"/> | Pedagogy                 | <input type="checkbox"/> | Student Equity       |
| <input type="checkbox"/>                                       | External Factors                | <input type="checkbox"/> | Learning Support  | <input type="checkbox"/> | Professional Development | <input type="checkbox"/> | Technology Use       |

**D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)**

- Submit PSYC 21 (Introduction to Cross-Cultural Psychology) to be considered as a course that meets CSU's new Ethnic Studies requirement.
- Offer more sections of PSYC 25 starting in 2021-2022.
- Consider adding new courses that will benefit our transfer students.
- Create an assessment for our diversity SLO for PSYC 1.
- Consider collaborating with local transfer institutions so that our students can gain research experience by becoming research assistants in their psychology labs.
- 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.
- Continue to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program.
- Continue to work on psychology department webpage.
- Continue to bring guest speakers to campus as part of our distinguished speakers in psychology program.
- Continue to maintain an active psychology club.

- Continue to encourage PSYC 25 students to present their research at the annual convention of the Western Psychological Association.
- 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.

Plans that are relevant when we return to on-campus instruction:

- Confirm that room 2416 will continue to be reliable computer lab space for our PSYC 25 course.
- Find dedicated space for PSYC 25 students to run their research participants.
- Purchase equipment such as brain models and other classroom materials.
- Purchase additional equipment to teach psychophysiology (to be used in classes such as PSYC 1, PSYC 4, and PSYC 25).
- Identify dedicated, confidential space to continue to grow the behavioral health program
- 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).

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

|   |                                 |   |  |   |                          |   |                      |
|---|---------------------------------|---|--|---|--------------------------|---|----------------------|
|   | Community Partnerships/Outreach | X | Facilities, Supplies and Equipment, Software |   | LPC Planning Priorities  | X | Services to Students |
| X | Course Offerings                | X | Financial/Budgetary                          |   | LPC Collaborations       |   | SLO/SAO Process      |
| X | Curriculum Committee Items      |   | Human Resources                              | X | Pedagogy                 |   | Student Equity       |
|   | External Factors                |   | Learning Support                             | X | Professional Development | X | Technology Use       |

## Section Two: Institutional Planning Topics (Required for All Programs)

**A. Equity [Student Equity and Achievement Committee]:** Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

Many instructors are doing the following to increase equity:

- Using student-centered language in syllabi
- Discussing mental health resources with students
- Encouraging students to access campus resources
- Contacting students who have not turned in assignments
- Checking in with students regularly to see how they are doing in the online environment
- Including course content related to stereotypes, prejudice, discrimination, racism, sexism, microaggressions, gender identity, sexuality, and neurodiversity

**B.**

### **SLOs/SAOs [SLO Committee]:**

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

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip 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.

### **B1: Instructional Programs with PSLOs**

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments,

analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

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

**B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

Upon completion of the AA-T in psychology, students are able to describe key concepts, principles, and themes in psychology, and apply empirical findings.

This particular PSLO has to do with content knowledge and application. We decided to focus on this PSLO so that we can explore if we need to update or change pedagogy in order to improve student success.

**Please note that we will be updating/editing some of our CSLOs to go along with the PSLO listed above. Because of this, not all of the PSLOs listed below have been entered into eLumen. Our PSLOs are based on the American Psychological Association’s learning goals, and we will be updating/editing some of our CSLOs to be in closer alignment to these learning goals.**

**B1b.  
In  
the**

**table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**

(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositacollege.edu](mailto:mwiest@laspositacollege.edu) and [ahight@laspositacollege.edu](mailto:ahight@laspositacollege.edu) )

| Complete Name of CSLO   | Fall 2020 | Spring 2021 | Summer 2021 |
|---|-----------|-------------|-------------|
| Upon completion of PSYC 1, the student will be able to describe key concepts, principles, and themes in psychology and apply empirical findings.            |           | X           |             |
| Upon completion of PSYC 3, the student will be able to describe key concepts, principles, and themes in social psychology and apply empirical findings.     |           | X           |             |
| Upon completion of PSYC 4, the student will be able to describe key concepts, principles, and themes in biological psychology and apply empirical findings. |           | X           |             |
| Upon completion of PSYC 6, the student will be able to describe key concepts, principles, and themes in abnormal psychology and apply empirical findings.   |           | X           |             |
| Upon completion of PSYC 10, the student will be able to describe key concepts, principles, and themes in human sexuality and apply empirical findings.      |           | X           |             |
| Upon completion of PSYC 12, the student will be able to describe key concepts, principles, and themes in lifespan development and apply empirical findings. |           | X           |             |

|  |   |   |  |
|--|---|---|--|
| Upon completion of PSYC 13, the student will be able to describe key concepts, principles, and themes in the psychology of women and apply empirical findings.   | X |   |  |
| Upon completion of PSYC 15, the student will be able to describe key concepts, principles, and themes in abnormal child psychology and apply empirical findings. |   | X |  |
| Upon completion of PSYC 17, the student will be able to describe key concepts, principles, and themes in sleep research and apply empirical findings.            |   | X |  |
| Upon completion of PSYC 21, the student will be able to describe key concepts, principles, and themes in cross-cultural psychology and apply empirical findings. | X |   |  |
| Upon completion of PSYC 25, the student will be able to describe key concepts, principles, and themes in research methods and apply empirical findings.          |   | X |  |

**B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

During next year’s program review.

**B2: Instructional Programs without PSLOs or with Special Circumstances**

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

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

**B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)**



**B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

**B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**  
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

| Complete Name of CSLO | Fall 2020 | Spring 2021 | Summer 2021 |
|-----------------------|-----------|-------------|-------------|
|                       |           |             |             |

**B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

**B3: Non-Instructional Programs**

***In this year’s Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).***

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

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

**B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

**B3b.** When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

**B3c.** When will analysis of the assessment data will be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

### Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<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).

PSYC 1 (General Psychology), PSYC 6 (Abnormal Psychology), and PSYC 10 (Psychology of Human Sexuality) need to be updated. Updates will be submitted in Fall 2020.

**B. Degree/Certificate Updates [Curriculum Committee]:** Are there any programs requiring modification? List needed changes below.

Not applicable

**C. DE Courses/Degrees/Certificates [Distance Education Committee]:** Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Since moving online due to COVID-19, DE addendums were submitted for all of the courses that we regularly offer that weren't already approved for DE (PSYC 13, PSYC 15, PSYC 17, PSYC 21, and PSYC 25).