

PROGRAM REVIEW Fall 2019

Program: Psychology

Division: SLPC

Date: October 21, 2019

Writer(s): Robin Roy and John Ruys

SLO/SAO Point-Person: John Ruys

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 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review 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. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

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

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

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: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

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. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

As one of the most popular and successful programs on campus, the psychology department reaches many students. Psychology is a broad program designed to provide students with a fundamental understanding of the science of psychology and an introduction to the complexity of human behavior. Psychology courses are required of all psychology majors to transfer to universities or to earn an AA-T. Psychology courses fulfill general education requirements for students to earn associates degrees in other disciplines and for transfer students using the CSU or IGETC pathways. Additionally, the psychology department maintains an active psychology club for students and the distinguished speakers in psychology program.

- B. 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 packets available; if your program does not have a data packet, 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>

Our student headcount and enrollment increased from Spring 2018 to Spring 2019. 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. 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. Our productivity and FTES both increased slightly in Spring 2019.

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

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Not applicable

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

We have achieved the following from our 2018 Program Review:

- Add new courses: We added Introduction to Cognitive Science to our curriculum but have not yet offered this course

- Continue to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program. This positively impacts all LPC students by raising awareness of mental health-related issues.
- Continue to bring guest speakers to campus as part of our distinguished speakers in psychology program. This positively impacts all LPC students by exposing them to the work of scholars in psychology and related fields.
- Continue to maintain an active psychology club. This positively impacts all LPC students by giving students with an interest in psychology to connect with each other and with psychology professors outside of the classroom. Additionally, students benefit from the variety of activities and speakers hosted by the club.
- Offer some of our newly created courses (Introduction to Cross-Cultural Psychology, The Psychology of Sleep and Dreams). This positively impacts psychology students by offering additional courses that could be applied to their AA-T degree. Additionally, students benefit in multiple ways from the content of these particular courses.
- Purchase equipment such as brain models and other classroom materials/Purchase equipment to teach psychophysiology. We have requested to purchase one piece of equipment and are currently waiting for approval. More specifically, we are hoping to be approved to purchase Human to Human Interface by Backyard Brains. Controlling muscles by electrical signals from the brain is one of the most difficult concepts to understand and students often struggle with it in the advanced Brain, Mind, and Behavior course (PSYC 4). Demonstrating how it works first hand will make it much easier for students to comprehend. It can also be used for fun and educational neuroscience experiments. So this set-up can also be used for other Psychology classes (General Psychology, PSYC 1, or Research Methods, PSYC 25).

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

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

- Secure reliable computer lab space for our PSYC 25 course: Progress has been made with securing room 2416
- Find dedicated space for PSYC 25 students to run their research participants: We may be able to dedicate space in room 2416 but this is not yet confirmed
- Identify dedicated, confidential space to continue to grow the behavioral health program: We have not focused on this plan yet
- Purchase equipment such as brain models and other classroom materials/Purchase equipment to teach psychophysiology (to be used in classes such as PSYC 1, PSYC 4, and PSYC 25)
- 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: We have not focused on this plan yet

- Create an assessment for our diversity SLO for PSYC 1: We have not focused on this plan yet
- 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): We are currently using room 1726 for this purpose but the space is not dedicated to the behavioral health program
- Consider bringing the Heroic Imagination Project to campus. This program involves teaching students psychological principles so that they can become “everyday heroes.”: We have not focused on this plan yet, and may decide not to pursue it
- Consider collaborating with local transfer institutions so that our students can gain research experience by becoming research assistants in their psychology labs: We have not focused on this plan yet

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
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	X	Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

- One obstacle that we have faced in the past but has improved is having dedicated computer lab space for our PSYC 25 classes. We are currently being given preference in the scheduling of room 2416, but the space is 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.
- Another obstacle we face is the lack of dedicated space for PSYC 25 students to run their research participants. Students are currently using the library study rooms for this purpose, which will become increasingly difficult as we add more sections of the course.
- A third obstacle we face is the lack of dedicated, confidential space as we continue to grow the behavioral health program. It will be important to identify space for group therapy sessions and peer support groups as the program grows. We have currently been able to use 1726 for peer support groups and workshops. We hope that this room will serve our students’ needs and that it will continue to be available in the future.
- 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 videos (from Films on Demand) 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.

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

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

- 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.
- Create psychology department webpage.
- Create program map/guided pathway for the psychology AA-T degree.
- Consider adding new courses that will benefit our transfer students.
- Purchase equipment such as brain models and other classroom materials.
- Purchase equipment to teach psychophysiology (to be used in classes such as PSYC 1, PSYC 4, and PSYC 25).
- 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.
- 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).
- Continue to bring guest speakers to campus as part of our distinguished speakers in psychology program.
- Continue to maintain an active psychology club.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxQW			
	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
	Curriculum Committee Items		Human Resources	X	Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development	X	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Not applicable							
Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<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

Section Two: Current Topics (Required for All Programs)

A. 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:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

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.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): PSYC 1
SLO or SAO: Demonstrate critical thinking skills and information competence as applied to psychological topics, including discussion of ethical principles in research
Describe the quantitative or qualitative results: In order to increase student success in meeting this SLO, one instructor (Robin Roy) decided to change the assignment used to assess this SLO. While many students were successful with the previous assignment, others skipped it, possibly due to the level of difficulty of the assignment. Instead of having to find their own empirical study to read and assess, students will be assigned an empirical study to read so that the instructor can do more scaffolding of the assignment.
Discuss any actions taken so far (and results, if known): The assignment was changed for the Fall 2019 semester, and will be due in November 2019.
Discuss your action plan for the future: Determine whether students are more successful with the new version of the assignment.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Psychology AA-T
Program SLO: We are in the process of re-assessing PSLOs and rewriting associated CSLOs
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future: We have developed a schedule of assessment for all PSLOs and underlying CSLOs to make the process easier in the future.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

PSYC 17: The Psychology of Sleep and Dreams

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

In support of the goal of removing barriers that hinder students from moving toward their goals, the psychology department will be offering one of the key courses for our degree, PSYC 25, as a hybrid course for the first time in Spring 2020. This will benefit students who are not able to attend daytime classes, as the lab meeting time for this class will take place in the evening.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

- Create department webpage that includes information about guided pathways
- Consider moving toward offering the psychology AA-T entirely online in order to remove the barrier of attending on-campus classes, which will help with degree completion
- Work on increasing transfers and transfer readiness by including transfer information on our new department webpage and by holding events for students such as informational meetings and student transfer panels

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
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Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

The psychology department is planning on partnering with the Umoja learning community in order to create a psychology pathway for students in this learning community, with the hopes of increasing student retention and completion.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Our department has not yet faced any challenges in promoting equity. We are planning on continuing to explore ways that we can assist in closing equity gaps.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?



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

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

All of our courses are updated.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Not applicable

C. DE Courses/Degrees/Certificates: 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.

We have not yet offered PSYC 10 online, but it is approved to do so. Right now, we don't have plans to add DE courses, but in the future we might consider offering PSYC 25 as a DE course. In Spring 2020 we will be offering it as a hybrid course for the first time, which will help us assess whether or not it can be a successful online course.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

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

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? 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**? 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**? 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**? If not, what program improvements may be made to increase this metric?