

2023-24 Program Review

Program Name: Psychology Department

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1. Description of Program (200-400 words)

The Psychology Department seeks to serve the diverse range of educational, economic, social, and cultural needs of the students and community, providing clear pathways to goal attainment. The faculty have specialties that encompass the entire discipline, engage in current research and publication (Clifford) and engage in ongoing and equity-centered professional development in areas including: discipline expertise, social justice & culturally responsive pedagogy, online education, justice and allyship for students in marginalized and hyper-marginalized populations.

Aligned with the college's mission of providing equitable opportunities and outcomes for all students, we strive to empower students to be active participants and collaborators in developing academic skills and goals. We maintain high expectations and a commitment to intellectual rigor while providing ample support in class and through collaboration with student services including EOPS and transfer. With equity, social justice, and academic excellence at the forefront, we seek to strengthen student agency, facilitate engagement with academic goals, and bolster collegiality and connection to the college community, supporting the paths to success for students from a variety of backgrounds and skill levels. We continue our engagement with justice-impacted students in Project Change, and faculty (Warner) has implemented the Voices in Action learning community targeted at improving outcomes for female athletes who experience marginalization and underrepresentation. The department expanded in Fall 2022 to include a faculty member (Yoon) dedicated to providing dual enrollment courses in the local high school system.

We aspire to share the responsibility of cultivating an anti-racist and equity-advancing campus culture. Faculty has been active in educational equity committee, the Equity Training Series, as well as ongoing professional development of an anti-racist and social justice orientation including: the Bay Area Regional Community College Justice Forum, labor-based and contract-grading practices, equity-minded syllabus, Skyline Equity Institute, training with Dr. Joy DeGruy, the Innocent Classroom, and events targeting at dismantling oppressive systems.

Along with the return to campus efforts in 2021-22, we have provided an increase in hybrid courses in addition to asynchronous course offerings. We continue to focus on content, rigor in coursework, maintaining collaboration with student services, and active participation in DEAC, participating in a variety of professional development opportunities related to online education including QOTL2, accessibility, backward course design, and humanizing online teaching.

Information literacy and critical thinking is foundational to psychology and is continually reinforced within all course offerings. This is critical in addressing oppression, systemic racism, and developing skills of advocacy. Students are regularly engaged to develop and practice meta-cognitive self-regulated learning strategies to strengthen academic skillsets. We want students to

be well-equipped with the skills to be successful in courses and prepared for advancement in personal, academic, and occupational pursuits.

A significant challenge faced by our student population is their developing reading and comprehension skills. We actively address this concern by implementing artificial intelligence tools that improve comprehension in a time-sensitive manner, providing individualized feedback and multiple opportunities to assess acquisition of knowledge.

Aligned with the college commitment to dismantle racist and oppressive practices, our foundational objectives are further galvanized. We approach course design and pedagogy with equity, diversity, and student empowerment at the forefront, striving to provide experiences that allow students to locate themselves, their cultures, and personal histories within the content. Through deep engagement with content, connection to support services, and interdisciplinary collaboration within the campus community, we desire students to pursue personal and educational development with emboldened ownership, and to experience themselves as welcomed and active participants in actualizing their personal, academic, and professional goals.

2. Results of Previous Program Review (200-500 words)

Previous goals are presented along with a reflection upon efforts made during this cycle. Relevant future strategies are incorporated into goals for the next review cycle.

Previous Goal: To address equity gaps in overall student success through increased utilization of Canvas analytics, early-alert, providing alternative strategies and collaboration with campus support programs, assessing pre- and post-pandemic SLOs.

- Efforts to discern student needs and create environments that support academic success post-pandemic are ongoing. Intrusive engagement was practiced and remains in progress. Increased efforts were made to connect with programs including VROC and the Multicultural Center & Dream Center (MCCDC). Faculty met with EOPS counseling, program service coordinator and retention specialist to foster connection and discuss student support strategies including intrusive support and the possibility of office hours within EOPS.
- Additional strategies included a required meeting in asynchronous Psyc 200 and an increase in connecting students with one another (in person and online) to foster connection and community as enrollment increases in person and online and as students return to on campus learning. The results were positive, but further time and data is necessary to get a clearer assessment of outcomes. This is an area of ongoing focus and consideration.

Previous Goal: To continue to diversify course offerings, assignments, and course content in a way that supports goals of equity, inclusion, student success, and connection to content.

- Offering PSYC 106 (Prejudice and Discrimination) has been delayed due to dual enrollment scheduling changes and faculty attention to dual enrollment with a pivot to PSYC 230.
- With a commitment to equity, social justice, and a representative curriculum, the department revised PSYC 410 to incorporate an increase in social justice and diverse representation in the course SLOs so that it is a fundamental objective of the course. Faculty sought to increase assignment options and a incorporate a broader range of cultural representation in content examples and assignments while maintaining rigor and alignment with course objectives.

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- A department Canvas shell was created for sharing of resources regarding online learning and equity in psychology. Development was paused in Spring 2022 as faculty pivoted to enter the hiring process for a new FT tenure-track faculty for the 2022-23 academic year. The best use and development of this resource is under consideration.

Previous Goal: Continued collaboration and assessment of student success with Project Change to increase course offerings and support student transition to college.

- While participation in Project Change continued during this review cycle, assessment and an increase in course offerings has been tempered as Project Change transitions to new leadership with program coordination. The department will continue to offer support and collaboration to this learning community on campus and off site as needed.

Previous Goal: To collaborate with addiction studies, conducting a needs assessment for addiction studies programs and employment opportunities.

- Needs assessment was conducted along with Mary Taylor Fullerton, including multiple interviews conducted with service providers, managers, county personnel, current and former students in the field of addiction during the 2021-22 academic year. A comprehensive report was submitted to workforce development detailing multiple recommendations, including work with curriculum to increase integration with psychology. It was clearly demonstrated that a streamlined pathway is needed to support transfer while maintaining a multi-level resource of community education, peer support coursework, and certificate programs.

Previous Goal: To re-establish connection and collaboration with Mary Meta Lazarus Child Development Center (MMLCDC) following the distance due to the pandemic.

- The establishment of naturalistic observation embedded in PSYC 200 coursework was implemented during the 2022-23 academic year with very positive student feedback and SLO assessments, including students seeking future volunteer opportunities and increasing discussion of related career possibilities. The plan to revisit the progress of the ADT in Child and Adolescent Development is in progress with paperwork to be completed and sent to the state this Fall 2023 with update to come in the next program review cycle.

3. Current Program Review (200-400 words)

While department enrollment increased over 20% during this review cycle, the increase does not reflect a corresponding increase in student success. Retention is approaching pre-pandemic rates and there is an increase in withdrawal rates. There is an overall increase in retention and success for Black/African-American students surpassing pre-pandemic rates. There was a decrease in overall retention and success rates for Hispanic and Pacific Islander student populations. For unknown reasons, examination of the various delivery modes reveals that hybrid sections present the lowest success rate overall, with African American, Hispanic, and Pacific Islander populations disproportionately impacted.

Though it is difficult to speculate amongst a great many uncontrolled variables, multiple factors likely contribute. The 2021-22 return to campus required increased strategies to develop student engagement and support task completion. Though fewer in number, students continued to report periods of illness due to COVID and related external obligations. Students surveyed in hybrid

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courses reported challenges of seeking both the flexibility and live interaction of the modality while expressing difficulties in returning to increased social interaction. Faculty noted an increase in connecting with students regarding referral to wellness and mental health services.

Data for hybrid courses is confounded by many variables, including the increase in distance education classes in nearly all disciplines. Students frequently report challenges in time management and prioritization of coursework in conjunction with external responsibilities and multiple concurrent distance education courses along with less time spent on campus overall. Further data to better understand post-pandemic student demographics may support student success endeavors alongside continued reinforcement of college services supporting students in understanding course modalities and related success strategies in addition to faculty efforts. We will continue to monitor and evaluate the success and number of course modality offerings.

The increase in intrusive engagement likely contributed both student success and an increase in withdrawal rates as faculty sought to increase communication with students to support course completion and connect struggling students with counseling and student services. Though there are a variety of reasons students may withdraw, there is a portion of students entering back into late start courses. It is further unknown how the shifting student demographics and the addition of free college initiative has impacted enrollment, success, and retention rates.

This time period included challenges related to academic integrity with the introduction and more widespread availability of artificial intelligence (AI) programs such as ChatGPT. Though this began to be more broadly engaged mid-fall 2021, the most significant impact of this occurred in Spring 2022. We believe this as well as stringent efforts to maintain rigor in coursework during this time, further contributed to the student success data.

4. Planning

With a predominant focus upon reducing equity gaps in student success and supporting student goal attainment, the department has identified goals for the upcoming review cycle as follows:

Goal 1: To promote equity and continue to incorporate cross-cultural research and a social justice orientation to support the reduction of equity gaps in student success for disproportionately impacted student populations. This essential goal is targeted through multiple measures. We will continue to approach the revision of course outlines with a lens on equity, social justice, and a representative curriculum within the breadth of the scientific discipline. Faculty (Mullane) will apply for the Redesign for Equity and Accessibility Lab (REAL) program in Fall 2023. This program's stated objectives include the rich opportunity to engage in meaningful and substantive course revision through cultivating culturally responsive and accessible pedagogy and practices ([REAL](#)). Through providing dedicated professional development and the needed resource of release time to support this endeavor, this seeks to directly impact the reduction of gaps in student success during this upcoming review cycle while directly supporting the departmental and college values of equity and inclusivity. Faculty will continue to revisit the department canvas shell to share resources for best practices in online learning, campus resources, and resources regarding equity and culturally responsive pedagogy, APA diversity and inclusivity to strengthen the anti-racist curriculum. To further address equity

with justice-impacted students with higher prevalence of connection to foster system, faculty (Clifford) will work as a liaison with project change.

Goal 2: Promote field/career exploration and goal development/attainment.

In support of this goal will be to offer the additional degree pathway (ADT in Child and Adolescent Development) which incorporates an additional avenue to transfer and career exploration opportunities. Fall 2023 will entail revisiting the paperwork to be completed and sent to the state with an update to come in the next review cycle. This may include the expansion of Psyc 201 course offerings. The Mary Meta Lazarus Child Development Center critically supports the observation requirement within this upcoming degree program while providing students with a unique experiential opportunity that enhances their work with course content and broadens understanding and possibilities for student success and career opportunities.

Faculty (Mullane) will engage in academic advising representing the Academic and Career Communities (ACC Language Arts & Social Sciences) program including increased collaboration with student services and a broad integration of programs including EOPS, Promise, VROC, transfer services, and Workforce Development along with faculty within the Creative Arts and Social Sciences division. This endeavor seeks to directly support students in field and career exploration as well as goal development and attainment while providing avenues of insight into the variety of needs and goals of our diverse student population which hopes to inform approaches to course content and student success measures.

The department will continue to observe enrollment trends and explore the scheduling of course times and modalities as post-pandemic enrollment continues to strengthen. This current cycle included the re-introduction of an evening course offering in a synchronous format as well as the demand for an increase in late start course sections and offerings. Due to the demand for late start course offerings, the department will explore scheduling options including a 12 or 13-week course, assessing for increased retention and success. We will be working to ensure that scheduling continues to include course offerings and multiple modalities within the cycle that will allow for completion of coursework supporting the highest variety of student goals (field exploration, prerequisite needs, certificates, degree attainment, and transfer).

Goal 3: Continued dedicated support of Dual Enrollment program.

The department intends to continue to support the dual enrollment program with faculty (Yoon) as the dedicated liaison. We will continue to seek collaboration and recommend courses that may best support high school students in a positively enriching and rigorous experience that will support needs including student success, goal attainment, and matriculation into the community college system. Aligned with this goal in addition to the ongoing commitment to diversifying course offerings, faculty (Yoon) will introduce PSYC 230 (Cross-Cultural Psychology) into dual enrollment scheduling followed by an offering of this course on campus. Supporting the dual enrollment program additionally involves faculty's (Yoon) improved communication with the dual enrollment program's retention specialist, offering dedicated office hours, and creating more opportunities for student engagement in order to enhance their overall experience.

Goal 4: Develop guidelines and modules to support an increase in academic integrity. The department will continue to strategize ways to support student success and SLO achievement through rigor in courses aligned with increased attention to academic integrity, information

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literacy, and appropriate referencing of coursework. Faculty recognizes the importance of equipping students with skills in content and ethical use of AI. Faculty (Yoon) goal is to develop guidelines and educational modules that help students understand the responsible and ethical use of AI tools, emphasizing their academic integrity with the hope of achieving a measurable increase of positive outcomes in this area.