

Program Review, Analysis, and Planning

Department Name: PSYCHOLOGY

Data Analysis

Based on data provided by ORPIE:

- 1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)**

The average FTES/FTEF for psychology classes (44.3) is substantially higher than the college-wide value (33.0). This is also true for the average enrollment per section (62 for psychology classes compared to 37 the entire college). These clear differences reflect longstanding trends. Psychology classes have been, and continue to be, among the most efficient on campus in these respects. Typically, in fall and spring terms about half of the classes we offer are in a large class format. This has allowed us to offer more of the smaller classes, particularly those that students traditionally find more challenging.

The average enrollment per section in psychology classes has declined over the past several years, this decline appears to be due in large part to a college-wide trend toward lower enrollments. This trend is also attributable to the decision to reduce class sizes in recent years. This decision was made for pedagogical reasons—more reasonably sized classes, whether online, hybrid, or on-campus allow for better student engagement and richer interactive experiences, thereby improving learning outcomes. Analyses show that this is working as planned, as our success rates in psychology are on a significant upward trend, with an increase of over 16% in the last 3 years. We plan to continue to assess class size, and its relationship to success and retention; however, we do not anticipate reversing our class size reductions in the near future, as our success rates have dramatically increased, and our FTES/FTF trends remain substantially higher than the college-wide average.

- 2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)**

The overall enrollment in psychology classes has declined over the past several years. This decline is due in large part to a college-wide trend toward lower enrollments. In terms of FTES, Psychology remains the 5th largest department at the college with 450 FTES in the 2017-18 year. This puts psychology behind only Mathematics, Biology, English, and Chemistry in terms of generating FTES. We plan to improve enrollment in psychology classes by adjusting the schedule and improving efficiency for the psychology department. As a newly independent department, we plan to begin maximizing scheduling efficiency for psychology, considering the best practices of enrollment management, and offering our most high-demand classes at the most popular times for students. By increasing scheduling efficiency and improving student access to the most popular classes, student enrollment is likely to increase.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

Perhaps unsurprisingly, the demographic breakdown of psychology students is very similar to that of the college at large. The parallels are striking. The largest differences are for Asian students (25.4% of psychology enrollments, compared to 29.0% overall) and Hispanic students (36.4% of psychology enrollments, compared to 32.1% overall). Even these differences are not substantive. Similarly, the rates of 'special population' representation in psychology classes are nearly the same as for the college at-large. Perhaps the only noteworthy demographic characteristic that truly differs is gender—women comprise 64.5% of psychology enrollments compared to only 53.4% overall for the college.

As noted, our department demographics are similar to those of the college, with only few, likely non-significant differences. Clearly, the factors that shape the demographic makeup of the college are operating at the level of our department. Rather than directing special efforts to specific subgroups of students, psychology faculty are committed to making all students feel welcomed and respected in our classes. We select inclusive texts and instructional materials and seek to engage all students in class activities. We will continue to closely monitor the demographic makeup of our student population and stay focused on inclusiveness.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

Our program course overall success rate is nearly the same as the college-wide overall success rate. Looking at the past year (2017-2018) the psychology course success rate was 71% compared to GWC's overall success rate of 72.2%. This small difference makes our program just slightly below the college average. Because this difference is so slight it is likely non-significant, and we believe it will be possible to increase success rates to match or exceed the college's overall success rate.

The psychology department plans to increase student success through the use of campus resources, and increased communications to students and faculty. We plan to utilize programs such as the embedded tutor program, the success center (math & writing), the library, counseling, promotion of OER resources, financial aid, scholarships, CARE/Calworks, and EOPS. As a new department we plan to increase direct communication with part-time faculty in the department, as well as between full-time faculty, and with students enrolled in our classes. This increased communication will help keep faculty informed of teaching best practices, and will help promote campus resources to our students.

It is important to note that the success rates in psychology are on a dramatic trend of increasing success rates. Our overall success rate was 62.0% in 2014-45; it has risen at a steady pace since then, and reached 71.0% in 2017-18. This represents an increase of over 16%! This upward trend is expected to continue, as we hire more faculty members, increase our communications, and better support our students.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

The success rates for demographic groups of disproportionate impact are generally the same in the psychology department as what is seen campus-wide. The biggest gap exists for Black/African Americans, who are -13.4% below average, and Hispanic/Latinx who are -8.1% below average. Males are slightly below the average success rate in psychology courses, with a gap of -4.3%. In special populations both Veterans and EOPS/CARE students are *above* average in their success rates, at +3.7% and +3.8%, above our average success rate of 71%. Our largest gap (-17.4%) exists with CalWORKs students; however, with a total of only 28 CalWORKs students enrolled in psychology classes this may be due simply to low sample size.

We plan to decrease our disproportionate success rates by focusing on professional development for psychology faculty, encouraging both part-time and full-time faculty to take advantage of their IPD funds. As our faculty improve in teaching best practices, approachability, and communication with students, success rates should increase. We also plan to increase the promotion of campus resources, to increase, access, equity, and inclusion. This includes increasing the use of OER materials, greater use of embedded tutors to help support academically at-risk students, and providing information to students regarding the many resources provided by the college. By increasing student use of financial aid, scholarships, CARE/CalWorks, EOPS, the student health center, counseling, the success center, and the library, we expect to see a continued increase in success rates in psychology, including groups of disproportionate impact.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

The psychology department awards far more ADT degrees than any other department at GWC:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Certificates					
Associate Degree	64	77	101	101	106
AA	4	1	2	3	5
ADT	60	76	99	98	101
Total Awarded	64	77	101	101	106

In 2017-18 the psychology department awarded a total of 106 AA/ADT degrees, which is more than the four other largest departments (Mathematics, Biology, English, and Chemistry) combined.

The psychology department plans to increase the number of ADTs being awarded by improving communication about our ADT with students, by working more closely with the Counseling Department to meet the needs of our majors, by offering psychology major workshops, and by growing and promoting our Psychology Club.

We also believe that having our new Statistics course within the psychology department will help to increase the number of students who complete their ADT requirements before transferring. As we work to continuously improve both our Statistics and our Research Methods classes, we expect to see the number of ADTs in psychology continue to grow.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Psychology is a very popular major, and many of our students are transferring to four-year institutions. The data shows an increasing trend in the number of transfer students in the field of psychology. Our department plans to continue this increase in transfer rates through mentoring students and partnering with four-year institutions, as well as working more closely with the Counseling department to keep our students informed of transfer requirements and processes. Our department also plans to continue hosting GWC alumni guest speakers at the Psychology Club, to share their experiences regarding successful transfer.

We also plan to increase student success, retention, and transfer, by beginning to work on scheduling efficiency for the psychology department. As a newly independent department, we hope to begin maximizing scheduling efficiency for psychology, considering the best practices of enrollment management, and offering all the courses needed to transfer each semester. By increasing scheduling efficiency and improving student access to necessary classes, student success and transfer rates should increase.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

NA

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

The Psychology Department SLO Assessments are up to date. TracDat did show a few 'red flags,' however, these red flags are caused by other issues, and are not due to a lack of assessing SLOs. One red-flag issue within TracDat occurs if a part-time faculty member enters their SLO information, and misses clicking or entering information for one small box, throughout the complicated back-and-forth process of entering the data across multiple pages, TracDat will then create a reg flag. In addition, our PSY 130 Critical Thinking and PSY 140 Statistics for the Behavioral Sciences classes are new, and were not offered during this program review cycle. TracDat shows red flags for these two courses, but they have not yet been fully assessed only because they were recently developed, and are new to our curriculum.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

All of the Psychology CORs have been reviewed; however, the majority of our established curriculum are at the very edge of this 6-year timeline. The psychology faculty are currently working together to review and update all 11 courses in the psychology curriculum, including revising all of the SLOs in every course.

We plan to have these course updates completed by the end of Spring 2019. We had planned to submit our reviews earlier than this, but were asked to wait to revise our courses until Spring – so that it was after the Accreditation visit, and to keep these revisions in sync with the 3-year program review cycle.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Psychology is a new independent department, so our previous program review was part of the larger Social Science department program review. We have identified the following 3 program initiatives from the previous broad Social Sciences Program Review, that are specific to the Psychology Department:

- *Lower overall/average class sizes, to more reasonable and pedagogically sound levels, by providing more “regular size” class sections, and more reasonable LCF class sizes.*

The data indicate that we have made progress in achieving this goal. Currently, about half of our class sections are large class format, down from a majority from a couple of years ago. We plan to continue our analysis and efforts in this regard, though, as we feel there is more progress to be made.

- *Hire a 4th full-time tenure-track faculty member in psychology.*

In the last 3 years psychology had a full-time faculty member retire, and were able to replace this retirement with a 1-year temporary position, and then a tenure-track position; thus, the psychology department successfully maintained 3 full-time faculty members, but did not obtain a 4th position in psychology. As discussed below, we are asking for three full-time hires (one to replace an expected retirement and two new positions to help cover our broader curriculum).

- *Schedule more regular size sections.*

With the support of our Dean, we have been successful at offering more regular size (cap of 45) sections of psychology. We balance this with large classes (up to 200) to maintain our FTES and FTES/FTF ratios, and believe we are on our way to creating an efficient and well-balanced schedule, that meets the needs of our students. Our priority, continues to be providing quality learning environments, and smaller classes are a key aspect of this, especially for our most challenging courses.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Grow the psychology department, to better meet the needs of our students, and the college strategic goals.
- Improve the quality of the online courses offered in psychology.
- Increase student access, equity, student success, transfer rates, as well as the total number of AA/ADTs awarded.
- Improve learning and student success in our Research Methods class, and our new Statistics class.
- Promote student involvement in extra-curricular activities, as research shows that this improves student retention and success.

IMPORTANT NOTE TO OUR PROGRAM PLAN:

In order to achieve all of the above goals, we see the addition of full-time faculty members in psychology as key to our ability to improve student success, increase transfer rates, and increase the number of AA/ADT degrees awarded. Currently, over half (55%) of our classes are taught by part-time instructors. Additional full-time faculty are key to the instructional continuity and consistency that we need. Although we have replaced retiring faculty, we have not added a new full-time faculty member to the psychology department for nearly 30 years. As such, we are requesting three new positions. One will be to replace an expected retirement (Isonio) in 2020. The other two positions will help us to cover our growing curriculum, and the increasing number of class sections being offered. Specifically, one requested position would focus on our largest and most popular classes, Introduction to Psychology (PSY G100), and Life Span Development (PSY G118). The other requested position would focus on our most challenging classes required for our majors, including Research Methods (PSY G280), Statistics (PSY G140), and Critical Thinking (PSY G130).

Psychology is the 5th biggest department at GWC, with the most AA/ADTs awarded; however, psychology has far fewer full-time faculty, as compared to the other largest departments:

Department	FTES 2015-16	FTES 2016-17	FTES 2017-18	AA/ADTs 2017-18	Current FT Faculty
Mathematics	1135	1132	1081	20	9
Biology	881	897	953	19	9
English	843	795	790	27	11
Chemistry	415	435	476	14	5
Psychology	461	444	449	106	3

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><u>Goal 1:</u></p> <p>Grow the psychology department, to better meet the needs of our students, and the college strategic goals</p>	<p><u>NEW COURSE IMPLEMENTATION, MAXIMIZING SCHEDULING EFFICIENCY, VARIETY OF FORMATS</u></p>	<p><u>DEVELOP AND IMPROVE OUR COURSES; OFFERING MORE SECTIONS, AT THE BEST TIMES, IN A VARIETY OF FORMATS</u></p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p><u>Hire 3 full-time tenure-track faculty member in psychology, and in the next 3 years, see note above regarding the rationale for this</u></p> <p><u>Psychology needs its own priority classrooms for scheduling</u></p>
<p><u>Goal 2:</u></p> <p>Improve the quality of the online courses offered in psychology</p>	<p><u>ALL FACULTY PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES</u></p>	<p><u>DEVELOP AND IMPLEMENT PROFESSIONAL DEVELOPMENT ACTIVITIES; PROMOTE 'IDEA-SHARING' AT DEPT MEETINGS</u></p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p><u>Require training and certification of all psychology faculty teaching online courses</u></p> <p><u>Require identity authentication in all online psychology courses, in order to be in compliance with federal standards</u></p> <p><u>Keep LCF online classes capped at a size that allows faculty to meet the REC and RSI federal requirements of online courses</u></p>
<p><u>Goal 3:</u></p> <p>Increase student access, equity, student success,</p>	<p><u>ACCESS, SUCCESS, RETENTION, TRANSFER DATA</u></p>	<p><u>REVIEW SLO ASSESSMENT RESULTS AND CONDUCT PERIODIC DEPARTMENT</u></p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment	<p><u>Provide the psychology department with its own priority classrooms, to allow for maximizing scheduling efficiency in our department</u></p>

transfer rates, and number of ADTs awarded		<u>WORKSHOPS TO SHARE IDEAS</u> <u>IMPROVE SCHEDULING OF CLASSES TO OPTIMIZE STUDENT PATHWAYS TO ADTS AND TRANSFER</u>	<input type="checkbox"/> College readiness	<input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<u>Get the Psychology department up from only 3 full-time faculty members, to 5 full-time faculty members</u>
<u>Goal 4:</u> Improve learning and student success in our Research Methods class, and our new Statistics class	<u>SUCCESS AND COMPLETION RATES IN THESE COURSES</u>	<u>OBTAIN AND DEVELOP LAB CLASSROOM</u> <u>OPTIMIZE USE OF CAMPUS LEARNING SUPPORT RESOURCES</u>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<u>Replace Dr. Isonio, as he will retire in December 2020, and do so in the next hiring cycle in order to avoid dropping to only 2 FT faculty members, creating an extreme over-reliance on part-time faculty in our critical courses</u> <u>Hire an additional full-time faculty member to focus on developing and improving Statistics and Research Methods, two of our challenging courses required for our majors</u> <u>Get a lab classroom, dedicated to offering Psychology Statistics and Research Methods, with easily available laptop computers to use as needed.</u>
<u>Goal 5:</u> Promote student involvement in extra-curricular activities, as	<u>NUMBER OF MEETINGS, SPECIAL ACTIVITIES</u>	<u>CONTINUE TO STRENGTHEN THE PSYCHOLOGY STUDENT ORGANIZATION</u>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication	<u>Hire an additional full-time faculty member to focus on teaching our largest and most popular courses (Intro to Psych, and Lifespan) where the biggest impact can be made, due to the</u>

research shows that this improves student retention and success		<u>EXPLORE IMPLEMENTATION OF AN ANNUAL 'PSYCHOLOGY DAY'</u>	<input type="checkbox"/> College readiness	<input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<u>large number of students enrolled in these classes.</u> <u>Secure funding for student participation in conferences and other off-campus activities.</u>
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