

# #15

**COMPLETE**

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**First Name:** Marissa  
**Last Name:** Salazar  
**Email:** marissa.salazar@gcccd.edu  
**Custom Data:** Psychology  
**IP Address:** 68.7.21.140

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Page 1: I. Program Overview and Update

## Q1

I.1 Department(s) Reviewed:

Psychology

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## Q2

1.2 Lead Author

Marissa Salazar

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## Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report

Steve Weinert

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## Q4

I.4 Dean/Manager:

Alicia Munoz

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**Q5**

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

This year, much of the work has been focused on: a) updating SLOs, b) re-designing courses to meet the new cultural diversity graduation requirement, c) cross-listing courses d) converting classes from in-person to online modalities, & e) creating new courses tailored to meet the needs of the larger community. We are in the process of creating a Psychology of Trauma-Informed Care in Community Health Settings course, as well as an Internship course, and plan to submit to curriculum in early Spring, 20201. Additionally, both full-time instructors are expanding the Psychology Club and increasing research experience for students. Steve still plans to open his research lab on campus with the grant money he received last year once we are back to in-person learning. Marissa also serves as an advisor for the Social Justice Club.

Below, please find a list of courses and their proposed changes, which have already been approved by the curriculum committee. We will continue the process of revising SLOs to make them more equitable and easier to assess throughout the Spring:

PSY 125: Cross-Cultural Psychology (Edited to meet cultural diversity requirement)

PSY/SOC 138: Social Psychology (Revised SLOs and cross-listed with SOC)

PSY 205: Research Methods (Revised SLOs)

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Page 2: II. Assessment and Student Achievement

**Q6**

**Yes, the assessment plan is on file, but work is needed to update the plan**

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

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**Q7**

**Respondent skipped this question**

OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

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Page 3: II. Assessment and Student Achievement

**Q8**

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment plan II.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

Marissa did not assess SLOs in her first year at Cuyamaca (2019-2020). However, she did meet with Tania to gain a better understanding of SLO assessment, and revised SLOs in the classes she teaches (PSY 138, PSY 125, PSY 205) in order to accurately assess student success. Marissa plans to assess her SLOs in the Fall and Spring 2020-2021 academic year. Steve also met with Tania and worked on a method to get caught up with the SLO process in Psychology.

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Page 4: II. Assessment and Student Achievement

**Q9**

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. \*If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

We did not assess SLOs due to COVID-19. However, as noted above, SLOs were updated for multiple courses and assessment will begin this academic year. Instructors prioritized completing online trainings that highlighted best practices for teaching online and built student-centered, equity-minded curriculum.

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Page 5: II. Assessment and Student Achievement

**Q10**

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

Both full time faculty have completed the EMTLI training and are in the process of making course content more equity-minded. The full-time faculty are specifically focused on giving student's a larger voice in the classroom and autonomy in their learning, emphasizing the incorporation of lived experiences in class projects. Part-time faculty will be encouraged to enroll in EMTLI or other equity-minded courses in order to create more cohesiveness among instructors.

When examining course retention and success rates by ethnicity, some equity gaps have closed. In online courses, the equity gap found among African American/Black students enrolled in Spring 2019 was not found in Spring 2020. A similar trend emerged among Asian students who had an equity gap in success rates in Fall 2018 but not in Fall 2019. It is important to note however that equity gaps still exist, especially among students who identify as LatinX and or Multiple races both online and in-person. Success rates either held steady or increased in all course from Fall 2018-Fall 2019 except PSY 140 and PSY 215. An examination of the Spring 2018-Spring 2019 course data revealed success rates increased or held steady across all courses except PSY 170, PSY 201, PSY 205, and PSY 215. We hypothesize the difference in these success rates is due to the pandemic and shift to online learning, as all of these courses were originally in-person courses. It has been challenging to close the equity gap specifically in PSY 140 and 215, however the addition of the Math 60 course should improve the equity gap as well as the increase student success.

Last year, Marissa launched a course scheduling survey for the SBS department in order to better meet students' needs. As a result of the survey, a hybrid PSY 120 course was added to the schedule as well as an evening PSY 205 (research methods) course, which had high retention and success. Additionally, evening classes from other disciplines were added to the schedule to encourage students to take multiple evening courses.

When making the transition from in-person to online learning, Marissa conducted another survey exploring access to internet, computers, learning environment, etc. Information from the survey was used to better accommodate students' needs during the pandemic. Steve conducted a survey about ways to bring students together in the online environment and create a sense of community. He is working towards building a cohort model in which students take courses together and support each other. Students are forming groups in their classes and we are trying to ensure that they are able to take classes together in following semesters. Anecdotal evidence suggests the small group model is working and we need to expand it to other classes. We will conduct a survey in the Spring to best address student needs and determine how to expand this model.

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**Q11**

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

One way we plan to increase equitable student outcomes is by offering different types of courses to grow the program. Classes that hadn't been offered in a few years (PSY 138, PSY 125, PSY 134) had somewhat low enrollment but high retention and success rates. Additionally, a hybrid course and a course that is not usually offered in the evening was offered (based on results from Marissa's course scheduling survey).

Research/field experience is a vital part of a psychology degree and is often required to pursue higher education. However, many of these positions are unpaid, making it difficult for our students to gain relevant work/research experience. Therefore, we are in the process of creating an internship course in which students will receive units for volunteering in Steve's research lab or with established community partners. The lab conducted 3 experiments last year involving distracted driving and reaction time paradigms, but due to the closure of the campus we were unable to complete the trials. The semester we are working on online surveys to assess locus of control and stress related to Covid-19.

We will continue to survey our students and build the course schedule according to their needs and preferences.

We will offer more evening courses as well as sections of courses online and in person if desired (once we return to in-person learning). Additionally, we are planning to utilize a peer-review process where both part-time and full-time instructors review each other's course content using an equity minded lens.

Additionally, we are collaborating with faculty in History, Humanities, Philosophy, and Religious Studies to establish an Ethnic Studies degree.

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Page 6: II. Assessment and Student Achievement

**Q12**

**Yes**

Do you offer distance education (online) courses? (excluding emergency remote teaching in 2020)?

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Page 7: II. Assessment and Student Achievement

**Q13**

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

Fall-Fall: There is still a difference in the success rate between in-person and distance education, however the gap is closing. When examining the difference in success rate of online vs. In-person education in Fall 2019, there was a 4% difference (78% success in-person vs. 72% online) compared to a larger, 11% difference in 2018. The success rate for distance education increased by 3% (69% in Fall 2018 and 72% in Fall 2019), while the success rate for in-person classes decreased by 2% (80% in Fall 2018 and 78% in Fall 2019).

Spring-Spring: When examining the difference in success rate of online vs. In-person education in Spring 2020, there was a 6% difference (79% success in-person vs. 75% online) compared to a slightly larger 6% difference in 2018. The success rate for distance education increased by 2% (73% in Spring 2019 and 75% in Spring 2020), while the success rate for in-person classes increased by 2%.

Overall: There was a slight increase in on-campus enrollment and a slight decrease in online enrollment in Fall 2019 and Spring 2020 (compared to Fall 2018 and Spring 2019). More work is needed to explore how intersectionality impacts student success and plays out in the classroom. For example, research shows that individuals who have multiple marginalized identities often experience different types of discrimination and microaggressions, Therefore, more training is needed in order to provide instructors with adequate tools to build intersectional curricula.

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**Q14**

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

Instructors ensure regular and effective contact through a variety of ways including: a) interacting with students via discussions, b) using rubrics for assignment grading, c) posting announcements at least once a week d) responding to student emails within 48 hours of receipt e) hosting virtual office hours, and f) hosting optional bi-weekly Zoom "check-ins".

While each instructor has the ability to choose how to maintain regular and effective communication, this year we plan to set a minimum standard across the department (for example: every instructor must post one announcement/week for each class).

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Page 8: III. Previous Goals: Update

**Q15**

Goal 1:

Working within and outside of our department to connect classes with other areas to build specialization in degrees.

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**Q16**

**In Progress - will carry this goal forward into next year**

Goal Status

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Page 9: III. Previous Goals: Update continued

**Q17**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q18**

**Respondent skipped this question**

Do you have another goal to update?

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Page 10: III. Previous Goals: Update continued

**Q19**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

We are working with the Math department as well as History, Humanities and Philosophy to develop courses that meet requirements for the ethnic studies degree.

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**Q20**

**Yes**

Do you have another goal to update?

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Page 11: III. Previous Goals: Update continued

**Q21**

Goal 2:

Provide lab space for students to conduct independent research projects and develop research skills.

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**Q22**

**In Progress - will carry this goal forward into next year**

Goal Status

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Page 12: III. Previous Goals: Update continued

**Q23**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q24**

**Respondent skipped this question**

Do you have another goal to update?

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Page 13: III. Previous Goals: Update continued

**Q25**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

We have acquired lab space, however we have been unable to use the lab space due to the pandemic. Once we return to in-person learning, we will establish the research lab and will begin the research process (literature reviews, hypotheses, etc) in Spring 2021.

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**Q26**

**No**

Do you have another goal to update?

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Page 14: III. Previous Goals: Update continued

**Q27**

**Respondent skipped this question**

Goal 3:

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**Q28**

**Respondent skipped this question**

Goal Status

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Page 15: III. Previous Goals: Update continued

**Q29**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q30**

**Respondent skipped this question**

Do you have another goal to update?

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Page 16: III. Previous Goals: Update continued

**Q31**

**Respondent skipped this question**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

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**Q32**

**Respondent skipped this question**

Do you have another goal to update?

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Page 17: III. Previous Goals: Update continued

**Q33** Respondent skipped this question

Goal 4:

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**Q34** Respondent skipped this question

Goal Status

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Page 18: III. Previous Goals: Update continued

**Q35** Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

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Page 19: III. Previous Goals: Update continued

**Q36** Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

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Page 20: IV. New Goals

**Q37** Yes

Would you like to propose any new goal(s)?

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Page 21: IV. New Goals continued

**Q38**

New Goal 1:

Increase enrollment in PSY courses that fulfill CSU GE Areas D & E via promotion of academic road maps.

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**Q39** Student Validation and Engagement

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q40**

Please describe how this goal advances the college strategic goal identified above.

The Psych courses in CSU GE Area D and E are directly related to student validation and engagement as these courses aim to use psychological theory to center students lived experiences. Students are asked to connect course concepts to their own life as well as engage in activities outside of class in the larger campus (e.g., culture and community circle events)/

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**Q41**

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

SLOs for these specific courses have been rewritten to align more with College priorities. Anecdotally, we have seen increased enrollment in these course (PSY 138, PSY 134, PSY 125), indicating student interest.

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**Q42**

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

- Submit paperwork for Health Psychology Course (Area E)
  - Submit paperwork for Psychology of Trauma-informed Care Course (Area D)
  - Connect with counseling to inform them of certain courses being offered and strengths of each course
  - Update ACP paperwork
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**Q43**

How will this goal be evaluated?

Change in enrollment and retention for specific courses.

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**Q44**

**Yes**

Do you have another new goal?

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Page 22: IV. New Goals continued

**Q45**

New Goal 2:

Establish a peer-mentor model within the Psychology department.

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**Q46**

**Guided Student Pathways**

Which College Strategic Goal does this department goal most directly support?

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**Q47**

Please describe how this goal advances the college strategic goal identified above.

The use of a peer-mentor model can serve as another avenue for advising students. We know that many students do not visit a counselor, and while we will continue to encourage students to see a counselor, a peer-mentor could be an appealing alternative.

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**Q48**

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

During Spring and Fall 2020, we learned that students want to feel a sense of community within the psychology department. We also learned that many students were struggling with what classes to take and often pick courses based on recommendations from friends/classmates. Therefore, a peer-mentor advising model may be well received among psychology students.

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**Q49**

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

- Partner with counseling to gain buy-in and support of a peer-mentor model
  - Advertise the peer-mentor idea to students and gauge level of interest
  - Begin developing a peer mentor training for students
  - Recruit students to be peer mentors
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**Q50**

How will this goal be evaluated?

- Number of peer mentors
- Number of students interested in a peer mentor model

\*Since this is a new goal, we will measure things like number of students who transfer after using a peer mentor in later years.

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**Q51**

**No**

Do you have another new goal?

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Page 23: IV. New Goals continued

**Q52**

**Respondent skipped this question**

New Goal 3:

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**Q53**

**Respondent skipped this question**

Which College Strategic Goal does this department goal most directly support?

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**Q54**

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

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**Q55**

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q56**

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

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**Q57**

Respondent skipped this question

How will this goal be evaluated?

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**Q58**

Respondent skipped this question

Do you have another new goal?

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Page 24: IV. New Goals continued

**Q59**

Respondent skipped this question

New Goal 4:

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**Q60**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

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**Q61**

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

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**Q62**

**Respondent skipped this question**

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q63**

**Respondent skipped this question**

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

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**Q64**

**Respondent skipped this question**

How will this goal be evaluated?

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Page 25: V. Resources Needed to Achieve Goal(s)

**Q65**

**My program is currently not requesting any resources at this time**

What resources is your program requesting this year to achieve the program's goal(s)?

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Page 27: Final Check

**Q66**

**I am ready to submit my program review**

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."

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