#8

COMPLETE

Collector:	Email Invitation 1 (Email)
Started:	Friday, December 17, 2021 10:18:41 PM
Last Modified:	Friday, December 17, 2021 10:50:24 PM
Time Spent:	00:31:43
Email:	marissa.salazar@gcccd.edu
IP Address:	70.179.12.168

Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Psychology

Q2

I.2. Lead Author:

Dr. Marissa Salazar & Dr. Raquel Jacob-Almeida

Q3

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

Steve Weinert

Q4

1.4. Dean/Manager:

Lauren Halsted

Q5

Initial Collaboration Date with Dean:

Enter the initial date you met **10/29/2021** with your dean to discuss your program review using this format: MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

II.1. Provide your program's mission statement:

Our mission is to create an equitable learning environment that values the lived experiences of our students. We aim to provide students with opportunities to connect to course content using multiple perspectives, including peer to peer interactions, community work, hands-on research, and work-based learning.

Q7

II.2. How is this program advancing the college mission, vision and values?

he psychology department strives to create a classroom where all students feel welcome. The classroom should be a safe space where students can apply the course concepts to their own lives and tie course content to relevant current events. To be intentional about equity and creating these spaces, all psychology faculty have completed EMTLI and are employing equity-minded teaching techniques in their respective courses. It is important to note that equity gaps are still pervasive and more work is needed to reduce these gaps.

The psychology program has focused on using active learning strategies, including project-based learning and work-based learning, to connect students with real-world experience in psychology and related fields. Additionally, several courses have added SLOs that specifically connect the unique lived experiences of students to course content. The goal of these SLOs is to incorporate the socio-cultural experiences of our students in the classroom.

In addition to the classroom experience, both full-time faculty members are active in student clubs that are career and social justice oriented. Professor Weinert Is the faculty lead for the psychology club and Dr. Salazar is the lead for the social justice club

Q8

II.3. How does your program support the college's strategic goal of implementing guided pathways?

We are in the process of creating a comprehensive degree map as well as updating our discipline webpage, both of which will help students map out their schedules and transfer in a timely manner. Additionally, we offer PSY 201, an academic and career exploration course specifically for psychology majors. While this course is required for some transfer programs, it is not required for all transfer programs, but discipline faculty encourage all psychology majors to take this course. We have also built career exploration into the SLOs for PSY 120, a course requirement for several majors, to encourage students to explore potential career paths within psychology and related fields. We also have a voluntary psychology club, which connects students to internships and jobs, and a psychology research lab, designed to provide students with real-world research experience necessary for higher education.

Q9   Yes

II.4. Is the program description in the current college catalog up to date and accurate?

Page 3: III. Course Curriculum, Assessment and Student Success

Q10   Yes

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

Q11

III.2. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

Based on student interest and discussions with community partners, including San Diego County Health and Human Services, two new courses will be added at Cuyamaca. These courses are timely and relevant, and several students have expressed interest in these new courses:

PSY 132: Health Psychology: This course is currently offered at Grossmont, and given Dr. Salazar's background in public health, faculty from Grossmont have reached out about updating the COR. Dr. Salazar submitted paperwork to offer PSY 132 at Cuyamaca, as well as worked with Grossmont faculty to align the course. There is also student demand for this course, as many students have commented on their desire to learn about the intersection of psychology and health. This course has been approved by curriculum and is anticipated to be offered in Fall 2022. The course also meets the local cultural diversity graduation requirement.

PSY of Trauma-informed-care: This course is still in development based on conversations with San Diego Health and Human Services Agency and San Diego State University. The goal of this course is to prepare students for internships and careers in community health work, social work, and psychology. The course will be submitted for curriculum approval in Spring 2022.

Q12

III.3. How is your program meeting the needs of students, and/or articulation with four-year institutions?

All of the psychology courses fill at least one of the general education, IGETC and CSU GE requirements.

Also, the program has a transfer degree, which prepares students to transfer to a CSU and earn a baccalaureate degree in Psychology.

Psychology courses are offered in rotations in a way that students can complete the program within two years. In order to earn a Psychology for Transfer degree, students need to take three core courses (PSY 120, PSY 205 and PSY 215), one of two courses in a List A (BIO 130 or PSY 140), one of three courses in a List B (PSY 138, PSY 150, or PSY 211), and one of three courses in List C (PSY 125, PSY 134, or PSY 220).

Regarding the core courses, one to two sections of PSY 215 and nine to ten sections of PSY 120 are offered every semester. One section of PSY 205 is offered every spring semester.

List A course PSY 140 is offered every semester.

List B courses PSY 138 and PSY 150 are also offered every semester, with two sections of both courses offered in fall semesters and one section of both courses offered in spring semesters. One section of PSY 211 is offered every spring semester.

List C courses: one section of PSY 220 is offered every fall semester and one section of PSY 125 offered every spring semester. PSY 134 is not yet offered on a rotating basis, but was last offered in Spring 2020.

Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. Click here for an Assessment Plan Template

FA21_PSY_SLO Assessment Plan.docx (19.8KB)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and discuss what changes, if any, were made as a result. Include any student learning-related successes and challenges that SLO results have revealed for your department.

The SLOs for the following courses have been active for more than four years but have either never been assessed or have not been assessed in the last four years. This means that the SLOs for these courses should be assessed as soon as possible: PSY-134, PSY-140, PSY-150, PSY-201, PSY-215, PSY-220

The SLOs for five psychology courses (PSY 120, 125, 138, 205, 211) were revised relatively recently. The new SLOs for these courses have not yet been evaluated. As explained by the Institutional Effectiveness Specialist in the IESE office, though, the 'assessment clock' for SLOs is reset upon activation of the SLO. In other words, we have four years from the activation date to assess the SLO.

The five SLOs for PSY-211 were activated in fall 2019 and thus have until fall 2022 to be assessed. The four new SLOs for PSY-138 were activated in fall 2020 and thus have until fall 2023 to be assessed. The five new SLOs for PSY-125 and the five new SLOs for PSY-205 were activated in spring 2021 and thus have until spring 2024 to be assessed. The five new SLOs for PSY-120 were activated in fall 2021 and thus have until fall 2024 to be assessed.

The SLOs for the following courses have been recently revised. Even so, the previous (now-inactive) SLOs for these courses had also been assessed within the last four years and their assessment results may still provide some valuable information.

PSY-120: The four now-inactive SLOs were assessed in fall 2015 and again in fall 2020. The success rates for these previous SLOs increased over that previous four-year period, although the success rates for three of the SLOs increased much more than the success rate of one. During that time period, SLOs 1 and 2 saw the biggest increase: 23% and 39% respectively. SLO 3 had a moderate increase of 12% during that time period. SLO 4 had a minor increase of just 1% during that time period. In Fall 2020, the success rates were as follows: SLO 1: 85%, SLO 2: 92%, SLO 3: 68%, SLO 4: 61%.

PSY-170: The four SLOs were assessed in fall 2020 and the success rates for each SLO was at least 80%. The success rates were as follows: SLO 1 83%, SLO 2 80%, SLO 3 80%, SLO 4 100%. These SLOs should be assessed again by fall 2024

PSY-205: The four now-inactive SLOs were assessed in spring semesters of 2019 and 2020. The following are the success rates for the four previous SLOs assessed in spring 2019: SLO 1 38%, SLO 2 53%, SLO 3 88%, SLO 4 68%. The following are the success rates for the four previous SLOs assessed in spring 2020: SLO 1 100%, SLO 2 100%, SLO 3 100%, SLO 4 100%. This is a substantial increase in success rates from 2019 to 2020; however, the instructor made the helpful notes in the comments for each year. About the 100% success rates in spring 2020, the instructor commented, "Because of COVID all students who were not passing dropped the course – so the data is very skewed." In spring 2019, the instructor explained that "student[s] who are in class all semester and do their work on time...understand the material," and that they would like to identify better strategies to teach the material remotely.

Page 4: IV. Degree and Certificate Programs

Q15   **Yes**

IV.1. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16
    Respondent skipped this question

IV.2. For each degree and certificate, indicate how many awards were conferred in the past 5-years.

Q17

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

PSY Transfer degrees earned:
2016-17: CSU=12; IGETC=1
2017-18: CSU=17; IGETC=1
2018-19: CSU=25; IGETC=2
2019-20: CSU=18; IGETC=3
2020-21: CSU=27; IGETC=1

I unfortunately do not know this information. After 45 minutes of searching the website, I was unable to figure out where to find it (I also had this issue when I wrote the Anthropology CPR last year). Our dean along with our support team members also did not know where to find this information.

Q18
    Yes

IV.4. Can students complete the degree/certificate requirements within a 2-year period?**Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Q19

IV.5. How are you currently assessing your PLOs?*Note: The college requires assessment of PLOs within a 4-year cycle

The PLO assessment process slowed due to the pandemic. Discipline leads for the Behavioral and Social Sciences ACP met in the fall of 2019 and generated a draft of 5 possible ACP PLOs. We still need to meet again in order to finalize ACP PLOs and determine whether these PLOs should be the same learning outcomes for each program in the ACP. Once we do that, the full-time Psychology instructors will meet with the department chair in order to map Psychology course SLOs to the ACP (or individual Psychology) PLOs.

Q20

IV.6. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

If No, briefly explain the plan to revise:
As described in the previous answer (IV.5.), the efforts to create common PLOs for all disciplines in the Behavioral and Social Sciences ACP were disrupted by the pandemic. The discipline leads still need meet in order to finalize the BSS ACP PLOs.

Page 6: IV. Degrees and Certificate Programs continued

Q21
    No

IV.7. Are the PLOs mapped to the course SLOs?

Page 7: IV. Degree and Certificate Programs continued

Q22

IV.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade A, B, C or P out of those enrolled at census) for the College as a whole. What is your department or discipline's 4-year (2024-25) goal for success rate across all courses in the department or discipline and how has the department of discipline's success rate across all courses changes within the past 4-years?

Overall Fall Success Rates
Success rates for Fall ranged from 59% (2016) to 76% (2018 and 2019), with an overall Fall success rate of 71%. Retention rates ranged from 88% (2016, 2017, 2020) to 93% (2019), with an overall retention rate of 89%. Except for 2016, success rates were relatively steady in Fall and fell just below the College goal of 77%.

When assessing differences in success and retention among online vs on-campus classes, on-campus has a higher overall retention rate (92%) compared to online (86%) However, success rates in online courses have been steadily increasing each year. We see a reverse trend in success rates, such that success rates were higher overall in online courses (81%) compared to on-campus courses (73%).

Overall Spring Success Rates
Success rates for Spring ranged from 71% (2017) to 78% (2020), with an overall Spring success rate of 75%. Retention rates ranged from 80% (2020) to 93% (2021), with an overall retention rate of 87%. Success rates were relatively steady in Spring and fell slightly below the College goal of 77%, except for 2020 (78%).

When examining differences in success rates by modality, on-campus courses are slightly higher compared to online courses (77% vs. 71%). There are small differences in retention rates (88% on campus compared to 85% online), and there has been a steady increase in retention rates in online curses (from 78% retention in Spring 2017 to 94% retention in Spring 2021)

Four Year Success Rate Goal
Based on prior success rates, an 80% success rate over the next four years seems feasible. It is important to note that some courses have lower success rates than others (PSY 215, PSY 205), therefore we need to develop specific strategies by course to ensure a higher success rate. We are currently in the process of revising the SLOs for PSY 215 and recently updated the SLOs for PSY 205, which is a step towards potential improvement

Q23

IV.9. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

We are looking at retention and enrollment data to inform class scheduling, preferred modalities, and possible changes to curriculum.

Instructors have had several informal conversations with students regarding learning preferences, challenges of online learning, and what they would like to do in the future. Interestingly, many students prefer online learning and do not list the pandemic as the reason for this preference (although this may be different now with the new Omicron surge). Students prefer the convenience of online learning, stating that it enables them to meet other responsibilities and save money on transportation costs getting to and from campus.

We also used data from a survey conducted by the PSY 205 class with a sample size of 172 psychology students. The survey featured a variety of questions around academic engagement online vs. in person, preferences for learning modalities, learning distractions (e.g., social media), and access to resources. We plan to continue surveying our students about learning preferences to create a course schedule that best meets students' needs.

Q24

IV.10. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program? Please discuss all equity gaps identified in the data.

Fall Equity Gaps
The program specific retention rate is 88% and the success rate of 72%. Equity gaps have been found for our African American/Black students, Hispanic/Latino students, Asian students, and Multiple Race/ethnicity students, though the exact breakdown of these gaps differed by race/ethnicity, which is explained below.

African American/ Black students: Equity gaps have continued to persist in psychology for our African American/Black students (Fall 2016, 2017, 2019, & 2020), with an overall retention rate of 86% and success rate of 64%. When looking at online vs. On-campus instruction, the gap is present in both modalities.

Hispanic/Latino/a/x students: Equity gaps were present in Fall 2018 and Fall 2020, but there was not a total overall equity gap. However, when examining equity gaps by instruction method, there is an equity gap for students online, with an overall retention rate of 82% and success rate of 63%.

Asian students: While there was no overall equity gap among this group, we can see equity gaps when stratifying by online and on-campus. There was an equity gap in Fall 2020 for on-campus courses (84% retention rate and 74% success rate). There were no equity gaps for online courses.

Multiple Races/Ethnicities: Equity Gaps were present in Fall 2017, 2018, and 2019, resulting in a total equity gap (retention rate = 86%, success rate = 71%). These gaps are stronger online compared to in-person,

Spring Equity Gaps
The program specific retention rate is 87% and the success rate of 75%. Equity gaps have been found for our African American/Black students, Hispanic/Latino students, Asian students, and Multiple Race/ethnicity students, though the exact breakdown of these gaps differed by race/ethnicity, which is explained below.

African American/ Black students: Equity gaps have continued to persist in psychology for our African American/Black students (Spring 2017, 2019, 2020, & 2021), with an overall retention rate of 82% and success rate of 66%. When looking at online vs. On-campus instruction, the gap is present in both modalities.

Hispanic/Latino/a/x students: Equity gaps were present in Spring 2020, but there was not a total overall equity gap. However, when examining equity gaps by instruction method, there is an equity gap for students on campus in Spring 2019, 2020, and 2021), with an overall retention rate of 88% and success rate of 74%.

Asian students: There were equity gaps in Spring 2017, 2018, and 2019, but there is not an overall equity gap.

Multiple Races/Ethnicities: Equity Gaps were present in Spring 2017, 2020, and 2021, resulting in a total equity gap (retention rate = 85%, success rate = 74%). These gaps are present both online and on-campus.

Q25

IV.11. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Although academic freedom is important, it allows students to have very different experiences in their courses. While this might be an advantage in some instances with an equity minded instructor, it can be a huge barrier in others. The discrepancy in equity (or lack thereof), is confusing to students. Encouraging all instructors to complete EMTLI is a necessary step to understanding systemic oppression and implicit bias, however more follow-up is needed.

Q26

IV.12. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)? Consider the specific steps your department will take to address equity gaps and discuss any plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

We plan to hire new adjuncts within the next year. When recruiting adjuncts, we will make an intentional effort to recruit diverse faculty. We want our faculty to reflect the diversity of our students and as such will be intentional about recruiting BIPOC faculty. We also plan to hire faculty who employ an equity lens in their teaching practices. Interview questions will be written to assess experiences with equity and ways in which instructors plan to create an equitable environment for students.

We would also like to have discipline meetings in which we review our success and retention data stratified by gender, age, and race/ethnicity.

It is important to acknowledge that while equity is extremely important in the classroom, there are a number of factors that impact student success. While we can be the most equity-minded instructors possible, if students feel they are not seen in other classes, or that their needs are not being met in the overall college. or they do not see themselves in the overall college culture, equity gaps will continue to persist. We must dismantle the systemic structures that perpetuate oppression in order to eliminate equity gaps.

Q27

IV.13. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

While there were gaps in success for online vs. in-person learning, these gaps were relatively small. There was also increased enrollment in some online courses compared to when the courses were offered on-campus (PSY 125, PSY 138), suggesting that some of these courses may have a higher fill rate online. We are planning to be very intentional about whether we offer a course online or on campus and will use enrollment, retention, and success rate data, along with student voice, to make scheduling decisions moving forward.

We also learned that some courses work better via Zoom. We plan to offer one course (PSY 201) that was only on campus pre-pandemic online instead, as the Zoom format allows for a more diverse pool of guest speakers within psychology.

The remote environment had a huge impact on students' mental health. Instructors had more direct conversations with students struggling with anxiety and depression in the last year. As such, instructors have incorporated assignments about self-care, meditation, and managing anxiety/depression into many of their courses. Students report these types of assignments are some of the most enjoyable and relevant to their own life. We will be integrating intentional assignments around students' own mental health across specific courses such as PSY 120.

The remote environment does not foster the natural connections students make with their peers in a face-to-face environment. As such, we plan to be more intentional with scheduling optional Zoom sessions for our online classes in which students can connect with each other.

Conversely, the remote environment is appealing to many students who struggle with social anxiety, especially those students who completed their last year(s) of high school online. Moving forward, it will be important to consider the advantages and disadvantages of each form of teaching to meet student needs in an equitable way.

Q28

OPTIONAL DOCUMENT UPLOAD 1: Please upload any data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Respondent skipped this question

Q29

OPTIONAL DOCUMENT UPLOAD 2: Please upload any other data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Respondent skipped this question

Page 8: IV. Degree and Certificate Programs continued

Q30

Does your program offer courses via distance education excluding emergency remote teaching in 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Yes

Page 9: IV. Degree and Certificates Programs continued

Q31   **Yes**

IV.14. Are there differences in success rates for distance
education (online) versus in-person sections?

Q32

IV.15. If there are differences in success rates for distance education (online) versus in-person classes, what will the
program do to address these disparities?

Online success rates were higher overall in the Spring (81%) compared to Fall (71%), however retention in both on-campus and online
courses was higher overall in the Spring (92% on-campus and 86% online) compared to Fall (88% on-campus and 85% online). We
will ensure students are being contacted effectively across courses as well as come up with a contact plan for students who may not
be completing work in a timely manner.

Q33

IV.16. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching)
within online courses across the discipline or department?

There have been several discussions among discipline faculty about how to ensure regular and effective contact. Instructors teaching
online employ various methods of contact, including communicating with their classes at least once/week via a Canvas
announcement. Instructors also use grading rubrics for many assignments to provide individual feedback to students. Additionally,
many instructors participate in discussion board assignments and hold optional Zoom check-ins, as well as weekly Zoom office hours.
Instructors also assign peer-review assignments and/or Padlet assignments that requires student-to-student interaction. Some courses
have group projects and Book Club assignments.

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).

Q34

IV.17. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Below is a list of things instructors are doing to engage and support students online:

Designing assignments related to self-care such as a meditation activity and creating a self-care pan

Building in media literacy assignments in which students identify whether media postings they find are based on facts or fiction

Incorporating activities such as personality tests and intelligence tests encourage students to apply concepts from the textbook to their own lives

Engaging with students via announcements about their general well-being

Optional Zoom check-ins for each class

Optional Zoom workshops in which course content is covered in real time

Collecting student feedback about a course mid-semester that is used to tailor the course for the remaining of the semester.

Asking students what topics they want to cover and tying the topics into course concepts

Using a flipped classroom approach

Using peer reviews to encourage classmate interaction

Page 10: IV. Degree and Certificate Programs continued

Q35 **No**

IV.18. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 11: IV. Degree and Certificate Programs continued

Q36 **Respondent skipped this question**

IV.19. Please share your observations about the employment rate for your program over the past several years.

Q37 **Respondent skipped this question**

IV.20. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Q38

IV.21. What would you like your program's employment
rate to be, ideally (stretch goal)?

Respondent skipped this question

Page 12: IV. Career Exploration and Program Demand (All Programs)

Q39

IV.22. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)?
Please include information on how your program is helping students explore careers in your program area.

PSY 201 allows students to explore various careers in psychology via informational interview and guest speakers. Students are
exposed to different career paths within psychology and the required education for each.

Q40

IV.23. What do the latest labor market data reveal about
the careers (including those for transfer students) for
which your program prepares students? Consider what
career information you would share with students on a
career or transfer pathway in your area. Labor market data
may be sourced from the California Employment
Development Department. You can also contact the
Institutional Effectiveness, Success, and Equity Office to
access additional labor market information related to your
program.

Respondent skipped this question

Q41

OPTIONAL - If your program has labor market data to
include in your program review, please use the upload
button to attach the file.

Respondent skipped this question

Page 13: IV. Strengths, Challenges & External Influences

Q42

IV.24. Please describe your program's strengths.

One strength of the program is that it has strong enrollment. Psychology is the most popular program amongst students in the Social and Behavioral Sciences department, and its core courses tend to have a 90-100% fill rate. The program also has a dual-enrollment with Health Science High and Middle College. At least one psychology course is offered at HSHMC and it tends to be popular as well.

Another strength of the program is its two full-time instructors, both of whom play an important role in developing the program and in generating the high student enrollment. One of these instructors, Steve Weinert, has been serving Cuyamaca for about 20 years, and the other instructor, Marissa Salazar, was recently hired in fall of 2019. Both instructors are popular among students, and their courses quite often have a waitlist. Further, they both have been instrumental in developing the program in ways that increase student interest. Steve Weinert in recent years created and gathered valuable technologies for the Psychology Research Lab, which provides students with real-world research experience in preparation for higher education. Marissa Salazar has revitalized psychology courses that had previously not garnered much student interest or been offered regularly. She took the lead on cross-listing Social Psychology (PSY-138) with sociology and now teaches it regularly every semester. She also took the lead on editing the Cross-Cultural Psychology (PSY-125) course so that it meets the cultural diversity requirement and now teaches it regularly every spring semester. Marissa has built the evening psychology program by teaching evening courses every semester. Marissa's role in teaching PSY-138, PSY-125 and evening courses have increased student enrollment. Further, she developed a new Health Psychology course and submitted the curriculum paperwork in October, 2021 and has taken the lead in promoting the Social Justice student club. These are just some examples of ways that the full-time instructors play a role in the high student enrollment in the psychology program.

Another strength is the program's commitment to equity and student-centered learning. All psychology instructors have completed the EMTLI and one full-time instructor even enrolled in it for a second time. The instructors also incorporate student-centered, active learning strategies, such as project-based learning and work-based learning, so that students make connections between the material and their lives.

Finally, the program is very good at preparing students for future career and academic work. This is also a strength that is attributable to the two full-time instructors. The program offers PSY-201, which is an academic and career course that introduces students to various careers in psychology and is required for all psychology majors. The student Psychology club, led by Professor Weinert, is popular amongst students and connects students to internships and jobs. Also, the Psychology Research Lab helps students develop research skills that will be beneficial as they continue their education

Q43

VI.25. Please describe your program's challenges.

One challenge for the program is that there are still equity gaps. According to the data provided by "Discipline-Level: 2020-2021 Success Rates by Race/Ethnicity" on the Program Review Data Reports page, there are still equity gaps between white students (reference group: 76% success rate) and African American/Black students (64% success rate), Hispanic/Latino students (67% success rate), Pacific Islander students (50% success rate) and students of two or more races/ethnicities (71% success rate).

Other challenges were brought on by the pandemic. The pandemic created challenges for all Cuyamaca College employees but we have recognized particular challenges for our part-time instructors, who have minimal, if any, job security. When we had to immediately transition to emergency remote teaching and learning, some part-time instructors struggled with technology and internet issues since they could no longer rely on such resources on campus. As we have moved through subsequent semesters, the department was required to decrease LED, which meant fewer classes for each discipline. Unfortunately, part-time instructors are those who suffer most in such situations. The decrease in psychology course offerings has threatened the employment of our part-time instructors. We have been lucky that we have so far been able to offer enough classes at least to our part-time instructors who have priority of assignment, but we were not able to hire back other, more recently hired part-time instructors. We also worry that the tightening budget will continue to threaten the job security of our part-time instructors, especially those who rely on a particular load each semester in order to qualify for health insurance. Finally, there have been instances where the dean and/or chair have not been able to contact part-time instructors, which created concern about their well-being. The pandemic has been isolating and created mental health challenges for many of us, and such challenges may be greater for those with less job and economic security. Our college relies heavily on part-time instructors, and we want to therefore ensure that all our part-time instructors are supported and, ideally, protected.

Q44

IV.26. Please describe external influences that affect your program (both positively and negatively).

The biggest external influence has been the pandemic. The transition to remote teaching and learning was of course a challenge for both our students and faculty. Since the beginning of the pandemic, the need to cut courses due to low enrollment has become another challenge. Another challenge is the need for remote teaching and learning as the pandemic continues and new COVID variants emerge. This challenge is even greater given the fact that the district is allowing students religious and medical exemptions. The unsafe conditions continue this need for remote classes, and the lack of modalities alternative to online teaching and learning is a challenge for many students and instructors.

The pandemic has highlighted another external influence that negatively impacts the program, which is the low pay and lack of secure benefits for our adjunct faculty. Our college, like colleges and universities across the country, depends disproportionately on adjunct faculty to teach our classes and yet adjunct faculty receive low pay and little support. This low pay and insecure benefits already negatively impacted part-time faculty before the pandemic. Before the pandemic, adjunct faculty often had to teach at multiple campuses around the county and worry every semester about getting enough load to continue receiving health care insurance. But the pandemic has illuminated this precariousness even further. The stress that comes with the pandemic is no doubt intensified by fears of not receiving load in order to continue paying bills and receiving health insurance (at a time when housing and health insurance is even more important!). We are in line with other colleges and universities in terms of percent of classes taught by adjuncts and the pay and benefits we pay adjuncts, but if we care about our students and about equity, we need to take the lead and re-think how we compensate adjunct instructors. It is not fair to expect part-time instructors to put in the time and effort to revise their classes and invest in students when they do not receive adequate pay and support to in order to do so.

One external influence that offers opportunity for our program is the new CSU Area F: Ethnic Studies graduation requirement. This new requirement opens the possibility to create at least one ethnic studies course cross-listed with psychology.

Q45

IV.27. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

Stronger vaccine mandates for students (along with the existent employee vaccine and mask requirements) would increase the possibility of holding classes in person.

What's more, as it becomes safer to return to campus (e.g., when COVID variants no longer present new threats), we may need to allow low enrolled face-to-face classes to stay on the schedule so as to encourage more students to enroll in face-to-face classes in future semesters. Cancelling or converting to online those low-enrolled face-to-face classes may create a cycle whereby students steer away from face-to-face classes for fear such classes will (again) be cancelled, which leads to low-enrolled face-to-face classes, etcetera.

One opportunity is for the college overall to take the lead in compensating adjuncts with higher pay and (ideally) more secure benefits. Few if any community colleges compensate much more than we do, but taking this lead would show our true commitment to student success and equity. Better compensation for adjuncts, who teach the majority of our classes, would benefit all programs in the college. Both student success and equity would improve since they both depend on the instructors' well-being and time available to dedicate to their students.

EMTLI and the college's emphasis on racial equity will help our program's efforts to close equity gaps.

Plans to formalize the process to guarantee effective, regular contact (whatever it's called) in online classes (ask Marissa)

Page 14: V. Previous Goals

Q46

1. Previous Goal 1:

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

Q47

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

Guided Student Pathways

Q48

3. Goal Status

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

Page 15: V. Previous Goals continued

Q49

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

Respondent skipped this question

Q50

Would you like to submit another previous goal?

Respondent skipped this question

Page 16: V. Previous Goals continued

Q51

Would you like to submit another previous goal?

Yes

Page 17: V. Previous Goals continued

Q52

1. Previous Goal 2:

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

---

Q53

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

Guided Student Pathways

Q54

3. Goal Status

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

Page 18: V. Previous Goals continued

Q55

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

Respondent skipped this question

Q56

Would you like to submit another previous goal?

Respondent skipped this question

Page 19: V. Previous Goals continued

Q57

Would you like to submit another previous goal?

Yes

Page 20: V. Previous Goals continued

Q58

1. Previous Goal 3:

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

---

Q59

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

Student Validation & Engagement

Q60

3. Goal Status

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

Page 21: V. Previous Goals continued

Q61

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

Respondent skipped this question

Q62

Would you like to submit another previous goal?

Respondent skipped this question

Page 22: V. Previous Goals continued

Q63

Would you like to submit another previous goal?

Yes

Page 23: V. Previous Goals continued

Q64

1. Previous Goal 4:

Establish a peer-mentor model within the Psychology department

---

Q65

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

Student Validation & Engagement

Q66

3. Goal Status

Not Started - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

Page 24: V. Previous Goals continued

Q67   **Respondent skipped this question**

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

Page 25: VI. 4-Year Goals

Q68

1. Goal 1:

Increase science literacy and media literacy among all PSY 120 students as well as integrate curriculum related to the scientific
method and identifying misinformation across all psychology courses.

Q69   **Guided Student Pathways**

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

Q70

3. Please describe how this goal advances the college strategic goal(s) identified above:

Scientific literacy is needed to be both a consumer and producer of research. Psychology majors must be able to understand scientific
research as well as carry out their own scientific study in PSY 205. Scientific literacy is a skill that can be applied across multiple
disciplines; therefore, the skills students learn in psychology can be applied to other courses as well. The ability to understand
scientific literature may help course success in psychology and other disciplines.

Q71

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

This goal was informed by SLO assessment results in PSY 205, assessments in PSY 120, and qualitative student data. Students
lacked a basic understanding of the scientific method in PSY 120 and had trouble identifying scientific literature and identifying valid
sources of data. Students in PSY 205 found scientific literature overwhelming; many of them reported that this was the first time they
were exposed to peer-reviewed journal articles.

Q72

5. 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).

Action steps are as follows:

Develop a module on media literacy to be used across all PSY 120 courses

Develop a module on conducting a literature search to be used across all PSY 120 courses

Develop a mini literature review assignment tailored to each PSY course in which students submit an annotated bibliography on 2-3 research articles.

Revise PSY 205 annotated bibliography criteria

Q73

6. How will this goal be evaluated?

We will evaluate this goal by looking at the number of students who successfully complete each assignment.

We will also build mid-semester and end-semester check-in activities where students identify fact from fiction based on articles/posts on social media.

Q74   **Yes**

Would you like to propose a new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q75

Goal 2:

Set a minimum standard across courses and instructors for regular and effective contact with students

Q76   **Guided Student Pathways**

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

Q77

3. Please describe how this goal advances the college strategic goal(s) identified above:

Regular and effective contact with students helps with class engagement, Students who feel valued will be more likely to stay in the course and be successful in the course.

Q78

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

Students report appreciating weekly "check-ins" on Canvas as well as optional Zoom meeting times and discussion boards. As such, we want to make these standard across instructors in an effort to ensure students feel valued across courses.

Q79

5. 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).

Create a handbook explaining regular and effective contact with discipline-specific examples

Check in with instructors each month about their experience with weekly contact and ways to improve.

Q80

6. How will this goal be evaluated?

Number of students who reply to posts, number of students who attend Zoom meetings, number of students who reply to check-in discussion boards.

Q81	**No**
Would you like to propose a new, 4-year goal?	

Page 27: VI. 4-Year Goals continued

Q82	**Respondent skipped this question**
1. Goal 3:	

Q83	**Respondent skipped this question**
2. Which College Strategic Goal does this department goal most directly support? (Check only one)	

Q84	**Respondent skipped this question**
3. Please describe how this goal advances the college strategic goal(s) identified above:	

Q85	**Respondent skipped this question**
4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):	

Q86

5. 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).

Respondent skipped this question

Q87

6. How will this goal be evaluated?

Respondent skipped this question

Q88

Would you like to propose a new, 4-year goal?

Respondent skipped this question

Page 28: VI. 4-Year Goals continued

Q89

Goal 4:

Respondent skipped this question

Q90

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

Respondent skipped this question

Q91

3. Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q92

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

Respondent skipped this question

Q93

5. 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).

Respondent skipped this question

Q94

6. How will this goal be evaluated?

Respondent skipped this question

Page 29: Resources Needed to Fully Achieve Goal(s)

Q95

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Technology Resource Needs

Page 31: Final Check

Q96

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

I am ready to submit my program review