Annual Update Report

Academic - Psychology (PSY) - (AHSS)

Increase interest in psychology courses relevant to other majors via cross-discipline collaboration

Program Goal: Working within and outside our department to connect classes with other areas to build specialization in degrees
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Working within and outside our department to connect classes with other areas to build specialization in degrees (**X**)
- **Eliminate Equity Gaps in Course Success:** Working within and outside our department to connect classes with other areas to build specialization in degrees (**X**)

Summary of Progress or Results

Summary Date: 12/04/2025
Summary of Progress or Results: The Sports Psychology Course was submitted to curriculum and is offered in Spring 2026. The Psychology of Gender course was also submitted to curriculum and will be offered in Spring 2026.
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
We are adding a Psychology of Trauma Informed Care course which will be of interest to social work and public health students.
   • Action step 1: Submit paperwork to curriculum for Psychology of Trauma Informed Care Course
 	
   • Action step 2: Raise awareness about this course by creating marketing materials about course offerings.

Increase equity minded teaching practices for all faculty in the department

Program Goal: Increase equity minded teaching practices for all faculty in the department.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Increase equity minded teaching practices for all faculty in the department. (**X**)
- **Eliminate Equity Gaps in Course Success:** Increase equity minded teaching practices for all faculty in the department. (**X**)
- **Increase Persistence and Eliminate Equity Gaps:** Increase equity minded teaching practices for all faculty in the department. (**X**)
- **Increase Completion and Eliminate Equity Gaps:** Increase equity minded teaching practices for all faculty in the department. (**X**)

Summary of Progress or Results

Summary Date: 12/05/2024
Summary of Progress or Results: All faculty have completed the Equity-Minded Teaching and Learning Institute. The department is moving toward using application-based assessments as opposed to exams.
Reporting Period: 2025 - 2026
Status: Completed
Action steps for this academic year.:

- Review course-level data for retention and persistence rates in department meetings

- Review SLO data in department meetings

- Edit current curriculum to be more equity-minded including course outlines if needed.

Research participation

Program Goal: Increase student participation in research outside of required coursework
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Increase student participation in research outside of required coursework (**X**)
- **Eliminate Equity Gaps in Course Success:** Increase student participation in research outside of required coursework (**X**)

Summary of Progress or Results

Summary Date: 01/03/2026
Summary of Progress or Results: Professor Weinert has a dedicated lab space and is actively recruiting students to participate in research. There were four active students in the research lab at the beginning of the Fall semester but participation decreased throughout the semester.
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
Action steps for this academic year.:

- Recruit psychology majors enrolled in PSY 215 and/or PSY 205 to participate in Professor Weinert's research lab.

- Conduct a survey among psychology majors to gauge potential research interests for future research labs

- Establish partnerships with researchers at SDSU for students who have completed PSY 205 to gain experience within a research lab

Decrease equity gaps

Program Goal: Decrease equity gaps in retention and persistence among Hispanic/LatinX students
Goal Status: Active

Mapping
<u>2022 - 2028 Strategic Plan:</u> *(X)*

- **Eliminate Equity Gaps in Course Success:** Decrease equity gaps in retention and persistence among Hispanic/LatinX students (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Decrease equity gaps in retention and persistence among Hispanic/LatinX students (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Decrease equity gaps in retention and persistence among Hispanic/LatinX students (**X**)

Summary of Progress or Results
Summary Date: 01/03/2026 **Summary of Progress or Results:** While our department has focused on ways to decrease equity gaps by implementing equity-minded teaching practices, we have not focused on a single demographic group. As such, we will focus on our Hispanic/Latine students. **Reporting Period:** 2025 - 2026 **Status:** Not Started **Action steps for this academic year.:**   - Review equity data among Latine students at Flex week meeting and discuss reasons why these gaps may exist.   - Conduct a literature review of successful pedagogical approaches among Latine students specifically (Spring 2026)   - Using the results from the literature review, implement pedagogical practices aimed to decrease equity gaps among Latine students (Spring and Fall 2026)   - Hold a community of practice for interested faculty focused on reducing these equity gaps (if funding can be secured).

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<div style="background-color:#006666; color:white; text-align:center;">2025 - 2026</div>

Dean Approval and Feedback

I have reviewed the program review with the author and provided feedback.
Yes - Review and feedback complete

Feedback
Robust report. I commend the department for being proactive with curriculum updates, including removing barriers for students who were struggling in the research methods course. I appreciate the department's efforts to promote equity through the development of POCR courses and participation in related training. I also value the intentional approach to course rotations and the updates made to the rotation plan to better meet transfer needs. There has been great improvement in SLO assessment practices; I commend the department for integrating SLO assessments into Canvas and for continuing to explore meaningful assessment innovations, including effort-based grading and ungrading.