# 2019-20 Psychology Comprehensive Program Review

**I.A.**      **Program Purpose**

Describe the purpose of the program and how it contributes to the mission of Skyline College.

**Narrative**

The Psychology Program empowers and transforms a global community of learners by offering a solid foundation of courses that explore the breadth and depth of the field. Specifically, the Psychology Program:

1. Prepares students for transfer to both CSU and UCs.

2. Prepares students for other educational or professional goals. For example, the Abnormal Psychology (PSYC 410) course is a prerequisite for physical therapy and occupational therapy programs. Similarly, students pursuing undergraduate degrees in nursing need to complete General Psychology (PSYC 100), Developmental Psychology (PSYC 200) and Quantitative Reasoning in Psychology (PSYC 171), courses that are prerequisites for many nursing programs.

3. Assists students pursuing more immediate career pathways, for instance as Behavioral Technicians working with children on the autism spectrum. These students must have some background as provided by our courses on Child Development (PSYC 201) and Abnormal Psychology (PSYC 410).

4. Responds to changes in the field by developing courses to maintain currency. This is seen most recently in the creation of Positive Psychology (PSYC 310) and Introduction to Sports Psychology (PSYC 330).

5. Helps students develop 21st century skills that apply to other academic courses and allow students to develop "soft" skills employers are requesting, such as critical thinking, emotional intelligence, and cultural competency. This opportunity for development is achieved by providing activities and assignments that require collaboration, communication, flexibility and information literacy, to name a few.

6. Provides opportunities to promote multicultural experiences and diversity through course content, assignments, activities, and field trips.

7. Provides opportunities for faculty and students to actively engage in both the campus and outlying community through clubs, student-led events, collaboration with community partners, and published works.

Taken together, these program attributes provide students with opportunities to achieve the Skyline College mission of empowering and transforming a community of global learners.

**I.B.** **Program Student Learning Outcomes**
List the current program student learning outcomes (PSLOs).

**Narrative**
Please note that the PSLOs are in the process of being updated. However, for purposes of this report, the PSLOs for the last six years were as follows:

1. When students have completed the psychology program, they should be able to explain behavior using learning theory.

2. When students have completed the psychology program, they should know that both nature and nurture are important in determining behavior.

3. When students have completed the psychology program, they should have the attitude that behavior change is possible.

**I.C.**     **Program Personnel**
Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

**Narrative**
Since the last CPR, the Psychology Department has consisted mainly of three full-time faculty members and approximately nine adjunct faculty. Each have specialized degrees and supplemental experience to effectively teach the material presented in the COR, both online and face-to-face. The faculty maintains currency by participating in professional development, and pedagogical advances, specific to their disciplines.

Our Psychology faculty members are active in the Bay Area psychology community and beyond, publishing, presenting at conferences, participating as lecturers and visiting psychologists. Psychology faculty participate in Skyline College flex days and college-wide Skyline Promise initiatives, as well as in a wide range of professional development activities offered in the psychological community.

In this CPR cycle, there was an increase in the number of faculty who have been trained in online teaching technology and pedagogy.

Taken together, this staffing structure creates a well-rounded, well-prepared faculty with specific discipline expertise and a commitment to practicing best practices. This, in turn, allows us to make the contributions stated in prompt I. A.

**I.D.    Personnel FTE**

- Provide the current FTE of each category of personnel.
- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

**Narrative**

- FT Faculty FTE: 2

- Adjunct Faculty FTE: 8

- Classified Staff FTE: 1

- Administrator FTE: 1

**I.E.** **Program Review Team**

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

**Narrative**

<u>Program Review Narrative</u>:

Annie Corbett

Jennifer Merrill

<u>Curriculum Review</u>:

Rika Fabian

Jan Fosberg

Dennis Lynne

Krista McClain

Nicole Porter

**II.A.    Progress on Prior Program Objectiveness (Goals)**
Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

**Narrative**
Since our last CPR the Psychology Program has achieved the following:

1. Hired two full-time, tenure track faculty members.

2. Hired more Supplemental Instructors.

3. Updated the AA-T in Psychology.

4. Created Distance Education Addendums so that the AA and AA-T degrees may be completed totally online.

5. Trained in Canvas for face-to-face use as well as in implementing distance learning curriculum.

6. Updated all Course Outlines of Record.

7. Been approved to start a chapter of Psi Beta, a national honor society in psychology for community college students.

8. Added courses to the curriculum to keep abreast with changes in the discipline.

9. Sequenced Psychology courses to provide students a guided pathway through Psychology Program degrees and certificates.

10. Banked and deleted courses that are no longer meeting program needs.

11. Achieved alignment of the Psychology AA and Psychology AA-T for better flexibility and pathway structure.

12. Achieved expansion of the Psychology GE offerings for UC and CSU for non-Psychology majors.

13. Participated in assessing the ISLO's for Effective Communication, Citizenship, and Critical Thinking.

**II.B** **Program Effectiveness**
Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at http://www.skylinecollege.edu/prie/request.php

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

**Narrative**
(1) Student retention rates in the Psychology Program were consistently higher than the college-wide average for this program review cycle. In comparing the average of five years data for the entire Psychology Program versus college-wide data, retention rates were higher by 2.9%.

(2) Averaging over the five-year period 2013-2018, 76.74% of Psychology course students identified as having degree/transfer goals, which is 13.94% above the college-wide average.

(3) The Psychology Program's productivity calculated by load is 786, which is much higher than college wide load of 533 as averaged over the same five-year cycle.

(4) An increase of 2.12% of the students who have enrolled in a DE Psychology class have identified as Degree/Transfer students compared to College-wide.

(5) 5)   Success and retention rates for distance education (DE) courses are higher in some demographics when compared to Skyline College college-wide data.

(6) 6) During the reporting period, the Psychology Program saw a total of 407 degrees granted, which represents 13.07 of the degrees granted by Skyline. Psychology has also seen a dramatic increase in degrees granted during the reporting period, from 83 in 2012-2015, to 106 in 2018-2019. The average number of terms for completion was 8.78 for Psychology compared to the college wide average of 13.33 (summer terms are counted as ½ a term). It alone awarded 208 degrees during the reporting period, which is 6.68% of the total degrees granted. Average units earned was 80.07 with an average amount of terms to complete is 9.1.

**II.C**      **Progress on Program Student Learning Outcomes**

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

**Narrative**

The Psychology Program's PSLO's have been assessed according to the 3-year plan.

Data since the last CPR shows 90.90% of course SLOs mapped to PSO #1 are meeting SLO benchmarks. 10.10% were inconclusive due to small class/sample size, or banked course.

Data since the last CPR shows 81.25% of course SLOs mapped to PSO #2 are meeting SLO benchmarks. 6.25% were inconclusive due to small class/sample size, and to classes not currently being offered (PSYC 238 Arab Cultural Psychology).

Data since the last CPR shows 80.00% of course SLOs mapped to PSLO #3 are meeting SLO benchmarks. 4% were inconclusive due to small class/sample size, and to classes not currently being offered (PSYC 390 Psychology of Consciousness)

The Psychology Program's course-level SLOs are mapped to program-level SLOs, and up again to Skyline College's ISLOs. By meeting course SLOs, the Psychology Program is also meeting program-level and institutional benchmarks.

**II.D     Program Access**

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

**Narrative**

The Psychology department has six degree categories: Psychology, Psychology (Associates Degree), Psychology (Associates Degree – Transfer CSU), Psychology (Associates Degree Transfer UC or CSU), Psychology for Transfer (CSU GE), Psychology for Transfer (IGETC CSU).

Offering patterns: Core courses for the AA and AA-T are offered every semester and include General Psychology (PSYC 100), Experimental Psychology (PSYC 105) and Quantitative Reasoning in Psychology (PSYC 171). During the Spring 2020 semester, 13 sections of General Psychology (PSYC 100) were offered (three of them supersized), one section of Experimental Methods (PSYC 105) was offered, and two sections of Quantitative Reasoning (PSYC 171) were offered. Based on enrollment patterns, additional sections of all could be offered.

Electives for the AA and AA-T include Introduction to Psychobiology (PSYC 220), Developmental Psychology (PSYC 200), Child Development (PSYC 201), Courtship, Marriage, and Family (PSYC 110), Black Psychology (PSYC 268), Social Psychology (PSYC 300) and Abnormal Psychology (PSYC 410). Elective courses are offered one or more times in each academic year.

In accordance with the College Redesign, the Psychology Program has sequenced course offerings in two- and three-year guided pathways. Intentionally scheduling Psychology courses ensures that students are able to complete their academic objectives within their chosen two- or three-year sequel.

F2F vs. DE offerings: As mentioned previously, all courses required to earn the AA and AA-T are now available online. In this most current semester – Spring 2020 – the Psychology department offered a total of 33 sections, with 11 of them being offered online. Of these online offerings, three were supersized. Supplemental Instructors are included in the online sections of PSYC 100.

In summary, new online course offerings, scheduling of courses across times and days, and balancing face-to- face with DE offerings have given students the ability to achieve their two- or three- year education plans in a timely manner.

**II.E**     **Program Environment**
Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

**Narrative**

Demand for classes: The Psychology Program is a robust program, as evidenced by its high load and number of students graduating or transferring with a degree in psychology. The department is better able to meet these needs with the hiring of two additional full-time faculty members. This will allow to expand the offerings of our core courses, both F2F and online. We have also expanded our online offerings, which now represent about 33% of our course offerings.

College initiatives: The Psychology Program has several sections of courses available to students taking part in the Skyline Promise. With the on-going development of the College Redesign, Psychology faculty continues to attend meetings and workshops, in an effort to keep abreast of the changes. One change has been the Psychology Program's creation of guided pathways for two and three-year degree completion. Additionally, we have faculty that sit on various committees, including the Design Team and Student Success Teams.

Personnel changes: Since the last CPR cycle the longtime Dean of SS/CA retired and was followed by two interim Deans. In the past year a permanent Dean was hired. The transitions have been challenging and disruptive given that they occurred in the middle of multiple major school initiatives and new building planning. The Psychology Program is now looking ahead to developing goals with supportive and stable leadership. Additionally, we have two new full-time faculty beginning in Fall 2020, which will allow us to expand our offerings and provide continuity for students from semester to semester. The Psychology Program is excited to welcome the new members and is looking forward to working together to make the program even stronger.

Industry needs: The Psychology Program has added two classes to its curriculum in an effort to stay current in the field. These courses are Positive Psychology (PSYC 310) and Introduction to Sports Psychology (PSYC 330).

**II.F**        **Program Equity**
Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

**Narrative**
The information below compares the Skyline College-wide data to the Psychology Program data based on student characteristics in face to face courses:

GENDER: Success rates for students identifying as female were an average of 2.46% lower than the overall college's success rates during the reporting cycle. Success rates for students identifying as male were also lower by an average of 3.9% from 2013-2018.

Retention rates were 3.02% higher for female and 1.36% lower for male students than college wide.

Withdrawal rates were 2.38% higher for students identifying as female in the Psychology Program versus college wide and 1.34 % higher for students identifying as male in the Psychology Program versus college wide.

Based upon data provided by PRIE, the relative proportion of students self-identifying, as female enrolled in Psychology courses, is higher than the overall college average.

ETHNICITY:   Over the 5-year CPR period, average enrollment in the Psychology Program was lower than average college-wide enrollment by 3.76% for White Non-Hispanic students, by 2.04% for Asian students, by 0.4% for Black Non- Hispanic students, by .02% American Indian/Alaska Native, and by 1.70% for Multi-Races.

Enrollment in the Psychology Program was higher than college-wide enrollment by 6.22% for Filipino students, 0.68% for Hispanic/Latino students, .08% for Pacific Islander students, and .96% for unreported. Like college-wide enrollment, Am. Ind./Alaska Native enrollment was less than 1% in the Psychology Program.

Over the 5-year period, average student success rates in the Psychology Program were lower than those of the college for most groups: Asian students by 1%, Black by 11%, Filipino students by 1%, Hispanic/Latino students by 3%, Pacific Islander students by 11%, White/Non-Hispanic students by 2%, Multi Race students by 3% and unreported by 4%. The average success rate for Am. Ind./Alaska Native students was equivalent to the college-wide rate.

The success rates of 50% for Black-Non-Hispanic students and 49% for Pacific Islander students are lower than our program goals and expectations.

Concerning retention rates, withdrawals were 1-4% lower over the 5-year period for all groups except Am. Ind./Alaska Native students, at 10% higher. Enrollment for this last group is small enough to cause large variation in percentages with small changes in

numbers, but it is especially important to decrease withdrawals by students from low-enrollment groups.

The information below compares the Skyline College-wide data to the Psychology Program data based on student characteristics in online courses:

The Distance Education delivered by the Psychology department had a high success rate with Asian and Filipino students by a margin of 4% and a higher success rate with unreported students of 8%.

Retention Rates of College Wide Distance Education vs.  Psychology distance education saw an increase in retention rates amongst Black students of 4% and Pacific Islander students of 3%.

Psychology's successful delivery of Online classes were lower than College Wide when students identified as Black (-19%) or Pacific Islander (-25%).  However, College-wide retention compared to Psychology Distance Education saw a drastic increase of 15% for Black students and 12% for Pacific Islander.

It should be noted that only two students identifying as American Indian/Alaska Native were enrolled in online classes.

**III.A. Curriculum Review**

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. http://www.skylinecollege.edu/programreview/cpr.php

2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. http://www.skylinecollege.edu/programreview/cpr.php

3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).

4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

**Narrative**

1. After reviewing our course offerings, the Psychology Program deleted Psych of Consciousness, Arab-American Psychology, and the Psychology of Personal Development. This occurred in part because material covered in Consciousness and Personal Development is covered in Positive Psychology. Arab-American Psychology was deleted as it was poorly enrolled and material will be absorbed in Cross-Cultural Psychology. The Psychology Program reactivated Cross-Cultural Psychology and will begin offering the course in Fall 2020.

2. With the exception of Child Development (PSYC 201) and Black Psychology (PSYC 268), all courses have been updated and approved by the curriculum committee. It is expected that the committee will approve these courses by the time the CPR is presented to SPARC.

**Evidentiary Documents**

PSYC-CourseOutlinePrereqChecklist.pdf

## IV.A    Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

### Narrative

Strengths:

1. The Psychology Program offers a strong, well-rounded foundation in the study of psychology for all students, and a clear pathway for psychology majors.

2. Psychology courses provide numerous opportunities to develop 21st century skills that are applicable to all majors as well as the job market.

3. All psychology courses meet Skyline College CSU and UC GE requirements.

4. The Psychology Program is aligned to and meets course, program, and institutional learning outcomes, while continuing to improve upon methods of assessment.

5. The Psychology Program incorporates HIPS and other best teaching and learning practices.

6. Faculty remain current in recent trends in psychology as well as pedagogy, thus ensuring that curricula are relevant and current for students.

7. To meet demands of students, the Psychology Program has created a completely online AA and AA-T degree.

8. The Psychology for Transfer, CSU-GE category, is consistently one of the top ten degrees and certificates awarded for Skyline.

9. Though success and retention rates for certain groups may be lower when compared to Skyline College overall, the Psychology Program is still one of the strongest programs offered at Skyline College and maintains a high enrollment.

Challenges:

1. Faculty were surprised by the data regarding retention and success rates when broken down by gender and ethnicity. We plan to examine individual sections to determine what the range of these rates are per section and develop ways to close any gaps.

**IV.B     Aspirations**
The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.
- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

**Narrative**
1. To establish dedicated space for a psychology lab. This will provide opportunities for students to further apply material learned in class and develop their research skills. This could also be a common space outside of the classroom for collaborative projects and peer-to-peer dialogue among psychology students.

2. To maintain a minimum of four full-time psychology faculty with expansion as the program grows.

3. To collaborate with Work Force Development to create opportunities for internships or fieldwork.

4. To continue providing opportunities for students to develop 21 century skills, including, but not limited to, critical thinking, information literacy, and social skills.

5. To secure funding for SPSS, a statistical software package (or its equivalent), for use in Quantitative Reasoning (PSYC 171) and Experimental Methods (PSYC 105), two of our core courses.

6. To provide more opportunities for students to conduct and present their research.

7. To maintain OER adoption and textbook rental in support of the Skyline Promise, and increase our zero cost course offerings so at least one section of every offering is zero cost.

**V.A.**   **Program Strategy**
Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

**Narrative**
The Psychology Program plans to pursue the following:

Action #1: The demographic data shows specific groups success and retention rates in the Psychology Program are lower than Skyline College's overall rates. We would like to determine why that is and how to increase these rates.

Action #2: Continue to engage in professional development in the discipline as well as in pedagogy. This includes utilizing new/current technologies for most relevant and engaging teaching practices and student learning outcomes.

Action #3: Increase cross-disciplinary offerings.

Action #4: To continue to work with College Redesign to align curricula with college initiatives.

Action #5: Continue to work to adapt courses to align with guided course pathways and interdisciplinary themes.

Action #6: Establish space for a psychology laboratory.

Action #7: Request a full-time faculty position in preparation of a faculty retirement.

Action #8: Develop more courses that meet the Ethnic and Cultural Diversity Associate Degree requirement.

Action #9: Hire diverse faculty that reflects the community that we serve.

Action #10: Purchase a statistical software package.

Action #11 Devote time to the development of Psi Chi.

Action #12: To continue educating faculty on equity issues, including best practices in engaging with students of color (who our data is showing has lower retention rates) as well as trauma-informed pedagogy.

**V.B.    Action Plan and Resources Requests**
Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

**Narrative**
Please see the Planning Modules.

**Associated Objectives**
1015-Full-time faculty member

1014-Lab space

1022-Purchase a statistical software package

1021-Program Strategies concerning curriculum

1020-Program Strategies concerning pedagogy

**Enhanced Budget with Objective and Task Detail**
Psychology Enhanced Budget with Objective and Task Detail