

## Comprehensive Program Review

### A. Department Information

#### Mission

Please enter your department's mission statement here.

The Psychology Department maintains and enhances a comprehensive lower-division program in general psychology that provides students with the tools to successfully transfer to a 4-year university major in psychology or work in the field at the AA/AS level. The strategy and execution of courses and supporting programs is deployed with a dual lens of 1) equity and 2) modern andragogy, with an emphasis on strong enrollment, low/no equity gaps, and student satisfaction.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Our mission reflects the District's and College's focus on equity, and providing students with what they need to succeed no matter which direction they choose. Moreover, the Psychology Department empowers all registered students to grasp psychological principles, equipping them for impactful contributions in whatever milieu they settle in.

#### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
100% OER	By Spring 2025, all course textbooks and materials will be available 100% free of charge.	Chair, faculty	OER initiative	No resources necessary	Simple review of required texts, materials in courses	Review courses via bookstore and contact with faculty.
New Course	For Fall 2025, deploy PSYC-007, a course in Cross-cultural psychology.	Faculty author	Curriculum, Articulation	No resources necessary	Progress of course through curriculum review	Course inserted in schedule.
Equity	Achieve under 5% equity gaps by Spring 2027.	Full department	Division Dean, Student Success Center, Various equity initiatives	Yes, support through enhancement of social atmosphere, services to students.	Statistics provided by District/College	Review quantitative evidence.

#### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

None we are aware of.

### B. Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends Social Sciences and Humanities - Psychology-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	4,282	4,335	4,368	4,211	4,226	-1.3%
Enrollment	5,462	5,597	6,011	5,632	5,659	3.6%
Sections	125	117	133	133	134	7.2%
WSCH	7,390	7,610	8,313	7,790	7,919	7.2%
FTEs (end of term)	499	514	561	526	528	5.8%
FTEF (end of term)	12.4	12.4	13.1	13.2	13.3	7.3%
Productivity (WSCH/FTEF)	598	616	634	592	598	-0.1%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

#### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Psychology is thriving, as usual. Via development of the culture of the psychology major, strategic and data-based scheduling, and an ear on student feedback, we have been able to maintain enrollment, which is limited only by the number of sections offered. Most sections are full at 50+ students, which is reflected in our strong WSCH and overall high productivity. A key personal goal of the Chair of the program is to maintain a strong revenue stream to support the broader division and college financial sit.

#### CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EIRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
- Cite current industry trends.
- Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

### D. Course Success

# Course Success

Psychology-FD

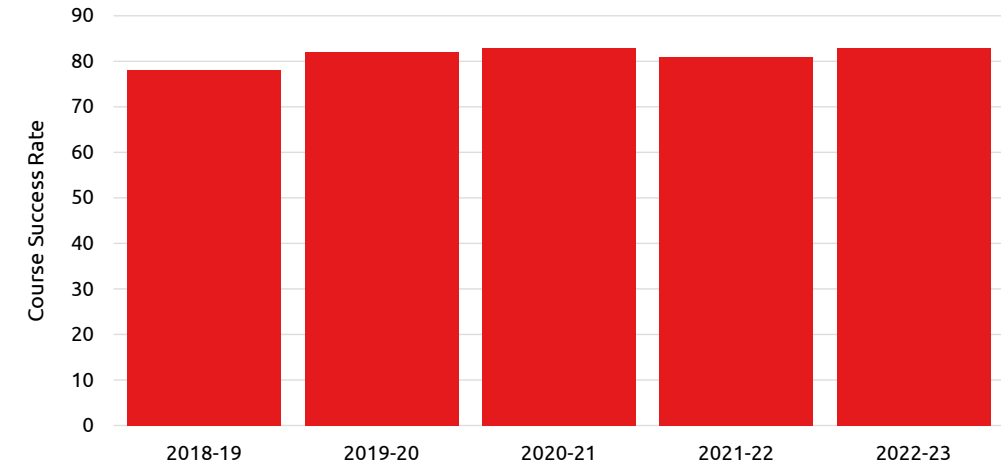
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

**Limits:**



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	5,462	78%	4,285	5,597	82%	4,582	6,011	83%	4,964	5,632	81%	4,580	5,659	83%	4,723

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

## Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

1. Our success rates are influenced by the tireless efforts of our Dean, strong equity-oriented initiatives throughout the college, and funding of equity-oriented personnel at the college level (e.g., Early alert, MOC counselor, Promise program and financial incentives for students.)
2. Emphasis on modern andragogy and encouragement to keep instructional skills current and equity-driven.
3. Overall success rates in GE courses vs. courses in major. GE has slightly lower success rates due to PSYC-001 course being a very popular course for "trying out" college, and inclusion in almost every unique student initiative directed at lower-achieving groups.
4. Our emphasis on equity - in concert with the Dean - has resulted in these improvements.

## Course Success with Disproportionate Impact (credit and non-credit)

**Limits:** 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

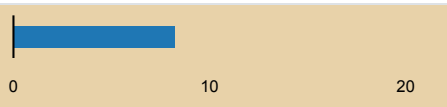
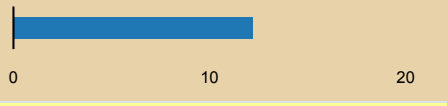
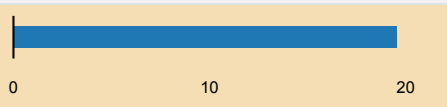
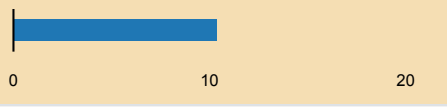
**Additional successes needed to erase percentage point**

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**Legend:**

- Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant
- Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
<b>All Students (Psychology-FD, 134 sections)</b>	5,659	83%	83%	0		
<b>Asian</b>	2,212	89%	80%	+9		
<b>Black</b>	258	76%	84%	-8		22
<b>Filipinx</b>	437	83%	83%	0		1
<b>Latinx</b>	1,616	75%	87%	-12		197
<b>Native American</b>	22	77%	83%	-6		2
<b>Pacific Islander</b>	57	84%	83%	+1		
<b>Unknown ethnicity</b>	227	93%	83%	+10		
<b>White</b>	830	85%	83%	+2		
<b>Female</b>	3,560	83%	85%	-2		66
<b>Male</b>	2,015	85%	83%	+2		
<b>Non-Binary</b>	0					
<b>Unknown gender</b>	84	86%	83%	+2		
<b>Foster youth</b>	25	64%	84%	-20		5
<b>Individuals with disabilities</b>	204	82%	84%	-1		3
<b>Low Income</b>	2,349	77%	88%	-10		244
<b>Not Low Income</b>	3,310	88%	77%	+10		
<b>Veterans</b>	69	77%	84%	-7		5

<sup>1</sup>The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Course completion differences are of a similar **pattern** to the college overall stats, though slightly **higher** across the board for psychology.

2. There is no objective reality here; it's all relative. Differences reflect key trends with specific cultural communities. However, the greater success rates of psychology and other SS/H departments - compared to the college - are mostly the result the college's overall success rates being dragged down by MATH and other PSME programs.

3. Low income - Not a focus of equity efforts, but perhaps should be?

4. Low income - this is worthy of exploration. It is likely due to the obvious factors: difficult work schedules, higher rate of unhoused students, and general lack of stability. But how do we mitigate these devastating impacts on the lives of struggling students?

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. We need to establish boundaries on the push-pull discussion regarding flexibility with students vs. academic rigor. This is continually debated amongst faculty within tenure committees, Senate meetings, FA discussions, and feedback via the J2 and J2 evaluation systems. Providing a wide variety of assignments, a de-emphasis on testing and "busy work", detection of - and attention to - students who are struggling, and formal counseling and academic advising should continue to be supported and promoted.

2. The shift in the traditional, 20th century assignment and testing strategy to a more refined, modern and equity-focused approach are linked explicitly to the goal of reducing achievement gaps.

## Trends in Awards

saved report - pivot

## Degrees and Certificates by Ethnicity

Psychology-FD

### Who uses this report:

All users who need degree and certificate data.

### What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2019-20	2020-21	2021-22	2022-23
Associate in Arts-Transfer	Asian	21	45	52	61
	Black	4	6	8	11
	Filipinx	9	7	21	16
	Latinx	28	58	62	61
	Native American	1		1	1
	Pacific Islander		1		1
	White	11	23	25	33
	Unknown ethnicity		1	2	4
	<b>Total</b>	<b>74</b>	<b>141</b>	<b>171</b>	<b>188</b>
<b>Total</b>		<b>74</b>	<b>141</b>	<b>171</b>	<b>188</b>

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded

- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

1. Increase in general since deployment of degree in 2019. Increasing level of completion for African-American, Asian, and White categories. Steady or slight drop for FilipinX, LatinX.  
 2. Completion continually increases, which underscores our efforts to promote the AA-T and grow the student culture within Psychology. We would like to explore the reasons for the leveling off of the FilipinX and LatinX numbers.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. None - all relevant courses are continuously offered, including summer.  
 2. N/A

## Staffing Trends

### Faculty Workload

Faculty Workload Social Sciences and Humanities - Psychology-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
<b>Full Time Load</b>	3.0	2.1	3.0	3.0	3.0	-1%
<b>Full Time %</b>	24.2%	17.0%	22.6%	22.6%	22.5%	-7%
<b>Overload</b>	2.5	1.0	1.5	1.4	1.4	-45%
<b>Overload %</b>	20.0%	8.1%	11.3%	10.5%	10.3%	-49%
<b>Part Time Load</b>	6.9	9.2	8.7	8.8	8.9	29%
<b>Part Time %</b>	55.7%	74.9%	66.1%	66.9%	67.3%	21%
<b>Total FTEF</b>	12.4	12.4	13.1	13.2	13.3	7%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

## Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. Need at least one FT faculty to fully staff our equity-oriented initiatives and contributions. However, we are deferring our need in support of the Division and the Dean's strategy for growth in other departments. In the 2024-25 academic year, we will begin advocating for an additional FT position. Our high enrollment, low rate of FT percentage - and no retirees teaching - bolsters our argument, but we want to support our colleagues in ANTH, GEOG, and SOCI who are desperate for an additional full-timer.  
 2. Instructional Associate to support scoring of more qualitative assessments and papers, less multiple-choice. Peer Mentors - please bring this back! Also, a Division Counselor to support majors in PSYC, ECON, SOCI, and POLISCI.  
 3. Provide support to PT faculty and encourage their involvement in non-teaching campus initiatives.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. Key area of improvement for us; SLO's have been concentrated in courses for the major, but need to be more extensive in PSYC-001 (General) and PSYC-014 (Developmental) which both attract a more general campus population.
2. None lately - need to work on this.

### Dean/Manager Comments

Psychology is a growing program/department for the division. I believe the department shall be provided with more full time faculty in the future in order to meet the demand of enrollment in the program.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.