

Cerritos College
Instructional Program Review Instructional Program Review
Submittal Form (Appendix F)

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program: Psychology

Date Submitted: October 20, 2020

Scheduled Presentation Date: December 1, 2020

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle (*circle one*) Yes No

Explain any exceptions for non-compliance with curriculum requirements: N/A

The self-study report adequately addresses the following components:

Description of the Program	Yes		No
Course and program content	X		
Student demographics	X		
Human resources	X		
Instructional Improvement	Yes		No
Teaching effectiveness	X		
Activities to improve student learning	X		
Course grading	X		
Course and program completion	X		
Program outcomes	X		
Core indicators (if vocational)	X		
Student feedback	X		
Institutional data	X		
Other	Yes		No
Strengths and weaknesses of the program	X		
Opportunities and threats of the program	X		
Goals of the program	X		

Self-Study prepared by: **Jaclyn Ronquillo-Adachi, Kimberley Duff, Veronica Sanchez, Katie St. John**

Reviewed by (Division Dean): **Rachel Mason**

Psychology Department
Program Review Self Study 2020-2021
December 1, 2020

Prepared by:

Jaclyn Ronquillo-Adachi, Department Chair

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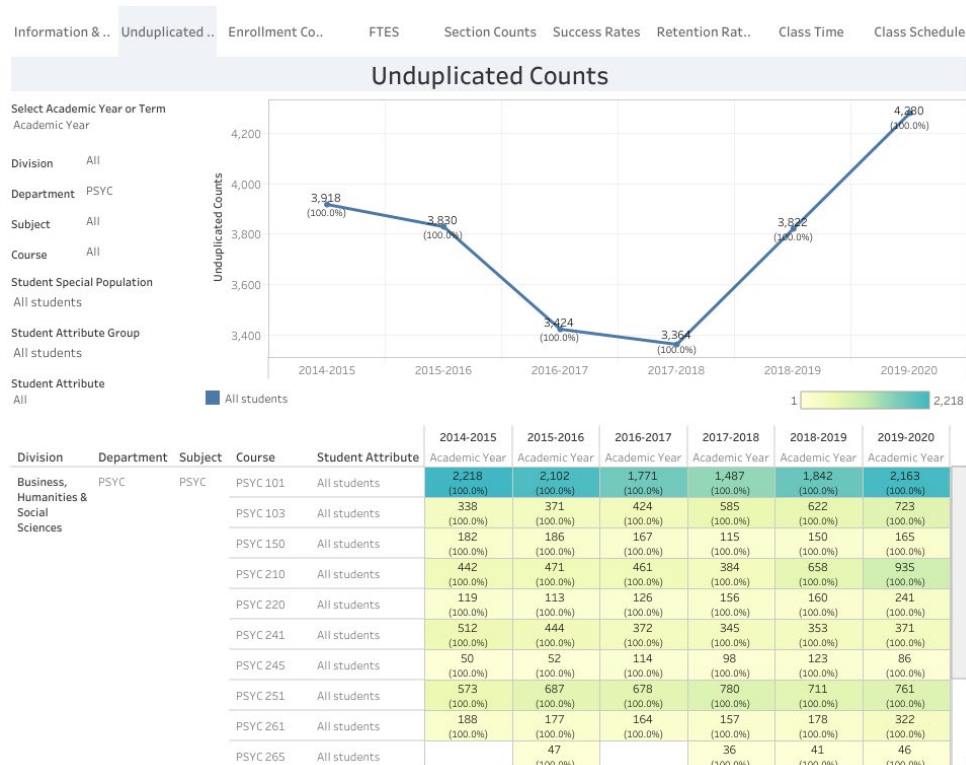
H. Kate St. John

SECTION 1: OVERVIEW OF THE PROGRAM

The Psychology Department at Cerritos College promotes the scientific discipline of psychology using a theoretical, empirical and applied approach. The department works to foster an understanding of behavior and mental processes from a scientific approach, with an emphasis on applying this knowledge to practical problems in the workforce and in the community. The diverse curriculum and extracurricular opportunities foster an understanding of psychology across cultures and emphasize how psychology can be used to improve people's lives and it's benefits to society.

Currently, there are five full-time faculty and 28 part-time faculty teaching courses in Psychology. Students may take courses in the department to fulfill General Education and transfer requirements and/or to complete the Associate in Arts for Transfer Degree. Course offerings include General Introductory Psychology, Personal and Social Adjustment, Elementary Statistics, Research Methods, Biopsychology, Social Psychology, Developmental Psychology, Critical Thinking in Psychology, Abnormal Psychology, Drugs and Behavior, Mental Health Worker Field Experience, and our newest course offering, Cultural Psychology. We also offer our Mental Health Worker Certificate, in which students can gain entry into the workforce as a paraprofessional in psychosocial rehabilitation and recovery. In the 2014-2015 school year, the Psychology Department serviced 3,918 students (unduplicated head count); in the 2019-2020 school year, that number grew to 4,280 students (unduplicated head count), a 23% increase (see Table 1).

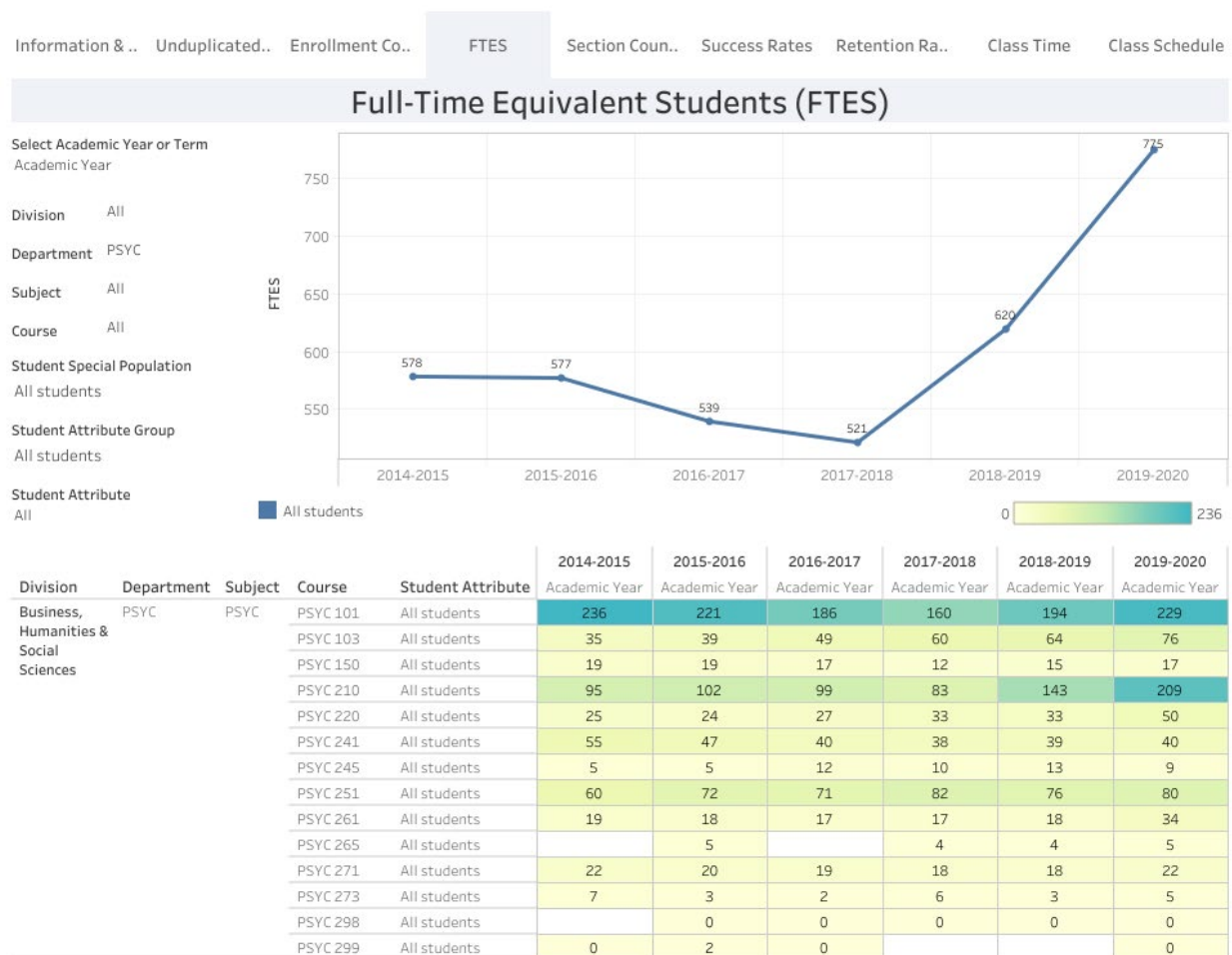
Table 1.



In Fall 2014, we had 536 Psychology AA-T majors; in the past six years, that number grew steadily and in Fall 2019, we had 977 Psychology AA-T majors. The Mental Health Worker Program has remained relatively stable, with the number of majors (AA degree) in Fall 2014 at 66 and in Fall 2019 at 56.

1. **FTES (Full-Time Equivalent Students):** From 2014 to 2020, the FTES have in the PSYC dept has grown steadily. In 2014-15, the PSYC dept was at **578.3 FTES** and in 2019-2020, we were at **775.3 FTES**; an increase in 197 FTES, which is roughly a 34% increase (see Table 2). This translates to roughly \$3,108,177 million in revenue.

Table 2.

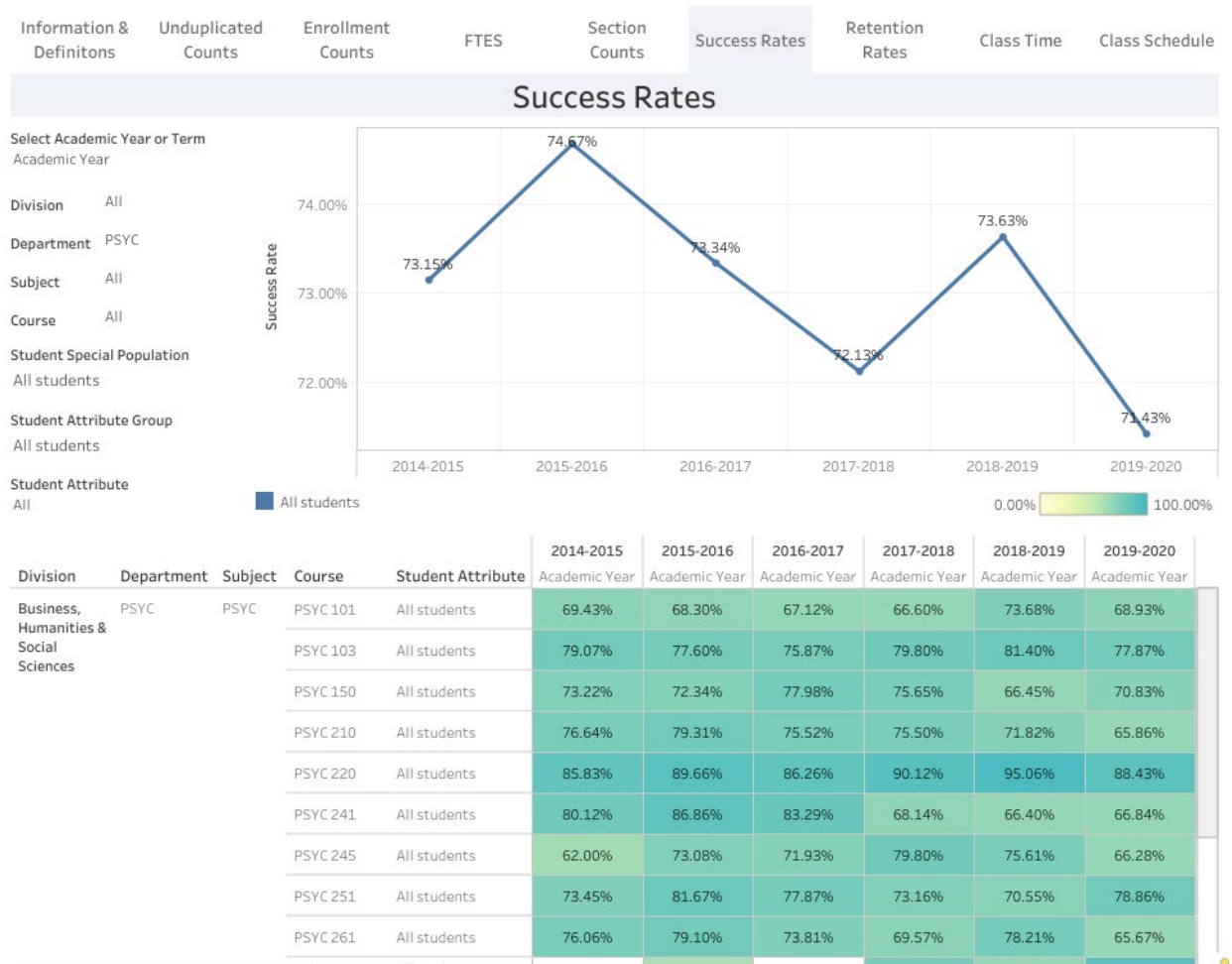


2. **FTEF (Full-Time Equivalent Faculty):** While no data is available from IERP regarding FTEF, as of Fall 2020, there are five full-time faculty and 28 part-time faculty teaching courses in Psychology. In Fall 2020, of the 69 course offerings available (did not double count sections with labs), 18 sections were taught by full-time faculty; thus, roughly **74% of our sections are taught by part-time**

faculty. The Mental Health Worker Program classes in the Interdisciplinary studies department is taught by 100% part-time faculty.

- Success Rates:** From 2014 to 2020, our success rates dipped slightly; in 2014, we were at a 73.15% success rate and in the 2019-2020 school year, we were at 71.43% (Table 3). Table 4 shows the success rate for PSYC 273, the internship course and last class to complete the mental health worker certificate. The 0.00% success rate in the PSYC 273 course may be attributed, in part, to the COVID-19 situation; students were unable to complete their certificate. Tables 5, 6, and 7 display success rates disaggregated by age, gender, and ethnicity, respectively. Upon further examination of these categories, a disproportionate impact is observed for some groups, such as Black/African-American students.

Table 3.



Division	Department	Subject	Course	Student Attribute	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Business, Humanities & Social Sciences	PSYC	PSYC	PSYC 241	All students	80.12%	86.86%	83.29%	68.14%	66.40%	66.84%
			PSYC 245	All students	62.00%	73.08%	71.93%	79.80%	75.61%	66.28%
			PSYC 251	All students	73.45%	81.57%	77.87%	73.16%	70.55%	78.86%
			PSYC 261	All students	76.06%	79.10%	73.81%	69.57%	78.21%	65.67%
			PSYC 265	All students		59.57%		77.78%	65.85%	89.13%
			PSYC 271	All students	70.89%	72.25%	74.33%	65.71%	63.74%	76.71%
			PSYC 273	All students	75.00%	30.77%	57.14%	86.96%	54.55%	0.00%
			PSYC 298	All students		100.00%	66.67%	100.00%	100.00%	100.00%
			PSYC 299	All students	100.00%	62.50%	100.00%			85.71%

Table 4.

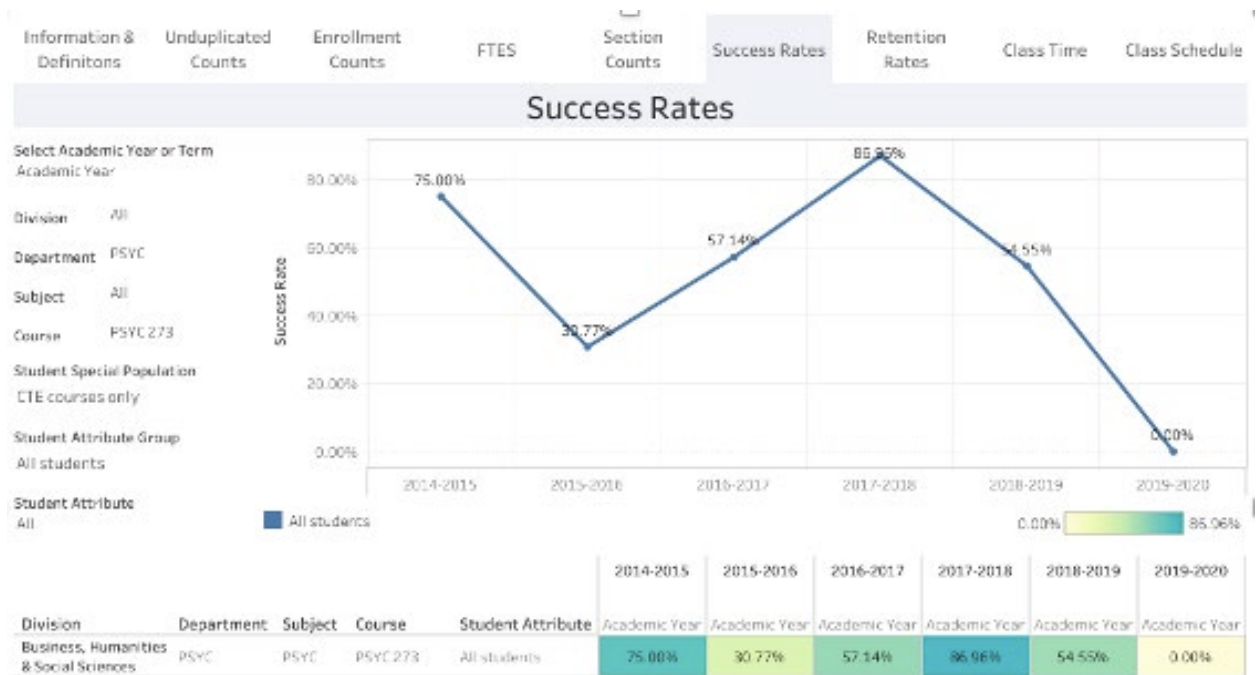


Table 5.

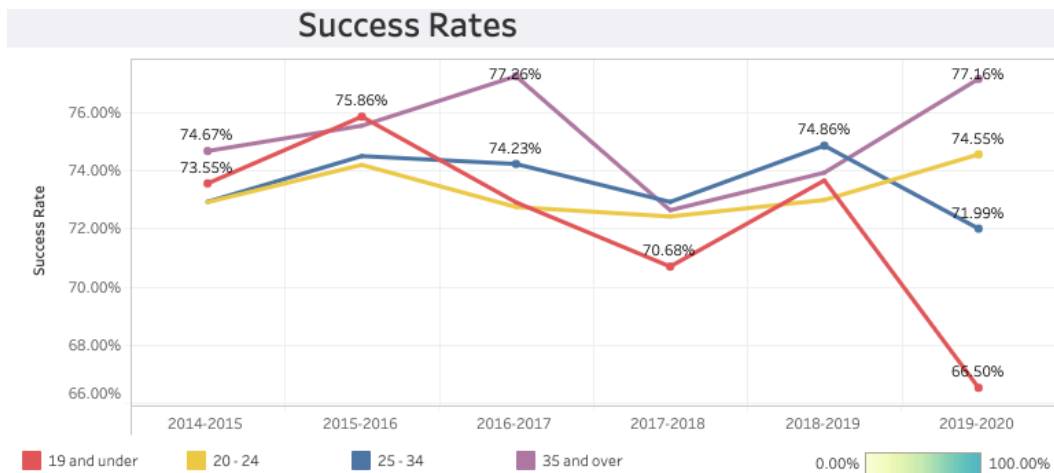
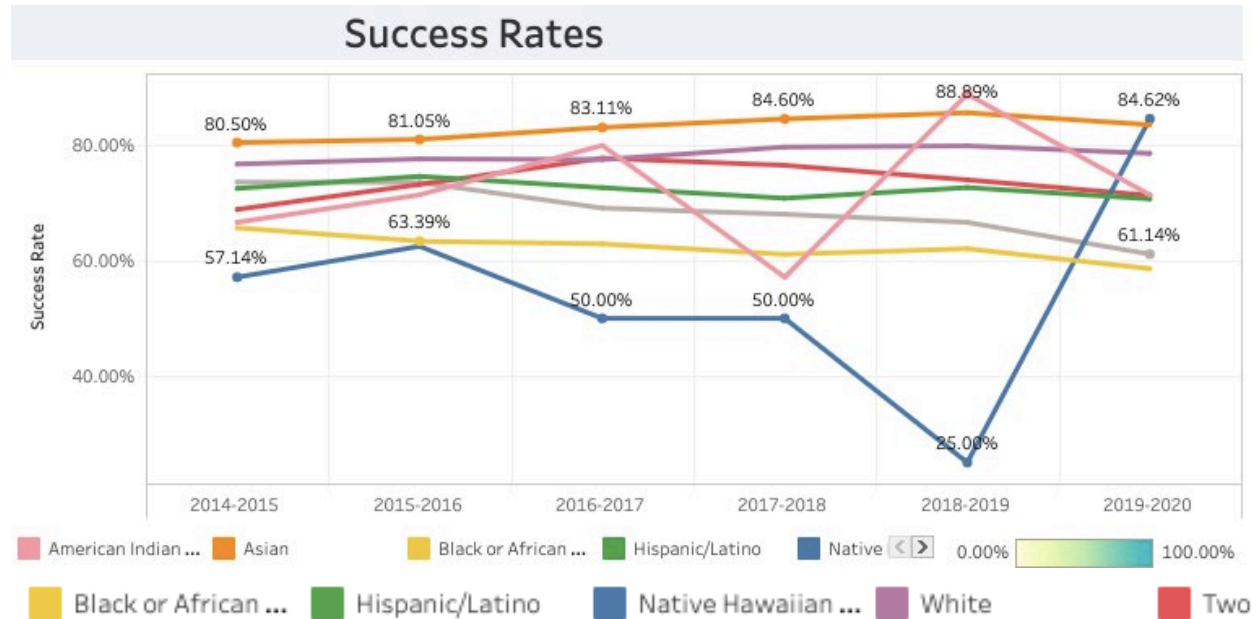


Table 6.



Table 7.



Enrollment: The Psychology department has experienced considerable growth over the last six years. In the 2014-2015 school year, we had **5,002** students enrolled in our courses; in 2019-2020, that number had grown to **6,283** students (Table 8). The current headcount is a 21% increase from 18-19 and a 40% increase from 17-18. This is, in part, due to the fact that we have doubled the number of sections in our PSYC 210 and PSYC 220 courses (see Table 9). The Psychology Department has earned a positive reputation with faculty at local transfer universities (e.g., CSULB, UCI, CSUF) for preparing students for the psychology major and for successful transfer. Due to the quality and rigor of our program, especially of our two core laboratory courses (Statistics in Psychology, 210 and Research Methods in Psychology, 220), students who transfer

to local universities are well prepared and excel upon transfer, often working in research laboratories or gaining entry into research training programs. Due to the success of our transfer students, Cerritos Psychology faculty have developed relationships with faculty at local transfer universities that have led to partnerships such as the BUILD Program that involved psychology faculty working on an National Institutes of Health (NIH) funded grant to support students working in professions related to health; Cerritos is one of only four community colleges that is partnered with and has created a bridge to a paid research program at CSULB. In addition, many alumni of our Psychology program continue on to graduate study in psychology and keep in contact with our department, often returning to give motivational talks to our students. Faculty keep in close contact with students after they transfer, often writing letters of recommendation for graduate programs and mentoring them as they continue their path. In Fall 2020, a Cerritos Psychology student who successfully transferred to UCLA and is currently completing her doctorate at UCSD provided a UCSD/SDSU supported workshop to mentor community college students specifically to our psychology students based on the mentoring that she received while a student at Cerritos College. Additionally, several alumni have returned to Cerritos and gained acceptance into the CTX Teaching Assistant Program or have been hired to teach in the Psychology Department.

Table 8.

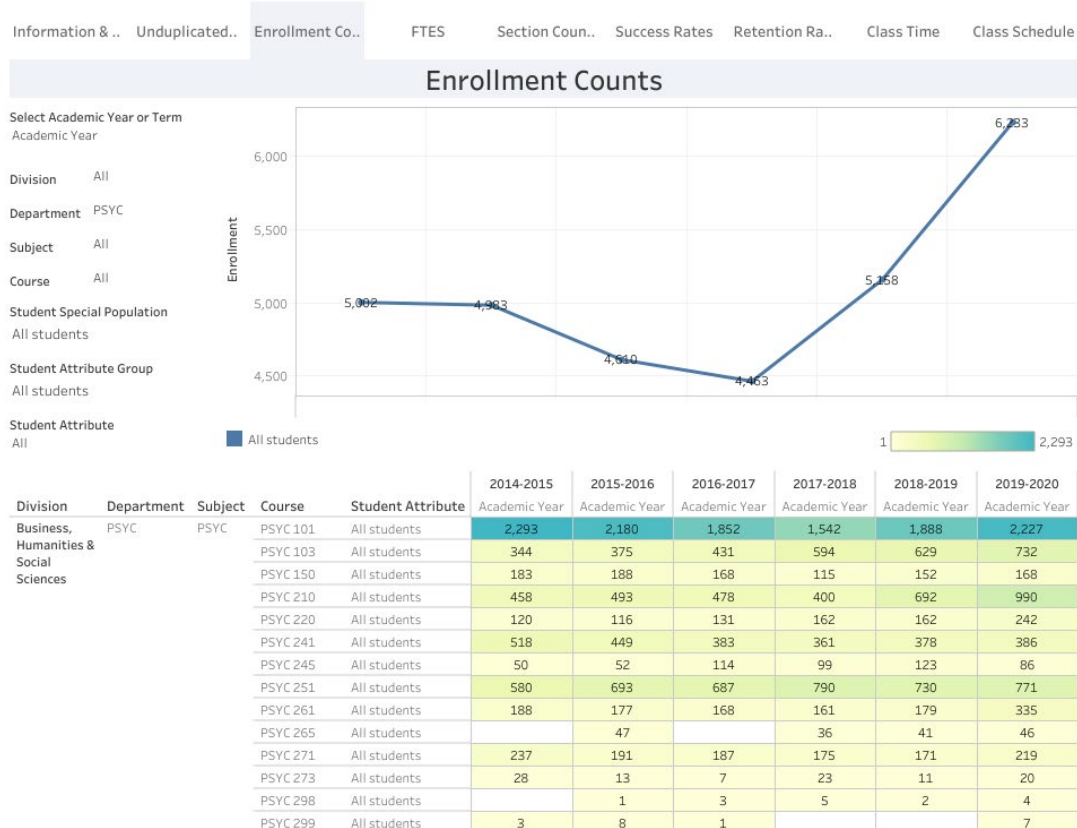
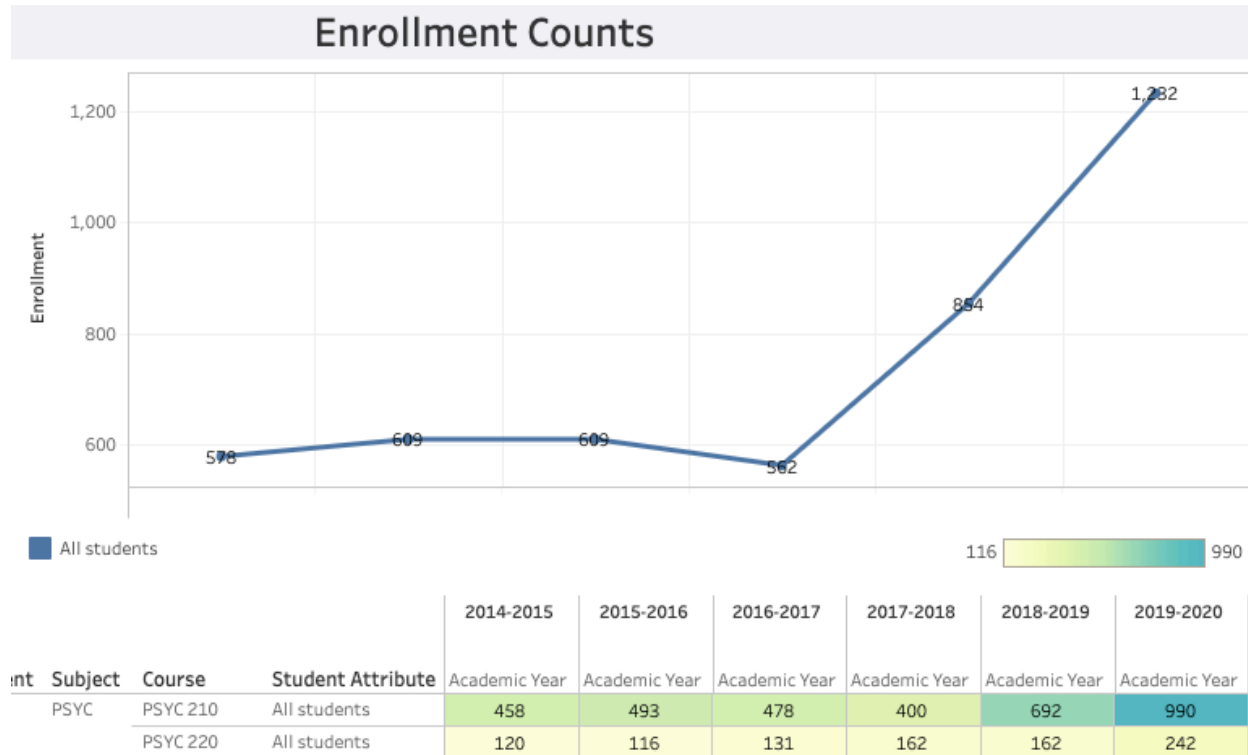


Table 9.



1. Retention Rate: Consistent with our course completion and success rates, our six-year data also demonstrates exceptional retention rates. While still exceptionally high, we saw a decrease in retention rates from 2014 to 2020; for example, in 2018-2019, the retention rate across all courses averaged 85.48%, and in 2019-2020 the rate was 82.62% (see Table 10). This is likely due to the increase in enrollment and FTES, with more sections, it is possible to see a drop in retention rates. As an example, we have increased the number of sections of PSYC 210, and we see about a 10% decrease in retention for that course in particular (87.77% to 77.47% from 2014-2020). One caveat is that the data from 2019-2020 includes Spring 2020, which was affected by an increase in drops and emergency withdrawals due to COVID-19. Tables 11, 12, and 13 display retention rates disaggregated by age, gender, and ethnicity, respectively.

Table 10.



Table 11.

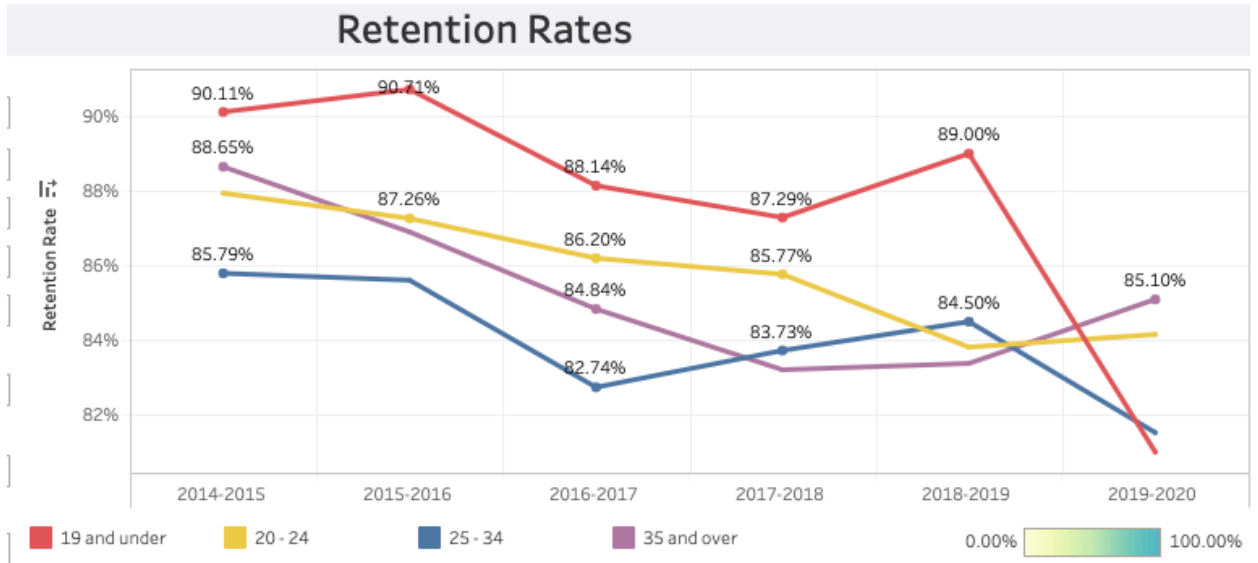


Table 12.

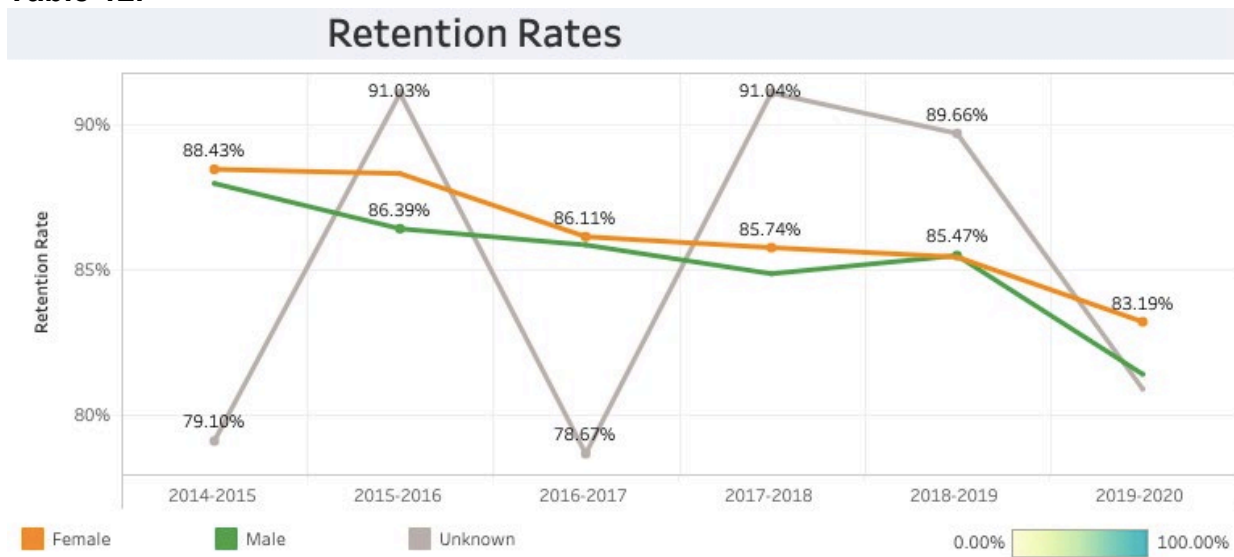
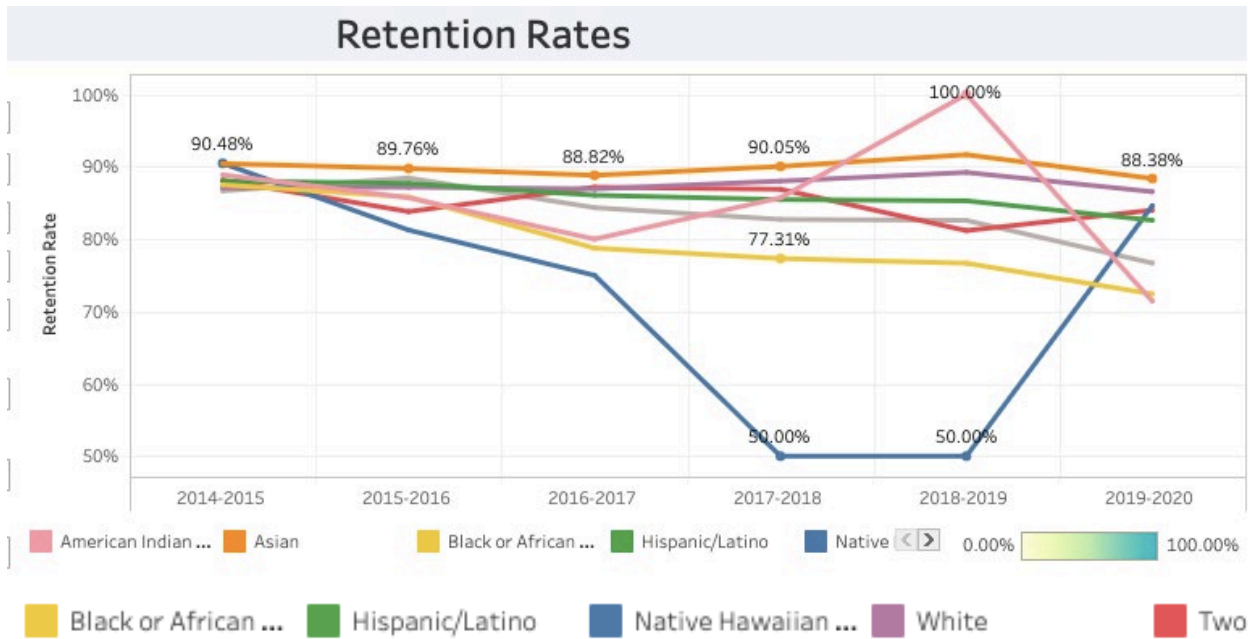


Table 13.



2. Degrees /Certificates Awarded: The number of Psychology AA-T degrees awarded has grown from 2014-2019; as seen in the snapshot below, we awarded 90 AA-Ts in the 2014-2015 school year, and in 2018-2019, the number grew to 140 degrees (Table 14). For the Mental Health Worker Program, PSYC 273 is the Field Experience class; this is the last class students need to take to complete the certificate. Table 15 shows the enrollment count in PSYC 273 from 2014-2020.

Table 14.

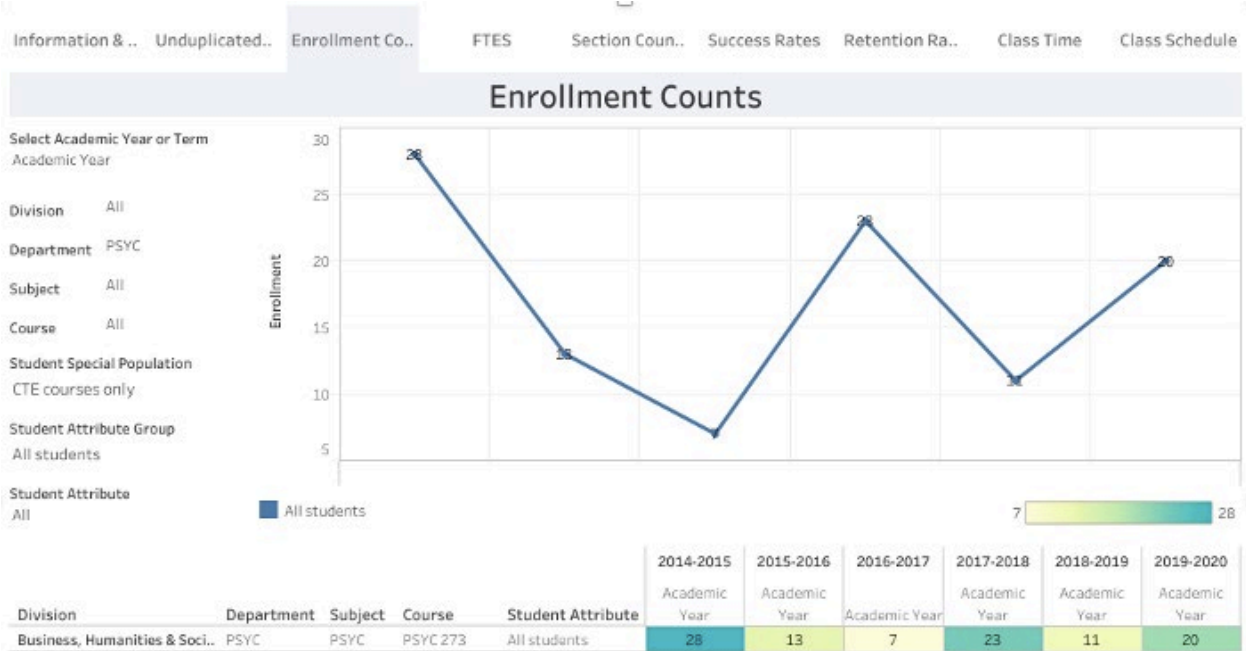
Degree Awards Conferred, by Program of Study and Comparison Group

Select Comparison Group

College

Award Type	Program of Study	Comparison Selection	Academic Year				
			2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Associate of Arts Deg..	Psychology, General	College	90	114	110	125	140

Table 15



3. Program Data

- a. Course SLO (CSLO) Assessments From 2016-2019, SLO assessment data has shown improvement over the years , with the majority of students falling in the Good to Satisfactory range across all courses. In Fall 2016, **67%** of the students fell in the Good to Satisfactory range (n=4823), whereas in Fall 2018, **88.5%** fell in the Good to Satisfactory range (n=4640).

Below is a snapshot of the most recent aggregated CSLO data, spanning from 2016 to 2019:

Cerritos College SLO Committee - SLO Assessment Results - Three Year Comparison(Fall 2016 to Spring 2019)Course SLOs

Humanities and Social Sciences		Number of Assessments				Percentages		
Division	Semester	Good	Satis.	Emergent	Total	Good	Satis.	Emergent
Psychology	Spring 2020	1,603	621	512	2,736	58.6%	22.7%	18.7%
	Fall 2019	2,447	1,569	574	4,590	53.3%	34.2%	12.5%
	Spring 2019	672	227	50	949	70.8%	23.9%	5.3%
	Fall 2018	2,589	1,516	535	4,640	55.8%	32.7%	11.5%
	Spring 2018	746	322	246	1,314	56.8%	24.5%	18.7%
	Fall 2017	2,406	1,442	793	4,641	51.8%	31.1%	17.1%
	Total	10,463	5,697	2,710	18,870	55.4%	30.2%	14.4%

One point worth noting is that the majority of our course SLO assessments take place in the Fall semester. Our department collects data in the Fall and analyze data for improvement in the Spring. Since it is not included in the table above, below is a recent snapshot of CSLO data by course, from Fall 2019.

Fall
2019 Aggregate CSLO Totals for PSYC Courses

Course	Good	Satisfactory	Emergent	N/A	Number of CSLO Assessments
PSYC 101	45.51%	39.26%	11.85%	3.37%	n=1215
PSYC 103	70.48%	22.58%	6.13%	0.81%	n=620
PSYC 150	54.44%	25.56%	20.00%	0.00%	n=180
PSYC 210	0.00%	0.00%	0.00%	0.00%	n=0
PSYC 220	50.85%	40.68%	5.08%	3.39%	n=177
PSYC 241	0.00%	0.00%	0.00%	0.00%	n=0
PSYC 251	51.17%	33.92%	14.47%	0.44%	n=684
PSYC 245	18.42%	73.68%	7.89%	0.00%	N=114
PSYC 261	50.94%	36.79%	5.19%	7.08%	n=424
PSYC 271	42.19%	21.52%	24.26%	12.03%	n=474

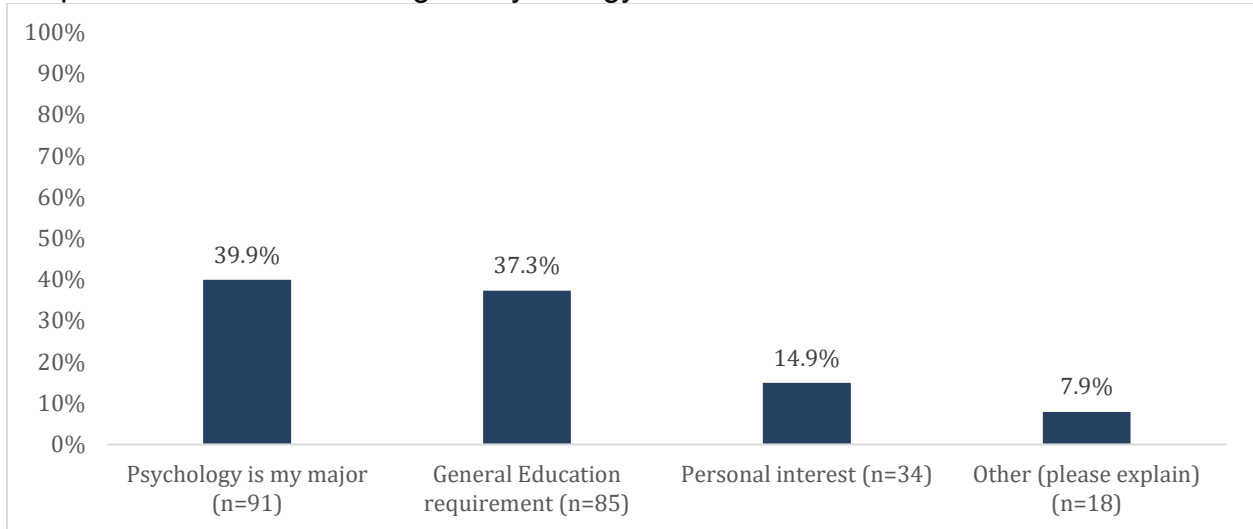
One area of improvement is SLO assessment for the Mental Health Worker courses. SLO assessment data has not been collected regularly for the past three years in this program; there was some confusion due to union communications that were sent out whether part-time faculty were required to assess SLOs. Since then, it has been made clear that according to the faculty contract, all faculty are required to assess SLOs and the MHWP faculty are now assessing CSLOs in Fall 2020.

4. **Student Surveys:** The Psychology Department worked with IERP to administer a survey to all students who enrolled in a psychology course in Spring 2020. A total of 228 students participated in the survey through IERP's survey tool, SurveyMonkey. Specifically, a web link was created and sent to students in January 2020. Students had the opportunity to participate in the survey from 1/27/2020 to 2/21/2020. The survey was comprised of 11 close-ended (i.e., multiple choice and Likert scale) questions and 6 open-ended questions, where students had the opportunity to type in an answer (note: none of the questions were required). The report is organized by research question with the results summarized.

Here are some highlights from the summary of results provided by Institutional Effectiveness, Research, and Planning (2020):

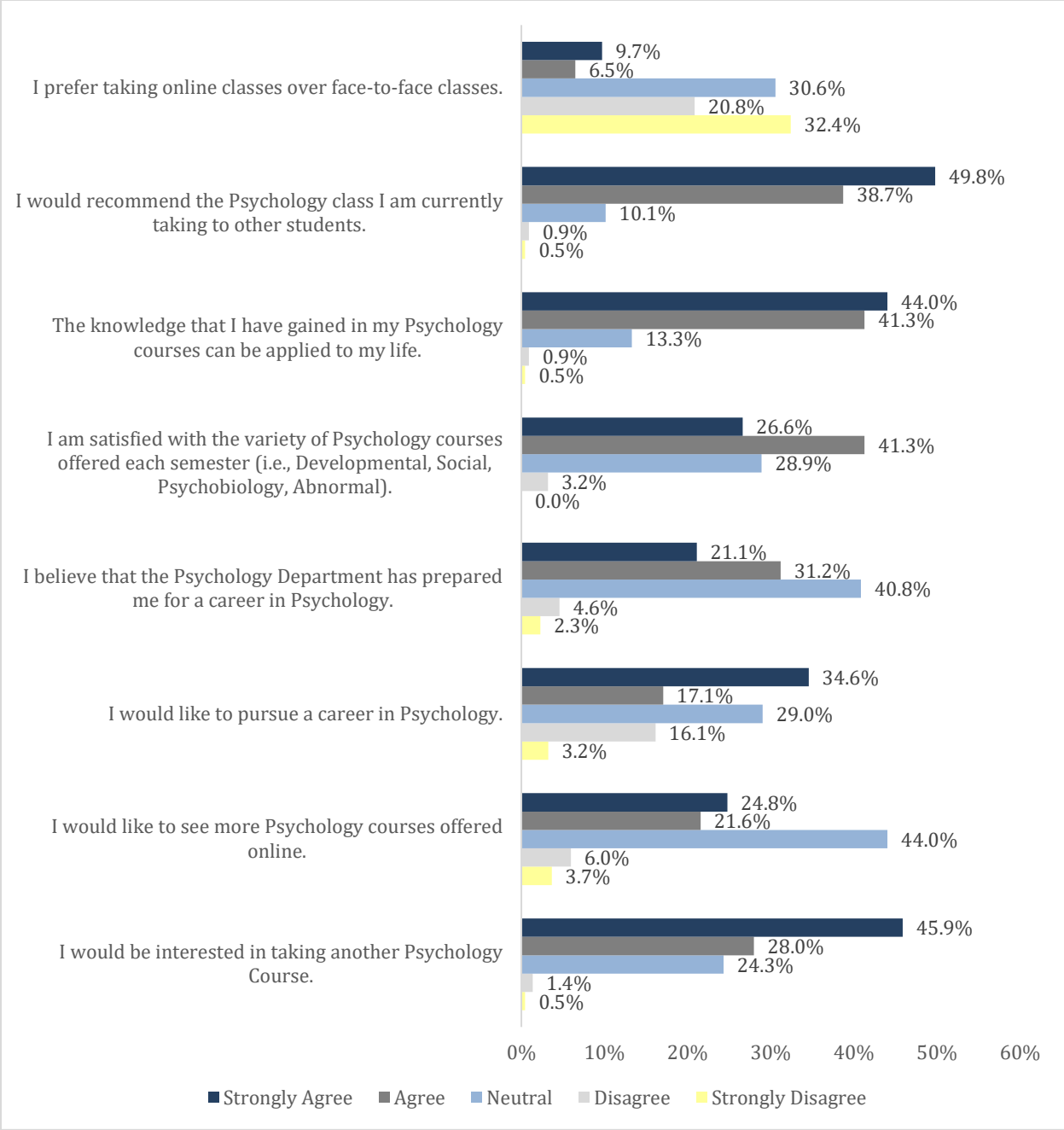
Forty percent of students surveyed indicated that psychology is their major, followed by 37% of students who stated they are taking a psychology course for the General Education requirement (see Graph 2 below). Further, 15% of students indicated they had a personal interest in the subject and 8% noted the course was to fulfill a requirement for a different major.

Graph 2. Reason for Enrolling in Psychology Course



The graph below shows participants' level of agreement with various statements. Most responses were positive (i.e., would recommend the psychology class to other students; the knowledge gained in psychology courses can be applied to their life; satisfied with the variety of psychology courses; would like to pursue a career in psychology; and interested in taking another psychology course). Further, two questions had a split between positive and neutral responses: the Psychology Department has prepared them for a career in psychology; and students would like to see more online psychology courses. Lastly, participants noted that they strongly disagreed with the preference of online classes over in-person.

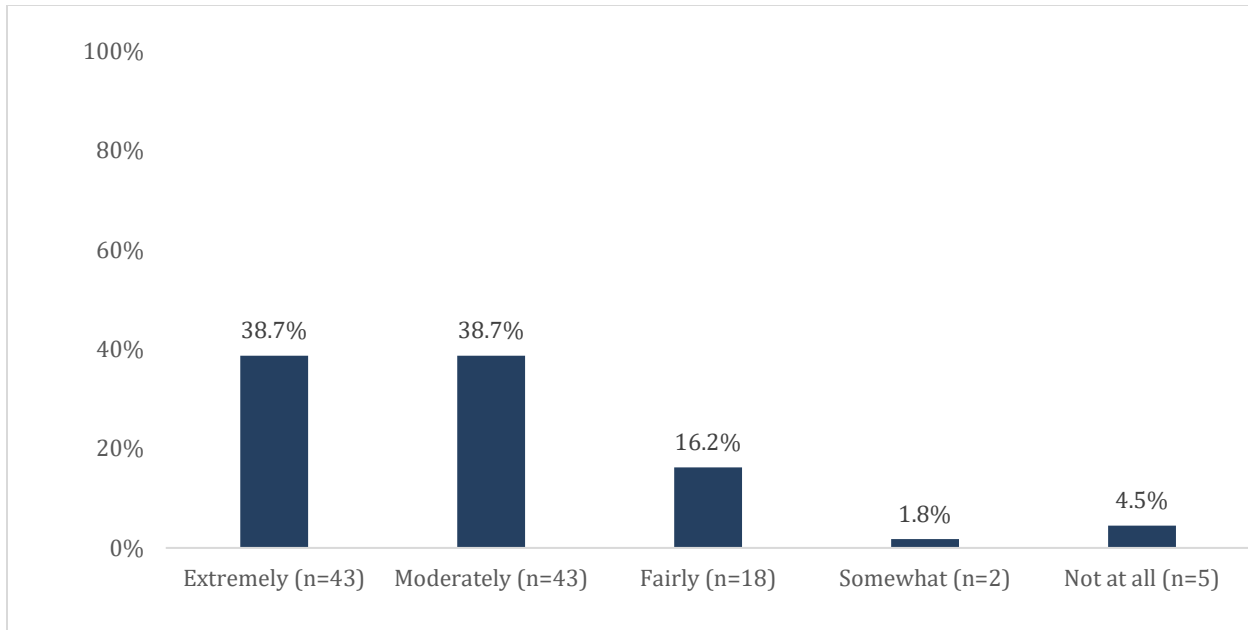
Graph 4. Level of Agreement with Various Statements



Question 5: If you are a Psychology major, please answer the following: I believe that the Psychology Department has prepared me for transferring as a Psychology Major

Results show that 77% of students feel extremely or moderately prepared to transfer as a psychology major (see Graph 5 below).

Graph 5. Transferring as Psychology Major



Question 6: What did you like best about your experience in your Psychology class?

Overall, 142 students responded to this question and of those responses, 48 students mentioned their appreciation of faculty and the engaging environment in the classroom. In particular, students indicated that faculty in the department are knowledgeable and “extremely helpful...clearly dedicated to the subject and make the topics interesting and fun.” Relatedly, 42 students stated that they have enjoyed the content they learned in psychology courses. For example, students mentioned specific content such as learning about the anatomy of the brain, psychology methods, and mental illnesses. Further, 17 students mentioned the application of psychology concepts in their personal lives as being the best part of their experiences. One student echoed this sentiment by saying, “I can apply the concepts I learn to everyday life. What makes me feel like I really learned the material is how I carry it with me outside of class and how I can connect it all together and see how psychology is deeply intertwined with everything.”

Overall, the student survey helped our department understand some of the experiences that students have in Psychology classes. One caveat worth pointing out is that only 40% of the respondents were psychology majors, and many of them were taking a Psychology class for the first time.

SECTION 2: SWOT Analysis

Strengths - Positive trends which are under the direct control of the department faculty.

1. Success and Completion Rates: From 2014-2020, the success and retention rates have been consistently higher than the college. From 2014-2020, our course completion rates consistently range from roughly 71% to 73% across the entire department. In

addition, we have consistently demonstrated exceptional retention rates, ranging from 82% to 88%.

2. Degrees and Certificate: The number of Psychology AA-T degrees awarded has grown from 2014-2019; we awarded 90 AA-Ts in the 2014-2015 school year, and in 2018-2019, the number grew to 140 degrees. While we do not have certificate completion data for the Mental Health Worker program per IERP, the number of students in our intro-level INST classes has increased steadily; in 2014-2015, the FTES was at 45, whereas in 2019-2020 we were at 78 FTES for the INST 151 course, which is the first course in the sequence of classes leading to the certificate.

3. Professional Development and Faculty Contributions to the Discipline: As of Fall 2020, all Full-Time Faculty are certified to teach online, and many part-time faculty are also fully DE certified and all have completed the minimum competencies for teaching online. In addition, PT and FT faculty in the PSYC department have participated in various CTX professional development offerings, including the VetNet Ally, SafeZone Ally, and UnDocuAlly programs. Outside of the institution, Kimberley Duff serves as a member on the external advisory board for the CSULB Building Infrastructure Leading to Diversity Program. Every year, faculty attend and present at regional and national teaching and research conferences. In the past 3 years faculty have been recognized for teaching and professional contributions. For example, Kimberley Duff received national recognition for mentoring from Psi Beta National Honor Society. Jaclyn Ronquillo-Adachi received national recognition for teaching from the American Psychological Association and the Society for Teaching of Psychology. Kimberley Duff was elected President of the national honor society, Psi Beta. Jaclyn Ronquillo-Adachi serves on the Committee for Associate and Baccalaureate Education (CABE) through the American Psychological Association (APA).

4. Faculty Campus Participation: Kimberley Duff and Jaclyn Ronquillo-Adachi are involved in Student Life, co-advising the Psychology Club / Psi Beta. The Cerritos College Chapter of Psi Beta/Psychology Club has been recognized almost every year with the Outstanding Chapter of the Year Award from Psi Beta National Office. The Psychology Club invites alumni to meet with current students every semester as part of an alumni panel, maintaining a network for past students to mentor current students. In addition, mentoring students has been a strength of the department. For example, faculty have supported the Teaching Assistant Program (TAP) offered through the CTX, mentoring graduate students in the classroom. Faculty supervise independent research projects with students through Directed Studies (PSYC 298 and 299), and many of these students present their original research regional and national conferences at Western Psychological Association, Association of Psychological Science and American Psychological Association conferences every year. Kimberley Duff has developed and maintained an alumni mentoring service, Mentoring Student in Psychology (MAP), which connects Cerritos College Psychology alumni to current Cerritos College Psychology students.

5. Campus-wide Collaboration: The department offers courses in interdisciplinary programs, such as Women and Gender Studies Program and Mexican American Chicana(o) Latinx Studies Department. We also offer courses in the dual enrollment program at Artesia High School as well as collaboration with the Learning Communities Program, offering courses in a First Year Experience Cohort. We have also participated in Learning and Career Pathways, mapping our Psychology courses in one of the Learning and Career pathways (see Figure below).

PSYCHOLOGY - Associate in Arts for Transfer			
Full-time map using Plan C			
TERM 1			
Course	Units	Completed	Advising Note
PSYC 101 General Introductory Psychology	3	<input type="checkbox"/>	
List C*	3	<input type="checkbox"/>	*PSYC 150 recommended
ENGL 100 Freshman Composition**	4	<input type="checkbox"/>	**or ENGL 100S
GE Oral Communication***	3	<input type="checkbox"/>	***COMM 100 or 120 recommended
Total:	13		
TERM 2			
Course	Units	Completed	Advising Note
PSYC 210 Elementary Statistics	4	<input type="checkbox"/>	
GE Critical Thinking*	3	<input type="checkbox"/>	*PSYC 103 recommended
GE Arts**	3	<input type="checkbox"/>	**WGS 118 recommended
GE Social Sciences/US Government***	3	<input type="checkbox"/>	***POL 101 or 201
Elective****	3	<input type="checkbox"/>	****PSYC 271 recommended
Total:	16		
TERM 3			
Course	Units	Completed	Advising Note
PSYC 241 Introduction to Psychobiology	3	<input type="checkbox"/>	
PSYC 220 Research Methods	4	<input type="checkbox"/>	
GE Humanities*	3	<input type="checkbox"/>	*WGS 102 recommended
GE Humanities/US History**	3	<input type="checkbox"/>	**HIST 102 or 103
Elective***	3	<input type="checkbox"/>	***PHIL 104, SOC 101, ANTH 100, or ASL 110 recommended
Total:	16		
TERM 4			
Course	Units	Completed	Advising Note
PSYC 251 Developmental Psychology*	3	<input type="checkbox"/>	*or PSYC 261
GE Physical Sciences**	3	<input type="checkbox"/>	**ESCI 104 or GEOG 101 recommended
GE Physical or Biological Sciences Lab***	1	<input type="checkbox"/>	***ESCI 104L or GEOG 101L recommended
Elective****	3	<input type="checkbox"/>	****PSYC 245 or 246
Elective*****	3	<input type="checkbox"/>	*****PHIL 104, SOC 101, ANTH 100, or ASL 110 recommended
Elective*****	3	<input type="checkbox"/>	
Total:	16		

6. Distance Education (DE) Course Offerings: With the exception of two of our lab courses, all PSYC courses have been DE approved as of 2017. As of 2020, all Psychology courses have been submitted to the curriculum committee for DE approval, including our lab courses, PSYC 210 and 220. At the end of Fall 2020, Full-time and

Part-time Faculty will be online certified due to COVID; the majority of our faculty will be fully DE certified.

7. New Course Offerings: As of Fall 2020, a new course has been approved, PSYC 275, Cultural Psychology. Another course, Health Psychology, is in progress. Here is the course description and the submission rationale provided to the curriculum committee:

Where does cultural variation come from? How does cultural variation shape who you are? In this course we will examine the answers to such questions by examining a range of topics that address the intersection of culture and psychology. Historically Western, educated, industrialized, rich, and democratic populations have characterized the bulk of psychological research, but this is problematic as culture and an individual's psychology are inseparable. Throughout this course, we will explore how culture influences our lives and the lives of others within the U.S. and across the world by addressing how culture shapes childhood experiences, morality, religion, justice, personality, emotions, motivation, perception, mental health, and attraction. We will also discuss techniques in cross-cultural research and living in multi-cultural worlds.

This course provides students the opportunity to explore how culture impacts an individual's psychological processes, including cognition, development, emotion, interpersonal relations, mental and physical health. The psychology department would like to offer its students a wide range of electives, and this would serve as an important elective to increase understanding of diversity and multiculturalism.

8. Availability of Student Success Resources: Faculty utilize the embedded tutoring available through the success center to make embedded tutors available to their students. Embedded tutoring has been applied to PSYC 101, PSYC 103, PSYC 261, PSYC 210, and PSYC 220 courses. In both lab courses, PSYC 210 and 220, all faculty have either an embedded tutor or a department instructional aide. In addition, the department offers discipline-specific tutoring through the success center and the BHSS division provides instructional aides for lab classes without an embedded tutor.

9. Increase in Course Offerings: From 2014 to 2020, we have steadily increased the number of lab courses (PSYC 210 and PSYC 220) due to increased demand, thereby allowing more students to complete their degree in Psychology.

Weaknesses - Negative trends or concerns which are under the direct control of the department faculty

1. Student Learning Outcome Assessment (SLO) assessment: Not all part-time faculty have participated in the SLO assessment process. Although there have been course SLO assessments consistently from 2016-2019, we are not at 100% participation by PT faculty. For example, in Fall 2019, 63% of our courses were assessed (32 out of 51 courses; PSYC 210 excluded as there was an e-lumen error).

2. Lack of Student Learning Outcome (SLO) Assessment in the Mental Health Worker Program: For the past three years, assessment data for the Mental Health

Worker Program (INST courses) has not been collected regularly. An effort could be made to collect SLO data for future Fall semesters to be consistent with the collection of data for other Psychology courses and track students' level of performance.

3. Lack of Student Awareness About the Mental Health Worker Program (MHWP):

Widespread knowledge of the existence of and requirements for the MHWP has improved in the past year, as evidenced by the increase in FTES for INST 151 and 272, however, the number of degrees and certificate data is lacking. Anecdotally, there is interest in mental health-related careers and in obtaining preparation for them, but students who learn about the program do so by hearing about it from a few faculty members who share information about the program in their classes or through Psychology Club announcements. Greater outreach is needed to inform students who would want to pursue the certificate in this area of study and are not aware of its existence. From 2019-2020, there were 72 students enrolled in the program and 17 certificates awarded, however, these numbers could increase through both general and targeted outreach strategies.

4. Distance Education (DE) Course Offerings: Historically, Distance Education courses have been limited to Psychology 101, 103, and 261 and additional offerings are warranted. However, all Psychology courses (except lab courses) were DE approved as of 2017 and the lab courses are in the process of being approved in 2020. As of Fall 2020, all full-time faculty are DE certified and a greater proportion of part-time faculty will be fully certified to teach DE courses as of Spring 2021.

Opportunities – Positive trends which are outside the direct control of the faculty but affect (or potentially affect) the department in a positive way.

- 1. Learning and Career Pathways:** The statewide Guided Pathways project aims to improve students' educational experience, transforming how students start college changing the process with how we assist them with transfer to the university or enter the workforce. The department participated in the mapping day and has created a pathway for students interested in majoring in Psychology.
- 2. AB 705:** "AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. (Retrieved from <https://assessment.cccco.edu/ab-705-implementation>)
- 3. Number of Sections:** From 2014 to 2020, we have seen the number of sections of PSYC 210 and PSYC 220 more than double. This is partly due to the increase in demand for PSYC 210 courses as it satisfies a GE math requirement for transfer.

This opened up more sections for PSYC majors also, which in turn increased the demand for the number of PSYC 220 course offerings.

4. **New State Funding Model:** There is a large emphasis on the number of completions in the new state funding model. For example, according to the chancellor's office, funding is based on a base allocation that reflects enrollment, the number of students receiving a grant and AB540, and an outcomes based approach (e.g., credit-based completions, transfer rates, first year transfer level math and English completions, number of full-time students). Therefore, this may potentially impact the department in a positive way given that we offer transfer level math course, PSYC 210. This may offer an opportunity to increase, or at least, maintain the number of PSYC 210 sections offered.
5. **Changes in Distance Education:** By Fall 2021, all courses will be DE approved and the majority of our faculty are DE certified. This may open up the opportunity for creating an online degree in Psychology.
6. **Ethnic studies requirements:** A taskforce of faculty are looking to initiate a GE ethnic studies requirement for AA degrees; this may open up the opportunity for PSYC to offer courses, such as PSYC 265 (PSYC of Gender) or PSYC 275 (Cultural Psychology), to fulfill that requirement, and this may increase demand and enrollment for those courses. In addition, the CSUs are implementing AB1460 by Fall 2021, which is an ethnic studies requirement for all degrees granted by the CSUs. While it is still unclear how classes may transfer over from the community college to the CSU to meet this requirement, this may potentially open an opportunity for an increase in the number of sections offered in PSYC that may be applicable to these diversity requirements, such as PSYC 275.

Threats -- Negative trends which are outside the direct control of the faculty but affect (or potentially affect) the department in a negative way.

1. **AB 705:** Due to AB705, some students are underprepared for some of our courses, such as PSYC 210, and this may negatively affect our success and retention rates. In addition, these faculty are required to teach basic math skills to some students. The department has utilized the use of resources through the success center, such as embedded tutoring or the math success center to help address this potential threat.
2. **Full to part-time faculty ratio:** Currently, 74% of our sections are taught by part-time faculty. That means that the majority of psychology students do not have a lot of access to faculty in terms of office hours, mentorship, relationship building, and other endeavors requiring the time of the part-time instructors, which is quite limited.

3. **Class sizes:** Class sizes in PSYC range from 25 to 60; classes with a class size of 60 are large and may impact student success and retention rates due to a higher student-to-faculty ratio. This also limits our ability to engage in active teaching and learning.
4. **COVID-19 Pandemic:** Due to COVID, students are in more need than ever of technology to be available. Professors were given laptops to ensure we can work from home, however this does not compensate for having an office or a quiet space to conduct meetings with students. Work/life balance for students and teachers may be compromised. Some students may struggle with: distance learning burnout or lack of familiarity with online classes, illness, lack of access to technology and wifi, quiet spaces to work. In turn, this may have an effect on retention rates as well as completion rates.
5. **No Full-Time Faculty in the Mental Health Worker Program:** This program only offers evening sections because the part-time faculty who teach in the program are only available in the evenings. Currently, this program does not have any full-time faculty. There is a lack of time and resources that can be devoted to this program for growth.

SECTION 3: GOALS OF THE PROGRAM

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
Mid-range goals (next 3 years)			
1. Promote Awareness of PSYC AA-T, Mental Health AA, and Mental Health Worker Certificate	1. Schedule a meeting with the Counseling Department 2. Schedule Class Presentations / Psychology Club Meetings at the beginning of the semester 3. Share mental health worker program every semester promotional videos and examine analytics 4. Continue collaboration with	Fall 2021	Jaclyn Ronquillo-Adachi, Kimberley Duff, Veronica Sanchez, Katie St. John

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
	the Learning Communities Program FYE / dual enrollment		
2. Facilitate SLO participation in all faculty for PSYC and INST courses	<ol style="list-style-type: none"> 1. Develop a SLO guide specific to our department 2. Send department emails regarding SLO assessment deadlines 3. Meet with PT faculty who need support with SLO assessment 4. Hold department meeting dedicated to SLO data analysis and improvement plan in Spring 2021 	Fall 2020/Spring 2021/Fall 2021	Jaclyn Ronquillo-Adachi, Veronica Sanchez
3. Continue to apply for and include student support in PSYC courses	<ol style="list-style-type: none"> 1. Continue applying for embedded tutors from Success Center 2. Identify and hire qualified discipline-specific tutors through the Success Center 3. Continue Lab Instructional Aides through BHSS division 4. Explore the possibility of additional tutorial/support lab for PSYC 210 	Fall 2021	Jaclyn Ronquillo-Adachi, Kimberley Duff, Veronica Sanchez, Katie St. John, Part-Time Faculty

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
4. Draft a report about options for online PSYC degree	1. Research pros and cons of offering a fully online degree 2. Talk to departments on campus that offer fully online degree (i.e., Business Administration) 3. Research local colleges that offer fully online degrees	Fall 2021	Jaclyn Ronquillo-Adachi, Katie St John, Kimberley Duff
5. Increase faculty awareness and participation in CTX activities	1. Mentor CTX TAP students 2. Attend and offer workshops; specifically ones focused on closing the equity gap to address the disproportionate impact.	Fall 2021	Jaclyn Ronquillo-Adachi, Kimberley Duff, Veronica Sanchez, Katie St. John
Long Term Goals			
1. Develop and maintain increased communication between part-time and full-time faculty	1. Continue email messages and active participation in department meetings	Fall 2023	Jaclyn Ronquillo-Adachi
2. Share pedagogical resources among all faculty	1. Populate a Canvas shell for Introductory Psychology	Fall 2023	Jaclyn Ronquillo-Adachi, Kimberley Duff, Veronica Sanchez, Katie St. John, Michelle Lewellen

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
3. Update Marketing Materials	1. Request division funding 2. Work with media services to update flyer 3. Create pull sheets, update website, brochure	Fall 2023	Veronica Sanchez
4. Develop new course offerings, Careers in Psychology, Health Psychology	1. Create curriculum in elumen 2. Work with curriculum committee to get approval	Fall 2023	Kimberley Duff, Veronica Sanchez
5. Increase awareness of Psychology Club / Psi Beta	1. Request funding from ASCC 2. Create flyers to increase marketing efforts and sustain Psi Beta banquet	Fall 2023	Kimberley Duff, Jaclyn Ronquillo-Adachi, Katie St John, Veronica Sanchez