



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration



The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

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A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

The Psychology Department is a large, dynamic, and impactful program on and off campus. We enroll a large number of students in our courses. For example, the data provided by the OIE shows that we enrolled 3,481 non-majors and 1,913 majors for the 20/21 academic year. Moreover, based on the OIE report for PSY 101 (*General Psychology*), we had 13,729 enrollments, with 188 sections.

Being student-centered, we play a vital role in preparing majors and non-majors. In this Program Review, we demonstrate that we help students achieve success in our courses and by transferring. Each semester, we offer a variety of courses, including general education courses. We offer classes every day except Sunday, and from early morning until late evening, and office hours reflect this as well. Several of our courses are offered not only in fall and spring, but also during the summer.

Valuing diversity, we provide an overview of some of our significant contributions. Through committee work, presentations, and coordinating speakers, we play a vital role in helping inform our campus about the psychology of prejudice, discrimination, and marginalization. For example, two of us served on one of the Anti-Racism Task Forces, including as a chair. Additionally, operating under a strength-based model, we have helped our campus, including students in our classes and extracurricular programs, understand some of the factors that may cause underperformance. We respect the contributions of diverse perspectives, and because of that, we have been leaders in showcasing the value of learning about and from people in a variety of demographic categories.

Throughout this program review, we emphasize our focus on the scientific approach, and we demonstrate some of the ways we teach students to value and understand empirical research. Moreover, we share ways we help students become active participants and contributors to the scientific process. Many people do not recognize that psychology is based on the scientific method, or that all psychology majors take several classes in which they create, conduct research with human participants, and use SPSS to statistically analyze their own studies' results. One of our main goals is to ensure that students are prepared for, and successful at, their research and statistics courses after transferring. Additionally, our department helps students learn integrity, responsibilities, and ethics in all endeavors.

We emphasize the *learn by doing* approach and we provide a large number of experiential opportunities. Our faculty members are advisors for clubs, and we play an active role in helping students learn about the rich field of psychology through numerous experiences. For example, prior to the pandemic, we hosted our annual *Psychology Day*, and we encouraged our students to actively engage by presenting their own research and sharing their knowledge. We also support our students by mentoring

them through research projects, which have resulted in presentations at state-wide and national conferences.

Throughout the program review, we point out specific problems that limit our ability to grow and continue to educate our students in a way that meets the requirements for transferring and their future professions. The three we focus on concern our *Research Methods* course, the equity gap, and the need for new faculty members.

We describe how not having a dedicated lab space and state-of-the-art equipment creates many challenges for our program and obstacles for students. For example, we are unable to offer more sections of PSY 202 (*Research Methods in Psychology*), a required core course for the AA-T degree. We offer several sections of the course, all of which consistently fill quickly with a significant number of waitlisted students who cannot be accommodated. Students typically take this course during their final semester, and not being able to get into a class no doubt affects their ability to transfer, or, they take the course at another college. Furthermore, we outline how the lack of lab space places significant limitations on students' ability to conduct research studies and analyze data, which are fundamental learning outcomes of our program and psychology programs as a whole. Due to outdated and inadequate equipment, it is not unusual for some of the class time to be spent troubleshooting hardware and software problems. This puts pressure on students to complete work outside of class that otherwise would be done during class, and it differentially affects students who might not have access to personal laptops. Hence, our top-priority Strategic Action Plan is to continue to seek our own state-of-the-art, dedicated Psychology Lab (Strategic Action Plan #1).

Regarding the equity gap, the data show the course completion rate for our Asian students is higher than for other groups, and the completion rates for American Indian/Alaska Native, Black/African American, and Native Hawaiian/Pacific Island students fall below that of other students. The same pattern is seen in course success rates. We describe a plan to reduce this gap. In addition to obtaining a state-of-the-art lab, and among other things, we will continue the process of decolonizing our syllabi and addressing equitable grading.

We also describe how with recent retirements, 35% of our sections are now taught by full-time faculty, which places a strain on our program and inhibits student success. Therefore, another priority is to hire a new faculty member (Strategic Action Plan #2). Most of our majors express an interest in pursuing a degree in Clinical Psychology. We recently lost two faculty members whose specialty was Clinical Psychology, and it has been difficult to find a qualified pool of adjunct faculty for the courses they taught. A third faculty member who recently retired taught our *Research Methods* (PSY 202) course. With her retirement, currently, 67% of our *Research Methods* sections are taught by part-time/adjunct faculty. Teaching this course requires a high degree of specialization. And, it is a very demanding course for the instructor; because students conduct their own research with human participants, the professor must hold extended office hours, which is not part of an adjunct professor's contract. Also, the course includes a lab, and we do not have lab-lecture parity. As a result, it has been difficult to keep this course

staffed. Since this is a core course that is always in high demand and oftentimes a bottleneck for students pursuing the Psychology degree/transfer, this will be our priority.

Using our specific areas of expertise, we support the college and community with our contributions. As you will see, we serve on many committees, are advisors for clubs, sponsor workshops, are speakers, and participate in numerous campus activities.

We also showcase some of the ways we made adaptations to adjust to the demands created by the pandemic, and we have developed new sustainable practices in the process. We are now committed to offering enough online courses that students can earn their AA-T completely online.

Finally, our three Strategic Actions Plans are to establish a state of the art, dedicated research lab, to finalize our PSLO's, and to hire new faculty members.

2.0 Mission

Please explain briefly how your program contributes to the College's [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

Flexible Pathways and Support for our Diverse Students

Our psychology program goes above and beyond to support our diverse student body and to create pathway options. We offer a variety of courses that could fulfill requirements for an AA-T degree, and the same is true for our AA degree. We offer courses and office hours throughout the day and across the week. For example, we offer weekend courses, 8-week courses, and some of us hold office hours, including via Zoom, during “off” hours such as very early mornings, Saturdays, Sundays, on holidays, or after an evening course. A recent COVID-inspired addition is that we have expanded our online course offerings. A student can now earn an AA-T or AA degree taking only online courses.

A main focus of the field of psychology is to serve a variety of populations, including those of different ethnicities, ages, gender orientations, and neurodiversity. Our courses reflect this, for example, in *Cross-Cultural Psychology*, *Social Psychology*, *Developmental Psychology* (with a lifespan approach), *Human Sexuality*, and our new course, *Psychology of Prejudice and Discrimination*. When considering neurodiversity or developmental hardship, we emphasize a strength-based model as opposed to a deficit model. For example, one of the primary emphasis in our *Brain and Behavior* course is to help students understand how the brain can make substantial adaptations due to neuroplasticity.

Transform Lives and Inspire Positive Change

Perhaps the field of psychology's main goal is to inspire positive change, and this is a theme that ties our courses together. A few of the many examples are that we teach about critical thinking, principles of motivation, character strengths, stress management, and the causes and consequences of stereotypes and how to deal with them. Outside the classroom, we work to transform lives through the Psychology Club, our Creativity and Wellness Club, our annual Psychology Day, and small seminars. This year, we have given online Zoom presentations, such as the one on *Coping Mechanisms for Stress*, and we have “taken” our students to other campuses' online Zoom workshops.

Promote a Sense of Community

We continue to support and interact with the community by participating in activities such as *Dia de los Muertos* and *Kinder camminata*. Our faculty are on the Social Sciences' Scholarship Committee, IREC, Student Health Services Advisory Committee, DEAC, Faculty Senate, One Book - One College committee, the Professional Growth and Development committee, Teacher of the Year committee, Student of Distinction committee, the IRB, Study Abroad, and an Anti-Racism Task Force. One of us works with UMOJA; started the W.E.B. Dubois Library, and participated as a panelist in one of the district PIE series

talks. One department member partnered with a biology faculty member to give a talk on managing stress. It was open to the school and community. Also, our *Brain & Behavior* faculty member invited my students to participate in a brain and behavior symposium. Several of them participated, and their project videos were shown to members of the campus and community via Zoom. We frequently give interviews for student projects and student publications upon request. We serve on District Committees with Cypress colleagues; for example, recently one member of the department collaborated with a Cypress faculty member to revise committee documents. This year, our interactions with Cypress enabled us to invite our own students to Cypress' Psychology Club's online workshops. Similarly, due to our relationship with Mount San Antonio College, our students attended Mt. SAC's online presentation on Positive Psychology. We continue to interact with UCI and CSUF. A recent example is that we are now in regular contact with our CSUF colleagues regarding the content of the statistics course we both offer.

Equity and Diversity

The field of psychology is dedicated to addressing equity and diversity. It is emphasized in research, conferences, textbooks, chapters within professional organizations, and its applications. Our own department also is committed to address equity and diversity both in the department and on the campus. We support all of our students, and our courses reflect this. Three obvious examples include *Cross-Cultural Psychology*, *Human Sexuality*, and our new course, *Prejudice and Discrimination*. Further, issues of multicultural understanding are woven into all of our courses as integral to understanding the effects of culture on human development, expression, and cross-cultural communication.

Additionally, we understand learning differences and we work earnestly to help learners with diverse encoding styles or challenges to succeed. We believe in teaching material using multiple modalities, and, even prior to being trained for online teaching, we went out of our way to make our learning materials accessible.

Since our last self-study, we have had numerous discussions regarding grading policies that might affect student success; have shared information on Psychologists of Color whose research is well-known and significant and can therefore be added into course content; and we regularly read and discuss research that specifically addresses diversity, prejudice, attitudes and attitude change. As a result of recent "current events" we have more often discussed the research on implicit bias in the legal system. And, of course, some of us now incorporate topics related to anti-racism into our lectures. We have even developed equity-focus material from interviews from marginalized students who have transferred. Additionally, material has been developed from an interview that one of our faculty members had with an African-American police officer who received nation-wide attention after taking a knee during the George Floyd protests. The interview focused on the racism within and outside the police force and the need for de-escalation training.

As noted, we have tackled diversity outside of the department as well. For example, this last year, we have been members of the Faculty Senate's *Anti-Racism Task Force: Professional Learning*, and one of us chaired the committee. Further, one of us was a mentor for the Future Instructor Training Program during the Spring 2021 semester. The program's mission is to help train individuals to be "inclusive,

inter-culturally competent, and able to integrate diversity, equity, and pluralism into their curricular content and teaching style.” In an effort to contribute to positive change, two of our faculty members have partnered with one of our former students to create a non-profit to help to educate those who have been imprisoned.

Additionally, one department member was a panelist for one of the Spring 2021 Pluralism, Inclusion, and Equity (PIE) series workshops. The workshop was titled “*A Dangerous Idea: Eugenics, Genetics and The American Dream.*” And, one of us was a presenter at a mini-workshop on “*Claude Steele’s Research on Stereotype Threat*” for professional development.

Excellence and Innovation, and Growth

It is difficult to consider excellence and innovation, as well as growth, without thinking about teaching completely online due to COVID. Like most of our faculty colleagues across the campus, most of us had not taught online, or, at least, not fully online, and have learned much about doing so. Most of us plan to use Canvas more than we had after the return to campus. In particular, it makes regular and effective contact with students easy and fun, and group assignments are much easier for students through Canvas. Online teaching aside, faculty continue to belong to professional organizations, attend online and face to face conferences, are now members of national, online list serves that took off due to COVID such as the one for “*The Society for the Teaching of Psychology*”, and update textbooks on a regular basis (the field changes regularly and different textbooks cover different content).

We are certain all campus departments and programs provide excellence and innovation for their students. A sample of ways the psychology department does so is by exposing students to cutting edge content in the field, and we utilize a variety of modalities (e.g., invited speakers and department-created videos) to teach students about the content. In our courses, we teach them how to utilize library databases to search for professional journal articles, we teach them the value of empirical research, and we encourage them to become empowered by learning to read and evaluate scientifically dense empirical studies. We spend time working with students to help them gain access to research programs upon transfer, and we as a group, we write hundreds of letters of recommendations to help students apply for research programs and graduate programs in research.

Integrity and Responsibility

Integrity and responsibility are a priority in our field. Faculty are trained in, and follow, the ethical guidelines of the American Psychological Association, which requires respect, justice, and beneficence for all persons in clinical, educational, and research settings. In *Research Methods* and other courses, we teach our students about ethical guidelines for doing research and the need to follow them, the history of ethical principles, and how to weigh research risks and benefits. One important component for ethical guidelines is to teach the students about the need to have restrictions in place to keep vulnerable people from being harmed during studies. For example, we intentionally place a spotlight on egregious research studies such as the Tuskegee Syphilis Experiment, which targeted African-American men, or the Monster Study, which targeted orphaned children. When doing so, we teach students about how the

studies violated ethical principles such as justice and respect. Additionally, we teach our students the value of evidence-based research for understanding, and achieving and maintaining well-being. Recently, we developed more narrow, more specific guidelines for the types of research questions that can be asked of our students, and we have shared the guidelines with our adjunct professors. It became necessary to do so after several students from other campuses contacted individual FC full-time and adjunct professors and requested that their (our) students participate in studies that often unnecessarily exposed students to sensitive topics.

Student Success

The department utilizes numerous methods to increase student success, including the use of multiple modalities to present course material; offering extensive course formats; using technology; encouraging student engagement outside of the classroom; and incorporating a constructivist teaching style. Additionally, several faculty members have participated in the Hornet Tutoring program, which is designed to increase student success. Further, we have found that Canvas makes it easier to give students choices about which assignments to complete and to diversify the types of assignments that are possible. Moreover, understanding the value of support and encouragement, our faculty go above and beyond when it comes to mentoring and nurturing students, especially those that are vulnerable.

Achievement Gap

The members of the Psychology Department actively work to address the achievement gap inside the classroom. In addition to other activities previously discussed, we have had numerous discussions about academic-related diversity issues such as implicit biases, and we continue to converse about our evidence-based understanding of removing barriers to success, for example, as it applies to stereotype threat and research on equitable grading and ungrading. When designing courses and preparing course content, we insert meaningful research-based examples, and add more discussions of psychologists of Color. We are mindful of the images we include in our lectures; for example, we have rejected the use of various videos for class because the only images of Black/African American individuals reflected stereotypical roles such as football players or someone who is angry and yelling. And, we are mindful of creating content that will promote a positive and balanced impression of diverse members of our society.

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

Although there is some slight fluctuation in enrollment from year to year in the past five years, the 5-year change in enrollment for the Psychology Department is a very insignificant decrease of .5%. This is impressive given the 5-year change in enrollment for programs across campus is a decrease of 12.3%. In addition, while programs campus-wide had a decrease in enrollment of 3.8% from the academic year 19/20 to 20/21, the department has actually increased enrollment by 2%. This increase in enrollment for the Psychology Department occurred despite the Covid-19 pandemic.

In reviewing enrollment for individual courses within the Psychology program, it must be recognized that certain courses have increased or decreased in enrollment simply due to the scheduling of more/fewer sections or increasing/decreasing class sizes. This is a purposeful choice made by the department. For example, fewer sections or smaller class sizes have been scheduled if a course is not a required core course in earning the AA or AA-T degree, whereas, we have tried to increase the number of seats available in courses that are required. Some decisions are made regarding adjustments to number of sections or class size after watching enrollment in previous semesters: which courses fill the fastest and/or have long waitlists and which courses fill slowly or do not completely fill. Another factor that is considered is the availability of qualified instructors for certain areas of psychology.

One of the courses that has grown in enrollment over the past five years is PSY 202 (*Research Methods*). In fact, it is in the top three in terms of growth in our department in the 5-year comparison (from academic year 16/17 to 20/21) with a 38% increase in enrollment. This is a necessary increase. Unfortunately, while the Psychology Department should be scheduling even more sections of this course, we are unable to do so due to the lack of access to an appropriate lab. This is a required core course for the psychology degree and, in observing registration numbers, this is the course that reaches 100% before any other course in our department. When the semester starts, the *Research Methods* classes have long waitlists that those instructors cannot accommodate. We are truly doing our students, our majors, a disservice by not providing more sections of this class and, yet, we are limited based on access to lab space.

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

In comparing the student population our department serves compared to the campus as a whole, there are a few differences that are noteworthy. The number of students in our classes who are seeking a degree/transfer is higher than the general student population (83% vs. 77%).

In addition, the number of students taking our classes who are psychology majors is much higher than other programs on campus (35% vs. 20%). And, finally, 44% of students in our classes are enrolled in 24+ units/year (in other words, are full-time students) compared to 22% in all other programs campus-wide.

In terms of the ethnicity of the student population our department serves, it is predominately Latinx (62.9%) followed by White (13.8%) and Asian (9.0%). These numbers are similar to all other programs on campus: 57.5%, 16.1%, and 11.3%, respectively. There are, however, not only a greater number of females enrolled in our classes than males (66.5% to 29.7%) but that ratio looks quite different from the rest of the programs on campus which have 52.4% females and 43.0% males as students.

There is no real “gateway course” in our department or any other method in which we can clearly identify majors from non-majors. However, the *Research Methods* course is predominately taken by psychology majors but it is more of a “capstone course” which students typically take in their final semester before earning the degree and/or transferring.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

Looking at enrollment alone to determine demand is deceiving. Enrollment is constrained by the number of sections and, therefore, seats even available. To assess demand, it is also necessary to look at fill rates and waitlists. One of the classes that is listed as one of the “5 courses with most enrollments” over the past five years is PSY 202 (*Research Methods*). This is also a course which has been determined to be “in demand” by virtue of its fill rates and waitlists (as mentioned above in 3.1.1). This class is a required core course for the AA and AA-T degree in Psychology. We have continued to increase the number of sections to the current six that we offer and yet we still are not able to offer seats to all students who need them. And, as previously noted, while the numbers represent a need for an increase in the number of sections we offer, we cannot responsibly grow as we have no lab space in which to offer the class, therefore, creating a potential bottleneck for students.

In terms of scheduling, the three core courses in our degree (*General Psychology*, *Statistics*, and *Research Methods*), which are also three of the five courses with the most enrollments, have always been offered at different times of the day (morning, afternoon and evening). However, these courses were offered almost entirely in-person (except for a section or two of *General Psychology*). The department was hesitant to teach *Statistics* and *Research Methods* as an online or hybrid class due to the amount of hands-on work done in these classes. However, as a result of Covid-19, we have now realized that it is important to offer these courses (as well as our other courses) in an online format for individuals who are hoping to earn the degree as an entirely online student. Therefore, we will now offer at least one online section of these courses

every semester. PSY 221 (*Brain and Behavior*), which is also one of the top five in enrollment numbers, is a restricted elective within the AA-T degree with two Biology courses as the other options. Due to the fact that we would prefer our psychology majors take the *Brain and Behavior* course, and with no assurance that the Biology classes will include an online option, we will also offer one section of this course online every semester from this point forward.

4. Please describe how course offerings match students' preparation and goals.

Given that a large group of our students are majoring in Psychology (35%) and have a goal of receiving a degree/transfer (83%), it is crucial that we offer courses and have requirements that will adequately prepare them for upper division courses in an undergraduate program in psychology and/or work in the field. Therefore, we continue to emphasize the importance of students taking discipline-specific courses over courses in other departments. For both the AA degree and the AA-T degree, students are required to take PSY 161 (*Statistics for the Behavioral Sciences*) rather than taking statistics in the math department (as is allowed by other colleges). In fact, while counselors and other members of our campus community were pressuring us to allow math statistics to satisfy the degree requirement, we confirmed with the Psychology Department at Cal State Fullerton that the discipline-specific statistics class is definitely preferred. They agreed with us that students who take a psychology statistics course are more prepared for future coursework in their undergraduate psychology program. In addition, our department offers our own biology-related class (*Brain and Behavior*) to satisfy the AA-T requirement. Although we encourage students to take this discipline-specific biology class, they do have the option to take a class within the Biology Department as we are not confident that we can offer enough sections to meet the demand of our majors.

One of the more popular fields in psychology is clinical/mental health. This is also true with our students. Many of our students report wanting to be "clinical psychologists," "social workers," "marriage and family therapists," "counselors," etc. Therefore, each semester we offer a variety of classes beyond just General Psychology that will support their long-term goals: Psy 139 (*Developmental Psychology*), Psy 145 (*Child Psychology*), Psy 219 (*Human Services*), Psy 221 (*The Brain and Behavior*), and Psy 222 (*Abnormal Psychology*).

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

There are some consistent changes in enrollment (for example, lower enrollment campus-wide in spring semester compared to fall semester) and then there are changes in enrollment due to societal factors that are more spontaneous (for example, a recession or a pandemic). In these situations, scheduling has to reflect the student demand so the number of sections are increased/decreased or class sizes are adjusted accordingly. However, each department is affected by these changes differently. The Psychology Department offers almost the same number of sections during fall and spring semester and, in addition, has almost the same

number of students enrolled each semester. Multiple sections of our core courses are offered across the Fall and Spring semesters. And in terms of the consequences of the pandemic, our department actually had an increase in enrollment while the campus had a decrease (as discussed in 3.1.1).

As mentioned previously, the increase in the number of psychology majors and degree earners over time has resulted in an increase in the demand for the *Research Methods* class, a core course for the AA-T. Therefore, the number of sections has steadily increased but has now been stunted by the lack of lab space provided to our department. So, while we know we need to offer even more classes to meet student demand, we are not able to.

In addition to scheduling classes at various times of the day and night throughout the week during the regular semesters, we have also consistently offered two of the three core courses and some of the elective courses in our program during the summer session. This allows students access to an additional class or two in a more compact format.

One of the results of Covid-19 has been the realization that we need to create flexible scheduling for students which involves offering online, zoom, hybrid, and face-to-face classes. We have also agreed to a long-term change of having the Psychology AA and AA-T degree attainable completely online.

3.2 Student Achievement and Equity (and student demographic profile)?

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

In evaluating the course completion for the Psychology Department as a whole, beginning in 2016 and continuing through 2019, we consistently achieved an 85-86% course completion rate (above the campus-wide completion rates for those years). However, although still above the average completion rate for all programs on campus, the rate dropped to 84.2% in 2020 and 82.2% in 2021. This drop in completion rate is understandable given the beginning of the Covid-19 pandemic in March 2020. As the average for the campus dropped 4% from 2019 to 2020, our department only decreased by 1.6%.

Over the past five years, course success in our department has steadily increased. Beginning with a course success rate of 64.4% in 2016 and ending with a rate of 68.9% in 2021, every year there was an increase from the year before. This was even true during the pandemic. Course success rates are fairly similar to the average for all programs campus wide (for example, 2021 rate of 69.1%).

The number of AA and AA-T degrees increased from 2015 to 2020 and then decreased for the 2020/2021 academic year. Whereas just 6 AA degrees and 88 AA-T degrees were awarded in 2015, those rose to 21 and 172, respectively, in 2020. With the onset of the pandemic, however, the number of AA degrees awarded decreased in 2021 to 18 and the number of AA-T degrees awarded decreased to 160 that same year.

In terms of transfer, the number of students from our program who have transferred to a CSU or UC has increased over the past five years. With 167 transfer students in 2015 to 238 transfer students in 2020, the numbers are definitely trending upward. Approximately 65% of psychology students transfer to a CSU, 14% to a UC, and 22% to other universities.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Course completion rate for our Asian students is higher than for other groups, and the completion rates for American Indian/Alaska Native, Black/African American, and Native Hawaiian/Pacific Island students fall below that of other students. The same pattern is seen in course success rates. Though we do not have data regarding which factors affect this, our reading about equity gaps, flex and faculty development workshops, and informal discussions present some hypotheses: White-centric course syllabi and content in some of our courses, grading policies, and course structure. Also, we have observed that psychology departments at other colleges that have less of an equity gap in their *General Psychology* course have some type of prerequisite or advisory course. For example, Cypress College has an advisory: Eligibility for ENGL 100 C or ENGL 101 C or ESL 110 C.

Most of our students are from our *General Psychology* course, and this course attracts freshmen. Our hypothesis is that some high schools better prepare their students for a freshman college course, and that this evens out after students have taken more courses.

3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

We have discussed the equity gap in our courses, and plan to continue doing so. No doubt changing classroom policies regarding late work, extra credit, and using equitable grading policies might help retain students who, for whatever reason, have more obligations, different emotional or sociological or academic needs, or fewer resources than other students. The research is clear that, as a group, students from various racial or ethnic groups differentially need to bring in income. Those who do need to work, compared to those whose families more easily can support them, are differentially affected by late policies where points are deducted from the grade.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?
 - Develop a bank of research-based activities/assignments that have shown to help increase the retention and success of Black and other Students of Color. Develop a departmental guideline about which courses will include a requirement to include such assignments. Determine which courses are most amenable to such policies. Topics will address growth mindset; reattribution training (making less global, less internal attributions for failure or for feeling excluded); values clarification; stereotype threat.
 - Research shows that freshmen are encouraged by hearing from other students talk about the obstacles they encountered as freshman, including stereotype threat, and how it gets easier. Students who watch videos of such interviews are less likely to drop out. Create, edit and/or obtain videos that will be required in our courses that attract freshmen. Develop departmental guidelines of which courses will assign the video.
 - Work together to decolonize course content.
 - Continue to discuss equitable grading as it relates to each course we offer.

There are two ways our department could be supported in our effort to reduce the equity gap.

1. Provide financial and other resources for developing, editing, or obtaining the video of student interviews.
2. With the new *Ethnic Studies* requirement, we expect our *Cross-Cultural Psychology* course and possibly the new *Prejudice and Discrimination* course to show a decline in enrollment. If there were something that could help with that, it would be great. They are the two courses we have that explicitly demonstrate to students our concern for such issues, and they will remain electives in our AA-T and AA degree. However, the course currently attracts non-majors as well.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

The OIE data for our department do not address how our students progress on any of the dimensions listed (unit accumulation, prerequisites, etc.). Because we are so concerned, we will again mention that, as otherwise noted in this report, even after offering additional sections of our *Research Methods* course, we continue to have long wait lists for the course. We could easily fill more sections if there were available lab space. Since this is the last course students take for the major, it most likely is affecting how quickly students transfer.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

The current requirements for the AA-T degree in Psychology are in line with the Transfer Model Curriculum. We have eliminated prerequisites that previously existed in some classes and allowed for options within the biology restricted elective so that Biology courses can be taken to satisfy the requirement in addition to PSY 221 (*Brain and Behavior*).

The TMC lists *Psychology Statistics* as the "preferred option" over a statistics course in other departments. And, as previously noted in 3.1.4, our in-depth discussions with CSUF support our perception that psychology's PSY 161, (*Statistics*) better prepares our students for their program. Therefore, our AA-T requires PSY 161.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

The Psychology Department met with Guided Pathways Work Group #1 Co-Chairs Kim Vandervort (English) and Ana Tovar (Counseling) as well as Victor Manchik (Office of Institutional Effectiveness) on January 21, 2021. At that time, a program map was created for both the AA and the AA-T degree (*see Appendix D*). Based on the courses offered within our department and the frequency of these offerings, students should be able to complete the pathway in two years. All core courses and even the majority of electives are available to students every semester. In addition, students will be able to complete the map in a purely online format (at least for the courses within our department).

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

In terms of the number of students who choose this program of study, in 2020, 578 students chose an AA in Psychology as their major and 1,108 students chose an AA-T in Psychology as their major. Overall, the number of students choosing an AA-T program of study has increased since 2015, while the number of students with an AA major has declined every year for the same time period (which is understandable given the emphasis placed on the advantages of the AA-T degree). However, in 2021, during the Covid-19 pandemic, even the number of AA-T majors decreased from 578 the year before to 511 students.

In terms of degrees awarded within our program, in 2020, 21 AA and 172 AA-T degrees in Psychology were awarded. In general, the number of awards for both programs has increased

over time. As with the number of declared majors, in 2021 the number of degrees awarded decreased, although not as much as one would imagine given the pandemic, to 18 AA degrees and 160 AA-T degrees.

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

The ratio of the number of sections taught by FTF to PTF was 56.7% to 43.3%, respectively, during the 2016/2017 academic year, but fell the following year to 44% and 56%, respectively, with the retirement of two full-time faculty members. The number of sections taught by FTF continued to drop with only 39.4% of the sections taught by FTF in 2019/2020 and 42.2% in 2020/2021. However, what the data provided by the OIE does not show is our current situation beginning Fall 2021 and forward. With another retirement of a full-time faculty member after the Spring 2021 semester, the department’s new reality is that only 35% of our sections are taught by FTF and 65% are taught by PTF. These numbers are very different from what is seen campus-wide. For the 2020/2021 academic year, 59.64% of all sections taught at FC were taught by FTF and 40.36% of the sections were taught by PTF. To reiterate, the campus has approximately 59.64% sections taught by FTF (if this year is like last) and the Psychology Department has 35%. This is a significant difference.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

The Psychology Department is requesting the hiring of a full-time faculty member. As mentioned previously, the current ratio of 35% of our sections taught by FTF to 65% being taught by PTF suggests that the need is definitely there. In addition, our number of degrees awarded have been increasing (in fact, in the past five years has doubled) and our program as a whole has had fill rates over 90% for the past five years and continues to increase. Given these trends, we had hoped to grow our program in order to keep up with student demand, a goal that cannot be accomplished very easily without hiring additional faculty. Furthermore, as already noted, we recently had the retirement of another full-time member of our department, making this request even more urgent. The need is twofold: a full-time faculty member for our *Research Methods* course and/or for the more clinically-oriented courses.

As we have emphasized, it bears repeating that our *Research Methods* course (Psy 202) is a core course for the AA and AA-T degree and in some ways is one of our most important courses (the “capstone” course). Although several *Research Methods* sections are offered, it always has a fill rate over 100%. And even after over-enrolling, there are always additional students that do not

obtain a seat, which sends them to another college or postpones their graduation. This is an essential, high demand course, and though most people do not know this, it is the basis of their success in the field. Currently, 67% of the *Research Methods* classes (4 out of the 6) are taught by adjunct faculty. Teaching this course requires a high degree of specialization. Not only must the professor excel at teaching, the professor must have a research background, which generally includes publishing his/her/their own research. It also requires related skill sets, such as a strong statistics background, expertise using statistical software, and the ability to write and grade papers in the *American Psychological Association's* format. As well, this course requires an unusual amount of time spent with students guiding and supporting them outside of class on their own research. Much of this time takes place outside of the classroom, during regular office hours, and regularly meeting beyond the typical office hours, all of which part-time faculty are not required to participate in. Half of the time spent with students in the classroom is as part of the lab section of the course, however, faculty are paid at a lower rate than lecture as Fullerton College does not have lab parity. For all these reasons, it is difficult to develop a sufficient pool of adjunct faculty to teach the course and it is much preferred that the class is taught by full-time faculty.

Our program supports students' educational goals that include clinical work, which necessitates taking courses like *Abnormal Psychology* and *Human Services*. The addition of a new full-time faculty member is important for enhancing students' access to these courses, which are especially relevant in today's world and of particular interest to students. With the onset of the pandemic and the increased shining of the spotlight on stressors faced by People of Color, who make up a large portion of our student body and our society, being able to hire another full-time faculty member would enable us to reliably respond with appropriate course offerings to address student demand for mental health care training. Both faculty members who specialized in such courses have now retired. It is vital to have at least one department member with a clinical background to teach classes like *Abnormal Psychology* and *Human Services* and provide mentorship to our students with clinical career goals.

A full-time faculty member also will provide our growing number of students with more access to professors and to mentorship overall. Unlike part-time/adjunct faculty, this individual will have office and campus hours, participate in departmental activities, and engage with the campus as a whole. A full-time faculty member would also provide our department with a fresh perspective in terms of pedagogy and also with content within the field of psychology.

The Psychology Department is committed to our students' learning and achievement across various domains. Given the increasingly high demand for our courses and a decrease in the number of full-time faculty, it is imperative that we hire a new full-time faculty member in order to fulfill this important commitment.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

One of the concerns we had in terms of the effects of the pandemic was how it would impact enrollment, course completion, and success. And although the number of students completing our courses did decrease (as it did campus-wide), our enrollment and success actually increased. As mentioned in 3.1.1, our department enrollment increased by 2% from 19/20 to 20/21 while the overall campus decreased by 3.8%. And as mentioned in 3.2.1, our success rates continued to rise despite the pandemic from 67.8% in 2019, 68.0% in 2020 to 68.9% in 2021. Regarding the reduction in course completion, while we know this is a trend not only across the campus but across the nation, we have been discussing ways to help students more easily succeed when taking online courses. This includes discussions of equitable grading.

There have been a number of negative impacts on our department due to the Covid-19 pandemic. Some of the most concerning relate directly to our students. The ability to mentor our students has been severely restricted. Typically, this is done through face-to-face office hours, participation in department activities (such as the Psychology Club and *Psychology Day*), and involvement in campus activities (such as, *Kindercaminata*, *Día de los Muertos*, *The Clothesline Project*, etc.), all of which have been almost entirely eliminated. Of course, we have Zoom office hours and we have hosted and participated in a few workshops with our students, but the amount of interaction with our students has definitely been reduced.

These department and campus activities not only allow faculty the opportunity to mentor students, but they allow students to work together and explore psychology together. Students do interact in chat, breakout rooms, and on discussion boards, but they do not have the same experience of being in the classroom and being on campus with each other. The absence of student-student interaction and peer support for our students has been tragic.

Another adverse effect of the switch to online learning during the pandemic was the realization that not all instructors are skilled at teaching in this format. The Psychology Department lost a few long-time adjunct faculty who simply were not successful in adapting to online instruction. In fact, although we are expecting a return to campus for Spring 2022, these instructors were not included in the schedule as it is always a possibility that we will need to switch to online teaching at any time and into the foreseeable future.

As for some of the positive effects of the Covid-19 pandemic, the Psychology Department faculty has realized the importance of offering courses in the online format for students who, for whatever reason, may not be able to physically attend class on campus. So not only have we made a commitment to have all of our core courses within our program have at least one online section each semester, the majority

of the electives will also offer an online class. In fact, it should be possible, within our department, to earn an AA or AA-T degree in Psychology completely online.

The faculty in our department became more skilled in the use of our LMS out of necessity at the beginning of the pandemic. However, many faculty plan on continuing to use its features even when they are back in the classroom. In addition, the faculty either discovered or increased their use of Zoom and now realize how useful it can be when meeting with students or colleagues in-person is difficult. More than likely these Zoom meetings will continue.

And finally, our faculty, department, division and school as a whole had to start thinking outside the box when the Covid-19 pandemic began. One of the immediate difficulties we had in our department was student access to computer labs and programs. The faculty and students in our PSY 161 (*Statistics*) and PSY 202 (*Research Methods*) classes were stuck mid-semester unable to enter and analyze data, which is a major component of both courses. Fortunately, the campus created the laptop loan program for all faculty and students and, with the help of ACT, faculty and students were given remote access to SPSS. (SPSS is used for statistical analyses in behavioral research and the standard statistical software package used by psychological researchers and in college-level psychology courses.) These are services that would be beneficial for students even post-pandemic.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

The Psychology Department has proven to be incredibly student-focused and, we believe, have had a positive impact on our students in a variety of ways. From structuring our classes and carefully selecting resources, to mentoring students both on and off campus, the focus is on providing experiences and opportunities that facilitate the learning process and expose the students to the field of psychology. For instance, many of our faculty consider the financial impact that purchasing textbooks have on students and either provide student access to textbooks at no cost (for instance, having copies on reserve in the library) or utilize open educational resources. In addition, the number of faculty (both full-time and part-time) in our department who have joined the “Hornet Tutoring” family and included an embedded tutor in their class has steadily increased over the last few years. Having this peer mentor/tutor in a class is incredibly beneficial to the students.

Our faculty are also actively engaged with our students outside of the classroom. The Psychology Club, pre-pandemic anyway, met weekly and participated in a variety of activities from hosting guest speakers to conducting community service. And our faculty and students have participated jointly in many campus activities. We have already mentioned *Día de los Muertos*, *Kindercaminata*, and the *Clothesline Project*, but we participate in other activities as well. For example, yearly, we engage in tabling events to introduce our program to current students and incoming freshmen. We are especially excited about an event we host annually, (again, pre-pandemic) a full-day event for our students called *Psychology Day*. It

typically includes an introduction to our faculty, an orientation to our program, alumni panels, well-known guest speakers on specific topics, and a meet-and-greet with various community service organizations in the area. Our faculty have also encouraged students to attend regional conferences and mentored them through the process. From registration and travel to maneuvering around the conference once there and possibly presenting research, our faculty have provided the support and guidance many of these students need in entering the unfamiliar territory of professional conferences.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

The Psychology Department met with a counselor as well as a representative from Institutional Research to discuss PSLOs and Pathways on January 21, 2021. Previously, our PSLOs were selected by taking our three core program courses (PSY 101 *General Psychology*, PSY 161 *Elementary Statistics for Behavioral Science* and PSY 202 *Research Methods in Psychology*) and selecting one CSLO from each. According to the new design principles for PSLOs, we will redesign our PSLOs to measure overall program success as related to completion of our pathway. We are still deciding what can be assessed that will measure success in our overall program. We have begun gathering examples from other community colleges, universities, and the American Psychological Association.

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

The Psychology Department is considering using the final APA paper for the PSY 202 *Research Methods* course. This paper is due at the end of the course, and it describes original research conducted by the student. Essentially, success in this final paper may accurately assess overall success in the program because the activity requires knowledge and skills from all three of our core program courses (PSY 101 *General Psychology*, PSY 161 *Elementary Statistics for Behavioral Science*, and PSY 202 *Research Methods in Psychology*).

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you

have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

Our department uses a spreadsheet to plan and complete SLO assessments, spreading courses out over the self-study period. Our last self-study period, all courses were assessed at least once except PSY 101H, our *Honors General Psychology* course. This occurred because we do not offer this course every semester, and when we came to the end of the self-study period, we missed getting the data for the last *Honors General Psychology* course offered. We have addressed this in our plan for the next self-study period by assuring that PSY 101 H will be assessed Fall 2021 semester. *See the current self-study period schedule of assessment in Appendix C.*

The Psychology Department has included discussions about SLO assessment outcomes in order to “close the loop” in our regular department meetings. We plan to continue to do it this way in order to use the data to make improvements to our program.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

The Psychology Department CSLO success attainment data do not suggest any significant differences by race or gender. For race, no groups fall below 72.73% for “meets expectations”. Of the 9 categories, the lowest two groups to attain “meets expectations” are “unknown” and “unspecified”. Similarly for gender, no groups fall below 81.60% for “meets expectations”. *CSLO attainment data charts can be found in Appendix B.*

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don’t exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e., attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

Groups of concern in our equity analysis for course completion and success also have slightly lower CSLO attainment rates compared to groups with higher course completion and success rates. For example, Asian CSLO success rates are the highest at 87.87% compared to the attainment rate for American Indian/Alaskan Native is 86.21%. Black/African American CSLO success rates are 81.39%, and Pacific Islander CSLO success rates are 75%. Because the

difference in CSLO success does not show up as markedly as the course completion and success rates, this perhaps reflects that students in these categories learned more than is reflected in their completion and success rates.

In Section 3, the Psychology Department presented an equity plan. By improving the retention rates and removing some obstacles to success for groups of concern, improvements in CSLO success rates should mirror improvements to course completion and success rates.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?

The Psychology Department plays a significant role in helping students complete the GE pathway. Currently, the department offers 15 courses for GE credit, and they are as follows: 101, 101H, 120, 131, 139, 145, 161, 161H, 202, 202H, 221, 222, 233, 251, and 251H. Moreover, beyond offering a variety of GE course possibilities, we are enrolling a large number of students in our courses. For example, the data provided by the OIE shows that we enrolled 3,481 non-majors and 1,913 majors for the 20/21 academic year. For that same time-frame, 81% of non-majors were degree transfers and 88% percent of majors were degree transfers. Moreover, when looking at the OIE report for PSY 101, the GE course with the most enrollments over the last five years, we had 13,729 enrollments, with 188 sections.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

We offer our GE courses in a variety of time slots and at a frequency that enables students to take courses in a manner that best fits their schedule. For example, PSY 101, our most popular GE course, has been offered in the summer, fall, and spring for the last five years. Additionally, during any given semester, we offer our GE courses six days a week from early in the morning and there are sections available late evening. The OIE data shows that our night-time course offering for our five most popular courses ranged from 12% to 28%. For the 20/21 academic year, the OIE data for PSY 101 showed that 14% of the sections for this course were online and 12% of the sections were offered in the evening.

As we adjusted the mode of teaching during the pandemic, about half of the GE courses were scheduled for online teaching and about half were either virtual or hybrid. Considering the virtual GE courses for the Fall 2021 semester, they are taught either one or two days within a six-day week. The time-slots range from 9am to 9:40pm at night, which makes it even easier for

students to fit the virtual GE courses into their work schedules and/or to manage them along with their other responsibilities.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

The recently passed law AB 1460 (see [AB 1460 Requirements](#); [AB 1460 law](#)), which mandates that California State University students complete one of four ethnic studies courses, may create a future impact on our program. First and foremost, we would like to explicitly state that we believe that the Ethnic Studies curriculum plays a vital role in helping to educate students. However, we do worry that the student need to fulfill this requirement as currently written, will unintentionally funnel students away from our PSY 131, *Cross Cultural Psychology* course, and the newly developed PSY 225, the *Psychology of Prejudice and Discrimination*. Although these courses fulfill the multicultural requirement, we do believe that most students will often opt to take a required ethnic studies course that fulfills two requirements at once. The end result will be that our students will miss the opportunity to take courses designed to help inform students in a discipline-specific manner.

2. Make sure you are including all degree and certificate programs, including the College's GE program.
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.

Our program is not dependent on any other departments for fulfilling course prerequisites. However, we have found that a request to accept prerequisite courses from other departments occurs in intermittent cases. For example, there are times when a student has taken the math statistics course instead of PSY 161, which is the psychology statistics course required for the AA-T. Although the statistics courses may seem like they are the same when looking at the basic content, they diverge in the emphasis on hypothesis testing and obtaining significant results from behavioral data. A request to substitute the PSY 161 course for math statistics most typically occurs as a result of transferring from another college to Fullerton College or after changing majors. In an effort to be student centered, though (again, as previously noted) CSUF has asserted our students are better prepared for their program if they have taken PSY 161, we fully consider these cases on an individual basis, and when possible, we have allowed concurrent enrollment in our statistics course, PSY 161, along with the *Research Methods* course. It is important to note that any exceptions are made using a formula that starts with a request from the student via the dean of Social Sciences. If concurrent enrollment is allowed,

we attempt to decide in favor of the student if it appears that they will be able to be successful in PSY 202, *Research Methods*.

4. If AB 705 applies to the program then how are you meeting its mandates?

The AB 705 law resulted in a change in the math prerequisite, and this has somewhat impacted the Psychology Department, especially when students are confronted with the need to work thorough statistical formulas to analyze data in our statistics course, PSY 161. One way we are adjusting to the legal mandate to have students take the mathematics courses in a one-year timeframe is by teaching more of the basic math skills in our courses, changing how we teach specific formula-solving processes, and increasing supplemental help, especially by utilizing peer assistance from embedded tutors.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

Our program fully embraces the learn-by-doing approach with a plethora of opportunities designed to expose our students to the world of psychology, which includes clinical and research applications. Some of these opportunities have been specifically initiated by our faculty to help the students learn more about the major. For example, in our *Human Services* course, each student chooses a service organization to interact with, and then they come back to class and report on it. Our department has hosted an annual *Psychology Day* for our majors. Our goal is for students to experience what a professional conference would be like. As we've previously described, this is an all-day event that includes a panel of students who have transferred from Fullerton College, research poster presentations, and talks given by well-known researchers.

We also frequently participate in helping our students develop empirically-based research projects in courses (e.g., *Independent Studies*, *Honors Research Methods*, and *Honors General Psychology*), and with IRB approval, these students are encouraged to present their work at state-wide conferences. Our full-time faculty have mentored students who have been invited to present posters and orally at the Western Psychological Association conference, the UCI honors symposium, and the community college honors research symposium. We are proud to state that some of our students have been invited to present their [research](#) at the honors research symposia, and some have even won [awards](#) for their research projects.

In several of our courses, we have students conduct research projects for collective learning and presenting in the classroom. In *Social Psychology*, the students must work cooperatively to solve

social problems, and they must write a final report to share their solution. The research methods course, which is often one of the courses taken prior to transferring, requires all of the students to actively engage and apply what they have learned in previous courses. The students must write a proposal for a research project, collect data, analyze the data, and write an American Psychological Association (APA) formatted paper for their class project. Brain and Behavior is another course that has a considerable project that enables the students to actively learn and apply their knowledge. After learning about basic neurophysiology, neuroanatomy, and neuroimaging techniques, the students are required to select a developmental stage, brain state, or neurological disease or disorder for their final project. They must complete the project in several steps, which requires summarizing and synthesizing empirical research studies. By the end of the semester, they create videos to show what they have learned and they are also required to write a paper that uses APA format for in-text citations and the references. During the spring 2021 semester, the students were invited to share their projects in a virtual Brain and Behavior symposium that was open to the campus and public. Another example is an assignment addressing factors that make relationships work. Students watch a video of a famous researcher who studies this, and then participate in a Discussion Board where they discuss their favorite ideas from the video. This is a popular assignment and students regularly say they will use the material in their own relationships.

In addition to being involved in conferences and learning via class-related projects, we facilitate sessions where students can have productive learning opportunities throughout the semester. The most prominent club is our longstanding and highly active Psychology Club, which has a full-time psychology faculty member as its advisor. Prior to going fully online due to COVID, the club regularly engaged in activities such as working with Habitat for Humanity and fundraisers. Due to the pandemic, the meetings have been paused; however, we partnered with Cypress College to enable our students to hear psychology-related speakers and participate in cooperative activities. We are pleased to announce that we recently added another club to our student enrichment opportunities; another full-time psychology faculty member is the advisor for the Creativity and Wellness Hive.

The Psychology Department also takes part in service learning projects and experiential activities. We enjoy participating alongside our students in campus-wide events. For example, during *Kindercaminata*, we typically host two popular booths that enable our students to teach kindergartners about the human brain. Lastly, we offer courses through the Study Abroad program and, also, encourage our students to participate.

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

As you read this, you have no doubt noticed our strong emphasis on research, including in this section. On that note, the most significant institutional barrier has been the lack of space and funding for our much-needed psychology laboratory. If we were able to offer more sections of

PSY 202, *Research Methods*, more students would be able to participate in research-oriented applied activities. Not having a dedicated space for students to collaborate on research projects and work to analyze data has put us at a disadvantage, especially when compared to schools like Mt. SAC which has two separate rooms for students to participate in research (see *Appendix E*).

We have also found that there is limited funding for hosting our annual *Psychology Day* or sending non-honors students to conferences. When hosting *Psychology Day*, we often have to charge students a small fee to participate, which is used to pay for speakers and food.

Last but not least, the paperwork process to offer certain activities for students is cumbersome, time-consuming (in terms of time to complete and get through the process), and ever-changing.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

Strategic Action Plan #1: Establishment of a Psychology Department lab that would be available for Research Methods and Statistics courses.

This goal has not been reached yet. Despite having “exceeded expectations” according to the Program Review Committee Reader’s Report (2017-2018), no funds were allocated for this SAP. One issue has been finding space for our proposed lab, but we anticipate space becoming available in the near future with the relocation of the Reading Lab. We are hopeful that this could finally lead to some progress on a goal our department has been pursuing for over twenty years. Substantial funding will still be necessary to purchase new computer equipment and furniture, and this request will remain our top priority in the current Program Review (see New SAP #1 below).

Strategic Action Plan #2: Compile a list of SLO assessment questions for each course and make them available for adjunct faculty to use if they so choose.

A Psychology Department Canvas page was created and shared with adjunct faculty. A Student Learning Outcomes page was created with links to assessment questions and instructions for entering data into eLumen. In our last assessment cycle, most SLOAs were completed by full-time faculty members (as is typical), and four courses were completed by adjunct faculty. It was helpful to have a list of assessment questions and instructions in one central location, and we will continue to maintain this page for future assessments and instructors.

Strategic Action Plan #3: Based on the SAP #1, we will discuss including a laboratory component for Psychology 161 (*Elementary Statistics for Behavioral Science*) course.

Given that SAP #1 has not been reached, we are tabling this discussion for the time being. Once we have a Psychology-dedicated lab, we will be better able to accommodate our PSY 161 courses. Until then, it remains virtually impossible to include a laboratory component for PSY 161 without the appropriate infrastructure. We still believe that students can benefit from receiving more hands-on analysis experience with a lab component for PSY 161. As it exists currently, our PSY 161 course does introduce students to basic statistical analysis using statistical software. However, given the amount of other material that is covered in the class (e.g., underlying concepts and formula-based hand/calculator computations), only a limited amount of time can be devoted to software analyses. However, this is an important skill required for PSY 202 and subsequent statistics and research-based courses and lab work following transfer. Our PSY 202 instructors have found it necessary to spend ample time reviewing these skills, which can impede progress toward meeting other course objectives.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Clearly, not receiving funds precludes us from establishing a psychology lab, which has been a major goal for decades at this point. It is rather disconcerting that we have been denied this request for so long, particularly given the number of students that we serve. Psychology is one of the most popular majors on campus with over 1,600 declared majors and 193 degrees awarded during the 2019/2020 academic year. Is this denial a reflection of some false belief that psychology is not a real science and therefore we are not deserving of quality lab space? At the heart of psychological theories are carefully conducted empirical studies that are grounded in the scientific method, the same scientific method used by our colleagues in Biology and Chemistry (who happen to have dedicated lab spaces). The core of our program (and all psychology programs) is research, for which a lab is necessary. In psychology labs, students design and conduct their own research with human participants, and then statistically analyze the results using *SPSS*. Not having a lab space, nor having state of the art equipment, results in an inferior experience of these fundamental activities. Furthermore, without a lab space, we are unable to offer more sections of PSY 202, a required core course for the AA/AA-T degrees, thus creating a barrier to degree attainment and transfer. And for those sections that are currently offered, not having a lab space places limitations on the learning process. Currently, the course is often bounced around from room to room in various buildings, which precludes us from offering students a state-of-the-art experience.

While we continue to “make-do” with the limited resources and infrastructure we have, it is becoming increasingly more difficult to do so. Currently, our laptops in Room 1416 are unavailable given the College’s decision to use these as loaner computers (which, by the way, was not communicated to us. It was only discovered to be the case when a faculty member attempted to obtain some for students who didn’t have their own laptops during their on-campus *Research Methods* class). That said, even when they have been available to us, and most certainly when they become available again, the aging laptops are clunky and unreliable. Troubleshooting various hardware, software, and connectivity issues takes away from valuable class time. The laptops are losing their ability to hold their charge for an extended period of time. This is a problem given that *Research Methods* meets for over three hours, and outlets for charging aren’t always available (for example, we are currently teaching *Research Methods* in Room 1421 which only has a handful of outlets). When outlets are available, the numerous cords that cover the floor become a safety hazard.

We had relied on the computer labs in Building 300 for several of our *Research Methods* sections in the past, but given that Building 300 is slated for renovation, that space is no longer available to us, nor can we anticipate that space being available to us once the renovation is complete since it is under the purview of the Business & CIS Division. It is unfortunate that there is competition for lab space, and not just with Business & CIS but also within our own division. Using the 611 Lab is not a viable option either. Given that this space is available to the entire college, reservations must be made well in advance and still are often difficult to obtain. When we do get the space, there is no way to completely close off the lab from sound interference coming from the adjacent room. Furthermore, the need for computers and *SPSS* arises in a very organic way in our courses. Having to plan out lab visits does not allow for spontaneity and instead requires disruptive adjustments to the natural flow of instruction.

While we have done our best to address our students’ needs and provide them with the knowledge and skills necessary for success, not having a lab space creates significant challenges, and students are negatively affected.

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee’s endorsement does not guarantee additional funding. The President’s Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).

3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

Strategic Action Plan (SAP) #1: Establishment of a Psychology Department Lab

<p>Describe Strategic Action Plan.</p>	<p>The Psychology Department’s primary Strategic Action Plan is to establish a state-of-the-art dedicated psychology lab. This includes finding an appropriate place for a new lab. We anticipate space becoming available as other departments relocate from the 1400 building to the new Humanities Building in 2022. Ideally, all of our PSY 202 (<i>Research Methods</i>) sections would be taught in the lab in addition to several PSY 161 (<i>Elementary Statistics for Behavioral Science</i>) and PSY 221 (<i>Brain and Behavior</i>) sections. The proposed laboratory would contain space for planning and conducting research with human participants, computers, monitors, a projector, screen, and experimental equipment that would enable the instructors to guide the students through the statistical and research process (e.g., conducting empirical research, collecting data, and appropriately analyzing data). It would also enable more effective teaching of neuroanatomy for classes like <i>Brain and Behavior</i>; in this class students are required to learn neuroanatomical structures and this process is enhanced by visual aids. One challenge is that when students learn anatomical structures (such as how to identify the caudate nucleus) it is difficult to fully understand their three-dimensional morphology when only seen in two dimensions.</p> <ol style="list-style-type: none"> 1. Obtain a classroom on campus that would accommodate at least 35 students (this is our PSY 161 class size). 2. Obtain furniture that would house 36 desktop computers and flat screen monitors. The work stations will permit stowing away of monitors when not in use to allow for unobstructed communication during class time (see Appendix D for photos of a similar set-up at Mt. San Antonio College). 3. Obtain 36 desktop computers with access to SPSS, which, as noted earlier, is crucial for statistical analyses in behavioral research and the standard statistical software package used by psychological researchers and in college-level psychology courses. Indeed, both PSY 161 and PSY 202 require the use of such statistical software (PSY 161 SLO #3, PSY 202 SLO #4). The computers must have a hardwired internet connection in order to effectively conduct research (e.g., with online platforms such as Qualtrics), allow for locating academic sources using online databases, permit real-time collaboration on group activities, and to enhance students’ understanding of neuroanatomy with interactive computer-generated 3D brains (PSY 221 SLO #1). 4. Obtain a printer for data analysis output, research study materials/stimuli, research reports, etc.
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<p>List College goal/objective the plan meets.</p>	<p>College Goal #1: Promote success for every student (Objectives 1, 2, 3, 4, and 5).</p> <p>College Goal #2: Cultivate a culture of equity (Objectives 1, 3, and 4).</p> <p>College Goal #4: Commit to accountability and continuous quality improvement (Objectives 2 and 3).</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>Our current, “make-do” alternatives to having a dedicated lab space create unnecessary challenges that affect all students, particularly students from underserved populations. Without a dedicated lab space, students are relying on aging and increasingly unreliable laptops. For this reason, students are often finding it necessary to bring in their own laptops to class, which clearly poses a barrier to many of our students. Our request for a dedicated lab space has been overlooked for far too long (we have been requesting this for over twenty years) despite the fact that we serve more students seeking a degree/transfer (83%), majors (35%), and Latinx students (63%) as compared to other programs on campus (see section 3.1, #2). Without a dedicated lab space, these students are at greater risk of falling behind and not obtaining the skills necessary for success in future coursework and careers. In contrast, a state-of-the-art lab communicates to students they are being taken seriously as budding professionals. Finally, having a dedicated lab space will ease scheduling issues and therefore permit our program to offer more sections of Research Methods, helping students meet their degree and transfer objectives sooner (see section 3.1, #1 and 3).</p>

<p>What measurable outcome do you anticipate for this SAP?</p>	<p>We anticipate that having a dedicated lab space will eliminate some of the obstacles already noted, such as troubleshooting hardware problems during class and students having to rely on their own laptops, and will thus facilitate high success and completion rates in our PSY 161, PSY 202, and PSY 221 courses. Performance on various course SLOs is also likely to improve (e.g., PSY 161 SLO #3, PSY 202 SLOs #3, 4, and 5, and PSY 221 SLOs #1 and 2), which should also translate to improved performance on our Program SLOs. We would also anticipate higher success following transfer as students would be better prepared for subsequent statistics and research methods classes at the transfer institution. Furthermore, having this space would allow for more sections of PSY 202 and more students being served each semester.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>We are unable to accomplish this goal without additional financial resources.</p>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of resource	Requested dollar amount	Potential funding source
Personnel	\$0.00	
Facilities	<p>\$0.00</p> <p>Assuming existing classroom space can be used without modification.</p>	
Equipment	<p>\$34,160.00</p> <p>18 double elevation desks (30" x 72") which would seat 36 students and 36 task chairs (https://versatables.com/)</p>	VPI IE Budget

Supplies	\$0.00 However, printing supplies would be needed on an ongoing basis.	
Computer hardware	\$36,560.00 36 desktop computers and 24-inch LED monitors (https://www.dell.com/), and one laser printer	VPI IE Budget
Computer software	\$0.00 Assuming that ACT would be able to maintain our site license for <i>SPSS</i> .	
Training	\$0.00	
Other		
TOTAL requested amount	\$70,720.00	

Strategic Action Plan (SAP) #2: Hire a new full-time faculty member

<p>Describe Strategic Action Plan.</p>	<p>As outlined above (see Section 3.4), the Psychology Department is in serious need of a new full-time faculty member. Just five years ago, during the 2016/2017 academic year, 57% of our sections were taught by full-time faculty. Following the retirement of three full-time faculty members with no replacements since then, this number has dropped to an abysmal 35% in the 2021/2022 academic year. In comparison, 60% of sections campus-wide are taught by full-time faculty.</p> <p>As soon as the position is approved, we will follow the District hiring process. We have several courses where we need to increase faculty support and, frankly, one new hire alone would not allow for all needs to be adequately met. Currently, 67% of our <i>Research Methods</i> sections are taught by part-time/adjunct faculty. Teaching this course requires a high degree of specialization and is a very demanding course for the instructor. As a result, it has been difficult to keep this course staffed. Since this is a core course that is always in high demand and oftentimes a bottleneck for students pursuing the Psychology degree/transfer, this will be our priority.</p> <p>That said, we also have a need for a full-time faculty member with a clinical background. Our two clinical psychologists have retired in the past five years, at a time when it has become increasingly difficult to find instructors for courses such as Abnormal Psychology and Human Services. Furthermore, students whose educational goals include clinical work (which is a goal held by many psychology students) miss out on the opportunity to receive mentorship and guidance from a specialist in this important and high-interest area.</p>
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<p>List College goal/objective the plan meets.</p>	<p>College Goal #1: Promote success for every student (Objectives 1, 2, 3, and 4). College Goal #2: Cultivate a culture of equity (Objectives 1, 2, 3, and 4). College Goal #3: Connections with our community (Objectives 1, 2, and 3)</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>Full-time faculty members are essential to attaining student equity. Given their accessibility on campus and during office hours, there are more opportunities for students to receive individual guidance and mentorship, which is especially important for underserved populations. Full-time faculty have the time and resources available to better reach out to students on an individual basis. Our wonderful adjunct faculty members are stretched thin and cannot easily do this, nor are they contractually obligated to do so. Furthermore, a new hire could offer a fresh perspective on equity issues. A consideration when hiring a new faculty member would be their ability to contribute to our Equity Action Plan described in Section 3.2.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>The goal will be met once the new hire joins our department. The addition of this faculty member will translate to an increase in the percentage of sections taught by full-time faculty, which, again, is a very low 35%.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>District funding is of course required to cover the new hire's salary. Recruitment and interviewing of potential candidates can be achieved without additional financial resources.</p>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of resource	Requested dollar amount	Potential funding source
Personnel	Full-time faculty salary amount pursuant to the district salary schedule.	NOCCCD
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	Full-time faculty salary amount	

Strategic Action Plan (SAP) #3: Redesign our Program Student Learning Outcomes (PSLOs)

<p>Describe Strategic Action Plan.</p>	<p>Currently, our three PSLOs are:</p> <ol style="list-style-type: none"> 1. Identify why psychology is considered a science. 2) Identify appropriate statistical tests to be conducted on data for specific types of research studies. 3) Summarize and critically evaluate research articles as well as information presented in the popular media. <p>These PSLO's are derived from course-level SLOs (PSY 101 SLO #3, PSY 161 SLO #3, and PSY 202 SLO #3 respectively). While straightforward to assess, these PSLOs could be improved in terms of "reflect[ing] the depth and breadth of learning that has taken place across the program" and a "synthesis of learning from multiple courses" (Appendix B, PSLO Revision Design Principles). Therefore, our department will redesign our PSLOs following the suggestions of Guided Pathways Workgroup #4. Specifically, our redesigned PSLOs will focus on higher-level learning, problem-solving, and critical thinking. The new PSLOs will reflect a synthesis of multiple skills that are high on Bloom's ---taxonomy (e.g., focusing more on "analyzing, evaluating, and creating") as well as <i>NACE</i> core competencies (career & self-development, communication, critical thinking, equity & inclusion, leadership, professionalism, teamwork, technology). Ideally, these PSLOs will be assessed through a variety of instruments. Furthermore, their wording will convey the purpose of learning in a way that makes sense to the student. We are currently in the early stages of our PSLO redesign and have discussed considering the five comprehensive learning goals outlined in the <i>APA Guidelines for the Undergraduate Psychology Major (2013)</i>, which are 1) a knowledge base in psychology, 2) scientific inquiry and critical thinking, 3) ethical and social responsibility in a diverse world, 4) communication, and 5) professional development. Indeed, several other colleges and universities have incorporated these learning goals into their PSLOs.</p>
<p>List College goal/objective the plan meets.</p>	<p>College Goal #1: Promote success for every student (Objectives 1, 2, 3, and 4).</p> <p>College Goal #2: Cultivate a culture of equity (Objectives 1, 3, and 4).</p> <p>College Goal #4: Commit to accountability and continuous quality improvement (Objective 3).</p>

<p>Explain how the request helps the College attain student equity.</p>	<p>A major goal of our redesigned PSLOs is that they are measurable in an equitable way. Whereas our current PSLOs might be assessed on the basis of a single example of student work, our redesigned PSLOs seek to reflect different types of work. According to our CSLO attainment data (see Appendix B), 19%-25% of our Black/African American, Latinx/Hispanic, Filipino, and Pacific Islander Students “do not meet expectations” as compared to 12-13% of our Asian and White (Non-Hispanic) students. Assessing students in such a way that considers more than one example of student work might help close this gap.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>This goal will be met once we have redesigned our PSLOs, they have been evaluated by the SLOA committee in terms of having met several redesign criteria, and finally are approved by the Curriculum Committee.</p> <p>We anticipate that the redesigned PLSOs will achieve high attainment given the opportunity for students to meet these in multiple ways. Furthermore, focusing on higher-level learning and a variety of skills should translate to higher success following transfer and in the workplace.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>This SAP can be accomplished without any additional financial resources.</p>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		

Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$0.00	

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

1. It is our goal to have a dedicated computer and research lab space for the use of our 202 Research Methods and 161 Statistics classes.
 - a. This will allow us to offer more sections of these courses to meet the demand.
 - b. By offering more of these courses, we will be able to clear the logjam which would then clear the way for more students achieving their AA-T and AA degrees.
2. It is our on-going plan to improve the acceptance of psychology as a science.
 - a. Discussions with faculty re-emphasizing psychology as a science in all psychology courses
 - b. Brown bag research talks for students and faculty (campus wide audience)
3. Seek funding for students and faculty to attend research conferences.
4. Explore the possibility of developing new courses in psychology such as: Critical Thinking, Positive Psychology, and Industrial/Organizational Psychology.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

The Executive Summary has been included at the beginning of the report.

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.
<https://socsci.fullcoll.edu/psychology/>

2. If you find an inaccurate publication, please explain how you will make corrections.

We need to have a recently retired faculty member's name removed from the faculty list.

3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?

We do not have a social media presence.

4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

The Psychology Club reaches out to the community to obtain speakers for club events as well as perform community service. This happens on a primarily individual level. The feedback has been positive, both from the community as well as the students in the Psychology Club.

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will

work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Psychology Department CSLO Attainment Data

	Meets expectations		Does not meet expectations	
African American	223	81.39%	51	18.61%
American Indian/Alaskan Native	50	86.21%	8	13.79%
Asian	898	87.87%	124	12.13%
Filipino	309	79.64%	79	20.36%
Hispanic	4593	80%	1148	20%
Pacific Islander	15	75%	5	25%
Unknown	47	73.44%	17	26.56%
Unspecified	8	72.73%	3	27.27%
White Non-Hispanic	1550	86.83%	235	13.17%

	Meets expectations		Does not meet expectations	
F	5109	82.48%	1085	17.52%
M	2465	81.60%	556	18.40%
N	131	81.88%	29	18.12%
X	0	0%	0	0%

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.

Proposed SLO Schedule Psychology Department

Course Fall	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
101	x					
101H	x					
120						x
131				x		
139					x	
145			x			
161			x			
199						
202		x				
202H		x				
219				x		
221		x				
222					x	
233						
251	x					
299						

Appendix D: Program Maps

HORNET PATHWAYS PROGRAM		2-Year Map		
PROGRAM NAME	Psychology AA	FACULTY NAMES		
PROGRAM TYPE	Associate in Arts Degree/CSU GE	DATE	1/21/2021	
SEMESTER	UNITS	ADDITIONAL INFORMATION		
		GE	MAJOR	ELECTIVE
SEMESTER ONE				
PSY 101F	3			
AREA A2 course	4			
AREA A1 course	3			
AREA E course	3			
Total Units for Semester 1		13		
SEMESTER TWO				
PSY 161F	4			
RESTRICTED ELECTIVE (A-D)	3			
AREA A3 course	4			
AREA C1 course	3			
AREA D course (HIST/ETHS/POSC or other)	3			
Total Units for Semester 2		17		
SEMESTER THREE				
PSY 202F	4			
RESTRICTED ELECTIVE (A-D)	3			
AREA B1 course	3			
AREA C2 course	3			
ELECTIVE	3			
Total Units for Semester 3		16		
SEMESTER FOUR				
RESTRICTED ELECTIVE (A-D)	3			
AREA B2 course	3			
AREA B3 lab	1			
AREA C1 OR C2 class	3			
AREA D course (HIST/ETHS/POSC)	3			
Total Units for Semester 4		13		
Total Units for Program		59		

HORNET PATHWAYS PROGRAM

2-Year Map

PROGRAM NAME	Psychology AA-T	FACULTY NAMES	
PROGRAM TYPE	Associate Degree for Transfer (ADT)/CSU GE	DATE	1/21/2021

SEMESTER	UNITS	ADDITIONAL INFORMATION		
		GE	MAJOR	ELECTIVE
SEMESTER ONE				
PSY 101F	3			
Area A2 course*	4			
Area A1 course	3			
Area E course	3			
Elective	3			
*units vary				
Total Units for Semester 1	16			
SEMESTER TWO				
PSY 161F	4			
PSY 221F	3			
Area A3 course*	4			
Area C1	3			
Area D course (HIST/ETHS/POSC or other)	3			
*units vary				
Total Units for Semester 2	17			
SEMESTER THREE				
PSY 202F	4			
List B course	3			
Area B1 course	3			
Area C2 course	3			
Elective	3			
Total Units for Semester 3	16			
SEMESTER FOUR				
List C (or B) course	3			
Area B2 course	3			
Area B3 lab course	1			
Area C1 or C2 course	3			
Elective	3			
Total Units for Semester 4	13			

Total Units for Program 62

Appendix E: Mt. SAC Psychology Department Computer Laboratories (two different dedicated Research Methods and Statistics Computer Laboratories)

