☑ ◀ Show All Possible Responses ▶

✪ **Response is required**

1. PROGRAM OVERVIEW

✪ **Program Title & Code**

Program Title

| Psychology

(Max chars: 100)

Program Code

| 2001

(Max chars: 100)

✪ **1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

☑ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

☑ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

☑ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

✪ **1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

Goal 1

- Community advising representing our ACC and PCS

- Advising the Psychology Club, which includes hosting events: professional guest speakers, Mental Health Awareness, networking opportunities and collaboration with clubs who serve special populations

- Incorporating supplemental instruction in our classes

- Utilizing technology to support effective pedagogy for student success

- Membership on the following: President's Equity Council, BLOOM Multicultural steering committee, LGBTQIA+ advocate's committee, DPS steering committee, Guided Pathways committee, BIT, Leading from the Middle Team,

- Scheduling courses to meet the two-year planning Guided Pathway

- Offering a robust selection of courses in different teaching modalities (face-to-face, hybrid, online)

- Offering courses at all of the campuses, through the Intersegmental Partnership and Turning Point

- Offering a completely online degree

Goal 2

- Community advising representing our ACC

- Incorporating supplemental instruction in our classes

- Utilizing technology to support effective pedagogy for student success

- Membership on the following: Honors committee, on DPS steering committee, Guided Pathways committee, BIT, Leading from the Middle Team

- Advising PTK

- Scheduling courses to meet the two-year planning Guided Pathway

- Offering a robust selection of Honors courses

- Offering a robust selection of courses in different teaching modalities (face-to-face, hybrid, online)

- Offering courses at all of the campuses, through the Intersegmental Partnership and Turning Point

Goal 3

- Community advising representing our ACC

- Advising the Psychology Club, which includes hosting events: guest speakers, Mental Health Awareness, networking opportunities and collaboration with clubs who serve special populations

- Membership on the following: President's Equity Council, BLOOM Multicultural steering committee, LGBTQIA+ advocate's committee, DPS steering committee, Guided Pathways committee, BIT, Leading from the Middle Team, Honors Committee

- Offering a robust selection of Honors courses

- Offering courses at all of the campuses, through the Intersegmental Partnership and Turning Point

- Initiating Substance Abuse Counseling Certificate to meet community work for needs

Goal 4

- Utilizing technology to support effective pedagogy for student success

- Incorporating statistical software (SPSS), Office Suite and Google apps into classes

- Utilizing the Virtual Lab and Virtual Library

Goal 6

- Community advising representing our ACC and PCS

- Advising the Psychology Club, which includes hosting events: guest speakers, Mental Health Awareness, networking opportunities and collaboration with clubs who serve special populations

- Incorporating supplemental instruction in our classes

- Utilizing technology to support effective pedagogy for student success

- Membership on the following: DPS steering committee, Guided Pathways committee, Honors committee

- Membership on: Society for the Teaching of Psychology and Association for Psychological Science

- Scheduling courses to meet the two-year planning Guided Pathway

- Offering a robust selection of Honors courses

- Offering a robust selection of courses in different teaching modalities (face-to-face, hybrid, online)

- Offering courses at all of the campuses, through the Intersegmental Partnership and Turning Point

- Hosting panels on internships and career paths in Psychology

PRIOR VIP GOALS STATUS/PROGRESS

⊞ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

VIP Goal #1- We have been awarded a Strong Work Force Grant to pursue the Drug and Alcohol certificate and have used some of those funds to research the logistics of implementing a program at Chaffey College. Curriculum for 4 courses have been approved by Curriculum. Because of the Pandemic, we have put this goal on hold. ONGOING

VIP Goal #2 -The Psychology department continues to explore no cost and low cost textbooks as we move towards making recommendations to our part-time faculty for adoptions. At this time, we have not found desirable no cost text books for most of our Psychology courses. ONGOING

OTHER RESOURCES REQUESTS

⊞ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

🔘 Yes
⚪ No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

Strong Work Force awarded us grant funds to explore the viability of developing Drug and Alcohol and Human Services Certificates from 2018-2020. Yes, the funds met the program's intended purpose and it has been decided to reactivate curriculum and iniate the Drug and Alcohol certificate with the expectation this will be offered within the next three years.

2. EVIDENCE--EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data (includes CTE data), and learning outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Please reference the Equity Data file to evaluate the following areas.

⊞ 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by males	✔			
Number of enrollments by females	✔			
Success rate by males	✔			

	1	2	3	4
Success rate by females			✔	
Retention rate by males			✔	
Retention rate by females			✔	

⊞ 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend:
1 = Increase   **2** = Decrease   **3** = No Change (plus or minus 2%)   **4** = No or Insufficient Data Available

	1	2	3	4
Number of enrollments by African American	✔			
Number of enrollments by Asian	✔			
Number of enrollments by Caucasian	✔			
Number of enrollments by Hispanic	✔			
Number of enrollments by other race/ethnicity		✔		
Success rate by African American		✔		
Success rate by Asian			✔	
Success rate by Caucasian			✔	
	1	**2**	**3**	**4**
Success rate by Hispanic			✔	
Success rate by other race/ethnicity	✔			
Retention rate by African American		✔		
Retention rate by Caucasian			✔	
Retention rate by Asian			✔	
Retention rate by Hispanic			✔	
Retention rate by other race/ethnicity		✔		

⊞ 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend:
1 = Increase   **2** = Decrease   **3** = No Change (plus or minus 2%)   **4** = No or Insufficient Data Available

	1	2	3	4
Number of enrollments by age group, 19 or younger	✔			
Number of enrollments by age group, 20-24	✔			
Number of enrollments by age group, 25-29	✔			
Number of enrollments by age group, 30-39	✔			
Number of enrollments by age group, 40-49	✔			

	1	2	3	4
Number of enrollments by age group, 50 or older	✔			
Success rate by age group, 19 or younger	✔			
Success rate by age group, 20-24			✔	
Success rate by age group, 25-29			✔	
Success rate by age group, 30-39			✔	
Success rate by age group, 40-49		✔		
Success rate by age group, 50 or older		✔		
Retention rate by age group, 19 or younger			✔	
Retention rate by age group, 20-24			✔	
Retention rate by age group, 25-29		✔		
Retention rate by age group, 30-39			✔	
Retention rate by age group, 40-49		✔		
Retention rate by age group, 50 or older			✔	

⚙ 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend:
1 = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = No or Insufficient Data Available

	1	2	3	4
Number of enrollments by students with disabilities	✔			
Number of enrollments by first generation	✔			
Number of enrollments by economically disadvantage	✔			
Success rate by students with disabilities	✔			
Success rate by first generation			✔	
Success rate by economically disadvantage			✔	
Retention rate by students with disabilities	✔			
Retention rate by first generation			✔	
Retention rate by economically disadvantage			✔	

⚙ 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?

Response Legend:
1 = Increase **2** = Decrease **3** = No Change

	1	2	3
Number of sections with zero-cost textbooks	✔		

⊠ 2b. Considering the evidence provided, elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data that supports your answer.

If there is a disparity in equity, do not discuss responsive strategies in this section. This is addressed in the STRATEGIC PLANNING section (item 7d).

Our program shows significant increase in enrollment across all demographics (sex, age, race).

We have also seen increase in successful rates for males, 19 years and younger, students with disabilities, Asians, "other race/ethnicity" and "Unknown/Declined to state gender".   In the following areas we have remained stable - success rates for Caucasian, Hispanic, women, 20-39 year olds, first generation and students with disabilities and economically disadvantaged students. Although we see success rates declined in 2015-2016 for African-Americans, we have seen a recovery in this group from 2017 on.

Retention has improved with students with disabilities. Retention has remained stable among all of the demographic groups except African Americans. Although we see retention rates declined in 2015-2016 for African-Americans, we have seen a recovery in this group from 2017 on.

We have observed an increase in enrollment for studnets in the 40-49 and 50 and above age range, yet their success rates have slightly decreased.

3. EVIDENCE--PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please reference the Program Data file to evaluate the following areas.

⊠ 3a. Identify important PROGRAM developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = No or Insufficient Data Available					
	1	**2**	**3**	**4**	**5**
Overall Enrollment	✔				
Overall Retention			✔		
Overall Course Success			✔		
FTES	✔				
All ADT degrees awarded	✔				
All AA degrees awarded	✔				
All AS degrees awarded				✔	
All degrees awarded	✔				
	1	**2**	**3**	**4**	**5**
All Certificate Completion				✔	
Average units earned, ADT degree	✔				
Average units earned, AA degree					✔
Average units earned, AS degree				✔	

Average units earned, all degrees	✔					
Average units earned by certificate(s)					✔	
Overall average # of semesters to award degree(s)						✔
Overall average # of semesters to award certificate(s)					✔	

❌ 3b. Considering the evidence provided, explicitly identify specific program strengths and provide data/evidence that supports your answer.

This is an assessment of your program's health. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increase number of certificates/degrees).

Programs may provide additional information or data that has not been included in their IR files.

The psychology department continues to demonstrate a strong ability to steadily increase numbers of enrolled students, retain students, and maintain success rates among students. In addition, the department continues to contribute to the growth of FTES, and the amount of AA-T degrees awarded by the college. The available departmental data indicates a 38% increase in overall enrollment over the past six years with 1,632 more students enrolled in the 2019/2020 academic year than the 2014/2015 academic year. The number of students that have been retained in the program has not changed significantly, dropping only slightly to 93.8% from 95.1% retention in 2014/2015, yet our retention has improved in the last three years (increasing from 92.7% in 2017/2018). This is encouraging, as it suggests that overall, many students are either interested in the field of psychology, or are choosing these courses as a way to complete their general education. Many Chaffey College students take psychology courses, even when they do not major in the subject.

The overall course success rates have also remained relatively steady, and have even increased slightly from 71% in 2014/2015 to 72.4% in 2019/2020. This is notable, since the last year of this period occurred during a pandemic wherein courses transitioned to online only instruction. FTES have dramatically increased by 46% over the last six years, with 438.71 FTES in 2014/2015, and now 639.51 in 2019/2020 (a difference of 200.8 FTES). This is a remarkable increase, and substantially contributes to the growth of the college. There has also been an increase in the number of ADT degrees awarded (161 degrees awarded in 2019/2020 compared to 58 in 2015/2016), and total degrees that have been awarded (189 total degrees awarded in 2019/2020 compared to 61 in 2014/2015). This increase has contributed to the overall increase in degrees awarded by the college as a whole.

The department has streamlined the program by making all courses available fully online. A full-time faculty member now also teaches at the Chino Center so students who are in-person may complete the degree on-site.

Another full-time faculty member has converted courses to be POCR certified and is certified to review other POCR courses.

❌ 3c. Considering the evidence provided, explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.

Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 7d).

Programs may provide additional information or data that has not been included in their IR files.

NOTE TO READERS: Although this question is in Section 3, which seems to focus on Program data, after some departmental discussion we came to the conclusion that this question seems to require a "cumulative" response, which simultaneously takes into account Equity data from Section 2, and Program data from Section 3, and looks forward to strategies for improvement in Section 7.

(I.) PROGRAM DATA FROM SECTION 3: For our program, there was no change in retention over the six-year period. The campus as a whole also showed no change in retention over this period. Likewise, for our program there was no change in success rates over the six-year period. The campus as whole also showed no change in success rates over this period. We believe that our strategies for improvement, outlined in Section 7 below, may help us to achieve not just "no change" but "increase" in success/retention in the coming years. Although we recognize that, realistically, retention and success rates cannot increase indefinitely, we would still like to do our best to increase these over the coming years, because we do believe there is room for improvement on our part. Having the entire degree on-line and having courses POCR certified, as well as several courses including textbooks as low-cost or no cost will increase both success/retention, and enhance access for all students. Because our program data on success and retention match the campus as a whole, we feel that focusing our efforts to improve things within our department will require more granularity: we will have to disaggregate our data by age, ethnicity, and gender, using the equity data from Section 2, in order to fully appreciate the needed direction for our areas for improvement.

(II.) EQUITY DATA FROM SECTION 2: (II.a) Success by race/ethnicity: Most groups by race/ethnicity showed either no change in success rates, or an increase in success rates, over the six-year period. Specifically, increases were seen for Asian (+8.4%) and Other race/ethnicity (+12.0%), while no change was seen for Caucasian (+1.9%) and Hispanic (+1.4%). Two race/ethnicity groups did show a decrease in success rates over that period: those whose race/ethnicity is unknown (with a decrease of 10.5%), and African-Americans (decrease of 3.2%). For those of unknown race/ethnicity, success rates were steadily increasing from 2016/2017 through 2018/2019, and sharply dropped in 2019/2020. It is difficult to know whether this is an artifact of departmental practices, or of the circumstances of the pandemic or other factors. African American success rates still remain lower than other groups when examining race and ethnicity. And in terms of change over time, as mentioned, African-American students' success rates decreased by 3.2% over the six-year period from 2014-15 (when they stood at 66.6%) to 2019-20 (when they stood at 64.5%). It is critical to

note the exact nature of the change in African-American success rates through the six-year period. The change was "U-shaped": there was a dip in success rates, then a bottoming out, then a marked recovery. The bottom was reached in 2016-17, when African-American success rates were at 58.0%. Since 2016-17, African-American success rates have been steadily trending upward: 58.0% → 59.1% → 61.3% → 64.5% (this last number being the most recent year for which we have data, 2019-20). Despite the fact that African-American success rates are showing a 3.2% decrease over the six-year period, it is clear that they have been trending upwards for the last four years. If this upward trend of the past four years continues for another year or two, it is entirely possible that the drastic decline witnessed from 2014-15 to 2016-17 will have been entirely recovered from. With that said, this is still a departmental weakness, because we would like to see a steady increase from a solid starting point; not a steady increase that is simply making up for a previous drastic decline! See above for improvements that are implemented to enhance success/retention and access for all students. As a final note about the success rates of African-Americans, it is worth noting that the college as a whole showed "no change" in African-American success rates over the six-year period, so our department would like to figure out what we can do to make our departmental success rates match or exceed those of the college. (II.b) Retention by race/ethnicity: When it comes to retention rates, we saw small (but still greater than the 2% threshold) decreases in the following areas of race/ethnicity over the six-year period: African-American (3.7% decrease), Other race/ethnicity (2.4% decrease), and Unknown race/ethnicity (2.2% decrease). Just as with success rates, in retention we saw a decrease for African-Americans, while the campus as a whole saw No Change for African-Americans. Therefore, it is clear that we may be able to do more to support African-American students in our department, and we will cover strategies in Section 7 of this PSR that we believe will do this. (II.c) Enrollment by race/ethnicity: Over the six-year period, there were increases observed in the enrollment of African-American (+15%), Asian (+63.2%), Caucasian (+3.9%), Hispanic (+48.6%), and Unknown race/ethnicity students (+114.6%). There was a decrease in enrollment for Other race/ethnicity students (-11.5%), although it is hard to determine whether it is actual enrollment patterns or the pattern of student self-identification into this race/ethnicity category that accounts for the decrease. In summary for the race/ethnicity category, it is clear we have some work to do in serving our African-American students better. We can continue to move in this direction through deliberate actions to improve equity and sense of belonging among African American students, which we will outline in Section 7. (II.d) Gender: Enrollment increased for all genders. There was very little change in retention rates by gender. Success rates increased for male students (+5.0%) and Unknown/decline to state (+2.6%), while female students showed no change (-0.5%). While we would like to see climbing success rates for everyone, the pattern of changes observed does indicate that the success rate gap between male and female students is being closed, although males (with success rate of 69.7% in the most recent year) still lag females (73.5% success rate). An action item for our department in this category is to continue to try and close the success rate gap between males and females. (II.e) Age: Enrollment increased for all age groups, and retention rates were largely unchanged. Success rates were unchanged for most categories. There were increases for 19 or younger (+3.8%) and significant decreases for our older students: 40-49 years old (-7.7%) and 50 or older (-11.8%). There is clearly something going on with the success rates of our older students that must be addressed. Interestingly, the success rates of the older (40-49 and 50+) students who the same "U-shaped" pattern as the success rate of African-American students: a dip that bottomed out around 2015-16 or 2016-17, then has experienced a continual (but gradual, and so far only partial) recovery since then.

(III.) OVERALL SUMMARY FOR QUESTION 3C: Success rates of African-American students, male students, 40-to-49-year-old students, and 50+-year-old students, have all shown a decline compared to six years ago, but all of these success rates have been trending in the right direction for the past 3-4 years after an initial drop in the first 1-2 years of the six-year-period. In Section 7, below, we will address strategies that we believe will improve success rates of all these groups, causing them to continue to trend upward, hopefully at an even faster pace than they have been. The average units earned for the CSUGE AA-T degree has decreased slightly from 85.6 in 2015/2016 to 76 in 2019/2020. In addition, the IGETC AA-T degree has decreased from 81.0 in 2015/2016 to 65.8 in 2019/2020. While this decrease may seem concerning, the improved success rates of students overall suggest that taking fewer units has not necessarily been an impediment to success. While researchers have recently suggested that high course loads do not have a negative effect upon grades (McCann et al., 2019; Huntington Klein, 2021), according to Szafran (2001), students who take on high course loads during their early college years tend to have lower grades when those courses are of higher difficulty. This would be useful data to review. From the research on success factors for African-American students, it is logical to conclude that our three goals for improvement outlined in Section 7, such as intentional advising practices, communication strategies for best practices to assist our underrepresented students, and technology assistance will all contribute to addressing these areas for improvement. These will be covered in detail in Section 7.

4. EVIDENCE--Career & Technical Education (CTE)

⊞ 4a. Is this a CTE program?

If yes, proceed to questions 4b-4e. If no, skip to section 5.

○ Yes   ⦿ No

Labor Market Information (LMI): Regional Job Outlook (If Applicable)

4b. Identify important CTE PROGRAM developments and trends.

Response Legend: **1** = Middle Skill **2** = Above Middle Skill		
	1	**2**
CTE: Projected Occupational Growth		

4c. Please reflect on projected occupational growth. Are entry-level and median hourly earnings 10% below or 10% above regional living wages? Please explain and provide specific data that supports your answer.

This is an opportunity to discuss middle and above middle occupations and whether these occupations are projected to grow or decline.

Programs may provide additional information or data that has not been included in their IR files.

No answer specified

External Oversight: Advisory Committee Information (If applicable)

Programs that have an active advisory committee must complete this section.

4d. Does your program have an active Advisory Committee (whether on campus or external) that informs the direction and/or operations of the department? If "Yes" Advisory Committee meeting minutes within the LAST 6 MONTHS must be included as an attachment to this form.

○ Yes   ● No

4e.1 Has the Advisory Committee recommended changes to your program that align with a current or emerging industry?

○ Yes   ● No

4e.2 If yes, what are the recommendations?

No answer specified

5. External Oversight: External Regulations (If applicable)

External regulations apply to areas with outside accrediting agencies. If you DO NOT have external regulations, answer "no" on question 5a and skip 5b.

⊞ 5a. External Agency

Does the program have external regulations?

○ Yes   ● No

5b. External Agency Information

If yes, please provide the following information:
a) Name of Agency
b) Date of last review
c) Recommendations made
d) Any budgetary or institutional impacts from the recommendations
e) Progress on recommendations
f) Date of next review
*Note: more than one external agency can be added in the same field if needed.

No answer specified

6. EVIDENCE--LEARNING OUTCOMES

"Learning Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

⊞ 6a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.
If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at

jo.alvarez@chaffey.edu

☑ Current COURSE LOs for every course have been entered into Taskstream's "Course Learning Outcomes (CLOs) Workspace" for each course.
☑ Current COURSE LOs have been mapped to Institutional Learning Outcomes into Taskstream's "Course Learning Outcomes (CLOs) Workspace."
☑ Current PROGRAM LOs have been entered into Taskstream's "Program Learning Outcomes (PLOs) Workspace."
☑ Current PROGRAM LOs have been mapped to Institutional Learning Outcomes in the "Program Learning Outcomes (PLOs) Workspace."
☑ Current PROGRAM LOs have been mapped to align courses to Program LOs (Curriculum Map) in Taskstream's "Program Learning Outcomes Workspace."

✪ 6b. Have you uploaded a current Chronological Assessment Plan (CAP) into the "Program Learning Outcomes (PLOs) Workspace?"

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

◉ Yes
○ No
○ Comment: [_____]

✪ 6c. Three-year cycle

Do you evaluate all courses within the three-year period?

◉ Yes
○ No
○ Other: [_____]

✪ 6d. Are all COURSE LO assessment results from fall 2017 through fall 2020 entered into Taskstream?

◉ Yes
○ No
○ Other: [_____]

ASSESSMENT REFLECTION
Look over your learning outcomes assessment results for the various COURSES in your program(s).

✪ 6e. Based on learning outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE been met.

> Strengths
>
> In fall 2019, SLOs #1, 2, and 3 for Psychology 05 (Hybrid) were very successfully met with 93%, 87%, and 94% of students, respectively, answering all the questions correctly (well above the criterion that is set to 70%). Similarly, in spring 2020, SLOs #2 and 3 for Psychology 65 were very successfully met with 81% and 80% of students, respectively, answering all the questions correctly (well above the criterion that is set to 70%).
>
> In fall 2019, SLOs #2 and #3 for Psychology 1 (Online) (students will be able to identify the research methods used in life span development.; students will be able to describe the major physical, cognitive and psychological changes that take place from conception to death), displayed similar results to the first SLO, with 93% completing the embedded questions on a short writing assignment (M = 9.33, SD = 0.95) for the second SLO. The third SLO showed that 90.5% of participating students received 70% or better (M = 45.27, SD = 3.16) on a 50-question final exam.

In spring 2019, SLO #2 for Psych 80 (Evaluate the validity of conclusions presented in research reports) Criteria for success was exceeded. 77% of students scored 70% or higher.

⊗ 6f. Based on learning outcomes assessment results, explicitly identify areas in which the program(s) can improve. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE NOT been met.

Psych 1: SLO Assessment Fall 2019:

The third SLO (students will be able to identify and explain the major parts and functions of the brain and central nervous system) showed that 73% of participating students received 70% or better (M = 7.31, SD = 2.07). The goal is to improve this to 80% of students meeting this goal.

Use of results: Additional resources will be provided to assist students in learning brain anatomy and biological processed, including embedded video clips and interactive online activities to increase understanding and comprehension. This will include the use of brain apps such as 3D brain.

Psych 41 SLO Assessment Spring 2019:

SLO: Differentiate the major divisions of the vertebrate nervous system.

Findings: Criteria for success was not met. 43% of students received a 70% or higher.

Use of results: This is a historically challenging course for students. They need to learn a new way of studying anatomy. To improve, we will assess them in the beginning of the semester and then review the material repeatedly and assess again at the end of the semester. This particularly assessment may have been extremely low because students were only introduced to these concepts at the beginning of the semester and were tested on the first exam. In the future, we will use more apps and activities that assist in identifying the anatomy of the nervous system.

7. STRATEGIC PLANNING

⊗ 7a. Do you have any plans to modify a degree or certificate in your program?

☐ Yes
☑ No

⊗ 7b. Are you planning to initiate a new program?

☑ Yes
☐ No

OVERALL IMPROVEMENT

To help answer 7c and 7d, review the following subsections:

Subsection 2: EVIDENCE--Equity
Subsection 3: EVIDENCE--Program Data
Subsection 4: EVIDENCE--Learning Outcomes

⊗ 7c. Identify specific reasons for "why" improvement is needed. Use an evidence-based approach to support your answer.

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors,

budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

Goal 1: Providing relevant, timely, structured advice to students can make a significant difference in their success in college (Mooring & Mooring, 2016; Waiwaiole et al., 2016). As faculty with expertise not only in teaching subject matter, but in knowing patterns that students experience through their college journey, including their specific key experiences throughout each semester (e.g. adjustment to classes in the first week or two, typical patterns when exams or major assignments are due, semester burnout), we are committed to providing relevant, timely, and structured advising information to students throughout the semester through our courses, specifically through the introduction to psychology course. This information will contribute to keeping students informed about key student success resources and tools, as well as to develop a connection with us as faculty advisors and increase their sense of belonging. According to Cleveland-Innes and Emes (2005), a crucial attribute of creating a learner-centered curriculum is to explicitly teach those skills and outcomes related to student success, such as expectancy of student involvement in the campus community, student effort, approaches to learning, and organizational values as participants in academia. Jones and Abes (2013) posit that for student success to occur, educators must encourage a community that fosters educational development including factors contained within the environment itself. Connecting with faculty advisors has shown to be one of the most important factors in student success, as transfer and degree completion seems to be related to ethnicity and type of institution or support programs offered (Mooring & Mooring, 2016). For African-American transfer students, support programs were most predictive of future academic success, while for Latinx students, as institutional support increased, transfer and degree completion did as well (Waiwaiole et al. 2016). In addition, data from Institutional Research shows that 55% of current students have experienced basic needs insecurity, and did not apply for support services as they did not know how; therefore, making students aware of campus resources is an important part of advising. Developing this goal should help us increase the success and retention of all of our students, considering that we have seen a decline with some student groups (African American students). It's important to note that we've seen a decline with students in the "unknown" category. Because of this, our goal is to develop procedures that will increase connections and advising for all of our students to ensure we address those who we know are declining and those who we do not.

Items or areas being discussed and implemented are as follows:

*On each homepage of each section of each course, have a link for students to request a laptop, a hotspot, how to set up a counseling appointment link, etc.

*We are discussing similar verbiage for student use: On each page of each page within each course: "Have questions?, Need help?, email me and/or post …". This will of course be optional for faculty to incorporate. Additionally the following will be offered to Psychology department faculty for their consideration for inclusion into Canvas Course shells: "Just a friendly reminder - you don't have to go it alone this semester. Reach out to your instructors, connect with your peers, use resources available through Chaffey. Make a plan to tap into the network you have available to you and the support services through the college to support your goal - success!"

*Discuss the data findings at our monthly department meetings for input and contemplation.

Goal 2. Advancing technological literacy among all our students is important for their success, especially as we have moved to online education and plan to continue teaching online for a majority of our courses. Increasing the use of technology, even when teaching face-to-face, allows faculty to teach in multiple modes, which supports universal teaching design, and, in turn, increases student success. Increasing technological literacy will address challenges observed with some of our students. Students who engage with technology as part of the educational process tend to study forty minutes more on average than those without access to such devices (StudyBlue, 2011). This is because they use their technology to connect to course materials, and essentially turn their devices into portable classrooms. Studies confirm the benefits of using information technology in the context of non-traditional students' education (Kuh & Hu, 2001; Laird & Kuh, 2005; Paul & Mukhopadhyay, 2001). According to Shepherd and Sheu (2014), the use of technology enhanced non-traditional students' academic engagement, their psychological outcomes, and increased their academic persistence. The college has observed a retention decrease among students who are 25+ campus-wide. Addressing technological literacy and use will be the first area we will focus on to tap into student success challenges because the switch to online teaching requires this to be our first priority.

The department will consider an "Introduction to Technology" video available for faculty to include for student use.

Goal 3. To increase equitable and inclusive practices, we will develop a system where we will provide culturally responsive teaching tools and resources for all faculty in the department. This will be particularly helpful for adjunct faculty since they often have assignments at multiple institutions that might have different requirements. Providing them with tools and resources to implement culturally responsive teaching strategies in their courses will facilitate that the faculty adapt such methods given their time restrictions, and therefore increase equity and inclusion in their teaching. This goal is two-fold. One, a Canvas shell will be developed to collect and organize culturally relevant teaching tools and resources and make them available to all faculty in the department. And two, a communication plan will be implemented to strategically encourage faculty to implement culturally responsive teaching practices at key points in the semester. Providing faculty with resources and tools, as well as encouraging them to review information and implement some strategies during certain times in the semester can increase the application of culturally responsive teaching practices, and in turn, increase the success and retention of our culturally diverse students. It is crucial to include culturally responsive practices that recognize the need for community connectivity and inclusion of students' families, as well as resources in multiple languages (Witkowsky et al., 2020). For example, many students in underrepresented populations seek out alternative avenues for information and guidance towards graduation and transfer when they perceive that the traditional resources are not available to them. Therefore, it is important to include opportunities for making personal connections between underrepresented students and the larger campus community. According to research conducted by Booth et al., (2013), there are six guiding success factors that make an effective framework for student success: directed, focused, nurtured, engaged, connected, and valued, and which should include culturally responsive teaching practices embedded as part of the framework.

⊞ 7d. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps. Explain your answer in order of priority; rank highest priority first, followed by second highest priority, and so on.

If there is a disparity in equity, the strategies for implementation should be included in the plan.

1. Advising Assignment ("Two-Points of Contact to Advise") in introduction to psychology (psychology 1) courses: Data from Chaffey's Faculty Inquiry Team (FIT), in 2012-2013 additional to the 2011 and 2013 Community College Survey of Student Engagement (CCSSE) found that faculty engagement with students outside of the classroom was lacking compared to other community colleges across the nation. Yet research demonstrates that student success and well-being are elevated by interactions between students and faculty, especially where wayfinding is concerned. The Community Advising Program at Chaffey works to encourage and enhance these interactions by training faculty to utilize tools and resources that support students in the student outcomes of (a) clarifying the

path, (b) entering the path, and (c) staying on the path. In efforts to support this mission, with the knowledge that more intentional advising in the classroom will reach more students including our underrepresented populations, the psychology department would like to increase our faculty/student interactions specific to academic and career development. To do this, we will add an assignment to our Course Outline of Record (COR) that includes the foundational components of the assignment, with some flexibility to be creative within each component of the assignment.

The steps of implementation of this plan are: 1. Update the psychology 1 COR with an assignment for advising. We will call this assignment "Two-Points of Contact to Advise". 2. Send out an email to all instructors who teach psychology 1 to inform them of the implementation of this assignment. 3. Support faculty teaching the psychology 1 course by including details of the assignment, along with resources and ideas on the flexibility of the assignment. 4. The instructions will be something like this: Incorporate at least two points of contact in which you are advising students in academic and career development in some capacity. a. The first point of contact must be introducing/connecting students to Chaffey Campus Resources. You may do this in any number of ways at your discretion. For example, you may have either representatives from various campus offices speak in person or in a recorded message, ask students to share how the various resources assist students, ask students to do a scavenger hunt for campus resources and report back to you in some way (by having staff from the corresponding offices sign off on a form for them or completing a matching or other activity to check the completion of the task). These activities can be virtual (scavenger hunt online/the webpages) or in person. b. The second point of contact must include an activity in which students are asked to explore the majors in the ACC they are interested in at that point. You may then review the student responses to a questionnaire or you may send them to the Career Center or ask them to complete the "Focus2Career" profile. After the activity to help students explore their ideas about the majors they are considering, refer each student or have a large class discussion to connect students to some resource unique to their exploration process. For example, if a student is interested in accounting, connect/refer them to a faculty member in accounting or direct them to a networking website or volunteer opportunity, etc. You may also give a generic referral for those you don't have specific ideas of resources for, such as the Career Center for follow-up. 5. The psychology department will continue to generate documents that will aid each faculty member in ideas for each of these two points of contact embedded in the assignment. Full-time faculty will support part-time faculty by assisting with questions and the referral process, sharing many ideas and resources for the faculty to use in this assignment.

#2: Technology In order to increase success and retention with all students, but in particular, the 40 year olds and older, we will incorporate a multitude of resources to assist with navigating the technology we use in our courses. Full-time faculty will provide instructional videos in each of their Canvas courses to demonstrate how to navigate the course. Step-by step instructions will also be provided on how to download and upload files, post on discussion boards and group chats, and how to create and post videos. In Research Methods and Statistics for Social Sciences, how-to videos will be developed to demonstrate how to use the Virtual Lab and take and post screenshots. In asynchronous classes, Psychology faculty will offer (optional) live sessions several times during the semester to assist students with technology questions. All how-to videos will be provided to the part-time faculty and posted in our Canvas Psychology Resources Canvas Shell.

#3: Communication/Sharing Resources with Part-time Faculty. In order to increase success and retention in our program, especially among African American students where there was a decrease on both metrics, we will improve communication and sharing of resources with our part-time faculty. Because part-time faculty have limited time, providing them with readily accessible information and resources will help them better serve our students, thus improving success and retention. Communication - Monthly meetings with full- and part-time faculty. Purpose: This will ensure that part-time faculty are apprised of college initiatives, such as OER/ZTC and low-cost textbooks. We can also disseminate information about equity workshops, such as those sponsored by the FCS, CCSJ, and Distance Education, as well as encourage them to promote events and programs such as UMOJA, other support services, and CCSJ events to their students. Furthermore, during these meetings, part-time faculty can share their needs and concerns with us. Sharing of Resources - Resources posted to a Canvas shell; if not possible, a shared drive folder. Purpose: To make resources for culturally responsive teaching and effective equity practices readily accessible to our part-time faculty. For example, we will include examples that highlight the contributions of scholars of color that part-time faculty can integrate in their classes. These resources will be shared with all of our students in mind, but will be intentional in focusing on the success and retention of African American students given our data that showed that there was a decrease in these metrics for this group. Likewise, part-time faculty can share resources with us so that we are all meeting the goals of diversity, equity, and inclusion in our classrooms. Finally, to evaluate our efforts, we will survey our part-time faculty to gather evidence of what they found helpful, as well as ways that we can help them better serve our students.

CURRICULUM IMPROVEMENT

As we move toward Guided Pathways, curriculum serves as a central catalyst for the movement. Reflect and provide information on questions 7e and 7f.

Information will be forwarded to the Curriculum Office. There is NO SCORING on curriculum improvement questions, 7e and 7f.

7e. How does (or will) your program incorporate experiential learning components into your curriculum?

(leave blank)
(Max chars: 5,000)

7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?

(leave blank)
(Max chars: 5,000)

⊞ 7g. Do you have any recommendations for a professional development workshop(s) that will help you or your program execute future plans?

Type N/A in the response field if you are not making any recommendations for professional development.
Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

N/A

8. VIP GOALS

8a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

#1. Embedding a two-part assignment which incorporates career and academic advising for 50% of our Introduction to Psychology courses by the end of three years. The first part is "Introduction to Campus Resources" utilizing guest speakers or prerecorded videos. Part two is "Active exploration of different academic careers and pathways' by utilizing existing Chaffey College resources to support Public Services, Culture and Society.

#2. Support all of the ACC communities at Chaffey College by offering Psychology 1 and Psychology 80 in a mixture of the various modalities (18-week, 14-week, fast-track #1, Fast-track #2, hybrid and online) and across all three campuses within every two year span.

8b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- ☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- ☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- ☑ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- ☐ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- ☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- ☑ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- ☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

8c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals
VIP Goal 2--Rationale and how it aligns with the Chaffey Goals
VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

#1. Providing specific academic and career advising increases student engagement and student success helping to ensure a timely completion of a student's educational goal. This will assist in connecting them to campus and community resources and networks and provide them opprotunities to explore academic and career pathways.

#2. By offering these core courses in a variety of modalities, we are meeting the equity needs of our student body. It affords us the ability to respond adaptively to changing student needs, and the opprotuity to provide a culturally responsive mindset to better assist all of our students.