

Instructional Comprehensive Program Review: 2022-2023 Psychology Program Review

Cover

Overview

Program Review Year**Title** 2022-2023 Psychology Program Review**Year of Last Comprehensive Review** Fall 2016**Year of Last Mini Update, if applicable****Originator** Estrada, Grace**Area Dean** Colleen Calderon**Division**

SocSci, Humnt, Arts, & PE

Department

Psychology

Subject

- PSYCH - Psychology

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- PSYCH 001 - General Psychology - Historical
- PSYCH 018 - Introduction to Research Methods - Historical
- PSYCH 020 - Psychology of Stress Reduction - Historical
- PSYCH 025 - Psychology of Women: Global Perspective - Historical
- PSYCH 026 - Violence Against Women: Cross-Cultural Perspective - Active
- PSYCH 027 - Introduction to LGBTQ Studies - Historical
- PSYCH 030 - Introduction to Biological Psychology - Historical
- PSYCH 051 - Introduction to Cross-Cultural Psychology - Historical
- PSYCH 052 - Drug Intake and Assessment Screening - Active
- PSYCH 053 - Foundation of Mental and Behavioral Health Services - Active
- PSYCH 054 - Introduction to Drug Use and Recovery - Active
- PSYCH 055 - Best Practices: At-Risk Population - Active
- PSYCH 060 - Personal Growth and Adjustment - Historical
- PSYCH 060 - Personal Growth and Adjustment - Historical
- PSYCH 092 - Developmental Psychology - Historical
- PSYCH 096 - Marriage, Family, and Intimate Relationships - Historical
- PSYCH 099 - Abnormal Psychology - Historical
- PSYCH 100 - Human Sexuality - Historical

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Calderon, Colleen
- Clark, Marjorie
- Nagi, Baljit
- Williams, Leslie

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The Psychology department has been part of Evergreen Valley College's academic programs since the college opened in 1975. **Psychology** is the study of the mind and behavior. Psychology students acquire skills in research, information gathering, and analytic thinking. Students majoring in psychology develop critical thinking, problem-solving, and written and verbal communication skills. As psychology majors, students have learning opportunities that are relevant to many types of careers, including business, education, government, nonprofit organizations, and within health and human services.

The last program review (PR) for the 2015-2016 academic year stated that there were two degrees - an Associate in Arts (AA) and an Associate in Arts for Transfer (AA-T). The author of the PR, Brad Carothers, recommended offering only the AA-T to minimize student confusion. At the time of the previous PR, 12 Psychology courses were in our catalog. The Psychology program has grown tremendously since then. We now offer 17 PSYCH courses and provide students with two pathways: an Associate in Arts for Transfer (AA-T) and a new Career Education path, the Behavioral Intake and Assessment Certificate of Achievement. This certificate program was offered for the first time during this Fall 2022 semester. We currently have 2 full-time faculty members and 12 associate faculty. For Spring 2023, we will be offering 39 sections, which translates to 7.8 FTEF. Despite the enrollment decline during the COVID pandemic, our data now demonstrates that we have since recovered and shown significant growth in the department. In order to meet the new student demand, the number of associate faculty increased from 7 to 12 members (growth of 71%). In the Fall of 2022, we submitted an application for faculty prioritization for another full-time faculty member to accommodate our growth and provide further support for our Psychology program.

The success of the Psychology program thus far may be attributed to the collective commitment of our full-time and associate psychology faculty to the ideals of diversity, equity, and inclusion (DEI). The Psychology Department's existing full-time faculty and some of our associate faculty participated in the Humanizing Curriculum program offered by President Gilkerson. As a department, we have taken steps toward DEI in several ways. This Fall, we offered a new course, Introduction to LGBTQ Studies (PSYCH 027). For our students who want a transfer path to a four-year university, we have intentionally sought to offer more zero-textbook or low-cost textbook versions of our courses. We are also striving to offer high-demand courses in multiple modalities to offer maximum flexibility, in recognition that many of our students have external obligations such as family and employment demands. Without flexible course offerings, many would not be able to complete their academic plans in a timely manner. We now have a new career education (CE) program that offers an alternative for students who are interested in Psychology but may not want to take a traditional academic path. We have also developed a 2-year program map for the PACE program to facilitate completing our AA-T in only two years with 8-week pairings of required courses. Finally, full-time and associate Psychology faculty meet monthly to share important campus updates, challenges, resources, and successful pedagogies to improve the overall success of our students. This collegial collaboration and welcoming environment for both faculty and students have been instrumental to the continued success of the Psychology department.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

Goals from last PR:

There were several goals outlined in the 2015-2016 program review:

1. Have a consistent set of part-time instructors teaching particular courses in psychology (see list below). With such a diverse offering and only two full-time professors at times, consistency of instruction as well as curriculum and SLO completion can be problematic.
2. Add a psychology lab in the new science building would benefit the PSYCH 018 Research Methods course.
3. Offer core courses outside the prime-time schedule -> (evenings and online) with a goal of having all core requirements of the AA degree along with one to two elective psychology courses all offered online.
4. Consolidate degrees awarded in psychology so that only the AA-T degree is offered.

- Review courses that have not been taught over the past four years (or have never been offered, such as Psych 020 -- stress reduction) and evaluate if these courses should still be offered or if it would be best to delete them.

Progress on goals:

We have addressed all of the goals laid out in the previous program review:

- We have a fairly consistent set of associate faculty teaching PSYCH courses. In order to improve the experience of both the students and our faculty members, we recommend to the SSHAPE dean that when associate faculty teach a new class, they should be given the priority to teach that same class for at least 2 years to give them time to become familiar with the course material and improve their presentation. This is good for program continuity and retention for the students.

Marjorie Clark – PSYCH 025

Alison Johnson - PSYCH 001

Daniel Harmon - PSYCH 001, PSYCH 099

Cristina Leal - PSYCH 020

Lorraine Levy – PSYCH 001, PSYCH 018, PSYCH 025, PSYCH 030, PSYCH 060, PSYCH 092, and PSYCH 100

Krista McClain - PSYCH 001, PSYCH 099

Baljit Nagi - PSYCH 001, PSYCH 018, PSYCH 026, PSYCH 030, PSYCH 052, PSYCH 053, PSYCH 054, PSYCH 055, PSYCH 060, PSYCH 092, and PSYCH 096

Nirali Patel - PSYCH 001

John Ruys - PSYCH 001, PSYCH 018, PSYCH 027, PSYCH 092, and PSYCH 100

Leslye Tinson - PSYCH 001, PSYCH 025, PSYCH 051, and PSYCH 096

Teck Wong - PSYCH 030

Kimyoeuth Yuon - PSYCH 020 , PSYCH 096

- We were not able to secure a lab in the new science building. In fact, we removed the lab component from PSYCH 018 because of a problematic loading issue. However, we are discussing the possible reinstatement of a lab component or another approach that will provide important experiential opportunities for our students.

- Our flexibility with PSYCH online offerings have increased. All core requirements are now available fully online and our goal is to offer multiple modalities in the core courses.

- The consolidation of the two AA degrees has been completed. We only have the AA-T now (AA has been deactivated).

- All of the courses are being offered on a consistent schedule. We completed our Guided Pathways checklist so that students can easily determine during which academic terms a PSYCH course will be offered.

- 3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

We have numerous recent accomplishments that contribute to EVC's College Mission and Success

First, we are proud to introduce two new equity-centered academic pathways:

- The Career Education (CE) Behavioral Intake and Assessment Certificate (BIA Certificate) was offered for the first time in Fall 2022
 - BIA Certificate is designed to provide students with career-ready skills in mental and behavioral health services in just two semesters.
 - The program includes just four courses that are offered as part of the California Virtual Campus Online Exchange Initiative (CVC-OEI) so that students across the state may participate in them. Courses in the CVC-OEI undergo a rigorous process to ensure that they are very high-quality fully asynchronous online offerings. The asynchronous modality provides students maximum flexibility and helps to *shorten students' time to educational goal completion and eliminate equity gaps in goal achievement* because it enables students to complete a certificate and gain valuable employability skills in just one year.
- We developed a pilot PACE program map so that students can complete the PSYCH AA-T in two years. We will target adult working professionals for the PACE cohort of students, addressing critical issues of access and equity. This will be launched in Summer 2023 (see PACE Ed Plan in attachments).

Additionally, most of our PSYCH courses now have distance education supplements and the opportunity to have all modalities available to students. This gives students maximum flexibility to take courses that suit their needs and schedule, thereby helping to *shorten students' time to educational goal completion and eliminate equity gaps in goal achievement*.

With regards to demonstrating commitment to a culture of inquiry, growth, and respect, we have

- Hired a new full-time faculty member
- Hired new associate faculty
- Developed a PSYCH Canvas shell for all faculty members to access and contribute to
- Conducted monthly PSYCH department meetings to share campus updates, teaching strategies, and best practices

These changes help the Psychology department with addressing EVC's strategic goal to *shorten students' time to educational goal completion and eliminate equity gaps in goal achievement, improve success rates*, and definitely contribute to the *achievement of program set standard(s) for student success*. Having a new full-time faculty member and new associate faculty enabled almost all PSYCH courses to be offered on a regular cycle so that students could complete courses they need to graduate and/or transfer. The PSYCH Department Canvas shell provides a centralized location for PSYCH faculty to find course outlines for every PSYCH course in our catalog as well as other resources. Ensuring that all PSYCH faculty understand the course objectives and student learning outcomes for each PSYCH course and having monthly department meetings to discuss best practices will contribute to the *achievement of program set standard(s) for student success*.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

Since the last PR for Psychology, there have been numerous changes in faculty. During the last PR, the two full-time faculty members were Brad Carothers and Ken Tarquinio. Neither of these faculty members are at EVC anymore. Brad Carothers became the Dean of SSHAPE and retired in the Spring of 2021. Ken retired in the Spring of 2020. Leslie Williams started as a full-time faculty member in 2020 and Grace Estrada was hired as a full-time faculty member in the Fall of 2021.

These changes were beneficial to the program because of the complementary strengths of the new full-time PSYCH faculty. Leslie Williams had extensive experience as a Disability Service Program (DSP) counselor. Grace Estrada was a research fellow of the National Science Foundation and earned her doctorate in Developmental Psychology. Both faculty members enjoyed working together and with the associate faculty to build a cohesive, supportive, and student-centered Psychology Department. Together, Grace and Leslie co-chair monthly Psychology department meetings where Psychology faculty share updates regarding campus and division events as well as strategies for student success. Both Grace and Leslie participated in President Gilkerson's first iteration of the Humanizing Curriculum program. Both are committed to developing a Psychology department that is welcoming and inclusive of our diverse student body. Leslie and Grace are also committed to eliminating equity gaps as much as possible. For example, both faculty members have offered zero-textbook cost versions of some of their courses. Both Leslie and Grace have also been certified as Peer Online Course Reviewers and ensure that their online courses meet rigorous standard. Their ability to work collaboratively together and with the other PSYCH faculty have contributed to the notable increase in student success rates since 2016.

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

New Program Goals

We have identified several goals for the next three years:

1. Update AA-T to reflect the new curriculum
2. Update the AA-T Program Map so that MATH 063 is taken in the first year and PSYCH 018 is scheduled for the semester immediately following it.
3. Add a Social Psychology course
4. Identify student leaders majoring in Psychology to create a Psychology Club through the EVC Associated Student Government.
5. Have at least 3 full-time faculty to maintain academic continuity

Evergreen Valley College's mission is to *guide all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs, and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.*

Updating our AA-T to reflect the new curriculum provides students with a clear and accurate academic pathway. Updating our program map so that MATH 063 is taken in the first year and PSYCH 018 is scheduled for the semester immediately following, it recognizes that MATH 063 and

PSYCH 018 are often perceived to be two of the most challenging courses in our program. By having students take the courses earlier in the program, it establishes a solid foundation of understanding of research discussions in all other Psychology courses. Moreover, if necessary, students who were unable to successfully complete the courses initially will have more opportunities to retake the courses in subsequent semesters. Both Goal 1 and Goal 2 directly address our commitment to providing students with equity-minded and supportive pathways to reach their educational and career goals.

Social Psychology, according to the American Psychological Association, is *the study of how individuals affect and are affected by other people and by their social and physical environments*. Goal 3, adding a Social Psychology course, provides an additional elective that directly addresses concepts such as discrimination, stereotypes, and prejudice and strategies to mitigate and overcome them. This provides Psychology instructors and students an important opportunity to engage in meaningful discourse that further creates a culture of inquiry, growth, and respect.

With regards to Goal 4, identifying student leaders majoring in Psychology to create a Psychology Club through the EVC Associated Student Government would help Psychology faculty to collaborate with Psychology students to create a learning environment where everyone feels welcomed and supported. This Fall 2022, one of our associate faculty members, Alison Johnson, was approached by a student interested in forming a Psychology Club.

Finally, Goal 5, having at least 3 full-time faculty, addresses Evergreen Valley College's strategic goal to *shorten students' time to educational goal completion and eliminate equity gaps in goal achievement*. A third full-time faculty member would help us maintain the quality and viability of our existing offerings in our traditional transfer pathway, and provide institutional support for our new academic paths that were designed to shorten students' time to educational goal completion: the Behavioral Intake and Assessment Certificate (BIA Certificate) program and the pilot PACE program. This member would also help us in eliminating equity gaps in goal achievement by developing additional courses (such as social psychology and positive psychology), and offering courses in all 6 of the available teaching modalities. As a first step toward this goal, in Fall 2021 and 2022, we submitted an application for faculty prioritization for another full-time Psychology faculty member.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'15-F'21 average		72.00%		

Courses with no Degree or Certification

PSYCH 001 - General Psychology

Modify Course

PSYCH 018 - Introduction to Research Methods

SLO Only Course

PSYCH 020 - Psychology of Stress Reduction

Create / Modify DE Course

Created: 06/16/2016

Originator: Brad Carothers

Created: 12/01/2020

Originator: Grace Estrada

Created: 06/24/2020

Originator: Grace Estrada

PSYCH 025 - Psychology of Women: Global Perspective **Modify Course**	Created: 01/26/2019 Originator: Brad Carothers
PSYCH 026 - Violence Against Women: Cross-Cultural Perspective **Modify Course**	Created: 01/26/2019 Originator: Brad Carothers
PSYCH 027 - Introduction to LGBTQ Studies **New Course**	Created: 02/06/2020 Originator: John Ruys
PSYCH 030 - Introduction to Biological Psychology **Modify Course**	Created: 06/21/2020 Originator: Teck Wong
PSYCH 051 - Introduction to Cross-Cultural Psychology **Modify Course**	Created: 08/11/2020 Originator: Leslye Tinson
PSYCH 052 - Drug Intake and Assessment Screening **New Course**	Created: 07/23/2019 Originator: Baljit Nagi
PSYCH 053 - Foundation of Mental and Behavioral Health Services **New Course**	Created: 08/03/2019 Originator: Baljit Nagi
PSYCH 054 - Introduction to Drug Use and Recovery **New Course**	Created: 08/03/2019 Originator: Baljit Nagi
PSYCH 055 - Best Practices: At-Risk Population **New Course**	Created: 08/03/2019 Originator: Baljit Nagi
PSYCH 060 - Personal Growth and Adjustment **Create / Modify DE Course**	Created: 01/26/2019 Originator: Grace Estrada
PSYCH 060 - Personal Growth and Adjustment **Modify Course**	Created: 03/04/2021 Originator: Baljit Nagi
PSYCH 092 - Developmental Psychology **SLO Only Course**	Created: 12/03/2020 Originator: Leslie Williams
PSYCH 096 - Marriage, Family, and Intimate Relationships **Modify Course**	Created: 10/26/2020 Originator: Baljit Nagi
PSYCH 099 - Abnormal Psychology **Modify Course**	Created: 07/03/2020 Originator: Leslie Williams
PSYCH 100 - Human Sexuality **Modify Course**	Created: 10/03/2017 Originator: Brad Carothers

Program Success Rate 78.87

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 70.98

Recommendation: 90% of the 6 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 79

- **Is your program success rate higher or lower than the campus?**

The program success rate of 78.87% is approximately 6.87% higher than the campus success rate of 72%.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

The success rate of the Psychology department is 78.87%, which is higher than EVCs success rate of 72%. Some strategies we have utilized are that the faculty:

- Encourage students to attend tutoring sessions
- Share teaching and retention strategies through regular department meetings
- Adopt more zero-textbook cost resources
- Are encouraged to participate in Early Alert
- Share campus events and available basic aid and mental health resources with students
- Are encouraged to continue using Canvas Course Management System even in face-to-face classes. This enables them to post announcements about campus-wide events, employment opportunities, financial aid workshops, etc.

Additionally, faculty will regularly schedule roundtable discussions during department meetings to share assignments with each other and discuss successful practices for each course.

- **Is the current program success rate higher than the program set standard?**

The current program success rate of 78.87% is almost 15% higher than the program-set standard of 64%.

- **How close is the program to meeting the program success goal?**

The program's current overall success rate is 78.87%, which is higher than EVC's current success rate of 72%, and well past the 64% baseline program success goal set in the last program review.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Overall, EVC's Institution Set Standard for success rate is **72%**, and the aspirational goal for student success is **75%**.

Psychology Success Rate and Set Standard

Success Rate (completion of "C" or better)	Program (%)	EVC (%)	Program Set Standard (set in last PR)	Program Success Goal (New)
F'15 - F'21 average	78.87	72.00	64%	79%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 6-year average success rate could be your program standard (average of $78.87 \times 0.9 = 70.99\%$ **Our new program-set standard is 71%.**

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

Our current success rate is 78.87%. **Our aspirational goal is 79%.**

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 102 - 78.380%**
Program Average Total Enrolled
3.000
Program Success Rate
90.690
- **Asian: 9380 - 79.320%**
Program Average Total Enrolled
255.000
Program Success Rate
85.120
- **Black or African American: 464 - 61.430%**
Program Average Total Enrolled
17.000
Program Success Rate
72.340
- **Hawaiin/Pacific Islander: 95 - 65.790%**
Program Average Total Enrolled
4.000
Program Success Rate
78.700
- **Latinx: 9005 - 64.730%**
Program Average Total Enrolled
397.000
Program Success Rate
74.950
- **Two or More Races: 614 - 70.030%**
Program Average Total Enrolled
24.000
Program Success Rate
81.940
- **Unknown: 1655 - 72.640%**
Program Average Total Enrolled

61.000

Program Success Rate

76.980

- **White: 1256 - 73.480%**

Program Average Total Enrolled

47.000

Program Success Rate

80.440

Success Rates: Measures by Gender

- **Female: 12340 - 73.970%**

Program Average Total Enrolled

519.000

Program Success Rate

79.700

- **Male: 10154 - 69.610%**

Program Average Total Enrolled

283.000

Program Success Rate

77.570

- **No Value Entered: 77 - 72.590%**

Program Average Total Enrolled

4.000

Program Success Rate

70.830

Success Rates: Measures by Age

- **17 & Below: 736 - 86.260%**

Program Average Total Enrolled

50.000

Program Success Rate

89.030

- **18-24: 15285 - 69.350%**

Program Average Total Enrolled

639.000

Program Success Rate

77.300

- **25-39: 4470 - 75.390%**

Program Average Total Enrolled

99.000

Program Success Rate

82.320

- **40 & Over: 2065 - 78.860%**

Program Average Total Enrolled

16.000

Program Success Rate

80.690

- **Unknown: 16 - 71.080%**

Program Average Total Enrolled

1.000

Program Success Rate

60.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Disaggregated success rates indicate that overall, PSYCH students are more successful than students on average at EVC. The only groups in which success rates in PSYCH were lower than EVC's are for those who did not mark a gender (4 students at 70.8% success in PSYCH compared to 77 students overall EVC with 72.6% success) and one student who did not indicate an age (60.0% success in PSYCH compared to 16 students overall EVC with 71.1% success).

Regarding the students who did not mark a gender, one of our faculty members, John Ruys, is already in discussion with the Distance Education Committee Chair about having more options in Canvas to self-identify with a wider spectrum of non-binary gender choices. The new offering of PSYCH 027 Introduction to LGBTQ Studies may also help students who are non-binary to feel more welcome and supported. During our next PSYCH department meeting, we will discuss the results of these equity gaps and strategies for overcoming them. We will start each academic year with an examination of the previous year's success rates and learning outcomes data so that we can collaborate as a department to address any revealed equity gaps.

Here is a list of strategies/interventions we have discussed:

- Participate in Early Alert
- Encourage the use of Psychology-specific tutoring
- Provide a list of campus and community resources
- Share ideas about using different types of assignments – include more experiential-based assessments
- Use different instructional pedagogies

Timeline: Starting Fall 2023, and moving forward, we will review the data from the previous semester and discuss the strategies/interventions during our first Psychology department meetings.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Our disaggregated success rates (ethnicity/race, gender, and age) were consistently higher than the 64% program set standard. There was only one student (who did not specify an age category) whose success rate was 60%. The aspirational success goal from the previous program review was 75%. Our overall average program success was 78.9%. Upon reviewing the disaggregated success rates, only two groups did not achieve the aspirational goal: Black or African American students averaged 72.34% and Latinx students averaged 74.95%. In order to help improve our success with these groups, one of the full-time Psychology faculty members reached out to counselors and advisers of the Enlace and Umoja-AFFIRM special groups to gain insight into best practices for supporting these groups and improving their success rates. This information was shared at one of the Psychology Department meetings.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

From Fall 2015 to Fall 2021: 103 sections were offered online (ONL) and 228 sections were offered face-to-face (FTF)

Because of the COVID-19 pandemic, our online section offerings increased dramatically in the Fall of 2020, jumping from an average of 5.4 per term (2015 FA to 2019 FA – 10 terms) to 15.3 (2020FA to 2021FA – 3 terms). The average success rate of FTF classes from 2015 FA to 2020 SP was 75.94% and for the three terms after the pandemic (2020 FA - 2021 SP), it was 88.65%. The average success rate of ONL classes from 2015 FA to 2020 SP was 60.24% and for the three terms after the pandemic (2020 FA - 2021 SP), it was 78.99%.

Clearly, our FTF classes have historically and consistently resulted in higher student success than our online offerings. However, the almost 20% improvement in our ONL success rates is encouraging. Potential reasons for the difference are multifold:

- Historically, across disciplines, FTF classes have had higher success rates than online offerings
- For our students, they may have gained greater self-efficacy and confidence in taking online courses
- We attribute our currently high success rate to renewed faculty training and resources, such as weekly Innovations in Online Teaching workshops.
- Being a successful online instructor requires an immense amount of organization, clarity, frequent monitoring of student submissions, and communication with students. It is possible that the online course modality affords more flexibility compared to FTF classes.
- Being a successful online student requires the ability to navigate the Canvas course and have time-management skills. Students have had more time to adjust to online learning, but some students are still in need of additional support on online courses.
- The college is offering more resources to support students as well: loaner laptops, hotspots, online tutoring, and use of the parking lot to have stable Internet access.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **AA**

Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)

28

Discussion

This number represents the years 2017 through 2021. The AA was deactivated in Summer 2020.

- **AA-T**

Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)

398

Discussion

This number represents the years 2017 through 2021.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4639 - 50.900%**

Program Average Headcount

492.000

Program Percentage of Total

64.100

- **Day & Evening: 2929 - 32.100%**

Program Average Headcount

235.000

Program Percentage of Total

30.600

- **Evening: 1022 - 11.200%**

Program Average Headcount

40.000

Program Percentage of Total

5.200

- **Unknown: 530 - 5.800%**

Program Average Headcount

0.000

Program Percentage of Total

0.000

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.800%**

Program Average Headcount

266.000

Program Percentage of Total

35.000

- **Half Time or less than half time: 6084 - 66.700%**

Program Average Headcount

459.000

Program Percentage of Total

60.500

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Upon review of the 2015-2016 PR, it seems that there has been little change regarding the enrollment patterns for the time of day during which the majority of PSYCH students attend class. Day only (64.1%) or Day/Evening (30.6%) students vastly outnumber our Evening only (5.2%) students. This is comparable to the EVC campus trend, which also evidences more Day only (50.9%) or Day/Evening (32.1%) students compared to Evening only (11.2%) students.

The most significant change since our last program review occurred because of the COVID-19 pandemic. Our online offerings increased from an average of only 4.2 sections per term (Fall 2015 - Spring 2020) to an average of 20 sections from Fall 2020 to Fall 2021. We believe that this increase in online offerings provides our students with greater scheduling flexibility and enhanced opportunities to complete the program in a timely fashion.

Based on our 2015-2016 PR, it seems that most of our PSYCH students from Fall 2010 to Spring 2015 were full-time students, which was not true of the overall campus. However, starting Fall 2015, we started to see a trend of more part-time than full-time students. Our current average from Fall 2015 - Fall 2021 shows that 60.5% of PSYCH students are half-time or less than half-time, comparable to the EVC average of 66.7%. This is very concerning, as the amount of units taken per semester directly impacts the ability of our students to complete the program in less than three years.

The reasons for having so many more part-time PSYCH students now appear to be multifold. Part-time students may be taking PSYCH classes just as part of career exploration. However, they may not be ready to commit to pursuing psychology as a major. For example, we are aware that dual-

enrollment counselors are advising students to take PSYCH courses. Moreover, there are people who have already completed college who may also be taking PSYCH classes as a prerequisite to graduate programs.

One strategy we are implementing beginning in Summer 2023 is the PACE program. It has been designed to provide working adults with a two-year pathway to earning their AA-T degree in Psychology by completing pairs of 8-week courses that have been explicitly mapped out to provide maximum potential for student success. It is one way that we are meeting the institutional goal of reducing students' time to degree completion.

Colleen Calderon, the dean of the Social Science, Humanities, Arts, and Physical Education (SSHAPE) division, to which the Psychology department belongs, has launched late start course offerings. Many PSYCH courses are among the late start group, and that would also help students take courses needed to complete their program in a more timely fashion.

On Friday, November 4, 2022, Chancellor Rodriguez held a district-wide Enrollment Summit to identify student challenges and strategize ways to help overcome them. One relevant strategy was to broadly advertise the "12 units is full-time, but 15 units is on-time" approach. Many of our students do not realize that taking just one more class could make a significant difference in their ability to complete their AA-T in two years. Moreover, the financial aid incentives for being a full-time student may also help students perceive being a full-time student as a full-time job. As faculty, we are often the main point of contact for our students, and ensuring that faculty are made aware of these important facts and approaches through timely training will likely go a long way in helping our student success overall.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The program enrollments for PSYCH mirror EVC's enrollment patterns.

- **c. Based on the data, would you recommend any changes?**

One pattern we noticed was the increase in part-time enrollment for both EVC and the PSYCH program. This is problematic because it will lengthen the time it would take for a student to complete a degree or transfer. Already, many students are not aware that in order to complete an AA-T in two years, it would require taking 15 units per semester. Many more may not understand the impact of taking classes on a part-time basis. One recommendation would be to encourage faculty to explicitly discuss the impact of part-time status on student completion time and encourage students to utilize financial resources, such as financial aid, that may be available to them.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 5008 - 54.950%**

Program Headcount

486.000

Program Percentage of Total

64.950

- **Male: 4075 - 44.640%**
Program Headcount
270.000
Program Percentage of Total
34.730
- **No Value Entered: 37 - 0.410%**
Program Headcount
3.000
Program Percentage of Total
0.380

Student Demographic: Age

- **17 & Below: 486 - 5.310%**
Program Headcount
50.000
Program Percentage of Total
6.730
- **18-24: 5493 - 60.210%**
Program Headcount
600.000
Program Percentage of Total
78.520
- **25-39: 2168 - 23.800%**
Program Headcount
93.000
Program Percentage of Total
12.490
- **40 & Over: 966 - 10.600%**
Program Headcount
16.000
Program Percentage of Total
2.210
- **Unknown: 8 - 0.090%**
Program Headcount
1.000
Program Percentage of Total
0.140

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 40 - 0.430%**
Program Headcount
3.000
Program Percentage of Total
0.350
- **Asian: 3689 - 40.480%**
Program Headcount
237.000
Program Percentage of Total
31.370
- **Black or African American: 208 - 2.290%**
Program Headcount
16.000
Program Percentage of Total
1.920
- **Hawaiian/Pacific Islander: 36 - 0.400%**
Program Headcount
4.000
Program Percentage of Total
0.560
- **Latinx: 3636 - 39.850%**
Program Headcount
376.000
Program Percentage of Total
50.050
- **Two or More Races: 248 - 2.730%**
Program Headcount
22.000
Program Percentage of Total
2.900
- **Unknown: 690 - 7.520%**
Program Headcount
58.000
Program Percentage of Total
7.350
- **White: 573 - 6.300%**
Program Headcount
43.000
Program Percentage of Total

5.660

- a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The data from 2019 - 2022 makes it apparent that there was an increase (35%) in the number of PSYCH sections being offered between Spring 2019 to Fall 2022. For example, in Spring 2019, the number of students enrolled was 1225. In this Fall 2022 semester, we are now at 1384. Additionally, we have seen an impressive increase in the number of declared majors from Spring 2019 at 161 to Fall 2021 at 499 (a 172% increase), with a total of 2298 students declaring psychology as their major between 2019 to 2022. Furthermore, the average retention percentage is 90% with a success rate of 79%. This data clearly indicates that psychology courses are in high demand and that our students are succeeding.

As mentioned in the previous section regarding enrollment types, one major change since our last program review occurred because of the COVID-19 pandemic. Our online offerings increased from an average of only 4.2 sections per term (Fall 2015 - Spring 2020) to an average of 20 sections from Fall 2020 to Fall 2021. Moreover, our average success rate of ONLINE classes from 2015 FA to 2020 SP was 60.24% and for the three terms after the pandemic (2020 FA - 2021 SP), it was 78.99%. We believe that this increase in quality online offerings provides our students with greater scheduling flexibility and enhanced opportunities to complete the program in a timely fashion.

- b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The data indicated that proportionately, the PSYCH program has fewer male students (34.73%) than EVC as a whole (44.64%). The 2015-2016 PR made note of this difference also, and highlighted that this has been a trend since 2011, in which women began earning more Ph.Ds in Psychology than men.

With regards to age gaps, the majority of Psychology students are between the ages of 18-24 (78.52%), which is notably higher than the EVC proportion of 60.8% for this age group. We have much fewer 25-39 year olds (12.49% compared to EVC's 23.8%) and students 40 and older (2.21% compared to EVC's 10.6%). These gaps in the age groups represent the biggest discrepancy from the campus makeup. It may be that the emphasis on theory and statistics makes the Psychology program appeal more to younger students, who are not daunted by the traditional academic path of transferring to a four-year university followed by a graduate degree program. Proportions for different race/ethnicity groups do not differ significantly from the EVC campus. The biggest difference is for the Asian group; PSYCH has 31.37% compared to the campus proportion of 40.48%.

- c. Discuss what interventions the program can implement to address any gaps in enrollment.**

As mentioned in the previous section, the biggest enrollment gap between the PSYCH department and the overall EVC campus is with male students (PSYCH 34.73% and EVC 44.64%), the older age groups of 25 -39 (PSYCH 12.49% and EVC 23.8%) and students 40 and older (PSYCH 2.21% and EVC 10.6%).

Enrollment gaps may be caused by:

- lack of schedule accommodation
- course availability
- instructor ratings on Rate My Professor

Interventions:

- Research the course offering patterns of nearby colleges and identify gaps/ competition
- Ensure popular courses are offered in multiple modalities and term lengths - evening, online, hybrid; 16 weeks, 8 weeks,
- Help each other by advertising courses that will be offered in the subsequent semesters

To address students who are interested in Psychology but may want a shorter career path, we launched the new Career Education (i.e., CTE) Behavioral Intake and Assessment Certificate (BIA Certificate) in Fall 2022. This is the first CE certificate of its kind in our Psychology program. This new certificate program provides students with a pathway into the mental and behavioral health services field in just four courses. The courses are offered as part of the California Virtual Campus Online Exchange Initiative (CVC-OEI) so that students across the state may participate in them. Courses in the CVC-OEI undergo a rigorous process to ensure that they are very high-quality fully asynchronous online offerings. The asynchronous modality provides students maximum flexibility and helps to shorten students' time to educational goal completion and eliminate equity gaps in goal achievement because it enables students to complete a certificate and gain valuable employability skills in just one year. This shortened career pathway may be appealing to the older demographic who are interested in the field of Psychology but may not want to take the lengthy traditional career pathway that includes a bachelor's degree and graduate school.

Another intervention to appeal to the older demographic is the newly-developed PACE Program map which has been designed to provide working adults with a two-year pathway to earning their AA-T degree in Psychology by completing pairs of 8-week courses. This option may appeal to older adults who are highly motivated and want to complete the traditional program more efficiently.

Institutional Effectiveness (6.5 year average, see Summary Tab)

EVC Capacity: 61.70% EVC Productivity: 14.43

Program Capacity

84.81%

Program Productivity

23.49

Is your capacity rate higher or lower than the campus?

Higher

Is your productivity goal higher or lower than the campus?

Higher

If the program capacity and/or productivity is lower than the campus, please provide rationale:

The Psychology department's capacity is 84.81% compared to the campus capacity of 61.7%. Our productivity rate of 23.49% is also higher than the campus productivity rate of 14.43%.

Curriculum

Related Assessments

Test- Created: 01/24/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2168)

Test- Created: 01/27/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2185)

Test- Created: 03/14/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2347)

Test- Created: 04/01/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2448)

Test- Created: 05/13/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2495)

Test- Created: 07/12/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2667)

Test- Created: 08/09/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2724)

Test- Created: 09/19/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2842)

PSYCH 001 FALL 2021- Created: 03/21/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2388)

PSYCH 001: General Psychology - Created: 06/15/2022 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/2640)

Spring 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2972)

Summer 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2975)

Test- Created: 05/18/2022 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/2506)

General Psychology- Created: 06/24/2022 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/2656)

test- Created: 01/17/2020 New Section Level SLO Assessment Report Originator: Brad Carothers (/Form/Module/Index/63)

test- Created: 01/22/2020 New Section Level SLO Assessment Report Originator: Brad Carothers (/Form/Module/Index/66)

test- Created: 01/22/2020 New Section Level SLO Assessment Report Originator: Brad Carothers (/Form/Module/Index/68)

Test- Created: 08/26/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/687)

SLO 1 PSYCH 001 Spring 2020 - Created: 09/06/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/735)

Test- Created: 09/07/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/741)

SLO 1 PSYCH 001 Spring 2020 - Created: 09/09/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/744)

Test- Created: 09/10/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/747)

Test- Created: 10/17/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/946)

SLO 1 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/993)

SLO 2 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/994)

SLO 3 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/995)

SLO 4 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/996)

SLO 5 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/997)

PSYCH 001 - Created: 10/31/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1002)

Test- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1341)

Test- Created: 09/04/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1372)

Test- Created: 09/04/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1373)

Test- Created: 09/07/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1374)

Psychology 1 Fall 19 SLO assessment- Created: 01/24/2020 New Section Level SLO Assessment Report Originator: Kenneth Tarquinio (/Form/Module/Index/136)

PSYCH 018- Created: 11/05/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1802)

PSYCH 018 Spring 2022- Created: 08/18/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2741)

Test- Created: 08/22/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2747)

PSYCH 018 Spring 2022- Created: 09/02/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2797)

PSYCH 018 Spring 2022- Created: 10/06/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2930)

PSYCH 018 Spring 2022- Created: 10/06/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2933)

Test- Created: 05/12/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2490)

Test- Created: 03/17/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2362)

PSYCH 018 Spring 2021- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2190)

Test- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2216)

Test- Created: 01/17/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2138)

Test- Created: 01/19/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2148)

PSYCH 018 Spring 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1866)

Spring 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2973)

PSYCH 020 SPR 2021- Created: 12/04/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1989)

PSYCH 025 Spring 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1858)

PSYCH 025 SLO_1- Created: 03/08/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/336)

PSYCH 025 SLO_2- Created: 03/08/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/337)

PSYCH 025 SLO_3- Created: 03/09/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/338)

PSYCH 025 SLO_4- Created: 03/09/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/339)

PSYCH 025 SLO_5- Created: 03/09/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/340)

test- Created: 08/05/2020 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/658)

test- Created: 08/05/2020 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/661)

t- Created: 08/06/2020 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/663)

PSYCH 026 Fall 2022- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3251)

PSYCH 030 Spring 2022- Created: 08/18/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2742)

PSYCH 030 Spring 2021- Created: 10/21/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1674)

Psych 030: Introduction to Biological Psychology - Created: 07/26/2022 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/2680)

PSYCH 051 Spring 2021- Created: 12/07/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1994)

PSYCH 052 Fall 2022- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3252)

PSYCH 053 Fall 2022- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3254)

Psychology 060: Personal Growth and Adjustment- Created: 10/28/2021 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/1745)

PSYCH-060: Personal Growth and Adjustment- Created: 06/15/2022 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/2641)

Psychology 060: Personal Growth and Adjustment- Created: 11/01/2021 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/1770)

PSYCH 092 SPRING 2020- Created: 11/04/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1793)

PSYCH 092 Spring 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1864)

PSYCH 092 SPRING 2020- Created: 10/15/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1591)

Test- Created: 05/12/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2491)

PSYCH 092 Fall 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1865)

Summer 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2976)

Sp 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2974)

Developmental Psychology- Created: 10/31/2022 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3009)

PSYCH-096: Marriage, Family, and Intimate Relationships- Created: 06/15/2022 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/2642)

Psychology 092: Marriage and Family- Created: 10/18/2021 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/1622)

PSYCH 099 Spring 2021- Created: 10/21/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1675)

PSYCH 099 Spring 2021- Created: 10/25/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1712)

PSYCH 100 Spring 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1863)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

PSYCH Course Updates

PSYCH 001 (General Psychology) underwent a full course update to reduce the number of SLOS. It also underwent another update to modify the course outline of record to explicitly include neural functioning, cognitive models, and sociocultural models. The online supplement was added so that it could be taught all 6 modalities. Last revision date: 10/13/22. The next revision date will take place by 10/13/28.

PSYCH 018 (Research Methods) underwent a full course update to remove the lab component and decrease the unit load. It also underwent another update to reduce the number of SLOS. The online supplement was added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 4/11/19. The next revision date will take place by 9/11/25.

PSYCH 020 (Psychology of Stress) had the online supplement added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 4/11/19. The next revision date will take place by 4/11/25.

PSYCH 025 (Psychology of Women) had the online supplement added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 4/11/19. The next revision date will take place by 4/11/25.

PSYCH 030 (Biological Psychology) had the online supplement added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 9/23/21. The next revision date will take place by 9/23/27.

PSYCH 051 (Cultural Psychology) had the online supplement added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 11/19/20. The next revision date will take place by 11/19/26.

PSYCH 060 (Personal Growth and Development) had the online supplement added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 9/23/21. The next revision date will take place by 9/23/27.

PSYCH 092 (Developmental Psychology) underwent a full course update to reduce the number of SLOS. The online supplement was added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 9/12/19. The next revision date will take place by 9/12/25.

PSYCH 096 (Marriage and Family Psychology) underwent a full course update to reduce the number of SLOS. The online supplement was added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 2/25/21. The next revision date will take place by 2/25/27.

PSYCH 099 (Abnormal Psychology) had the online supplement added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 11/19/20. The next revision date will take place by 11/19/26.

PSYCH 100 (Human Sexuality) had the online supplement added so that it could be taught all 6 modalities. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 9/12/19. The next revision date will take place by 9/12/25.

New classes since 2016:

PSYCH 027 (LGBTQ Studies) passed board approval on 5/11/21. As of 11/19/22, it is currently pending approval for the online supplement. Last revision date: 5/11/21. The next revision date will take place by 5/11/27.

PSYCH 052 (Drug Intake and Assessment Screening) passed board approval on 4/14/20. It is offered only in a fully asynchronous modality and part of the California Virtual Campus Online Exchange Initiative. The next revision date will take place by 4/14/26.

PSYCH 053 (Foundation of Mental and Behavioral Health Services) passed board approval on 4/14/20. It is offered only in a fully asynchronous modality and part of the California Virtual Campus Online Exchange Initiative. The next revision date will take place by 4/14/26.

PSYCH 054 (Introduction to Drug Use and Recovery) passed board approval on 4/14/20. It is offered only in a fully asynchronous modality and part of the California Virtual Campus Online Exchange Initiative. The next revision date will take place by 4/14/26.

PSYCH 055 (Best Practices: At-Risk Population) passed board approval on 4/14/20. It is offered only in a fully asynchronous modality and part of the California Virtual Campus Online Exchange Initiative. The next revision date will take place by 4/14/26.

Behavioral Intake and Assessment Certificate is a new CE certificate program that received the Chancellor's Office approval 1/8/21. The next revision date will take place by 1/8/24.

Psychology Associate in Arts for Transfer was last updated 7/15/21. The next revision date will take place by 7/15/24.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

The courses delineated in the list comprise the AA-T program in Psychology that is offered currently. Since the last program review, we have eliminated the AA degree in Psychology, and now offer the AA-T in Psychology. The notation of AA/AS degree in each course listing simply reflects that these Psychology courses are offered as electives in other degree programs also. All of the listed courses are relevant based on requirements at the CSU and UC level for transfer, as well as the state-wide psychology degrees offered at many, many community colleges.

PSYCH Courses

Course Number/Course Offering Rotation	Course Description	Degree/Transfer Status
PSYCH 001 - General Psychology Offered: Every Semester	3 units – This behavioral science course is a basic introduction to the scientific study of the psychological, biological, and environmental influences on behavior. It is a survey of traditional and contemporary theories and attitudes about perception, consciousness, learning, memory, thinking, human development, intelligence, emotions, motivation, personality, stress/ adaptation, abnormal behavior/ treatment, and the social world. It is designed to give insight into oneself and others (C-ID PSY 110)	Transfer Status: CSU/UC Degree Applicable: AA-T, AA/AS CSU GE: D IGETC: 4 District GE: D
PSYCH 018 - Introduction to Research Methods Prerequisites: PSYCH 001 and MATH 063 Offered: Every Semester	3 units – This course is an introduction to the experimental and correlational methods used in psychological research. Students will learn to research the literature, design and perform experimental and non-experimental research, and write reports on the research findings. Students will perform statistical analyses on data collected from research conducted during lab sessions. (This sentence will be removed from catalog – no lab provided currently)	Transfer Status: CSU/UC Degree Applicable: AA-T, AA/AS CSU GE: D IGETC: 4 District GE: D

<p>PSYCH 020 - Psychology of Stress Reduction</p> <p>Recommended completion: PSYCH 001</p> <p>Offered: Every Semester</p>	<p>3 units – Students are presented with a comprehensive approach to stress reduction from a psychological perspective. A psychophysiological model of stress will be presented and analyzed. A variety of evidenced-based stress reduction methods will be taught in the contexts of student and work/life settings.</p>	<p>Transfer Status: CSU</p> <p>Degree Applicable: AA-T, AA/AS</p> <p>CSU GE: E</p> <p>IGETC: None</p> <p>District GE: E</p>
<p>PSYCH 025 – Psychology of Women: Global Perspective</p> <p>Offered: Fall Semester</p>	<p>3 units – This course examines the female experience from a global, historical, familial, cultural, and psychological framework, and analyzes how women's lives are shaped by social and economic institutions, political movements, ethnicity, race and individual experiences. Psychological theories and current research will address concepts of development, gender-typing, sexism, motherhood, work, adaptation, well-being, as well as other psychological questions of central concern to women.</p>	<p>Transfer Status: CSU/UC</p> <p>Degree Applicable: AA-T, AA/AS</p> <p>CSU GE: D</p> <p>IGETC: 4</p> <p>District GE: D, E</p>
<p>PSYCH 026 – Violence Against Women: Cross-Cultural Perspective</p> <p>Recommended completion: PSYCH 025</p> <p>Offered: Spring Semester</p>	<p>3 units – This course represents an overview of various forms of violence against women and girls from a global and human rights perspective through critical examination of social structures and psychological research. Contemporary attitudes towards women, children, power, aggression, sexuality, race and class will be investigated. Topics will include rape, wife beating, incest, sexual harassment, sex trafficking, pornography, honor and dowry killing, and economic, psychiatric, and military violence. The course will also consider the ways in which women are individually and collectively combating these various forms of violence.</p>	<p>Transfer Status: CSU/UC</p> <p>Degree Applicable: AA-T, AA/AS</p> <p>CSU GE: D</p> <p>IGETC: 4</p> <p>District GE: D</p>

<p>PSYCH 027 – Introduction to LGBTQ Studies</p> <p>Offered: Spring Semester</p>	<p>3 units – This course explores queer theory and its relationship to gay and lesbian studies, feminist theory, and intersectionality. The course examines LGBTQ issues from psychological, bio-medical, sociological, political, racial, and historical perspectives. Emphasis on the exploration of gender identity and sexuality as a social construct in determining differentials of power and opportunity.</p>	<p>Transfer Status: CSU/UC Degree Applicable: AA-T, AA/AS CSU GE: D, E IGETC: 4 District GE: D, E</p>
<p>PSYCH 030 – Introduction to Biological Psychology</p> <p>Prerequisite: PSYCH 001 with C or better</p> <p>Offered: Every Semester</p>	<p>3 units – This course is designed to provide an overview of biological approaches to understanding behavior. The course will cover the general organization of the neural and neuroendocrine systems and their influences in the control of behavior. Animal and human research findings, within the science of brain-behavior relationships, will be included. This course is designed to prepare students for more advanced courses in behavioral neuroscience, clinical psychology, and other health-related fields. It is required for psychology majors. (C-ID PSYCH 150)</p>	<p>Transfer Status: CSU/UC Degree Applicable: AA-T, AA/AS CSU GE: B2, D IGETC: 5B District GE: B2, D</p>
<p>PSYCH 051 – Introduction to Cross-Cultural Psychology</p> <p>Recommended enrollment or completion: PSYCH 001</p> <p>Offered: Spring Semester</p>	<p>3 units – Students will examine how cultural factors influence human behavior. Students will analyze the psychological, behavioral, developmental, and cognitive factors that are impacted by culture and subculture. Topics include examining the diversity of parent-child relationships, role of gender, adult personality and cultural beliefs, attitudes, and values that influence human interaction and functioning. Service Learning may be included in this course.</p>	<p>Transfer Status: CSU/UC Degree Applicable: AA-T, AA/AS CSU GE: D IGETC: 4 District GE: D</p>

<p>PSYCH 052 – Drug Intake and Assessment Screening</p> <p>Offered: Fall Semester</p>	<p>3 units – This course provides students with the skills and knowledge base to conduct and process personal patient information. Students will gain important information for processing data for human resources, documentation and healthcare management, including a combination of methods on collecting personal information abiding by human services policies. This course will cover guidelines to be used when working with individual patients from various demographic and socioeconomic backgrounds. Case studies presented in this course will provide students with the opportunity to apply tools learned through the application process with the use of various instruments to collect and assess individual patient data.</p>	<p>Transfer Status: CSU Degree Applicable: AA/AS Certificate of Achievement</p>
<p>PSYCH 053 – Foundation of Mental and Behavioral Health Services</p> <p>Offered Fall Semester</p>	<p>3 units – This course focuses on teaching important foundations of patient services, principles of coordinating with healthcare service providers, review of mental and behavioral progression throughout history, analyzes of a vast array of theoretical perspectives, frameworks and models. Review of example patient vignettes assist in understanding various parts of mental and behavioral health support services and patient's self-determination for seeking treatment. The fundamentals of conducting a mental health status examination and behavioral modification techniques will be reviewed to better understanding important factors to interviewing patients and providing appropriate services to at-risk populations.</p>	<p>Transfer Status: CSU Degree Applicable: AA/AS Certificate of Achievement</p>

<p>PSYCH 054 – Introduction to Drug Use and Recovery</p> <p>Offered: Spring Semester</p>	<p>3 units – This introduction course to drug use and recovery reviews the increasing problem of drug use among at-risk populations. A general analysis of drug use will be evaluated to better understand the impact of drug use on the health-span of patients and the importance of seeking human services to decrease relapse. Scope of practice and the problem of drug use will be reviewed and compared to the number of different drugs that are available and are used by at-risk populations. Substances used by various ages, socioeconomic statuses, and ethnic backgrounds will be the focus of this course. In addition, an in-depth analysis of the use of medical and behavioral health interventions implemented in recovery when providing services to patients with various disorders that developed when drugs are used will be reviewed.</p>	<p>Transfer Status: CSU</p> <p>Degree Applicable: AA/AS Certificate of Achievement</p>
<p>PSYCH 055 – Best Practices: At-Risk Population</p> <p>Offered: Spring Semester</p>	<p>3 units – In this course, students are introduced to mental and behavioral health issues. Students will learn the processes of treatment, patient-centered approach and how to overcome obstacles when providing individualized patient care. Important cultural competency is reviewed in great detail in order to better understand the concerns that need to be addressed to improve human services. Through the use of case studies, implications that providers and service seekers encounter will be discussed. A review of the level of service provided will assist in understanding standards and credentialing in the field of mental and behavioral health.</p>	<p>Transfer Status: CSU</p> <p>Degree Applicable: AA/AS Certificate of Achievement</p>

<p>PSYCH 060 – Personal Growth and Adjustment</p> <p>Offered Every Semester</p>	<p>3 units – This course is a study of psychological processes through which people manage to cope with the demands and challenges of everyday life. A broad variety of topics are examined, including personality patterns, stress, social and intimate relationships, adjustments to development through the lifespan, and psychological/physical wellness as they influence and are affected by adjustment. Effective and ineffective personal growth and adjustment is analyzed in the context of a contemporary and complex society.</p>	<p>Transfer Status: CSU/UC Degree Applicable: AA-T, AA/AS CSU GE: D, E IGETC: 4 District GE: D, E</p>
<p>PSYCH 092 – Developmental Psychology</p> <p>Offered Every Semester</p>	<p>3 units – This course is an introduction to developmental psychology. Human development is traced from conception through death and dying. The biological, cognitive, psychological, social and cultural factors throughout the lifespan of human beings will be studied. The dynamic interrelationship of these factors to the uniqueness of, and differences between, individuals will also be considered. Development tasks and potential developmental crises in the contemporary multicultural society are identified for each age/group (C-ID PSY 180)</p>	<p>Transfer Status: CSU/UC Degree Applicable: AA-T, AA/AS CSU GE: D IGETC: 4 District GE: D, E</p>
<p>PSYCH 099 - Abnormal Psychology</p> <p>Offered Spring Semester currently</p> <p>Planning to offer it every semester by Fall 2023, pending faculty availability</p>	<p>3 units – This course introduces the scientific study of psychopathology and atypical behaviors from a variety of perspectives including biological, psychological and sociocultural approaches. The course surveys the multidimensional influences on the diagnosis, etiology, and treatment of abnormal patterns of behavior. Traditional psychological models, as well as current research evidence of the reciprocal relationship of biology and behavior, are used to study psychopathology. Clinical cases are used to examine life-span cultural influences on abnormal behavior. (C-ID PSY 120)</p>	<p>Transfer Status: CSU/UC Degree Applicable: AA-T, AA/AS CSU GE: D, E IGETC: 4 District GE: D, E</p>

<p>PSYCH 100 – Human Sexuality Offered: Every Semester</p>	<p>3 units – This course is designed to offer scientific information on human sexual functioning. It will include current research findings related to sexual behavior, sexual adjustment and maladjustment. The course will also include topics covering sexual orientations and legal and political aspects of sexual behavior. (C-ID PSY 130)</p>	<p>Transfer Status: CSU/UC Degree Applicable: AA-T CSU GE: D, E IGETC: 4 District GE: D, E</p>

- 3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

The linked documents are for the PSYCH AA-T and Behavioral Intake and Assessment program maps.

PSYCH AA-T Program Map (http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.evc.edu/sites/default/files/2022-05/Program_Map_Psychology_AAT.pdf)

Behavioral Intake and Assessment Certificate Program Map (http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.evc.edu/sites/default/files/2022-05/Program_Map_Behav_Intake_and_Asmt_CERT.pdf)

- 4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

As a department, our Psychology faculty:

- Offer courses in several different modalities (e.g., asynchronous, face-to-face, hybrid, and synchronous online) to maximize flexibility and address different learning preferences (e.g., auditory, interpersonal, and visual learners)
 - Offer courses in different term lengths (e.g. late start, and short term) to accommodate student schedules
 - Provide students with zero-textbook cost options in several courses to minimize the cost to students
 - Encourage student participation in campus events to develop a sense of belonging and community
 - Meet monthly to share best practices

These strategies have resulted in our increased student success rates. We believe that our students appreciate our efforts in ensuring their academic success by being student-centered and supportive.

- 5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

In terms of future curricular development, the PSYCH department is planning the following changes:

- Update the AA-T to include new curriculum.
 - Update PSYCH 099 to change the course name to Psychological Disorders and reduce the number of SLOs.
 - Update PSYCH 051 to reduce the number of SLOs.
 - Develop a Social Psychology Course to add to our selection of electives.
 - Explore the development of a directed study course in Psychology to include experiential learning.
- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

To ensure that all credits students complete at Evergreen Valley College (EVC) within the psychology program are transferable to California State Universities (CSU) and Universities of California (UC), EVC's articulation agreement is aligned with the course identification numbering system (C-ID). This confirms that specified psychology courses listed in the EVC course catalog meet the necessary criteria for CSU and UC transferability. CID Descriptors : <https://c-id.net/descriptors/final> (<https://c-id.net/descriptors/final>)

EVC has a partnership with the East Side Union High Schools via the College & Career Access Pathways (CCAP) Program, Accel Middle College, and as concurrent high school students who are not part of the other two high school programs. For all three paths, concurrent high school students may attend up to 11 units of college courses for the regular semester, with up to 7 units for intersession or summer sessions. Receiving high school credit for the college-level courses is subject to approval from the respective high school administrators. CCAP is part of the AB288, which focuses on working with marginalized students from high schools who may excel with assistance from CCAP in college. Concurrent CCAP students are enrolled at EVC as general students. Students do not pay for enrollment nor material fees and obtain academic support for CCAP. Students in the Accel Middle College program are selected from an application process. With approval from their "home" high schools, students are able to enroll in courses at EVC that are transferable to CSU and UC.

Below is a list of the courses offered by the psychology program at EVC. The objectives, content, and pre and co-requisites specified in relation to course alignment with C-ID descriptors meet the expectations stated in the course outline of record (COR). The instructional materials and assessment of student learning outcomes are clearly described in the COR. Furthermore, the courses listed below include an associate degree for transfer (ADT) from EVC to CSU and/or UC, with courses applicable to the degree indicated as Associate of Science and Associate of Arts. All courses are comparable at the CSU and UC level, indicating that the request for transferring is viable. The following courses hold updated transfer status to a CSU and/or UC as core and elective courses.

PSYCH 001: General Psychology, 3 Units, Transfer Status: CSU/UC/C-ID Approved

PSYCH 018: Introduction to Research Methods, 3 Units, Transfer Status: CSU/UC/C-ID Approved

PSYCH 020: Psychology of Stress Reduction, 3 Units, Transfer Status: CSU

PSYCH 025: Psychology of Women: Global Perspective, 3 Units, Transfer Status: CSU/UC

PSYCH 026: Violence Against Women: Cross-Cultural Perspective, 3 Units, Transfer Status: CSU/UC

PSYCH 027: Introduction to LGBTQ Studies, 3 Units, Transfer Status: CSU/UC

PSYCH 030: Introduction to Biological Psychology, 3 Units, Transfer Status: CSU/UC/C-ID
Approved

PSYCH 051: Introduction to Cross-Cultural Psychology, 3 Units, Transfer Status: CSU/UC

PSYCH 052: Drug Intake and Assessment Screening, 3 Units, Transfer Status: CSU

PSYCH 053: Foundation of Mental and Behavioral Health Services, 3 Units, Transfer Status:
CSU

PSYCH 054: Introduction to Drug Use and Recovery, 3 Units, Transfer Status: CSU

PSYCH 055: Best Practices: At-Risk Population, 3 Units, Transfer Status: CSU

PSYCH 060: Personal Growth and Adjustment, 3 Units, Transfer Status: CSU/UC/C-ID Approved

PSYCH 092: Developmental Psychology, 3 Units, Transfer Status: CSU/UC/C-ID Approved

PSYCH 096: Marriage, Family, and Intimate Relationships, 3 Units, Transfer Status: CSU/UC

PSYCH 099: Abnormal Psychology, 3 Units, Transfer Status: CSU/UC/C-ID Approved

PSYCH 100: Human Sexuality, 3 Units, Transfer Status: CSU/UC/C-ID Approved

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

Not applicable. We do not have external accreditation.

Student Learning Outcome and Assessment

Related Assessments

Test- Created: 01/24/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2168)

Test- Created: 01/27/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2185)

Test- Created: 03/14/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2347)

Test- Created: 04/01/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2448)

Test- Created: 05/13/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2495)

Test- Created: 07/12/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2667)

Test- Created: 08/09/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2724)

Test- Created: 09/19/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2842)

PSYCH 001 FALL 2021- Created: 03/21/2022 New Section Level SLO Assessment Report Originator: Grace
Estrada (/Form/Module/Index/2388)

PSYCH 001: General Psychology - Created: 06/15/2022 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/2640)

Spring 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2972)

Summer 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2975)

Test- Created: 05/18/2022 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/2506)

General Psychology- Created: 06/24/2022 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/2656)

test- Created: 01/17/2020 New Section Level SLO Assessment Report Originator: Brad Carothers (/Form/Module/Index/63)

test- Created: 01/22/2020 New Section Level SLO Assessment Report Originator: Brad Carothers (/Form/Module/Index/66)

test- Created: 01/22/2020 New Section Level SLO Assessment Report Originator: Brad Carothers (/Form/Module/Index/68)

Test- Created: 08/26/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/687)

SLO 1 PSYCH 001 Spring 2020 - Created: 09/06/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/735)

Test- Created: 09/07/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/741)

SLO 1 PSYCH 001 Spring 2020 - Created: 09/09/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/744)

Test- Created: 09/10/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/747)

Test- Created: 10/17/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/946)

SLO 1 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/993)

SLO 2 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/994)

SLO 3 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/995)

SLO 4 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/996)

SLO 5 PSYCH 001 Summer 2020 - Created: 10/30/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/997)

PSYCH 001 - Created: 10/31/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1002)

Test- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1341)

Test- Created: 09/04/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1372)

Test- Created: 09/04/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1373)

Test- Created: 09/07/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1374)

Psychology 1 Fall 19 SLO assessment- Created: 01/24/2020 New Section Level SLO Assessment Report Originator: Kenneth Tarquinio (/Form/Module/Index/136)

PSYCH 018- Created: 11/05/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1802)

PSYCH 018 Spring 2022- Created: 08/18/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2741)

Test- Created: 08/22/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2747)

PSYCH 018 Spring 2022- Created: 09/02/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2797)

PSYCH 018 Spring 2022- Created: 10/06/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2930)

PSYCH 018 Spring 2022- Created: 10/06/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2933)

Test- Created: 05/12/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2490)

Test- Created: 03/17/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2362)

PSYCH 018 Spring 2021- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2190)

Test- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2216)

Test- Created: 01/17/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2138)

Test- Created: 01/19/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2148)

PSYCH 018 Spring 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1866)

Spring 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2973)

PSYCH 020 SPR 2021- Created: 12/04/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1989)

PSYCH 025 Spring 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1858)

PSYCH 025 SLO_1- Created: 03/08/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/336)

PSYCH 025 SLO_2- Created: 03/08/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/337)

PSYCH 025 SLO_3- Created: 03/09/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/338)

PSYCH 025 SLO_4- Created: 03/09/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/339)

PSYCH 025 SLO_5- Created: 03/09/2020 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/340)

test- Created: 08/05/2020 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/658)

test- Created: 08/05/2020 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/661)

t- Created: 08/06/2020 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/663)

PSYCH 026 Fall 2022- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3251)

PSYCH 030 Spring 2022- Created: 08/18/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2742)

PSYCH 030 Spring 2021- Created: 10/21/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1674)

Psych 030: Introduction to Biological Psychology - Created: 07/26/2022 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/2680)

PSYCH 051 Spring 2021- Created: 12/07/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1994)

PSYCH 052 Fall 2022- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3252)

PSYCH 053 Fall 2022- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3254)

Psychology 060: Personal Growth and Adjustment- Created: 10/28/2021 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/1745)

PSYCH-060: Personal Growth and Adjustment- Created: 06/15/2022 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/2641)

Psychology 060: Personal Growth and Adjustment- Created: 11/01/2021 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/1770)

PSYCH 092 SPRING 2020- Created: 11/04/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1793)

PSYCH 092 Spring 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1864)

PSYCH 092 SPRING 2020- Created: 10/15/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1591)

Test- Created: 05/12/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2491)

PSYCH 092 Fall 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1865)

Summer 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2976)

Sp 2022- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: John Ruys (/Form/Module/Index/2974)

Developmental Psychology- Created: 10/31/2022 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3009)

PSYCH-096: Marriage, Family, and Intimate Relationships- Created: 06/15/2022 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/2642)

Psychology 092: Marriage and Family- Created: 10/18/2021 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/1622)

PSYCH 099 Spring 2021- Created: 10/21/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1675)

PSYCH 099 Spring 2021- Created: 10/25/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1712)

PSYCH 100 Spring 2021- Created: 11/18/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1863)

Student Learning Outcomes

- PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. (Draft)
- PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. (Active)
- PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. (Active)
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- PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. (Active)
- PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. (Historical)
- PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. (In Review)
- PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. (In Review)
- PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. (Active)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (In Review)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (In Review)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Historical)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
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- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
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- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
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- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Active)
- PSYCH 001 - General Psychology - Analyze a variety of psychological approaches used in the field to diagnose and treat clients. (Draft)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Draft)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Active)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Active)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Active)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Active)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Active)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Active)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Active)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Historical)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (In Review)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (In Review)

PSYCH 001 - General Psychology - Describe neural functioning as it relates to perception, sensation and behavior. (Active)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (Active)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (In Review)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (In Review)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (Historical)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (Active)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (Active)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (Active)

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PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (Active)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (Active)

PSYCH 001 - General Psychology - Describe the diverse influences on psychological development, comprehending how these influences relate to human development. (Draft)

PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (Draft)

PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (Active)

PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (Active)

PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (Active)

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PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (Active)

PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (Historical)

PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (In Review)

PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (In Review)

PSYCH 001 - General Psychology - Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. (Active)

PSYCH 018 - Introduction to Research Methods - Explain the basic principles of the scientific method. (In Review)

PSYCH 018 - Introduction to Research Methods - Explain the basic principles of the scientific method. (Active)

PSYCH 018 - Introduction to Research Methods - Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research. (Active)

PSYCH 018 - Introduction to Research Methods - Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research. (In Review)

PSYCH 018 - Introduction to Research Methods - Synthesize a body of research findings, critically evaluate research reports, and assess the generalizability of study results. (In Review)

PSYCH 018 - Introduction to Research Methods - Synthesize a body of research findings, critically evaluate research reports, and assess the generalizability of study results. (Active)

PSYCH 018 - Introduction to Research Methods - Develop hypotheses that demonstrate knowledge of general experimental and non-experimental research designs as well as standard research practices by selecting appropriate research designs to test hypotheses. (Active)

PSYCH 018 - Introduction to Research Methods - Develop hypotheses that demonstrate knowledge of general experimental and non-experimental research designs as well as standard research practices by selecting appropriate research designs to test hypotheses. (In Review)

PSYCH 018 - Introduction to Research Methods - Demonstrate proficiency in APA style. (In Review)

PSYCH 018 - Introduction to Research Methods - Demonstrate proficiency in APA style. (Active)

PSYCH 020 - Psychology of Stress Reduction - Describe stress as a physiological, psychological, and social phenomenon. (Active)

PSYCH 020 - Psychology of Stress Reduction - Evaluate the impact of stress on human performance. (Active)

PSYCH 020 - Psychology of Stress Reduction - Appraise the mind-body interplay in maintaining physical and psychological health. (Active)

PSYCH 020 - Psychology of Stress Reduction - Develop and apply a personal stress-reduction plan after critically evaluating one's life in terms of the causes and effects of stress (Active)

PSYCH 020 - Psychology of Stress Reduction - Analyze the effects of a variety of stress reduction techniques applied to contemporary life. (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Evaluate and discuss gender as a social construct (Rejected)

PSYCH 025 - Psychology of Women: Global Perspective - Evaluate and discuss gender as a social construct (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Evaluate and discuss gender as a social construct (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Evaluate and discuss gender as a social construct (Active)

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PSYCH 025 - Psychology of Women: Global Perspective - Evaluate and discuss gender as a social construct (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Evaluate and discuss gender as a social construct (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Explain gender biases and discrimination from a global perspective (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Explain gender biases and discrimination from a global perspective (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Explain gender biases and discrimination from a global perspective (Active)

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PSYCH 025 - Psychology of Women: Global Perspective - Explain gender biases and discrimination from a global perspective (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Explain gender biases and discrimination from a global perspective (Rejected)

PSYCH 025 - Psychology of Women: Global Perspective - Differentiate sex-related psychological disorders and treatment (Rejected)

PSYCH 025 - Psychology of Women: Global Perspective - Differentiate sex-related psychological disorders and treatment (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Differentiate sex-related psychological disorders and treatment (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Differentiate sex-related psychological disorders and treatment (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Differentiate sex-related psychological disorders and treatment (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Differentiate sex-related psychological disorders and treatment (Active)

PSYCH 025 - Psychology of Women: Global Perspective - Differentiate sex-related psychological disorders and treatment (Active)

- PSYCH 025 - Psychology of Women: Global Perspective - Explain the difference between traditional and feminist psychotherapy (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Explain the difference between traditional and feminist psychotherapy (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Explain the difference between traditional and feminist psychotherapy (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Explain the difference between traditional and feminist psychotherapy (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Explain the difference between traditional and feminist psychotherapy (Active)
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- PSYCH 025 - Psychology of Women: Global Perspective - Explain the difference between traditional and feminist psychotherapy (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Explain the difference between traditional and feminist psychotherapy (Rejected)
- PSYCH 025 - Psychology of Women: Global Perspective - Identify strategies for effecting social change in promoting gender equality (Rejected)
- PSYCH 025 - Psychology of Women: Global Perspective - Identify strategies for effecting social change in promoting gender equality (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Identify strategies for effecting social change in promoting gender equality (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Identify strategies for effecting social change in promoting gender equality (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Identify strategies for effecting social change in promoting gender equality (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Identify strategies for effecting social change in promoting gender equality (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Identify strategies for effecting social change in promoting gender equality (Active)
- PSYCH 025 - Psychology of Women: Global Perspective - Identify strategies for effecting social change in promoting gender equality (Active)
- PSYCH 026 - Violence Against Women: Cross-Cultural Perspective - Articulate the global nature of gender based violence. (Active)
- PSYCH 026 - Violence Against Women: Cross-Cultural Perspective - Discuss patriarchy as a social structure and its relationships to violence against women. (Active)
- PSYCH 026 - Violence Against Women: Cross-Cultural Perspective - Critically analyze the sociological, psychological and economic consequences of violence against women. (Active)
- PSYCH 026 - Violence Against Women: Cross-Cultural Perspective - Explain various women's right's initiatives and strategies for eradicating violence against women and helping survivors. (Active)
- PSYCH 030 - Introduction to Biological Psychology - Explain scientific approaches used in methodologies for the study of brain-behavior relationships while considering the general principles of research ethics for the study of animals and human beings. (Historical)
- PSYCH 030 - Introduction to Biological Psychology - Explain scientific approaches used in methodologies for the study of brain-behavior relationships while considering the general principles of research ethics for the study of animals and human beings. (Historical)
- PSYCH 030 - Introduction to Biological Psychology - Explain scientific approaches used in methodologies for the study of brain-behavior relationships while considering the general principles of research ethics for the study of animals and human beings. (Active)
- PSYCH 030 - Introduction to Biological Psychology - Describe the mechanisms of the brain and nervous systems that control and influence behavior, thinking, and emotions, paying attention to the reciprocal relationships between behavior and internal body states/systems. (Historical)

PSYCH 030 - Introduction to Biological Psychology - Describe the mechanisms of the brain and nervous systems that control and influence behavior, thinking, and emotions, paying attention to the reciprocal relationships between behavior and internal body states/systems. (Historical)

PSYCH 030 - Introduction to Biological Psychology - Describe the mechanisms of the brain and nervous systems that control and influence behavior, thinking, and emotions, paying attention to the reciprocal relationships between behavior and internal body states/systems. (Active)

PSYCH 030 - Introduction to Biological Psychology - Analyze the role of genetics and prenatal brain development as it pertains to the nature vs. nurture issue and evaluate the influence of evolution on behavior. (Active)

PSYCH 030 - Introduction to Biological Psychology - Analyze the role of genetics and prenatal brain development as it pertains to the nature vs. nurture issue and evaluate the influence of evolution on behavior. (Historical)

PSYCH 030 - Introduction to Biological Psychology - Analyze the role of genetics and prenatal brain development as it pertains to the nature vs. nurture issue and evaluate the influence of evolution on behavior. (Historical)

PSYCH 030 - Introduction to Biological Psychology - Explain the general anatomy and physiology of the nervous system and its relationship to behavior, and analyze the effects of neurological impairment and their influence on abnormal behavior and development. (Active)

PSYCH 030 - Introduction to Biological Psychology - Explain the general anatomy and physiology of the nervous system and its relationship to behavior, and analyze the effects of neurological impairment and their influence on abnormal behavior and development. (Historical)

PSYCH 030 - Introduction to Biological Psychology - Explain the general anatomy and physiology of the nervous system and its relationship to behavior, and analyze the effects of neurological impairment and their influence on abnormal behavior and development. (Historical)

PSYCH 030 - Introduction to Biological Psychology - Compare and contrast the various biological aspects of selected psychological disorders and the role of endogenous and exogenous ligands in mitigating the characteristics of the expressed behaviors. (Historical)

PSYCH 030 - Introduction to Biological Psychology - Compare and contrast the various biological aspects of selected psychological disorders and the role of endogenous and exogenous ligands in mitigating the characteristics of the expressed behaviors. (Historical)

PSYCH 030 - Introduction to Biological Psychology - Compare and contrast the various biological aspects of selected psychological disorders and the role of endogenous and exogenous ligands in mitigating the characteristics of the expressed behaviors. (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Define culture and the main factors which influence culture (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Differentiate among research methods which do or do not assess culture or cultural variations (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Explain the importance of cross-cultural research and culturally appropriate application of research (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Theorize whether it may or may not be appropriate to make generalizations about other cultures after reading culturally specific research (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Articulate the role of culture in careers in psychology (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Examine the prevalent mental and physical health problems by culture (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Articulate the role of subculture within larger cultures in relation to the individual (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Evaluate the various ways culture influences behavior, mental processes, and therapies. (Active)

PSYCH 051 - Introduction to Cross-Cultural Psychology - Analyze one's culture of origin in relation to cultural and subcultural variations (Active)

PSYCH 052 - Drug Intake and Assessment Screening - Identify essential intake and assessment screening questions for inquiring and evaluating personal patient data for services. (Active)

PSYCH 052 - Drug Intake and Assessment Screening - Collect example data and identify skills used during the process of a drug intake and assessment screening appointment. (Active)

PSYCH 052 - Drug Intake and Assessment Screening - Apply knowledge gained through course lectures to case studies and develop strategic problem solving skills. (Active)

PSYCH 052 - Drug Intake and Assessment Screening - Perform important evidence based practice research data and assessment instruments used to collect data and provide patient services. (Active)

PSYCH 052 - Drug Intake and Assessment Screening - Identify important resources available in the community for patients of diverse ethnic and socioeconomic backgrounds. (Active)

PSYCH 052 - Drug Intake and Assessment Screening - Apply course materials and research available resources for continual education for the field of drug recovery to enhance knowledge base and professional growth. (Active)

PSYCH 053 - Foundation of Mental and Behavioral Health Services - Decipher important patient information materials that will impact mental and behavioral health services with the use of a solution-focused perspective to address patient care. (Active)

PSYCH 053 - Foundation of Mental and Behavioral Health Services - Describe important mental health status examination information through the use of case studies to address risk factors that may impact patient services. (Active)

PSYCH 053 - Foundation of Mental and Behavioral Health Services - Summarize life stages to better understand developmental milestones of patients and the expressed concerns of patients seeking mental and behavioral health services. (Active)

PSYCH 053 - Foundation of Mental and Behavioral Health Services - Analyze case studies to identify solutions for problems that patients may encounter during the human services appointment and or assessments. (Active)

PSYCH 053 - Foundation of Mental and Behavioral Health Services - Establish pathways to conduct self-inventory of knowledge base through the use of course materials, such as vignettes and case studies to better understand experiences that are needed to provide excellent services. (Active)

PSYCH 060 - Personal Growth and Adjustment - Define and use basic biological, physiological, and psychological terminology to describe adjustment and psychosocial development across the lifespan. (Active)

PSYCH 060 - Personal Growth and Adjustment - Define and use basic biological, physiological, and psychological terminology to describe adjustment and psychosocial development across the lifespan. (Active)

PSYCH 060 - Personal Growth and Adjustment - Generate and explicate concrete examples of psychological perspectives and applications underlying personal growth and psychosocial adjustment. (Active)

PSYCH 060 - Personal Growth and Adjustment - Generate and explicate concrete examples of psychological perspectives and applications underlying personal growth and psychosocial adjustment. (Active)

PSYCH 060 - Personal Growth and Adjustment - Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science. (Active)

PSYCH 060 - Personal Growth and Adjustment - Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science. (Active)

PSYCH 060 - Personal Growth and Adjustment - Apply psychological principles and develop "new" interpersonal, occupational and social skills for life-long personal growth. (Active)

PSYCH 060 - Personal Growth and Adjustment - Apply psychological principles and develop "new" interpersonal, occupational and social skills for life-long personal growth. (Active)

- PSYCH 060 - Personal Growth and Adjustment - Differentiate between individual and sociocultural differences as applied to psychology of adjustment. (Active)
- PSYCH 060 - Personal Growth and Adjustment - Differentiate between individual and sociocultural differences as applied to psychology of adjustment. (Active)
- PSYCH 092 - Developmental Psychology - Describe the developing person at different periods of the lifespan and identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. (Active)
- PSYCH 092 - Developmental Psychology - Describe the developing person at different periods of the lifespan and identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. (In Review)
- PSYCH 092 - Developmental Psychology - Describe the developing person at different periods of the lifespan and identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. (In Review)
- PSYCH 092 - Developmental Psychology - Describe the developing person at different periods of the lifespan and identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. (Historical)
- PSYCH 092 - Developmental Psychology - Identify and describe the techniques and methods used by developmental psychologists to study human development. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context. (Historical)
- PSYCH 092 - Developmental Psychology - Identify and describe the techniques and methods used by developmental psychologists to study human development. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context. (In Review)
- PSYCH 092 - Developmental Psychology - Identify and describe the techniques and methods used by developmental psychologists to study human development. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context. (In Review)
- PSYCH 092 - Developmental Psychology - Identify and describe the techniques and methods used by developmental psychologists to study human development. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context. (Active)
- PSYCH 092 - Developmental Psychology - Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them). (Active)
- PSYCH 092 - Developmental Psychology - Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them). (In Review)
- PSYCH 092 - Developmental Psychology - Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them). (In Review)
- PSYCH 092 - Developmental Psychology - Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them). (Historical)
- PSYCH 092 - Developmental Psychology - Identify and describe classic and contemporary theories and research in lifespan psychology. Identify biological, psychological, and sociocultural influences on lifespan development. (Historical)
- PSYCH 092 - Developmental Psychology - Identify and describe classic and contemporary theories and research in lifespan psychology. Identify biological, psychological, and sociocultural influences on lifespan

development. (In Review)

PSYCH 092 - Developmental Psychology - Identify and describe classic and contemporary theories and research in lifespan psychology. Identify biological, psychological, and sociocultural influences on lifespan development. (In Review)

PSYCH 092 - Developmental Psychology - Identify and describe classic and contemporary theories and research in lifespan psychology. Identify biological, psychological, and sociocultural influences on lifespan development. (Active)

PSYCH 092 - Developmental Psychology - Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan. (Active)

PSYCH 092 - Developmental Psychology - Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan. (In Review)

PSYCH 092 - Developmental Psychology - Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan. (In Review)

PSYCH 092 - Developmental Psychology - Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan. (Historical)

PSYCH 096 - Marriage, Family, and Intimate Relationships - Define and explain diversity in families (Active)

PSYCH 096 - Marriage, Family, and Intimate Relationships - Define and explain diversity in families (Active)

PSYCH 096 - Marriage, Family, and Intimate Relationships - Contrast the benefits and perils of intimate relationships (Active)

PSYCH 096 - Marriage, Family, and Intimate Relationships - Contrast the benefits and perils of intimate relationships (Active)

PSYCH 096 - Marriage, Family, and Intimate Relationships - Summarize the important guidelines for engaging in safe sex (Active)

PSYCH 096 - Marriage, Family, and Intimate Relationships - Summarize the important guidelines for engaging in safe sex (Active)

PSYCH 096 - Marriage, Family, and Intimate Relationships - Discuss different types of family violence (Active)

PSYCH 096 - Marriage, Family, and Intimate Relationships - Discuss different types of family violence (Active)

PSYCH 099 - Abnormal Psychology - Summarize the major diagnostic categories in the current DSM (Diagnostic and Statistical Manual of Mental Disorders) and the processes used in making psychiatric diagnoses. (Active)

PSYCH 099 - Abnormal Psychology - Distinguish among the major diagnostic categories when applied to specific case examples. (Active)

PSYCH 099 - Abnormal Psychology - Develop awareness of co-occurring disorders (Mental Illness/Substance Addiction) and the impact on assessment and treatment planning. (Active)

PSYCH 099 - Abnormal Psychology - Examine the major theories of etiology supported by current research in the field of abnormal psychology. (Active)

PSYCH 099 - Abnormal Psychology - Analyze the influences of culture and life span characteristics as determinants of normal versus abnormal behavior. (Active)

PSYCH 099 - Abnormal Psychology - Identify, compare, and contrast major treatment approaches. (Active)

PSYCH 099 - Abnormal Psychology - Evaluate evidence supporting various theories of therapeutic interventions. (Active)

PSYCH 100 - Human Sexuality - Explain sexual diversity and values of various cultures. (Active)

PSYCH 100 - Human Sexuality - Evaluate how media influences and reflects sexuality. (Active)

PSYCH 100 - Human Sexuality - Discuss the wide spectrum of sexual orientation and gender. (Active)

PSYCH 100 - Human Sexuality - Describe biological functions related to sexual response. (Active)

PSYCH 100 - Human Sexuality - Describe symptoms, causes and treatment of STIs (Active)

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

The PLO to ILO and SLO Mappings for the AA-T are:

PLO# 1: Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.

This PLO is mapped to the following ILOs:

- **Inquiry and Reasoning:** The student will critically evaluate information to interpret ideas and solve problems.
- **Information Competency:** The student will utilize information from a variety of sources and make an informed decision and take action.

Student Learning Outcome Map:

- **MATH 063:** Conduct and interpret hypothesis tests of population means and proportions. (C-ID Objective: 10, 11, 12, 13, 14, 15, 16) I - The PLO is introduced: Yes
- **PSYCH 001:** Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. I - The PLO is introduced: Yes
- **PSYCH 018:** Critique published research articles. I - The PLO is introduced: Yes

Will update so that D - The PLO is developed and practiced in the course: Yes

- **PSYCH 025:** Identify strategies for effecting social change in promoting gender equality. M - The PLO is mastered and measured in the course: Yes
- **PSYCH 026:** Critically analyze the sociological, psychological, and economic consequences of violence against women. M - The PLO is mastered and measured in the course: Yes
- **PSYCH 030:** Compare and contrast the biological mechanisms of behavior to traditional and key theories in psychology. M - The PLO is mastered and measured in the course: Yes
- **PSYCH 060:** Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science. M - The PLO is mastered and measured in the course: Yes
- **PSYCH 092:** Evaluate the impact or significance of social contexts such as historical time, socioeconomic status, and culture on development. I - The PLO is introduced: Yes
- **PSYCH 099:** Examine the major theories of etiology supported by current research in the field of abnormal psychology. M - The PLO is mastered and measured in the course: Yes
- **PSYCH 100:** Explain sexual diversity and values of various cultures. M - The PLO is mastered and measured in the course: Yes

PLO #2: Write critically about topics in psychology thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.

This PLO is mapped to the following ILOs:

- **Communication:** The student will demonstrate effective communication, appropriate to the audience and purpose.

- **Inquiry and Reasoning:** The student will critically evaluate information to interpret ideas and solve problems.
- **Information Competency:** The student will utilize information from a variety of sources and make an informed decision and take action.

Student Learning Outcome Map:

- **PSYCH 001:** Describe the diverse influences on psychological development, comprehending how these influences relate to human development. I - The PLO is introduced: Yes
- **PSYCH 018:** Synthesize and summarize a body of research findings. I - The PLO is introduced: Yes
- **PSYCH 030:** Analyze the role of genetics and prenatal brain development as it pertains to the nature vs. nurture issue. M - The PLO is mastered and measured in the course: Yes
- **PSYCH 092:** Identify the major developmental tasks and describe the potential crises associated with one or more stages of human development. I - The PLO is introduced: Yes
- **PSYCH 099:** Identify, compare, and contrast major treatment approaches. M - The PLO is mastered and measured in the course: Yes

PLO #3: Think critically in speaking about topics in psychology thereby articulating problems, stating theses, posing arguments, explaining the evidence, and communicating conclusions.

This PLO is mapped to the following ILOs:

- **Communication:** The student will demonstrate effective communication, appropriate to the audience and purpose.
- **Inquiry and Reasoning:** The student will critically evaluate information to interpret ideas and solve problems.
- **Information Competency:** The student will utilize information from a variety of sources and make an informed decision and take action.
- **Social Responsibility:** The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision-making.

Student Learning Outcome Map:

- **BIOL 020:** Apply the scientific method to evaluate current scientific research on human health dilemmas in the popular press. M - The PLO is mastered and measured in the course: Yes
- **BIOL 021:** Analyze human impacts on the environment. M - The PLO is mastered and measured in the course: Yes
- **MATH 063:** Analyze and interpret raw data from business, social sciences, psychology, life science, health science, and education using sample statistics and graphs. (C-ID Objective: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16). M - The PLO is mastered and measured in the course: Yes
- **PSYCH 001:** Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills. I - The PLO is introduced: Yes
- **PSYCH 018:** Critique published research articles. I - The PLO is introduced: Yes
- **PSYCH 026:** Critically analyze the sociological, psychological and economic consequences of violence against women. M - The PLO is mastered and measured in the course: Yes
- **PSYCH 030:** Compare and contrast the various biological aspects of selected psychological disorders. M - The PLO is mastered and measured in the course: Yes
- **PSYCH 092:** Compare and contrast various theories of personality development. I - The PLO is introduced: Yes

- **PSYCH 099:** Evaluate evidence supporting various theories of therapeutic interventions. M - The PLO is mastered and measured in the course: Yes.
 - **PSYCH 100:** Evaluate how media influences and reflects sexuality. I - The PLO is introduced: Yes
- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

All the PSYCH courses that have been offered in the last two years up through Spring 2022 have SLO assessment results reported in CurriQunet. PSYCH 026 was offered in Fall 2022 for the first time in several years and PSYCH 027, PSYCH 052, and PSYCH 053 were offered for the first time in Fall 2022 as well. The SLO assessment reports for these courses will be forthcoming. PSYCH 054 and PSYCH 055 also have yet to be assessed, as they will be offered in Spring 2023 for the first time. During every monthly Psychology department meeting, we have SLO assessment reports on the agenda. We are also provided some breakout time during occasional Division meetings. Fortunately, three of our associate faculty voluntarily complete SLO assessment reports for their classes in CurriQunet. However, it has been challenging to obtain SLO assessment data from some of our associate faculty.

Regarding PLO assessment reports, we have been unable to complete them because of a CurriQunet issue. Once a any kind of proposal has been submitted (e.g., online supplement), it causes the courses in the program map to be outdated. We have submitted a PLO Only proposal in CurriQunet in an attempt to update the program maps. Theoretically, once approved, it should enable us to complete PLO assessment reports. This proposal is currently under review and consequently, PLO assessment reports have not been completed.

Summary

PSYCH 001 - Overall, most students have mastered the SLOs of this course. There are no planned changes.

1. Demonstrate knowledge of research methodology as it relates to the study of human behavior.
 - Evaluation method(s): Homework, Quizzes
 - Most (70-89%) of the students have mastered the competency.
2. Analyze a variety of psychological approaches used in the field to diagnose and treat clients.
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
3. Describe neural functioning as it relates to perception, sensation and behavior.
 - Evaluation method(s): Discussions, Quizzes, Essays
 - Most (70-89%) of the students have mastered the competency.
4. Describe the diverse influences on psychological development, comprehending how these influences relate to human development.
 - Evaluation method(s): Discussions
 - Most (70-89%) of the students have mastered the competency.

5. Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills.
 - Evaluation method(s): Discussions, Essays
 - Most (70-89%) of the students have mastered the competency.

PSYCH 018 - Overall, students achieve mastery of all course SLOs. Students achieved comprehensive understanding of ethical principles by viewing classical experiments and discussing their analysis with each other. Instead of a single high-stakes assignment, greater completion and success was achieved by requiring smaller steps (e.g., topic, design, draft) before submission of the final paper. The introduction of APA 7 in the second or third week and having assignments with resubmission options resulted in greater end-of-semester proficiency in APA 7 format.

1. Explain the basic principles of the scientific method.
 - Evaluation method(s): Homework, Quizzes, Exams
 - Most (70-89%) of the students have mastered the competency.
2. Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
 - Evaluation method(s): Homework, Quizzes, Exams
 - Most (70-89%) of the students have mastered the competency.
3. Synthesize a body of research findings, critically evaluate research reports, and assess the generalizability of study results.
 - Evaluation method(s): Critical Analysis Papers, Homework, Research Proposal
 - Most (70-89%) of the students have mastered the competency.
4. Develop hypotheses that demonstrate knowledge of general experimental and non-experimental research designs as well as standard research practices by selecting appropriate research designs to test hypotheses.
 - Evaluation method(s): Homework, Quizzes, Exams, Research Proposal
 - Most (70-89%) of the students have mastered the competency.
5. Demonstrate proficiency in APA style.
 - Evaluation method(s): Critical Analysis Paper, Homework, Quizzes, Exams, Research Proposal
 - Most (70-89%) of the students have mastered the competency.

PSYCH 020 - Overall, most students have mastered the SLOs of this course. There are no planned changes.

1. Describe stress as a physiological, psychological, and social phenomenon.
 - Evaluation method(s): Discussions, Quizzes, Short answer on exam
 - Most (70-89%) of the students have mastered the competency.
2. Evaluate the impact of stress on human performance.
 - Evaluation method(s): Discussions
 - Most (70-89%) of the students have mastered the competency.
3. Appraise the mind-body interplay in maintaining physical and psychological health.
 - Evaluation method(s): Discussions
 - Most (70-89%) of the students have mastered the competency.
4. Develop and apply a personal stress-reduction plan after critically evaluating one's life in terms of the causes and effects of stress
 - Evaluation method(s): Discussions
 - Almost all (90%+) of the students have mastered the competency.

5. Analyze the effects of a variety of stress reduction techniques applied to contemporary life.

- Evaluation method(s): Discussions
- Almost all (90%+) of the students have mastered the competency.

PSYCH 025 - Students mastered SLOs 1,2, 4, and 5 well. An alternative assessment tool may be used for SLO 3.

1. Evaluate and discuss gender as a social construct

- Evaluation method(s): Discussions
- Almost all (90%+) of the students have mastered the competency.

2. Explain gender biases and discrimination from a global perspective

- Evaluation method(s): Knowledge assessment tool
- Almost all (90%+) of the students have mastered the competency.

3. Differentiate sex-related psychological disorders and treatment

- Evaluation method(s): Papers
- Some (50-69%) of the students have mastered the competency.

4. Explain the difference between traditional and feminist psychotherapy

- Evaluation method(s): Knowledge assessment tool
- Almost all (90%+) of the students have mastered the competency.

5. Identify strategies for effecting social change in promoting gender equality

- Evaluation method(s): Discussions
- Most (70-89%) of the students have mastered the competency.

PSYCH 026 - This course was offered for the first time in Fall 2022 after several years; the SLO assessment report will be forthcoming

1. Articulate the global nature of gender-based violence.
2. Discuss patriarchy as a social structure and its relationship to violence against women.
3. Critically analyze the sociological, psychological and economic consequences of violence against women.
4. Explain various women's rights initiatives and strategies for eradicating violence against women and helping survivors.

PSYCH 027 - This course was offered for the first time in Fall 2022; the SLO assessment report will be forthcoming

1. Synthesize how multiple identities (sexual orientation, gender identity, gender expression, race, ethnicity, socioeconomic class, disability, age, and others) affect psychological and sociological outcomes.
2. Analyze the impact of sexual prejudice on LGBTQ+ individuals and communities.
3. Analyze the impact of LGBTQ+ culture in the media and the arts.
4. Evaluate the patterns of social and political power that affect sexual and gender minorities, as well as racial, ethnic, class minorities in the United States.

PSYCH 030- Although most students achieved mastery of the SLOs there are several areas of improvement: 1) students did not work well in Zoom breakout sessions; 2) students performed better in free form responses than formal discussions 3) students struggled to demonstrate knowledge of research from watching videos -> performed much better on multiple choice tests; 4) students struggled with presenting information in an organized manner. Refinement of grading rubric is needed.

1. Explain scientific approaches used in methodologies for the study of brain-behavior relationships while considering the general principles of research ethics for the study of animals

- and human beings.
- Evaluation method(s): Discussions, Quizzes, Critical Thinking Assignment, Final Exam
 - Most (70-89%) of the students have mastered the competency.
2. Describe the mechanisms of the brain and nervous systems that control and influence behavior, thinking, and emotions, paying attention to the reciprocal relationships between behavior and internal body states/systems.
 - Evaluation method(s): Critical Thinking Assignment, Exam
 - Most (70-89%) of the students have mastered the competency;
 - Almost all (90%+) of the students have mastered the competency.
 3. Analyze the role of genetics and prenatal brain development as it pertains to the nature vs. nurture issue and evaluate the influence of evolution on behavior.
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
 - Almost all (90%+) of the students have mastered the competency.
 4. Explain the general anatomy and physiology of the nervous system and its relationship to behavior, and analyze the effects of neurological impairment and its influence on abnormal behavior and development.
 - Evaluation method(s): Quizzes, Final Project
 - Most (70-89%) of the students have mastered the competency.
 5. Compare and contrast the various biological aspects of selected psychological disorders and the role of endogenous and exogenous ligands in mitigating the characteristics of the expressed behaviors.
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.

PSYCH 051 - Overall, most students have mastered the SLOs of this course. There are no planned changes.

1. Define culture and the main factors which influence culture
 - Evaluation method(s): Discussions, In-class Work
 - Most (70-89%) of the students have mastered the competency.
2. Differentiate among research methods which do or do not assess culture or cultural variations
 - Evaluation method(s): Class Participation, Papers
 - Some (50-69%) of the students have mastered the competency.
3. Explain the importance of cross-cultural research and culturally appropriate application of research
 - Evaluation method(s): Research paper
 - Most (70-89%) of the students have mastered the competency.
4. Theorize whether it may or may not be appropriate to make generalizations about other cultures after reading culturally specific research
 - Evaluation method(s): Papers
 - Some (50-69%) of the students have mastered the competency.
5. Articulate the role of culture in careers in psychology
 - Evaluation method(s): Discussions, Papers
 - Most (70-89%) of the students have mastered the competency.
6. Examine the prevalent mental and physical health problems by culture
 - Evaluation method(s): Essays
 - Most (70-89%) of the students have mastered the competency.
7. Articulate the role of subculture within larger cultures in relation to the individual
 - Evaluation method(s): Essays

- Most (70-89%) of the students have mastered the competency.
8. Evaluate the various ways culture influences behavior, mental processes, and therapies.
 - Evaluation method(s): Discussions, Papers
 - Most (70-89%) of the students have mastered the competency.
 9. Analyze one's culture of origin in relation to cultural and subcultural variations
 - Evaluation method(s): Discussions
 - Most (70-89%) of the students have mastered the competency.

PSYCH 052 - Offered for the first time in Fall 2022; the SLO assessment report will be forthcoming

1. Identify essential intake and assessment screening questions for inquiring and evaluating personal patient data for services.
2. Collect example data and identify skills used during the process of a drug intake and assessment screening appointment.
3. Apply knowledge gained through course lectures to case studies and develop strategic problem solving skills.
4. Perform important evidence based practice research data and assessment instruments used to collect data and provide patient services.
5. Identify important resources available in the community for patients of diverse ethnic and socioeconomic backgrounds.
6. Apply course materials and available research resources for continual education for the field of drug recovery to enhance knowledge base and professional growth.

PSYCH 053 - This course was offered for the first time in Fall 2022; the SLO assessment report will be forthcoming

1. Decipher important patient information materials that will impact mental and behavioral health services with the use of a solution-focused perspective to address patient care.
2. Describe important mental health status examination information through the use of case studies to address risk factors that may impact patient services.
3. Summarize life stages to better understand developmental milestones of patients and the expressed concerns of patients seeking mental and behavioral health services.
4. Analyze case studies to identify solutions for problems that patients may encounter during the human services appointment and or assessments.
5. Establish pathways to conduct self-inventory of knowledge base through the use of course materials, such as vignettes and case studies to better understand experiences that are needed to provide excellent services.

PSYCH 054 - This course will be offered for the first time in Spring 2023; the SLO assessment report will be forthcoming

1. Restate important risk factors to drug use and community resources available to at-risk populations.
2. Describe and apply best practices when directly engaged with patients who are using or under the influence of drugs.
3. Analyze important recovery services, such as supportive services to gain knowledge of drug treatment options and prevention skills used to decrease drug relapse.
4. Discuss and assess important roles of human services and referral services available in the community for at-risk patients.
5. Identify various drugs used by at-risk populations and recognize the impact of drugs on patient health.

PSYCH 055 - This course will be offered for the first time in Spring 2023; the SLO assessment report will be forthcoming

1. Explain and apply important best practices used among the mental and behavioral health services and the development of individualized treatment plans using best practice approach.
2. Critique important best practices used by various service providers when engaging with patients and the importance of obtaining patient feedback of services utilized.
3. Analyze important ethic codes and how to apply when working with patients.
4. Reference important code of ethics and principles behind providing services in the mental and behavioral health field while obtaining importance information on how the community is impacted by development of new regulations governing helping professionals.
5. Identify the pathways used to continue building skills through the use of continual education and training available in the field of mental and behavioral health services.

PSYCH 060 - Overall, most students mastered the SLOs. Changing to an OER did not have any negative impacts on student learning. Most students were able to master the SLOs.

1. Define and use basic biological, physiological, and psychological terminology to describe adjustment and psychosocial development across the lifespan.
 - Evaluation method(s): Discussion, Quizzes
 - Most (70-89%) of the students have mastered the competency.
2. Generate and explicate concrete examples of psychological perspectives and applications underlying personal growth and psychosocial adjustment.
 - Evaluation method(s): Critical Thinking Assignment
 - Most (70-89%) of the students have mastered the competency.
3. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science.
 - Evaluation method(s): Quizzes
 - Most (70-89%) of the students have mastered the competency.
4. Apply psychological principles and develop “new” interpersonal, occupational and social skills for life-long personal growth.
 - Evaluation method(s): Essays
 - Most (70-89%) of the students have mastered the competency.
5. Differentiate between individual and sociocultural differences as applied to psychology of adjustment.
 - Evaluation method(s): Essays
 - Most (70-89%) of the students have mastered the competency.

PSYCH 092 - Overall, most students are mastering the SLOs well. One area of improvement is to ensure more students are completing the chapter quizzes. This may be addressed through well-timed Speed Grader Reminders in Canvas.

1. Describe the developing person at different periods of the lifespan and identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
2. Identify and describe the techniques and methods used by developmental psychologists to study human development. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.
 - Evaluation method(s): Discussions, Quizzes

- Most (70-89%) of the students have mastered the competency.
3. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
 - Almost all (90%+) of the students have mastered the competency.
 4. Identify and describe classic and contemporary theories and research in lifespan psychology. Identify biological, psychological, and sociocultural influences on lifespan development.
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
 5. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
 - Almost all (90%+) of the students have mastered the competency.

PSYCH 096 - Overall, most students have mastered the SLOs of this course. There are no planned changes.

1. Define and explain diversity in families
 - Evaluation method(s): Critical Thinking Essay, Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
2. Contrast the benefits and perils of intimate relationships
 - Evaluation method(s): Critical Thinking Essay, Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
3. Summarize the important guidelines for engaging in safe sex
 - Evaluation method(s): Critical Thinking Essay, Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
4. Discuss different types of family violence
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.

PSYCH 099 - Overall, most students have mastered the SLOs of this course. There are no planned changes.

1. Summarize the major diagnostic categories in the current DSM (Diagnostic and Statistical Manual of Mental Disorders) and the processes used in making psychiatric diagnoses.
 - Evaluation method(s): Discussions
 - Almost all (90%+) of the students have mastered the competency.
2. Distinguish among the major diagnostic categories when applied to specific case examples.
 - Evaluation method(s): Case Study
 - Almost all (90%+) of the students have mastered the competency.
3. Develop awareness of co-occurring disorders (Mental Illness/Substance Addiction) and the impact on assessment and treatment planning.
 - Evaluation method(s): Discussions
 - Most (70-89%) of the students have mastered the competency.
4. Examine the major theories of etiology supported by current research in the field of abnormal psychology.

- Evaluation method(s): Papers
 - Most (70-89%) of the students have mastered the competency.
5. Analyze the influences of culture and life span characteristics as determinants of normal versus abnormal behavior.
 - Evaluation method(s): Discussions
 - Most (70-89%) of the students have mastered the competency.
 6. Identify, compare, and contrast major treatment approaches.
 - Evaluation method(s): Exams
 - Most (70-89%) of the students have mastered the competency.
 7. Evaluate evidence supporting various theories of therapeutic interventions.
 - Evaluation method(s): Discussions
 - Almost all (90%+) of the students have mastered the competency.

PSYCH 100 - Overall, most students have mastered the SLOs of this course. There are no planned changes.

1. Explain sexual diversity and values of various cultures.
 - Evaluation method(s): Discussions
 - Most (70-89%) of the students have mastered the competency.
2. Evaluate how media influences and reflects sexuality.
 - Evaluation method(s): Discussions
 - Almost all (90%+) of the students have mastered the competency.
3. Discuss the wide spectrum of sexual orientation and gender.
 - Evaluation method(s): Discussions, Quizzes
 - Most (70-89%) of the students have mastered the competency.
4. Describe biological functions related to sexual response.
 - Evaluation method(s): Discussions, Quizzes
 - Almost all (90%+) of the students have mastered the competency.
5. Describe symptoms, causes and treatment of STIs
 - Evaluation method(s): Discussions, Quizzes
 - Almost all (90%+) of the students have mastered the competency

Evidence provided: Spreadsheet of assessment reports and sample of department agenda and minutes

02.09.22 psych dept agenda and minutes.pdf

(<https://sjeccd.instructure.com/courses/34275/files/6175540?wrap=1>)

09.13.21 psych minutes (2).pdf (<https://sjeccd.instructure.com/courses/34275/files/6175541?wrap=1>)

10.11.21 psych dept agenda & minutes.pdf

(<https://sjeccd.instructure.com/courses/34275/files/6175542?wrap=1>)

12.13.21 psych dept agenda draft.pdf (<https://sjeccd.instructure.com/courses/34275/files/6175543?wrap=1>)

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

SLO assessment reports were helpful in revealing areas needing additional support and adjustment. For example, instead of a single high-stakes assignment, greater completion and success are achieved by requiring smaller steps (e.g., topic, design, draft) before submission of the final paper. The introduction of APA 7 in the second or third week and having assignments with resubmission options resulted in greater end-of-semester proficiency in APA 7 format. Completion of quizzes is another area that can be improved by including timely reminder messages through Canvas SpeedGrader. Generally, we noticed that students are struggling with demonstrating their knowledge via writing assignments. Providing samples of student work, clear rubrics, and opportunities for resubmission have been helpful.

Overall, the SLO assessment report results on the PSYCH courses reveal that most students master the SLOs. This is consistent with the increased success rates evidenced in both face to face and online classes.

Other observations made through faculty discussion of SLO assessment reports resulted in improved student learning and engagement:

- ZTC courses have the textbook loaded into the modules, which allows students to have instant access to each chapter.
- Zoom office hours -> students appreciated having the option to make an appointment via Zoom, which provided flexibility and made them more comfortable
- When both in-office and Zoom office hours are offered, students attend Zoom office hours much more often.
- Recorded study sessions or lectures -> provided an additional study resource to prepare for exams
- Having all the materials in Canvas enables students to receive instructor feedback and resubmit assignments easily and efficiently.
- Having quizzes and exams enables students to retake them if needed.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Currently the Psychology department has two full-time, tenured faculty members. They are Leslie Williams, M.S. and Grace Estrada, Ph.D. The following is a list of the Evergreen Valley College full-time faculty members and some of the associate faculty who teach in the Psychology department, the courses they teach, and their contributions to the program:

• **Marjorie Clark, M.A.**

EDUCATION: Montclair State College, B.A. New Jersey, New School for Social Research, M.A. New York.

AREAS OF EXPERTISE: Psychology, Domestic Violence, Sexual Assault, Service-Learning and Counseling.

CURRICULUM: Ms. Clark has taught PSYCH-025: Psychology of Women, PSYCH -096: Marriage and Family, and PSYCH 001: General Psychology, all courses in the Associate of Arts for Transfer Psychology Degree.

CONTRIBUTIONS TO THE DEPARTMENT: Ms. Clark has taught in the department for twenty years. She developed PSYCH-25 Psychology of Women: Global Perspective, and PSYCH-26 Violence Against Women. She also revised PSYCH- 96: Marriage and Family to include the study of domestic violence, when she deactivated Family Violence a course she taught for years in the psychology department. Additionally, she adopted PSYCH-020: Psychology of Stress Reduction from San Jose City College. Ms. Clark is also the founder of the Women and Gender Studies program and has included several of the psychology courses in the Associate in Arts General Studies with Emphasis in Women and Gender Studies and the Associate in Arts for Transfer Social Justice Studies-Gender Studies, which she created. Additionally, Ms. Clark is the founder of the Service-Learning and Public Service program and has provided training for several psychology instructors on how to integrate service-learning into their psychology courses.

. Grace K. Estrada, Ph.D.

EDUCATION: B.A. Psychology - San Jose State University, M.A. Developmental Psychology – University of California at Santa Cruz, Ph.D. Developmental Psychology – University of California at Santa Cruz

AREAS OF EXPERTISE: Developmental Psychology, Research Methods and modalities of teaching: Face-to-face, Hybrid, and Online/asynchronous.

CURRICULUM: Dr. Estrada has taught PSYCH 001: General Psychology, PSYCH 018: Research Methods, PSYCH 025: Psychology of Women: Global Perspective and PSYCH 092: Developmental Psychology. She has also taught Child and Adolescent Development (ChAD) Department of San Jose State University, ChAD 60: Child Development, ChAD 101: Research Methods in Child Development, ChAD 102 - Development of Self in a Culturally Diverse Society and ChAD 169: Motivating Children and Adolescents in Educational Settings

CONTRIBUTIONS TO THE DEPARTMENT: Dr. Estrada is a full-time faculty member as of Fall 2021. She co-coordinates the monthly PSYCH department meetings and developed the PSYCH department Canvas shell to facilitate resource-sharing and collaboration among the PSYCH faculty members. She collects data from the associate faculty who do not complete assessment reports in CurriQunet. Dr. Estrada is the SLO Coordinator/SLOAC Chair, a member of the Guided Pathways Committee, a member of the All-College Curriculum Committee, a Peer Online Course Reviewer, and an advocate of zero-textbook-cost courses. She was previously on the Distance Education Committee

. Alison Johnson, M.A.

EDUCATION: MA in Psychology from CSU Long Beach; BA with Highest Honors in Psychology from UCSB.

AREAS OF EXPERTISE: Social Psychology

CURRICULUM: Ms. Johnson teaches PSYCH-001 General Psychology, PSYCH 92: Developmental Psychology, PSYCH 060: Growth and Personal Adjustment and PSYCH 035: Psychology of Women.

CONTRIBUTIONS TO THE DEPARTMENT: Ms. Johnson is currently working (as faculty co-advisor) with a student to charter a Psychology club at EVC.

. Lorraine Levy Ph.D.

EDUCATION: MA in Teaching and Learning from Santa Clara University, K-12 Ca Teaching Credential, MA in counseling from Pacifica Graduate Institute, Ph.D. in Psychology with an emphasis in Jungian and Archetypal Psychology.

AREAS OF EXPERTISE: Dr. Levy completed her dissertation research in Jungian and Archetypal Psychology in January 2022, emphasizing resilience after trauma and Post-Traumatic Growth. Resilience and growth are two areas of concern within the community college system.

CURRICULUM: Courses taught at EVC/SJCC/Ohlone/Gavilan/Sophia University-Research Methods, Social Psychology, PSYCH 001: General Psychology, PSYCH-92 Developmental Psychology, PSYCH-060 Human Sexuality, PSYCH 025: Psychology of Women, Personal Growth and Development. With the ability to teach and support all these courses, Dr. Levy allows for flexibility in creating the course schedule according to student and program needs. Psychology of Women is a part of the Womyn's and Gender Studies program, which is a cross-curricular course.

CONTRIBUTIONS TO THE DEPARTMENT: Participation in the 2022 Psychology Program Review, OER (open education resources) Liaison, and Part-Time Faculty representative for EVC AFT Union and SJCC Academic Senate. POCR (Peer Online Course Review) faculty member and participant at multiple colleges.

. Baljit Nagi, M.S.W

EDUCATION: Mrs. Nagi earned a Bachelor of Arts degree in psychology with a minor in biology from San Jose State University in 2002, and a Master of Social Work (M.S.W) degree in social work from San Jose State University in 2007.

AREAS OF EXPERTISE: Mrs. Nagi spent over 12 years working in the field of social work, focusing on mental and behavioral health services, and began her teaching career at Evergreen Valley College (EVC) in 2014. As an EVC faculty member, she collaborated with Hispanic University by teaching PSYCH 001: General Psychology on the campus of Latino College Prep (LCP) for one year.

CURRICULUM: In the last 8 years Mrs. Nagi has taught PSYCH 001: General Psychology, PSYCH 018: Introduction to Research Methods, PSYCH 026: Violence Against Women: Cross-Cultural Perspective, PSYCH 030: Introduction to Biological Psychology, PSYCH 052: Drug Intake and Assessment Screening, PSYCH 053: Foundation of Mental and Behavioral Health Services, PSYCH 060: Personal Growth and Adjustment, PSYCH 092: Developmental Psychology, and PSYCH 096: Marriage, Family, and Intimate Relationships. She teaches in person and online.

CONTRIBUTIONS TO THE DEPARTMENT: Mrs. Nagi developed the Behavioral Intake and Assessment Certificate, which includes the following 4 courses: PSYCH 052: Drug Intake and Assessment Screening, PSYCH 053: Foundation of Mental and Behavioral Health Services, PSYCH 054: Introduction to Drug Use and Recovery, and PSYCH 055: Best Practices: At-Risk Population. Most recently, she joined the Asian/Pacific Islander Resources for Excellence (ASPIRE) Committee, after serving in the At Large position for the Staff Development Committee for 6 years.

. Nirali Patel, M.A

EDUCATION: MA, Interdisciplinary Studies: Leadership and Organizational Management, SJSU

AREAS OF EXPERTISE: Psychology in the workplace, Social Psychology, and creating online teaching video lecture content

CURRICULUM: PSYCH-001: General Psych, PSYCH-020: Psychology of Stress Reduction, and PSYCH-096: Marriage and Family

CONTRIBUTIONS TO THE DEPARTMENT: Ms. Patel is the newest member of the Psychology team, joining EVC in February 2022. She is also a part-time instructor at SJCC.

. John Ruys, Ph.D.

EDUCATION: B.S. Biopsychology, M.S. Animal Behavior, Ph.D. Animal Behavior, University of California, Davis; Postdoctoral Fellowship, Physiology/Pharmacology, Bowman Gray School of Medicine, Wake Forest University.

AREAS OF EXPERTISE: LGBTQ Psychology, Lifespan Psychology, Psychopharmacology.

CURRICULUM: PSYCH 001: General Psychology, PSYCH 018: Research Methods, PSYCH 027 Introduction to LGBTQ+ Studies, PSYCH 092: Developmental Psychology, and PSYCH 100) Human Sexuality.

CONTRIBUTIONS TO THE DEPARTMENT: Dr. Ruys has been a part of the psychology department at EVC since 2004 and continues to contribute by writing and revising the curriculum, attending department and division meetings, and helping to build a vibrant program here at EVC.

. Leslie Williams, M.S.

EDUCATION: B.A., M.S., Psychology; Certified Learning Disabilities Specialist, Sacramento State University

AREAS OF EXPERTISE: Clinical Psychology, Learning Differences, Mental Health issues, disability/accessibility related concerns with faculty colleagues and Deans when requested. Ms. Williams has taught all the Counseling courses offered at EVC, and has also taught Psychology courses at Cal State, Bakersfield.

CURRICULUM: PSYCH 001 General Psychology, PSYCH 092 Developmental Psychology, and PSYCH 099, Abnormal Psychology.

CONTRIBUTIONS TO THE DEPARTMENT: Ms. Williams completes course substitutions/course equivalencies for PSYCH 001, PSYCH 092, and PSYCH 099, working with counseling faculty and evaluators for degree requirements. She also serves on the Distance Education Committee, has served on the Campus Technology Committee for over a decade, and the Student Success Committee.

. Teck Wong, M.S.

EDUCATION: M.S. Clinical Psychology from CSU Bakersfield, PPSC: Educational/School Psychologist from Fresno State University, and MS: Educational Administration from Santa Clara University.

AREAS OF EXPERTISE: For the past 37 years, Mr. Wong has worked as an educational psychologist, administrator, and principal in the K-12 system. He worked with general and special education students. He was also the principal of alternative/community schools, including 12 years at Juvenile Hall in Santa Clara. Additionally, he was a research coordinator for 5 years in the K-12 system, helping develop standards for learning, and a systematic process of assessing student success.

CURRICULUM: Mr. Wong teaches PSYCH 030 Biological Psychology and PSYCH-18 Research Methods which are both courses in the Associate of Arts for Transfer Psychology Degree.

CONTRIBUTIONS TO DEPARTMENT: Mr. Wong has taught for 10 years as an Associate Professor in the psychology department.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Additional professional development needs for PSYCH faculty include:

- Having the opportunity for the members of the PSYCH department to have a roundtable discussion to share teaching strategies.
 - Faculty will share models of Canvas pages and Assignments
- Encouraging faculty to attend the Innovation in Online Teaching & Learning workshops
- Attending professional conferences e.g., APA (August 3-5 in Washington, D.C.) or WPA conventions (April 27-30 in Riverside, CA)

Timeline: Suggestions (subject to approval and funding) are to be implemented by the next academic year (2023).

Benefit: These additional professional development activities were identified because they will give faculty time and space to work together in addressing equity gaps, improving distance education offerings, using SLO assessments to identify equity gaps and areas in need of improvement, implementing guided pathways, and sharing innovative teaching / learning strategies with each other. Ultimately, this will contribute to improved student success.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

We met with Dean Calderon via Zoom on 11/17/2022 and reviewed the Psychology budget. See below for salaries and benefits. The \$100. for supplies is woefully inadequate for the needs of full-time and associate faculty.

Salary and benefits for 2 full-time faculty in Psychology:

Salary: \$237,633.

Benefits: \$81,020

Total: \$318,653.

Office Supplies: \$100.00

Approximate cost of hiring a new full-time faculty member (mid-range)

Salary: \$100,898,

Benefits: \$40,510

Total: \$141,408

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

The Psychology department does not currently have external funding.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The current technological needs of the Psychology Department are as follows:

- Access to more robust Psychology databases such as EBSCO Academic Search Complete and APA PSYCArticles
 - A current year subscription to APA PsycArticles is \$3,510.00
 - A one-year subscription to Proquest Psychology Database is currently: \$5,757.00.

These databases will provide our PSYCH students with access to current PSYCH peer-reviewed studies and scholarly journals that they need for class research papers. Additionally, students will benefit from exposure and opportunities to analyze peer-reviewed studies from professional journals.

Additionally, we are requesting models of a human brain and neurons. These models will be beneficial for all of our PSYCH courses because discussing brain functioning is an integral component of all PSYCH courses and having these models will provide students with a clear understanding of brain anatomy and neural functioning.

- Brain models:4 of each of the following -
 - \$98+ tax Axis Scientific Enlarged Brain Stem Anatomy Model, 2 Parts
<https://anatomywarehouse.com/axis-scientific-enlarged-brain-stem-anatomy-model-2-parts-a-108848> (<https://anatomywarehouse.com/axis-scientific-enlarged-brain-stem-anatomy-model-2-parts-a-108848>)
 - \$269+ tax Axis Scientific 1.5 Times Life-Size Deluxe 4-Part Brain
<https://anatomywarehouse.com/axis-scientific-1-5-times-life-size-deluxe-4-part-brain-a-106198> (<https://anatomywarehouse.com/axis-scientific-1-5-times-life-size-deluxe-4-part-brain-a-106198>)
 - \$546+ tax SOMSO Synapse Model <https://anatomywarehouse.com/somso-synapse-model-A-108839> (<https://anatomywarehouse.com/somso-synapse-model-A-108839>)
 - \$441 + tax Right Portion Brain Anatomy Model <https://anatomywarehouse.com/right-portion-brain-anatomy-model-a-100003> (<https://anatomywarehouse.com/right-portion-brain-anatomy-model-a-100003>)
- Approximate cost, including tax, is \$6000

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

The Psychology Department has experienced significant growth and success, despite the impact of the COVID-19 pandemic. There is only one request that is NOT encompassed in the Future Needs and Resource Allocation Request.

Establish a Department or Division Chair for the Psychology Department.

Need: With only two full-time faculty members and 12 associate faculty, establishing a Psychology Department Chair would benefit both PSYCH students and faculty by providing support and ensuring smooth coordination among the many faculty members. Moreover, for faculty who would like to become administrators, having a Department Chair position could satisfy the requirement for 2 years of administrative experience.

Suggested duties may include:

- Collaborate with the dean to plan course offerings so that popular courses are offered in as many different modalities as possible
- Track SLO submissions each semester – discuss assessment results with faculty and provide evidence-based strategies
- Keep track of course and program updates
- Complete course substitutions
- Chair monthly departmental meetings
- Monitor Psychology Club activities
- Support PSYCH faculty with teaching and learning workshops

Cost:

- 20% \$100.05/hr X 105 hours = \$10, 505.25
- 30% \$100.05/hr X 157.5 hours = \$15,757.87

Benefit: Establishing a Psychology Department chair would help the Psychology department with addressing EVC's strategic goal to *shorten students' time to educational goal completion and eliminate equity gaps in goal achievement, improve success rates*, and contribute to the *achievement of program set standard(s) for student success*. The suggested department chair duty of collaborating with the dean to *plan course offerings so that popular courses are offered in as many different modalities as possible*, would provide maximum flexibility to student schedules. Ensuring that SLO assessment submissions are completed provides data to identify areas in need of improvement. Also, supporting PSYCH faculty with teaching and learning workshops would help to *eliminate equity gaps in goal achievement, improve success rates*, and contribute to the *achievement of program set standard(s) for student success*.

Below is a summary of our requests and explanations of the need and approximate costs associated with the future needs and resource allocation requests.

* Hire Two New Faculty Members

Need: We in the Psychology Department are requesting two new full-time faculty members to support our program's growth and viability. With an FTEF of 7.8 and 12 associate faculty, this is a justifiable request. As far as we know, there is no other department at EVC that offers 39 sections with only two full-time faculty. Thus far, we have been able to grow our program and increase our students' success rate, but maintaining this trajectory is increasingly challenging. One of the full-time faculty members has a 40% reassigned time position, which makes meeting departmental needs even more difficult.

Cost: Salary and benefits for 2 full-time faculty in Psychology:

- Salary: \$237,633.
- Benefits: \$81,020
- **Total: \$318,653**

Benefit: Hiring new full-time faculty members would help the Psychology department with addressing EVC's strategic goal to *shorten students' time to educational goal completion and eliminate equity gaps in goal achievement, improve success rates*, and definitely contribute to the *achievement of program set standard(s) for student success*. First, students who are interested in the transfer pathway to completing their psychology education would benefit because having more full-time faculty members would help us consistently offer the most popular courses in different term lengths (e.g., late start 8 week and full 16-week terms) and different modalities (e.g., face-to-face, hybrid, and online) so that students have maximum flexibility in completing the courses they need to transfer or graduate. Also, we just developed a PACE Program map which has been designed to provide working adults with a two-year pathway to earning their AA-T degree in Psychology by completing pairs of 8-week courses. Having at least one full-time faculty member with expertise in biological psychology would help ensure that the PSYCH courses often perceived to be the most challenging (PSYCH 030 and PSYCH 018) would help ensure that students entering in this fast-paced pathway have the needed support to be successful.

We also now offer a Career Education (i.e., CTE) Behavioral Intake and Assessment Certificate (BIA Certificate), the first CE certificate of its kind in our Psychology program. This new certificate program provides students with a pathway into the mental and behavioral health services field, which would *increase health and mental wellness support* (Item 5). The program includes just four courses that are offered as part of the California Virtual Campus Online Exchange Initiative (CVC-OEI) so that students across the state may participate in them. Courses in the CVC-OEI undergo a rigorous process to ensure that they are very high-quality fully asynchronous online offerings. The asynchronous modality provides students maximum flexibility and helps to *shorten students' time to educational goal completion and eliminate equity gaps in goal achievement* because it enables students to complete a certificate and gain valuable employability skills in just one year. Both the BIA Certificate and PACE program will need academic and other supportive services in place to ensure student success and retention. Full-time faculty members would provide the consistency and stability needed to help these student-centered initiatives succeed.

* Access to robust Psychology databases such as EBSCO Academic Search Complete and APA PSYCArticles

Need: PSYCH students have alerted faculty to the difficulty they experience in trying to access current and relevant peer-reviewed articles. These databases will provide our PSYCH students with access to current PSYCH peer-reviewed studies and scholarly journals that they need for class research papers.

Cost:

- A current year subscription to APA PsycArticles is \$3,432.
- A one-year subscription to Proquest Psychology Database is currently: \$5,758.00.

Benefit: Providing students with access to more peer-reviewed journal articles would help the Psychology department with addressing EVC's strategic goal to *eliminate equity gaps in goal achievement, improve success rates*, and contribute to the *achievement of program set standard(s) for student success*. These databases provide rich resources that students from many disciplines can use for writing research papers. It is important for PSYCH students to become readily familiar with the data analysis provided in scholarly research journals.

Annual cost of EBSCO PsycARTICLES is \$3510.00

Annual cost of ProQuest Psychology Database is \$5757.00

Total approximate cost: \$9300

* **Purchase brain and neuron models**

Need: These models will be beneficial for all of our PSYCH courses because discussing brain functioning is an integral component and having these models will provide students with a clear understanding of brain anatomy and neural functioning.

Cost: Four of each of brain stem, brain lobes, synapse, and brain anatomy models

\$1354 + 10% tax = \$1489 x 4 = \$5957.60 -> approximately \$6000

Benefit: Providing students with access to brain and neuron models would help the Psychology department with addressing EVC's strategic goal to *eliminate equity gaps in goal achievement, improve success rates*, and contribute to the *achievement of program set standard(s) for student success*. Students often struggle with brain anatomy in a one-dimensional presentation. They are able to grasp the importance of understanding brain anatomy and neural functioning when presented with a 3-D model.

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next Comprehensive Review. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. **Faculty Request**

Ongoing Budget Needs

\$148,388.94

One-Time Expenditure

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

148388.940

Request linked to SLO/PLO #

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

2. **Faculty Request**

Ongoing Budget Needs

\$143,388.94

One-Time Expenditure

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

143388.940

Request linked to SLO/PLO #

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

3. **Classified Professional Request**

Ongoing Budget Needs

One-Time Expenditure

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

Request linked to SLO/PLO #

Strategic Initiatives (student centered, organizational transformation, community engagement)

No

Improving student success rates

No

Achievement of program set standard for student success

No

4. **Technology**

Ongoing Budget Needs

One-Time Expenditure

\$18,000

Request linked to SLO/PLO #

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

5. **Equipment/Supplies**

Ongoing Budget Needs

One-Time Expenditure

\$ 6000

Request linked to SLO/PLO #**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

Total CostFaculty Request

Ongoing Budget Needs: \$148,388.94

One-Time Expenditure:

Total Expenses (Staffing and Faculty Requests include Salary and Benefits): 148388.940

Faculty Request

Ongoing Budget Needs: \$143,388.94

One-Time Expenditure:

Total Expenses (Staffing and Faculty Requests include Salary and Benefits): 143388.940

Classified Professional Request

Ongoing Budget Needs:

One-Time Expenditure:

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Technology

Ongoing Budget Needs:

One-Time Expenditure: \$18, 000

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Equipment/Supplies

Ongoing Budget Needs:

One-Time Expenditure: \$ 6000

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Attach Files

Attached File

1_PR Attachment 09.13.21 PSYCH dept minutes).pdf (/Form/Module/_DownloadFile/3039/43425?fileId=272)

1_PR Attachment FTF and Online Graphs.pdf (/Form/Module/_DownloadFile/3039/43425?fileId=273)

1_PR Attachment Program_Map_Behav_Intake_and_Asmt_CERT.pdf (/Form/Module/_DownloadFile/3039/43425?fileId=274)

1_PR Attachment 10.11.21 PSYCH dept agenda & minutes.pdf (/Form/Module/_DownloadFile/3039/43425?fileId=275)

1_PR Attachemnt 12.13.21 PSYCH dept agenda.pdf (/Form/Module/_DownloadFile/3039/43425?fileId=276)

1_PR Attachment 02.09.22 PSYCH dept agenda and minutes.pdf (/Form/Module/_DownloadFile/3039/43425?fileId=277)

1_PR Attachment Program_Map_Psychology_AAT.pdf (/Form/Module/_DownloadFile/3039/43425?fileId=278)

1_PR Attachment PACE Ed Plan Psychology AA-T 2023-2024 v.3.pdf
(/Form/Module/_DownloadFile/3039/43425?fileId=283)

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