

# Instruction - Psychology

## Section 1: Program Information

### Catalog Description

Psychology is the scientific study of behavior and cognitive processes. Using the scientific method, this discipline examines thoughts, emotions, and behavior from biological and psychological perspectives. Courses in psychology satisfy general education requirements for an associate degree for transfer in psychology, and lower division transfer. The Honors Program includes PSY 101H Introduction to Psychology - Honors.

**Faculty/Staff – List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year.**

**Full-Time:** Andrew Kim\*, Rick Brown\*, Erin Tate\*, Brianne Levine-Peters\*, Shelley Hahn

**Part-Time:** Cristina Gomez, Gail Keith-Gibson, Jack Hanna, Jeanne Taylor, Malaika Brown, Maryam Bagheri, Melissa Pace, Ross Seligman, Veronica Estrada, Hannah Lucas-Poole; **Intermittent:** Tammie Shaw, Megan Khanchalian; **FT in other areas:** Shauna Bigby, Lisa Villa, Stephanie Yee

**Administrative Assistant:** Gayle Allen

**Division Dean:** Jack Beckham

## Section 2: Mission

### Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

**How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?**

The program supports the college mission by providing quality psychology courses that promote critical thinking skills, effective communication, creativity, and cultural awareness. We strive to maintain a high standard of integrity, equity, and inclusion in our program, providing students with opportunities for both personal growth and academic attainment. We recognize the role we can play in empowering our students and fostering a supportive learning community.

All courses are CSU GE and IGETC transferable, thus supporting GE transfer as well as the transfer degree/majors. The program does not include any basic skills courses or technical

courses. Several other majors & programs have psychology course requirements, including nursing, and we are able to meet those enrollment needs, offering numerous online options for the courses that are in highest demand.

Most of our courses, by nature, have cultural awareness built into the curriculum, particularly in areas of Social Psychology, Introduction to Psychology, and Developmental Psychology. Having honest and open conversations about challenging topics allows students to learn from one another and share their own unique experiences, providing a rich opportunity for personal growth and greater awareness of other's and their backgrounds. To promote equity, we aim to always create a safe, inclusive environment, where students feel comfortable to be and express themselves and foster of a sense of belonging for all of our students.

## Section 3: Course Curriculum

### Curriculum Table

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- **Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?**
- **Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?**
- **Formats (modality type, course length, evening/weekend, noncredit, etc.)**
- **Are there any limitations preventing timely progress toward educational goal attainment?**

All CORs have been reviewed in recent years, and appropriate updates to textbooks, modalities, and SLO's have been made. Current prerequisites for courses such as PSY 203 (Research Methods) remain necessary and appropriate for success in the course. As is noted above, our program aligns with CalGETC. There are not many employment options with an AA or AA-T in psychology (except for Applied Behavioral Therapy), but most students who want to go into the field, transfer for higher education. We certainly aim to prepare students for upper-division work.

We are offering a wide-range of modalities, including 8-week options during the regular semester, hybrids, and asynchronous options. Evening courses have not done as well in recent years, as most who would normally take an evening class opt for an asynchronous option instead.

Students have been struggling in PSY 203 in the last couple of years. A large part of that has been a lack of preparation for a reading, writing, and statistics intensive course. Some changes

have been made to help students more actively engage in the learning modules, and more scaffolding has helped, as well. I think we can continue to address this by incorporating more research-based reading and writing in the courses leading up to 203, and to promote student support services on campus (i.e. DSPS, tutoring, and Early Alert Workshops).

## Section 4: Student Success Data

### Power BI Dashboard ([linked, noneditable](#))

<https://app.powerbi.com/view?r=eyJrIjoibW1NmRkOGQtOThiMC00NzZiLThmNjctNWM1YTE4ZTA1MzM3IiwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWEwLTdhYTcxNTlyMGZkYyIsImMiOjZ9>

Review and write about the data on student success, retention, degrees, certificates, and transfer.

- **How does your program compare with college-wide data?**
- **Compare performances within your program to those of the collegewide data.**
- **Write about any notable equity gaps in performance.**
- **What potential obstacles or barriers do students face?**
- **What opportunities are available to address these barriers?**

Links to [Guided Pathways](#) and [DEIA+](#)

Overall, we can see the enrollment decline in our area is consistent with the college-wide enrollment decline. This may have to do with the fact that students can now take online courses anywhere in the state. We may want to look at how we can make our online course offerings more accessible and competitive as one opportunity to increase enrollment.

Retention and Success rates for the Psychology Program are also very consistent with college-wide rates. In past years, there has been a noticeable difference between some ethnic groups. More specifically, African American and Hispanic students have shown lower retention and success rates than other groups. However, the gap, especially for African American students is closing, and the success rate in the last year for this group is higher than in previous years and is higher compared to college wide success rates for this group. Unfortunately, we don't have a lot of additional data, nor do we have inferential statistics to look beyond simple demographic comparisons.

It is important to continue looking at and addressing equity gaps and to consider the obstacles so many of our students face (the political climate, the fears that our dreamers are experiencing with mass deportations, mental health, SES, child-care & transportation issues, technology issues, housing and/or food insecurity, etc.). Many of these factors are outside of our control, but we do have control over how we are presenting course materials, what flexibility we provide in terms of absence policies and around dues dates, and encouraging more use of student support services.

One thing that has popped up frequently in discussions around campus data, is that 1<sup>st</sup>-generation students tend to struggle and have lower retention and success rates. This is where

better understanding and empathy can come into play. Actually learning what support is needed and then providing that support is all of our responsibility. For example, many students, especially 1<sup>st</sup>-generation students, lack many of the soft skills necessary to be successful in college. Let's make sure we get them that support or take time to demonstrate these types of things (how to save a document, how to submit something in Canvas, etc.). If students don't know how to ask for help and where, it's our job to help guide them. The college is doing a lot right, but there is room for improvement to provide a more welcoming and supportive community that fosters growth and success for all of our students, regardless of background and/or group membership.

## Section 5: Program-Level Student Learning Outcome Assessment

**Review all program, degree, certificate, and skill award SLOs. Write about their current status, as well as any modifications that have been made or need to be made. (If you need to update the degree/certificate/skill award learning outcomes, this is done through the curriculum review process. Program learning outcomes should be updated here.)**

**Provide a summary of how well course-level SLOs align with the broader program-level SLOs and if any changes are needed.**

Course-level SLO's have been reviewed in recent years and align with the program SLO's. PSY 101 & 101H was updated to align with the new Common-Course Numbering standards (PSYC1000, PSYC1000H). Adjustments will continue to be made in the coming years, as common-course numbering continues to roll out. However, no additional changes are needed at this time.

### Program Learning Outcomes

#### **Psychology and Leadership Program SLO Set**

##### **Psychology Program SLO 1**

Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills for the purposes of successfully navigating the course.

Mapping

SLO Goals: 1. Communication

##### **Psychology Program SLO 2**

Demonstrate proficiency in analyzing or manipulating numerical data in order to critique scientific study to gain perspective of the role of data in psychological research and research methodology.

Mapping

SLO Goals: 2. Computation

##### **Psychology Program SLO 3**

Analyze a variety of behavioral science research designs to develop critical analysis needed for transfer level coursework.

Mapping

SLO Goals: 3. Creative, Critical and Analytical Thinking

**Psychology Program SLO 4**

Demonstrate analytic thinking by comparing and applying psychological theories to human behavior to relate classroom theory to real-world examples.

Mapping

SLO Goals: 3. Creative, Critical and Analytical Thinking

**Psychology Program SLO 5**

Demonstrate proper use of basic word processing and computing skills through research, synchronous and asynchronous communication, and written essay to access information available only through technological means to improve technology skills necessary in a global environment.

Mapping

SLO Goals: 5. Technology, 6. Information Competency

**Psychology Program SLO 6**

Explore issues of efficacy and self-exploration to benefit from the unique content of course work in psychology.

Mapping

SLO Goals: 7. Discipline/Subject Area Specific Content Material

Degree/Certificate/Skill Award Learning Outcomes

**PSYCHOLOGY AA-T DEGREE SLO1**

Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills.

Mapping

No Mapping

**PSYCHOLOGY AA-T DEGREE SLO2**

Demonstrate proficiency in analyzing or manipulating numerical data in order to critique scientific study.

Mapping

No Mapping

**PSYCHOLOGY AA-T DEGREE SLO3**

Analyze a variety of behavioral science research designs.

Mapping

No Mapping

**PSYCHOLOGY AA-T DEGREE SLO4**

Demonstrate analytical thinking by comparing and applying psychological theories to human behavior.

Mapping

No Mapping

## Section 6: Assessment and Planning

### Past Recommendations and Goals

**Summary of Past Recommendations and Goals:** Describe the progress made on your recommendations and goals from the last comprehensive program review.

We have previously aimed to hire an additional full-time instructor to help support the Research Methods area (which would also address the passing of one of our full-time faculty members just a few years ago). We have also noted the need for both a computer lab and SPSS software. Currently, the need is being met as best as can be met. We have consistent and flexible access to the computer lab in CI, with the closing of the IS computer labs. And the college has provided SPSS to all 203 instructors on their personal computers to be able to demonstrate statistical analyses in class, and teach how to read and interpret statistical output for their project data (an important SLO for this course). While this is not ideal, in that students do not have the hands-on experience of working with SPSS, more of our students are now being exposed to SPSS, which is a really helpful skill for when they transfer to university.

**Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.**

The psychology department continues to be one of the most popular among students, as reflected in the total number of sections offered and total enrollment. Despite overall declines in enrollment, again consistent with the college-wide enrollment declines, our program remains strong and never falls below the average. Our department also has a wide variety of course offerings for students. In a typical fall/spring semester, students can choose from ten different psychology courses, a healthy breadth of classes for a 2-year college. In recent years, we have expanded not only the number of course offerings (e.g. PSY 203) but also the modality in which they are taught (e.g. PSY 220 is offered in an online format, and PSY 203 hybrids). Additionally, a second honors course is in the approval process (PSY 205).

Our schedule provides for a wide-range of options for students with differing schedules. We have brought some evening classes back, and again, offer a variety of modalities, and short-term options, to meet the needs of our students.

Additionally, our retention and success rates as a department are two of our greatest strengths. We consistently show retention and success rates that are consistent or higher than the overall school averages, suggesting our ability to not only appeal to many students, but to engage them and aid them to completion of their educational goals. Considering the hugely negative impact of the COVID-19 pandemic in the Spring 2020 semester, seeing our retention/success rates remain relatively stable is a testament to the adaptability, hard work, and dedication to student success our faculty demonstrate.

Of the transfer Associate degrees conferred campus-wide last year (AA-T & AS-T), Psychology continues to have the highest number of AA-T degrees. This reflects both the continued strong interest in the discipline, as well, as our high success rates.

**Overall Weaknesses: In what ways does your program need to improve?**

One of the biggest problems we have right now is lack of infrastructure support. With the closure of the LB & IS buildings, we have very little classroom space, and therefore are limited in what we can offer in-person, especially during the more impacted times of day, where we could likely fill additional offerings, but simply don't have the classroom space. This ultimately impacts enrollment and student retention. Again, we should continue to better understand and address equity gaps in retention and success, finding ways to better support our diverse student body.

**How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?**

A major feature of the field of psychology is discussing diverse perspectives on different topics, so cultural awareness and learning to understand others' perspectives is inherent to the course material. We cover a wide range of topics related to DEIA+, including implicit bias, communication, attributions (and attributional errors), stereotype threat, representation in the media, prejudice & discrimination, microaggressions, and much more. In discussing these concepts and issues, students can develop more understanding and empathy of others, while also understanding their own experience and beliefs better. Most importantly, we strive to always create a safe and welcoming environment, where all students feel they belong and can have a voice in our classrooms. We want our students to feel comfortable expressing their unique selves, while also feeling connected to those around them. This is crucial in developing an inclusive learning environment where students are able to shine.

We can work more closely with counselors, including in DSPS, as well as other student support areas, including Early Alert & the tutoring center, to make sure our students have all the support they need. Ally trainings are a great source of information for specific campus groups (such as LGBTQ+, Veterans, 1<sup>st</sup>-generation, Foster Youth, and Basic Needs), where we can better understand the needs and obstacles of these groups, and be able to more directly support them. Taking advantage of accessibility workshops on campus is an additional tool for us to better serve our students.

**Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)**

The need for lab and classroom space is an important need to address in the coming years to have more scheduling potential for in-person classes. Another focus for the coming years is to continue to improve compliance with state requirements for online education standards (including RSI). Addressing AI-use and matters of academic integrity are a major concern for our department and we would like to have access to quality AI-detectors and clarify syllabus language that makes clear the policies and expectations around AI-use in our classes. And, of course, continue to explore ways to close equity gaps, shifting from a deficit-mindset, to an equity mindset.

**Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.**

We continue to support the need for another full-time faculty member to help support the Research Methods area. We currently offer 4-5 sections per semester, and we could easily fill another section or two! Right now, the current full—time instructor for 203 teaches two sections per term, and we rely on adjuncts to teach the rest. All sections regularly fill and we often have to turn students away due to limited lab space and the heavy workload. For such an important and challenging course for students, we would love to have another full-time instructor to meet the demand.

Again, classroom space is a scheduling limitation right now, and we'd love to see that taken into consideration and perhaps be able to better coordinate with other divisions to provide additional classroom space. Computer lab space is a requirement for our program and must continue to be something we have flexible access to every Spring and Fall, as well as continued support for SPSS software for 203 faculty.