

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: **SPRING 2021** PROGRAM: **PSYCHOLOGY**
CLUSTER: **A,H, & SS** LAST YEAR CPPR COMPLETED: **2018**
NEXT SCHEDULED CPPR: **2023** CURRENT DATE: **2/27/2021**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

AA Psychology, ADT Psychology

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The most significant change to the Psychology program has been our transition to a remote environment due to the COVID-19 pandemic. It has been a program goal to offer more courses in a DE modality, and as a result of the demands of the pandemic, all courses in our program are now approved and capable of being taught in a DE modality. We will continue to offer more courses in a DE modality to better serve the needs our diverse students. Finally, Cuesta's associate degree program in Psychology ranked 33 out of 194 community colleges and has the honor of Best Psychology Transfer Program (intelligent.com). We in the Psychology department are proud of this achievement and will continue to work hard to offer the highest level of support and preparedness to our students.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

- Yes If yes, please complete the Program Sustainability Plan Progress Report below.
No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below

after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

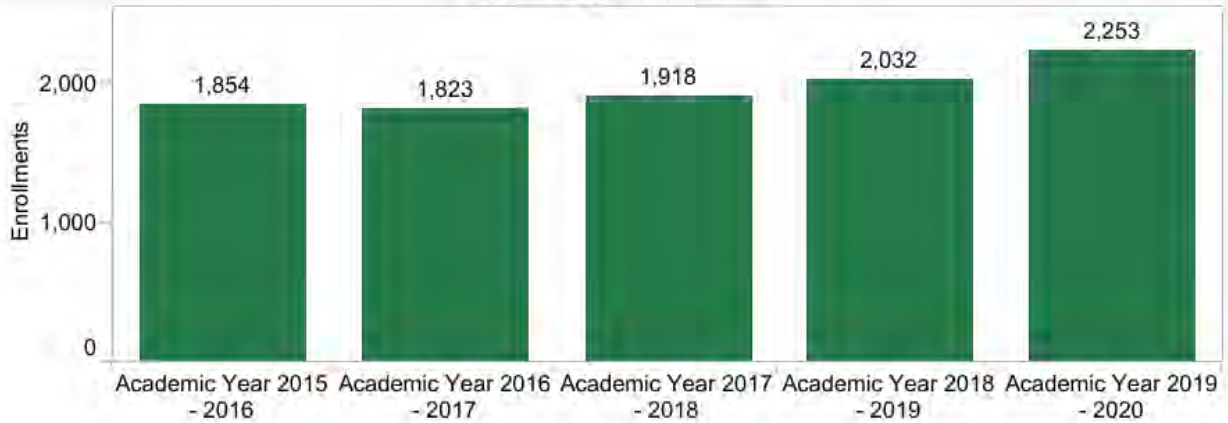
Department:
Psychology

Course:
All

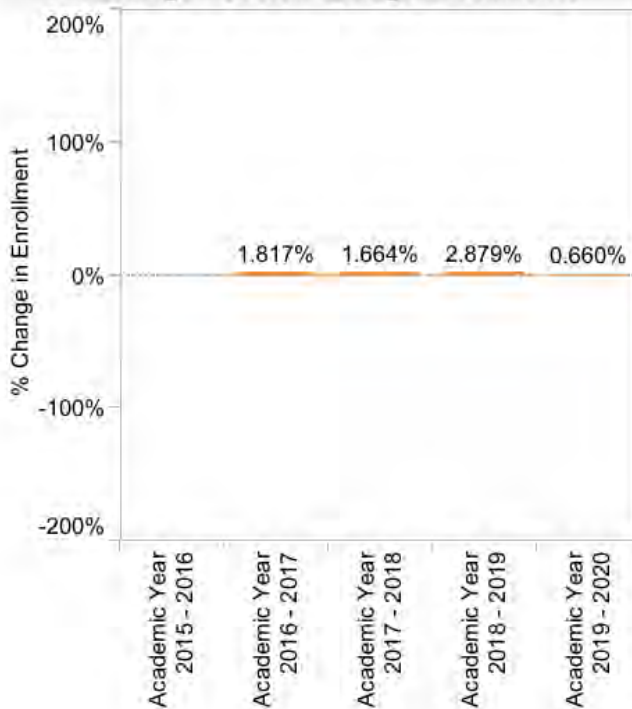
Dual Enrollment:
All

Prison:
All

Psychology Enrollments



% Change - Overall College Enrollments



% Change - Psychology



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The data for the 2019-2020 academic year enrollments for the Psychology program are startling. The percent change for the college in the last academic year was +.66% increase in enrollments, while the psychology program gained 10.88%. Sections of courses offered increased from 51 to 54 in that year. In eliminating dual enrollment and CMC enrollments and focusing solely on Cuesta's "traditional" students, the overall enrollment for the college is -.339%, while the enrollment for Psychology is +12.6%. Clearly our increased enrollment is not attributable to CMC or dual enrollment in the same way that the college's stabilization is. It is impossible to determine without more information what factors may have contributed to the increase in Psychology's enrollments when the college's enrollments are in decline. That said, this document directs us to engage in speculation by "explaining the observed differences." It is possible that this increase is due in part to increased recommendations of psychology courses to students that are otherwise undecided by counseling. Once students enroll, they are captivated by the compelling material and enroll in more Psychology classes. It might also be that our enrollment increases are due to our student centered, responsive, and dedicated Psychology faculty.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

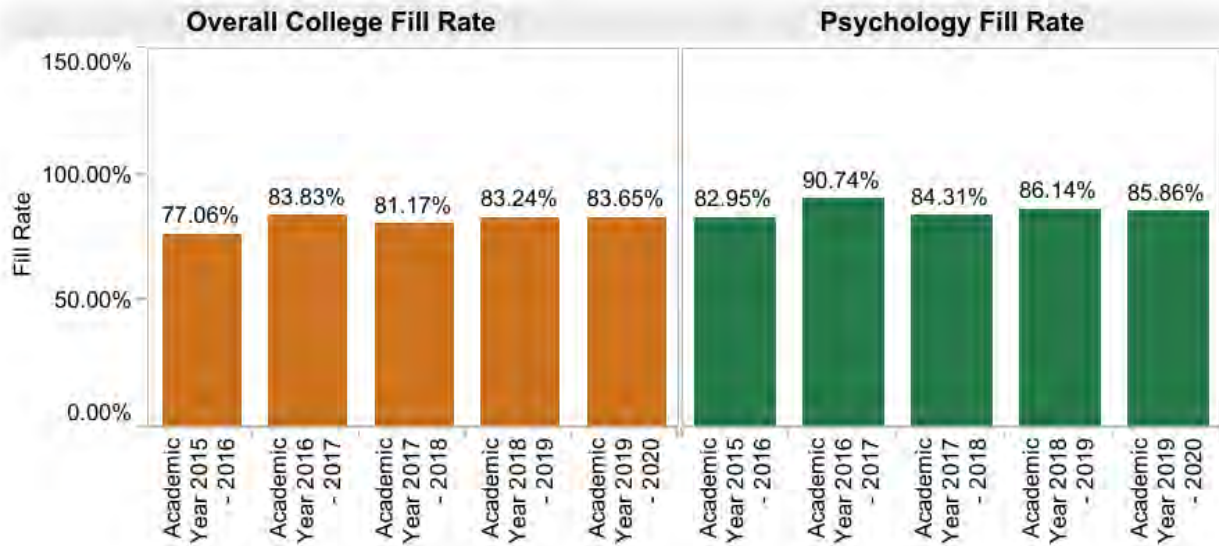
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Psychology

Course:
All

Dual Enrollment:
All

Prison
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rate for the psychology program is not markedly different from that of the college. For the '19-20 academic year, the college's fill rate was 83.65% while Psychology's was slightly higher at 85.86%. This trend of Psychology having higher fill rates than the college has been a stable one. It appears that Psychology's fill rate is imperceptibly down from 86.14% in '18-19 to 85.86% for '19-20. However, in eliminating dual enrollment and CMC enrollments, the Psychology fill rate is up 1% from the previous year.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

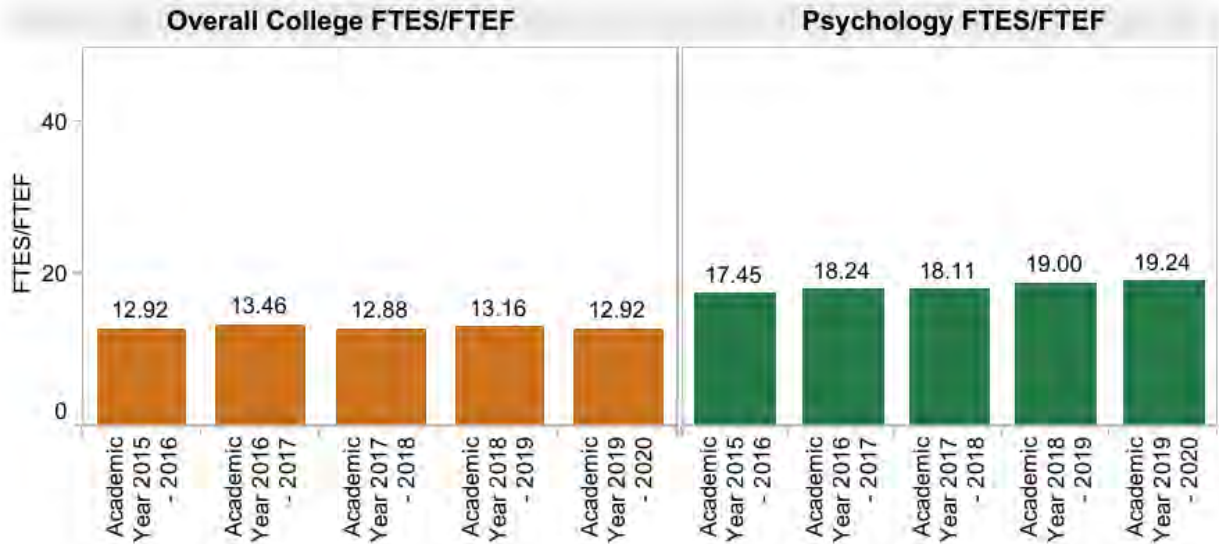
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Psychology

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

In looking at the overall FTES/FTEF of the college, 2019-2020 showed a slight decrease over the previous year. Although the workload committee is tasked with improving the FTES/FTEF of the college, there has of yet been no upward movement in this metric. Funnily, the academic year of '19-20 is identical to '15-16, showing no change in 5 years. The same cannot be said for the Psychology program. The Psychology program continues to incrementally increase, with a second year in a row of increased FTES/FTEF. This is due in no small part to the continued efforts of our division/department chair. It is not coincidental that the programs with the highest FTES/FTEF reside in the Social Sciences.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

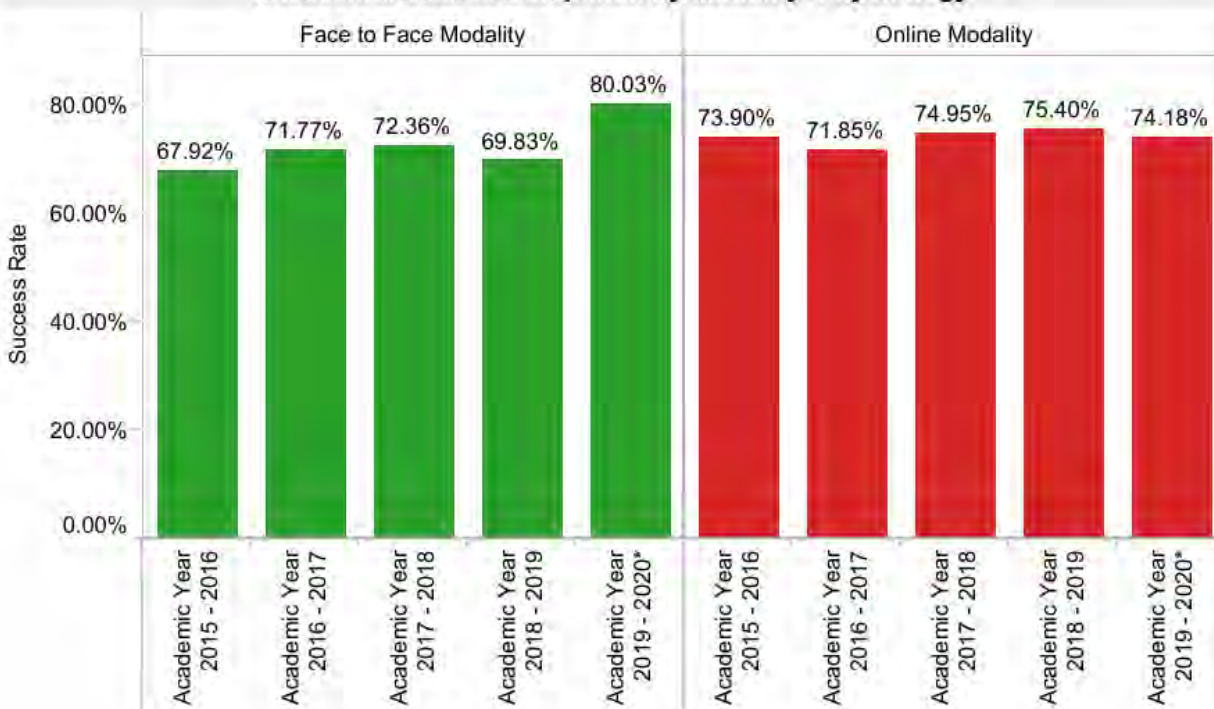
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Psychology

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Psychology



Successful Course Completion by Modality Table - Psychology

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	67.92%	71.77%	72.36%	69.83%	80.03%
	Total Department Enrollments	1,490	1,450	1,459	1,475	1,545
Online Modality	Department Success Rate	73.90%	71.85%	74.95%	75.40%	74.18%
	Total Department Enrollments	364	373	459	557	708

It appears that face-to-face classes spiked in terms of successful completion from 69.83% for '18-19 to 80.03% '19-20. Online successful completion was hovering around its usual rate of 74-75%. This discrepancy in F2F numbers must be due to policies, procedures, and behaviors resulting from the COVID-19 pandemic. For online students, these would not have been an issue, as there was no incongruence between what they expected and what they received. At Cuesta, excused withdrawals were initiated to mitigate the negative impacts of students signing

up for one modality and suddenly shifting into one for which they were unprepared. However, other factors may also have been at play, for example, professors may have offered unusual amounts of extra credit in an attempt to motivate struggling students. Recent research also suggests that cheating has increased significantly during the pandemic, which would increase success rates as measured by the college but would not increase student's success in mastering the material (Lancaster & Cotarlan, 2021).

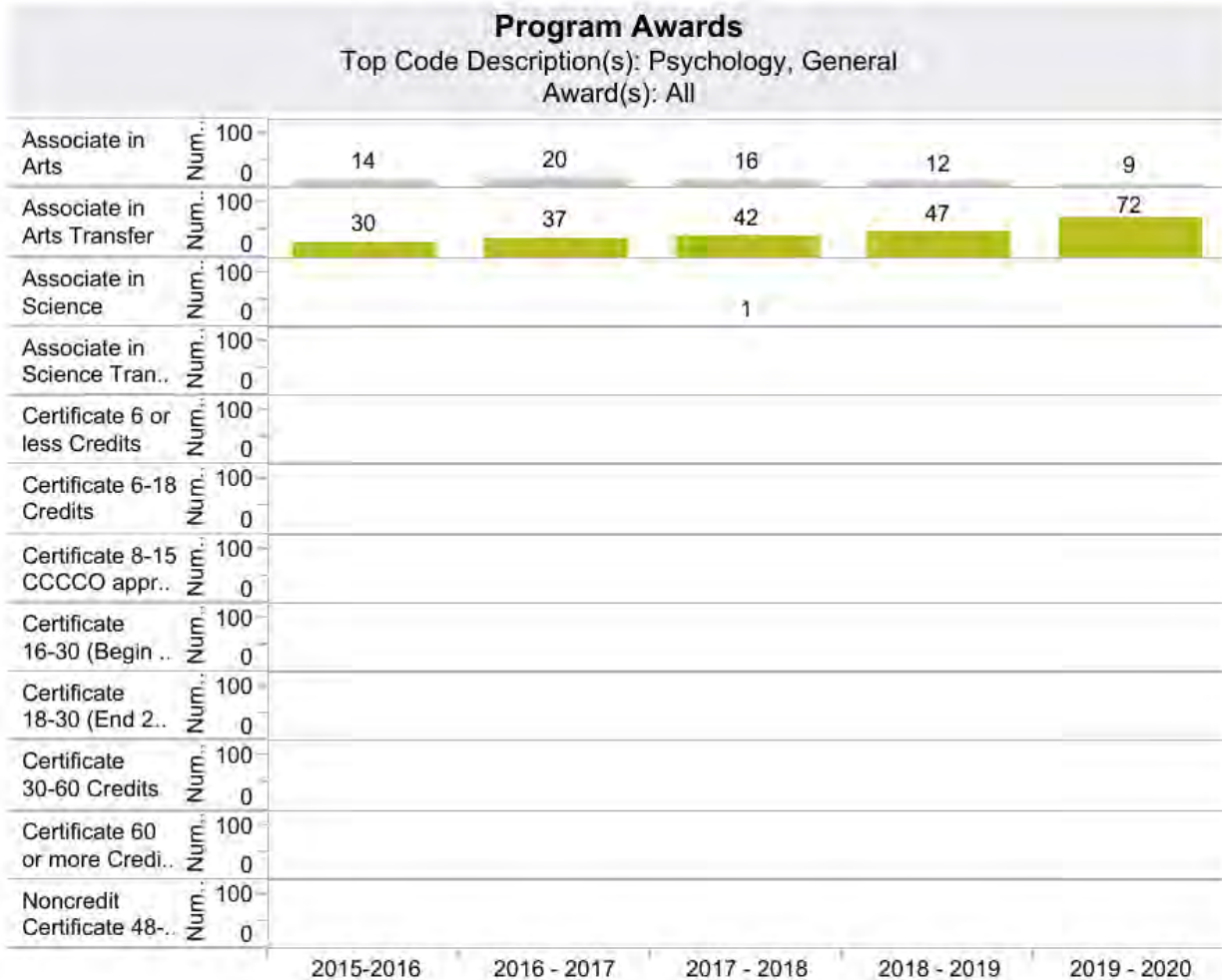
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Psychology, General

Award Type:
All



Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts	Psychology (AA)	14	20	16	12	9
	Total	14	20	16	12	9
Associate in Arts Tr..	Psychology (AAT)	30	37	42	47	72
	Total	30	37	42	47	72
Associate in Science	Psychology (AS)			1		

Program Awards: The number of degrees and certificates awarded by program type

Over the past academic year, there has been a marked increase in AAT Psychology degrees conferred. This year ('19-20), our program produced 72 AAT and 9 AA degrees, for a total of 81 degrees conferred. This number is a significant jump over last year's total of 59 degrees conferred. As AAT degrees have increased in popularity, those numbers have increased while AA degrees conferred have decreased. These trends are due to the perceived utility of such degrees by students and counselors. Psychology awards the 3rd highest number of transfer degrees at the college behind only Pre-Nursing and Business Administration.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Psychology

TERM_ID
All

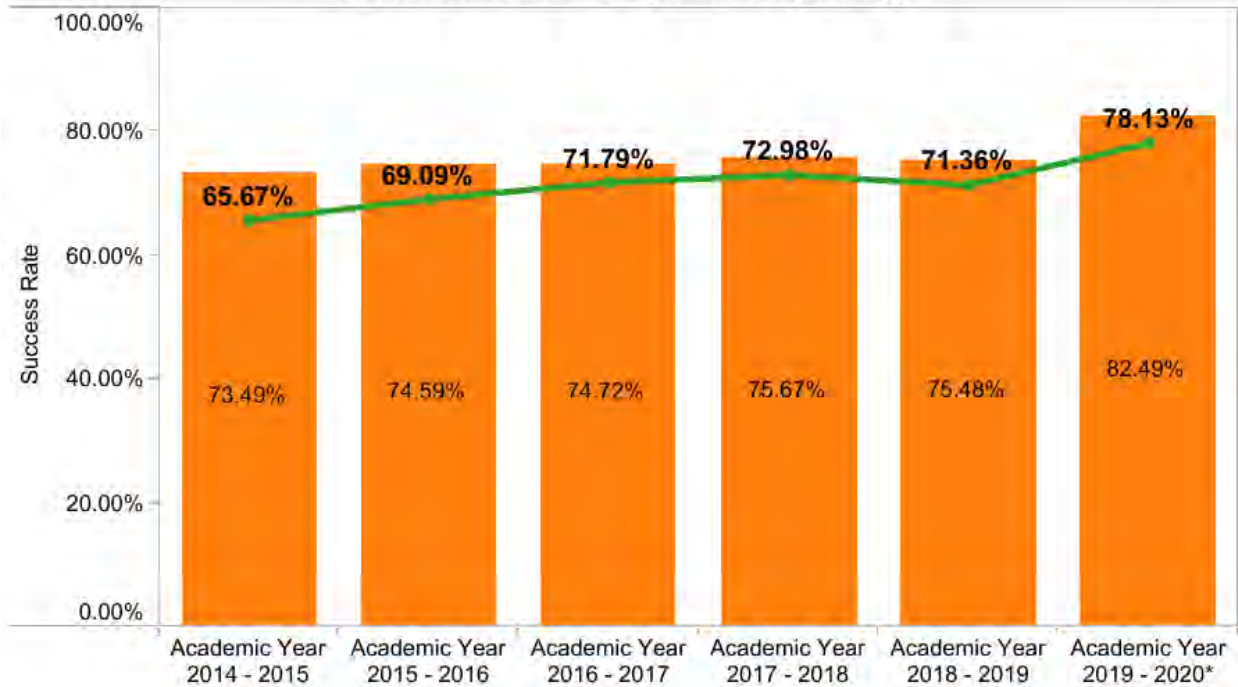
Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All

Successful Course Completion - Psychology

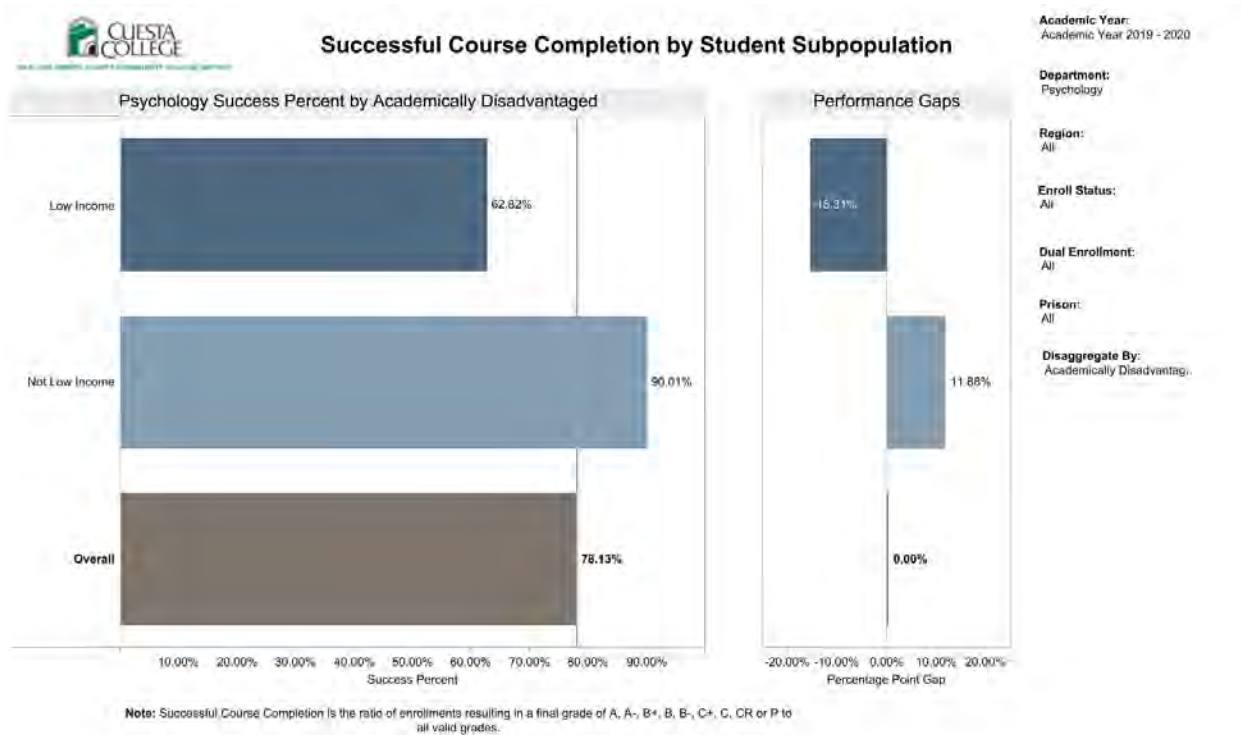


Psychology Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	69.09%	71.79%	72.98%	71.36%	78.13%
Total Enrollments	1,854	1,823	1,918	2,032	2,253

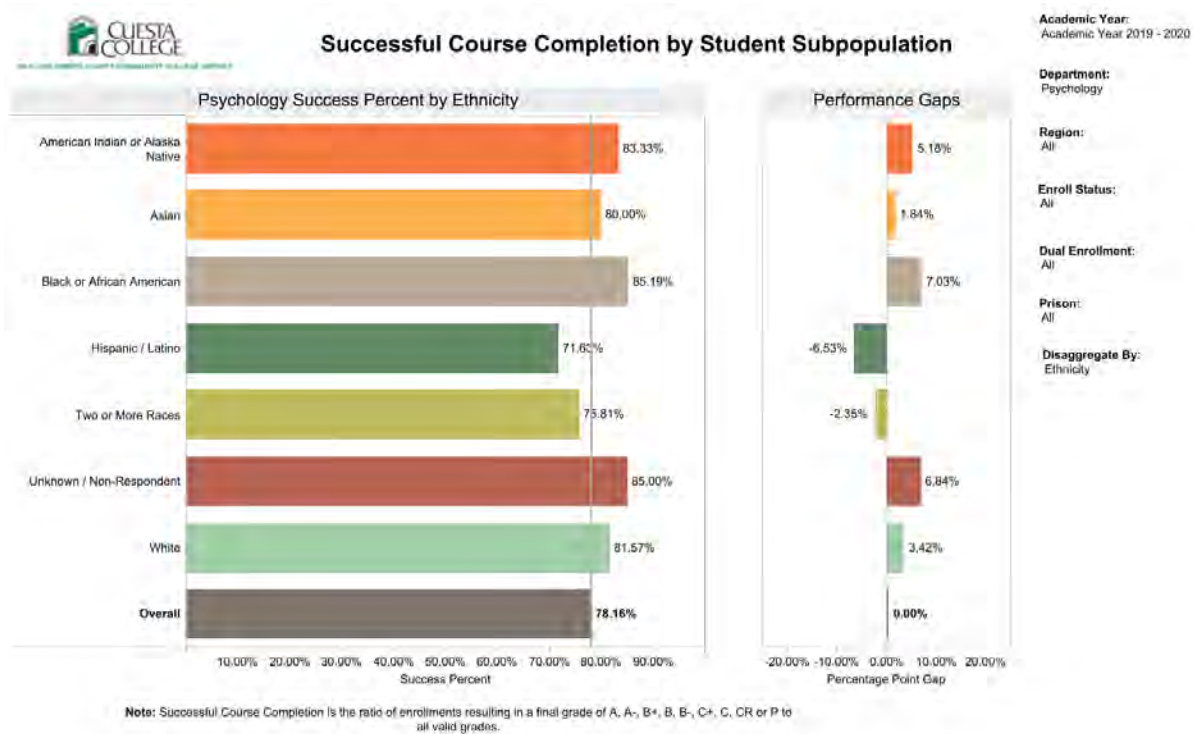
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

As was expected with the data collected during the pandemic, success rates may have been impacted by a variety of factors previously discussed which resulted in an increase at success rates for the college and for the Psychology department. This success rate increase was solely driven by Spring 2020 grades, as the Spring '19 departmental success rate was 70.9%, the Fall '19 success rate was 67.97%, before skyrocketing to 89.48%. It is assumed that this was due to a combination of Cuesta's emergency policies which granted late withdrawal after grades were posted for any student making such a request, instructors' emergency policies, or even academic dishonesty in DE course assessment.



In looking at disaggregated success rates, year after year the same pattern emerges unchanged. Low income students underperform in Psychology classes. According to the [APA website](#) on education and socioeconomic status, “Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013) Children from low-SES families enter high school with average literacy skills five years behind those of high-income students (Reardon, Valentino, Kalogrides, Shores, & Greenberg, 2013).... Low SES and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). Such toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012).” Thus, we are attempting to ameliorate a childhood of substandard

educational experiences that have placed students years behind their peers. We have not yet found the solution to this problem as a college or as a department.



In looking at the disaggregated data, the success rates overall in Psychology for 2019-2020 is 78.16%. The Psychology department could laud itself for our equity gap between black students and majority white students, in which black students outperform white students. However, this would be a mistake, as fluctuations are due to the small numbers of black students completing courses (N=31).

For Latino students, the equity gap is -6.53% for Psychology classes in 2019-2020. This is a more meaningful target group for us to address as N=724 gives us a much greater sense that this gap is not simply due to small numbers. Psychology faculty have attended sessions on implicit bias, stereotype threat, and disaggregated data that have failed to provide us with evidence based, action-oriented interventions for a Latino target population. Attempts by faculty members in the Psychology department to re-develop syllabi using suggested equity, diversity, and inclusion strategies (Fuentes, Zelaya, & Madsen, 2020) have failed to yield results that close the equity gap.

Given that Cuesta is a Hispanic Serving Institution, equity trainings have largely ignored the extraordinary diversity amongst Latino students. Who are *our* Latino students? To what extent are they first generation? Bilingual? Mexican, Salvadoran, or Honduran American? How does the intersectionality of their identity impact their success? For example, is the equity gap

largely due to disproportionate academic disadvantage amongst Latino students? Or is that not a significant factor? Chipping away at equity is difficult if we don't actually know who our target population is.

Starting in 2015-2016, the Latino equity gap for the college was -3.51%. By 2018-2019, that gap had increased to -3.96%. For 2019-2020, the gap had decreased to -2.76%, perhaps due to overall increasing success rates at the college during the pandemic. We ask for institutional support on evidence based, action-oriented interventions. Five years of hiring high priced educational consultants to conduct equity trainings that lack evidence based, action-oriented interventions have not produced meaningful institutional change on important success metrics. Perhaps a pivot to a different strategy is in order.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

None

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes

We continue to increase emphasis in our classes on PLO2 (Scientific Thinking and Research Methods in Psychology), which requires that students be capable of interpreting and analyzing data to perform basic research methods. As part of a dedicated Research Methods course, students can be taught how to analyze data using data analysis tools. Most Research Methods textbooks refer to the program SPSS when discussing data analysis. Cuesta continues to provide two computers with a one-year SPSS license. Furthermore, now that Research Methods is being taught online, there is a continued benefit to having iPads with stylus pens available to allow instructors of the course to offer written edits on student papers similar to how they would edit papers in a face-to-face class.

Given the benefit provided by Psychology faculty attending the Teaching of Psychology conference, more money should be provided to faculty for conferences that directly benefit faculty in achieving student learning outcomes. These conferences frequently host sessions intended to impact diversity, equity, and inclusion for minoritized students.

Action step A.1: Continued purchase of licenses for SPSS software so that Cuesta College Research Methods instructors and students have access to this data analysis tool.

Action step A.2: Continued purchase of iPads and stylus pens so that Cuesta College Research Methods instructors can edit papers submitted electronically.

Action step A.3: Provide additional guaranteed funds for Psychology faculty to consistently attend Teaching of Psychology conferences live when safe and virtually under pandemic constraints.

B. Anticipated changes in curriculum, scheduling or delivery modality

None

C. Levels, delivery or types of services

Levels are not anticipated to change. Delivery will remain consistent and services will continue to be provided.

D. Facilities changes

Originally, due to a Foundation grant obtained by Psychology faculty, Cuesta College library was able to provide access to psychological databases (PsycINFO and PsycARTICLES) for the purposes of students enrolled in Research Methods to access psychological research literature

necessary to fulfill course requirements. Thankfully, since the grant expired the library has continued providing access to these databases. We wish students to have access to these databases for years to come.

Action step D: Continue to fund PsycINFO and PsycARTICLES databases.

E. Staffing projections

Demand for psychology courses was significantly increasing, however, the pandemic has altered that projection. Currently, the Psychology Department is relying heavily on part-time faculty to staff courses, which put us in a position in the past where we are unable to staff all the classes requested at some instructional sites (CMC, New Tech Nipomo, AGHS). Going forward, once we resume in-person classes, we may once again have staffing issues. If more of our part-time faculty became unable to accept teaching assignments, we would run the risk of having to cancel sections that we anticipate for upcoming semesters.

Action step E: Consider running a hiring pool for a Full-Time Temporary Psychology faculty position.

F. Other

None

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.