

2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022

PROGRAM: PSYCHOLOGY

CLUSTER: AHM&S SOCIAL SCIENCES DIVISION

LAST YEAR CPPR COMPLETED: 2018

NEXT SCHEDULED CPPR: 2023 CURRENT DATE: 3/2/2022

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; AD-T Psychology

GENERAL PROGRAM UPDATE

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

NONE

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.

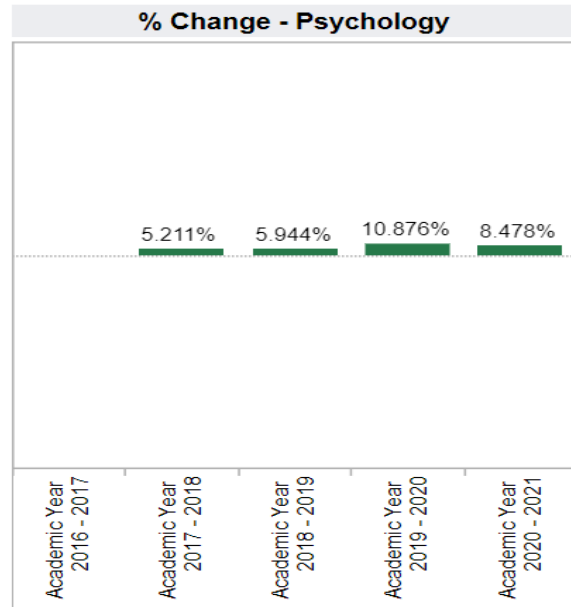
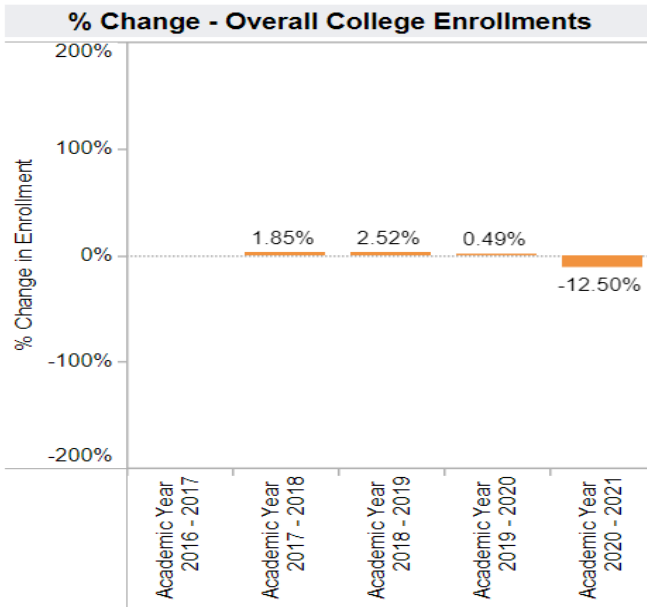
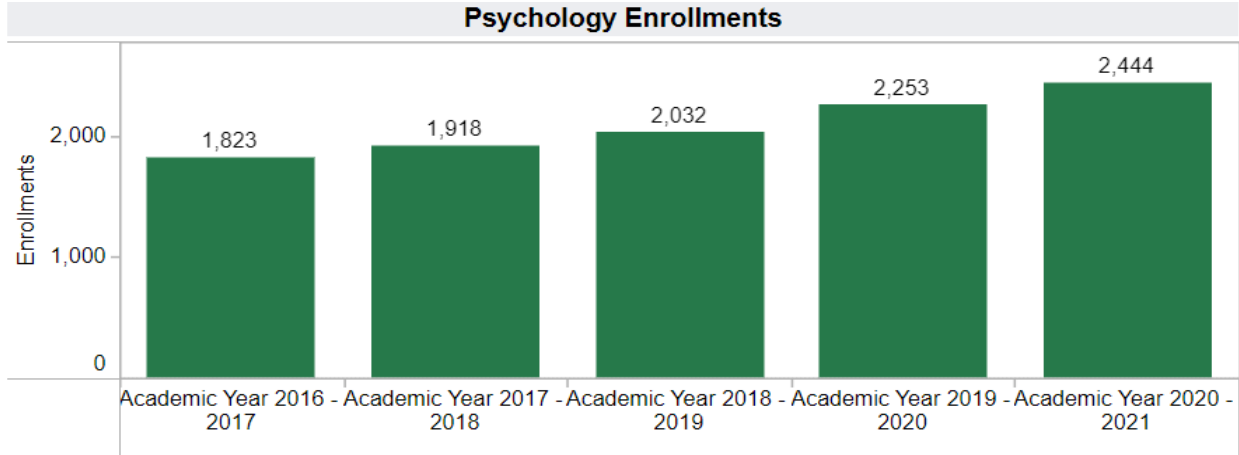
No If no, you do not need to complete a Progress Report.

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

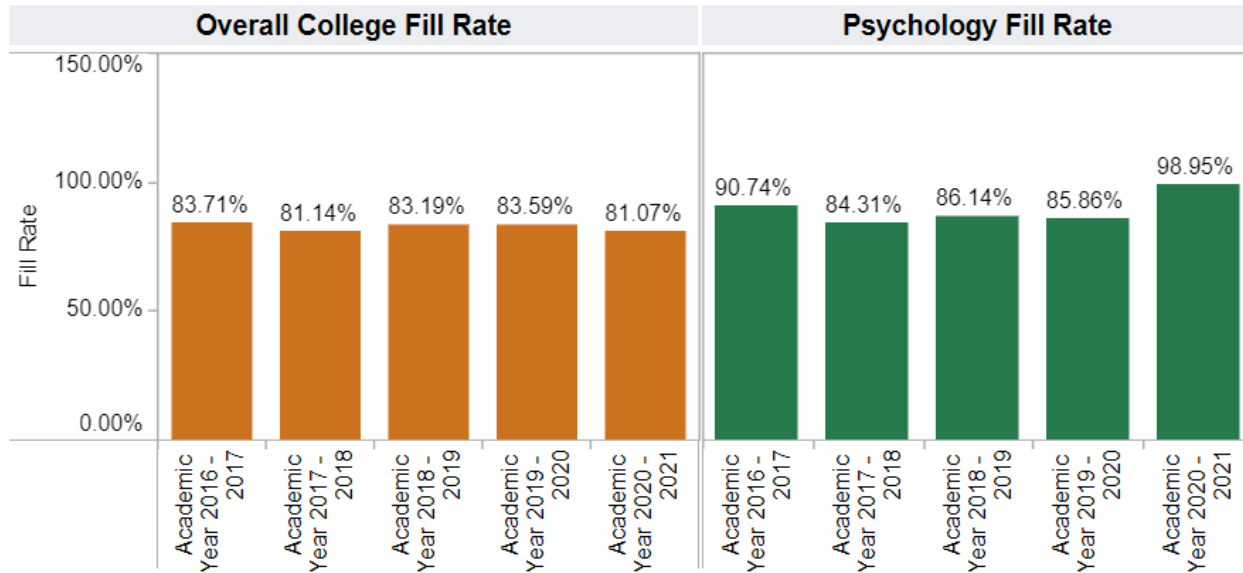
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends 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)



While the college enrollments have substantially declined by 12.5%, enrollments in Psychology courses have shown a steady increase in the past year by 8.478%.

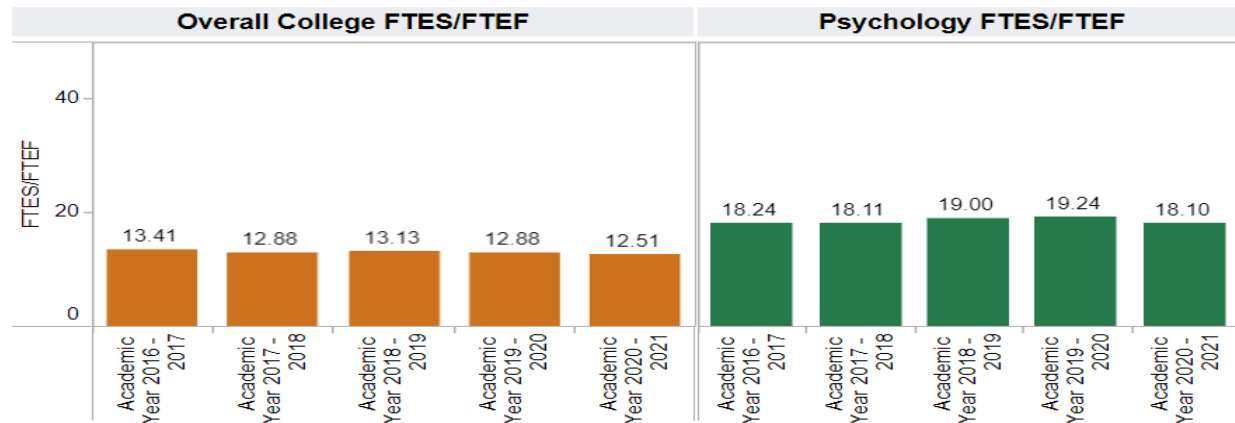
[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)



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.

While fill rate of the college has remained fairly stable at about 81%, the fill rate of the Psychology Program has increased to almost 99%, which is one of the highest at the college. Only 12 other programs can boast higher fill rates—most in the Social Sciences division.

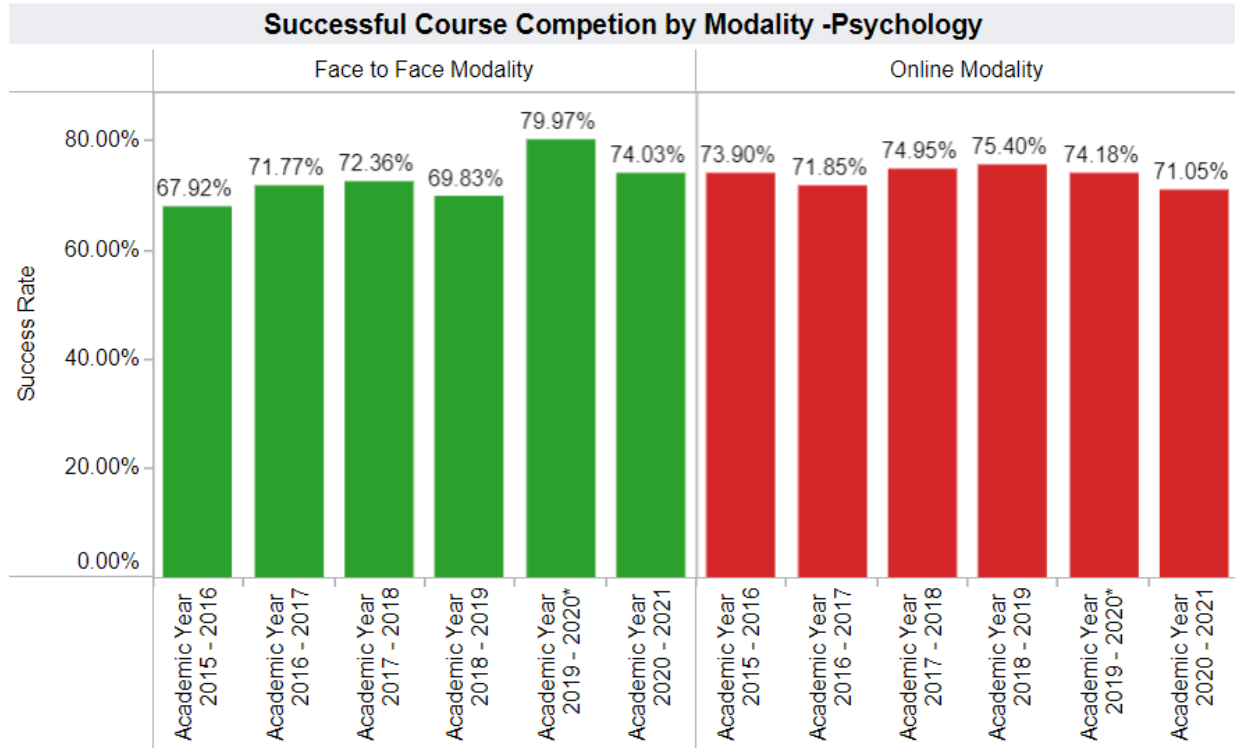
[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)



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

The very high Psychology Program efficiency of 18.1 is lower than the previous year because of an increasing number of CCAP/CMC sections with lower efficiencies that must be provided.

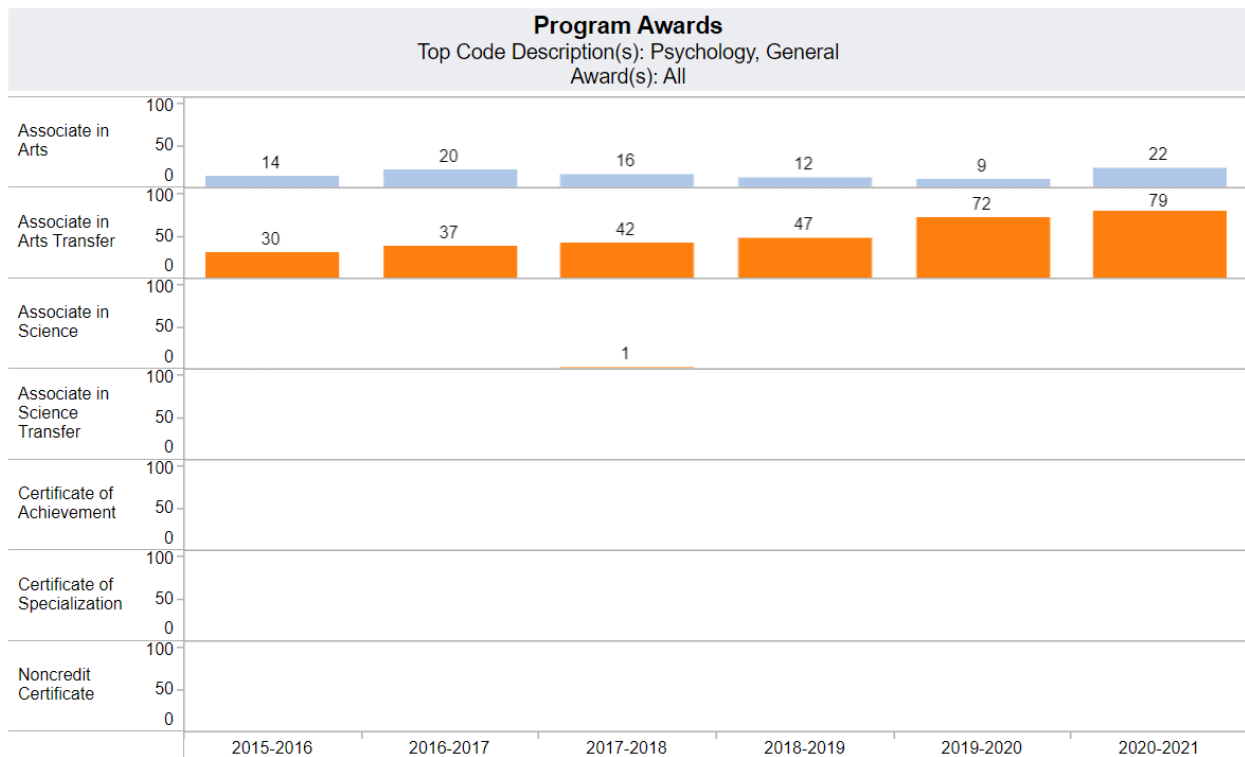
[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)



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*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	67.92%	71.77%	72.36%	69.83%	79.97%	74.03%
	Total Department Enrollm..	1,490	1,450	1,459	1,475	1,545	245
Online Modality	Department Success Rate	73.90%	71.85%	74.95%	75.40%	74.18%	71.05%
	Total Department Enrollm..	364	373	459	557	708	2,202

During the academic year 2020-2021, online successful course completion dropped by ~3%. This is in alignment with the college, where successful online completion dropped by ~6%. However, successful face-to-face completion dropped by about 5% for the psychology program whereas at the college level completion stayed steady. This decline for the psychology program may be an artifact of limited number students enrolled in face-to-face classes, dropping from 1545 to 245 for 2020-2021.

Degrees and Certificates Awarded (Insert Data Chart)



Program Awards Table

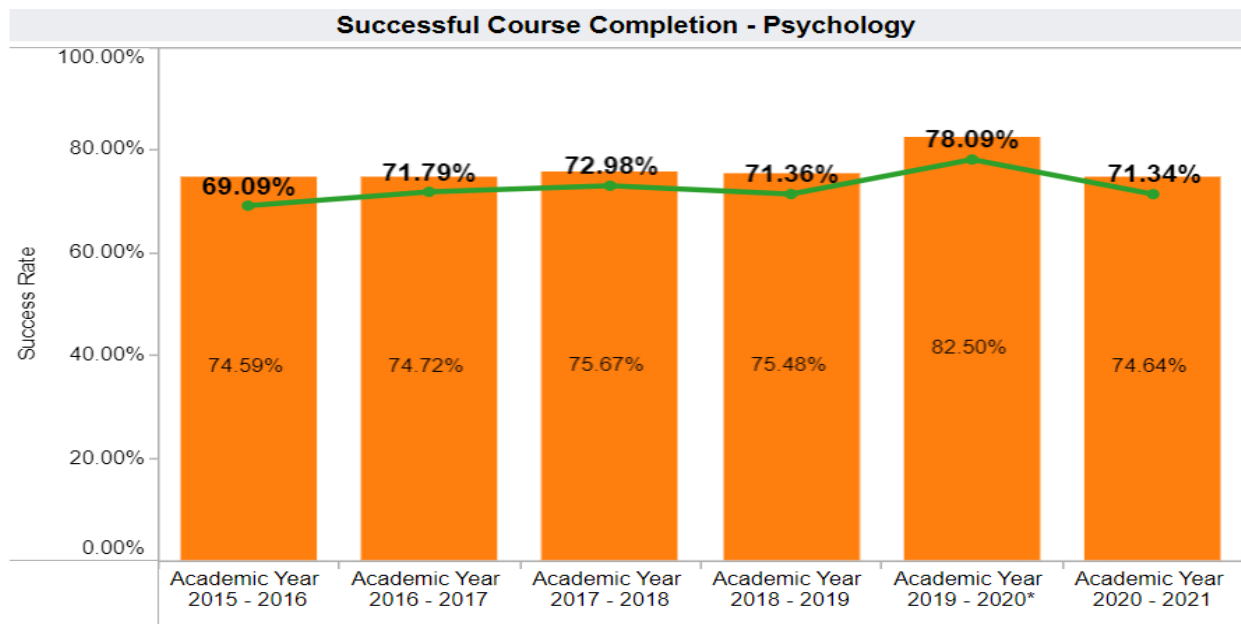
Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	Psychology (AA)	14	20	16	12	9	22
	Total	14	20	16	12	9	22
Associate in Arts Transfer	Psychology (AAT)	30	37	42	47	72	79
	Total	30	37	42	47	72	79
Associate in Science	Psychology (AS)	0	0	1	0	0	0

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

Graduation rates for all Psychology degrees increased in 2020-2021.

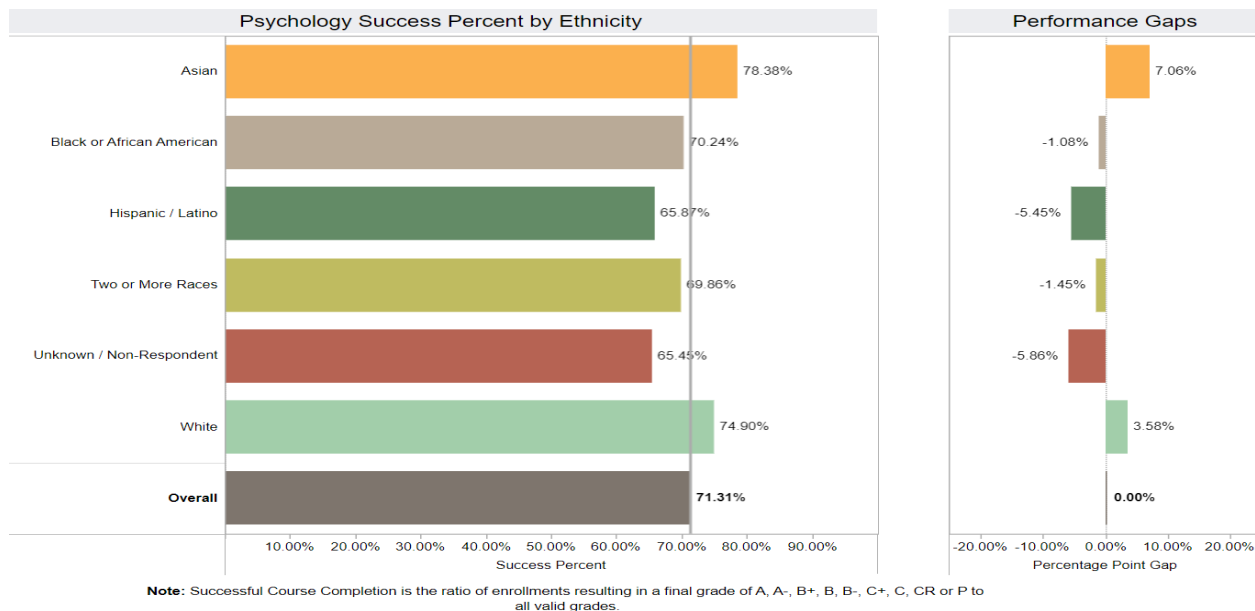
General Student Success – Course Completion (Insert Aggregated Data Chart)

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.



	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	69.09%	71.79%	72.98%	71.36%	78.09%	71.34%
Total Enrollments	1,854	1,823	1,918	2,032	2,253	2,447

Success rates for the Psychology program decreased in 2020-2021 as they did overall for the college. Because of the rigor of the program, Psychology success rates have typically hovered slightly under the college’s overall numbers and continued to do so.



When broken down by ethnicity, the Psychology department’s success rate reflects that of the college with no notable discrepancies from nationally representative samples.

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. None

In looking at the disaggregated data, the success rates overall in Psychology for 2020-21 is 71.31%. The largest equity gap is for our Latino students (-5.45% for 2020-21). The Psychology Department is committed to reducing this and all equity gaps and will work toward finding evidence-based strategies that create a more equitable and inclusive classroom environment for our students. In particular, we will encourage psychology department faculty to attend the JEDI Academy as well as flex workshops related to diversity, equity and inclusion.

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 as a result of the Student Services Learning Outcomes Assessment. However, there were overall shifts made in class modality offerings due to the pandemic.

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. 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 Society of Teaching of Psychology (SToP) annual conference, more money should be provided to faculty for conferences that directly benefit faculty in achieving student learning outcomes. APA, WPA, SPSP, and APS (psychological societies) all offer SToP pre-conferences. Additionally, NITOP (National Institute on the Teaching of Psychology) also offers an annual conference. These conferences always host sessions intended to impact diversity, equity, and inclusion for minoritized students. In so doing, they provide tangible and specific benefits to our enrolled students that college-wide efforts simply cannot match.

Action step A.1: Continued purchase of iPads and stylus pens so that Cuesta College Research Methods instructors can edit papers submitted electronically.

Action step A.2: Provide additional guaranteed funds for Psychology faculty to consistently attend SToP conferences live when safe and virtually under pandemic constraints.

B. Anticipated changes in curriculum, scheduling or delivery modality

As we inch out of the pandemic, we have increased course offerings in the face-to-face modality from the online modality. Demand at the North County campus appears to have been negatively

impacted due to the pandemic. We continue to monitor enrollments with an eye to pivoting based on student demand as student needs shift.

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.

E. Staffing projections

The Psychology Department relies heavily on part-time faculty to staff courses at CMC, NCC and South County campuses. However, demand for psychology courses at these sites has decreased since the pandemic began. Going forward, we may once again have staffing issues if more FTF classes are to be offered at NCC and the South County campus. 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. At this time, we continue to monitor enrollment demand.

F. Other

Two of the full-time psychology faculty are currently using Cuesta issued Mac laptops for teaching. Because of the lack of continuity between the PC computers set up in our campus offices and these laptops, it would be helpful to have the PC computers replaced with Mac monitors, keyboards, and mice that would plug into the Mac laptops.

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.

N/A