

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): PSYCHOLOGY

CLUSTER: APP BEHAVIORAL SCI, BUS ED, & SOCIAL SCIENCES AREA OF STUDY: SOC AND BEH SCI & HUMAN SERV

LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2028 CURRENT DATE: 2/26/2025

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**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

AA Psychology; AA-T Psychology

### GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. The Psychology AD-T degree continues to grow in popularity and is now one of the largest programs at Cuesta College, with approximately 500 students enrolled across the Psychology AA and AD-T pathways. To align with AD-T requirements and enhance student preparation, the department introduced Psychology 200: Research Methods, which is now offered in multiple sections each semester. To support equitable access, psychology courses are available across the San Luis Obispo (SLO) and North County (NCC) campuses, at the California Men's Colony, and through Dual Enrollment and CCAP programs serving multiple SLO County high schools. Additionally, to expand flexibility and reduce barriers to completion, all required courses for the Psychology degree programs are now regularly scheduled in a fully online format, ensuring students can complete their degree remotely if needed.

### 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.

A. **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

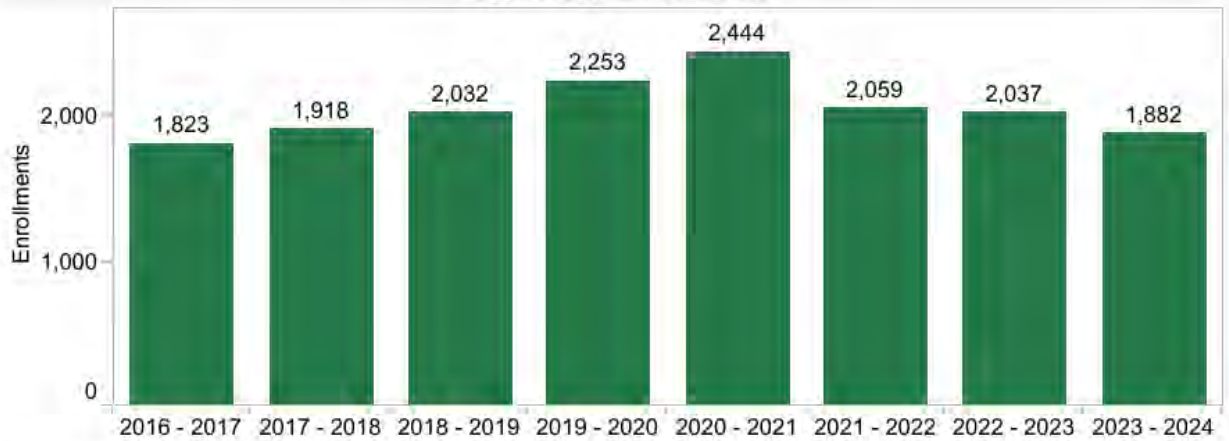
Prison:  
All

Region: All

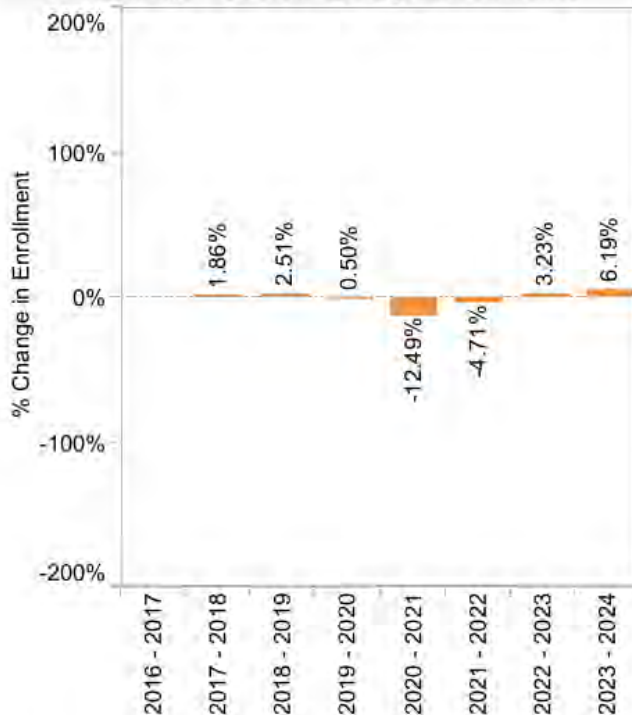
TERM

All

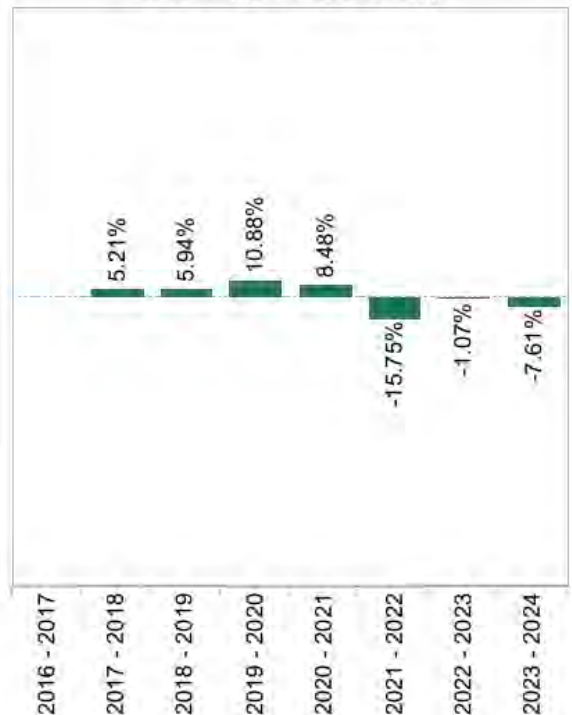
### Psychology Enrollments



### % 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.

An analysis of Psychology enrollment trends compared to the college as a whole reveals a continued decline in psychology enrollments, despite overall enrollment growth at Cuesta. For the 2023-2024 academic year, psychology enrollment decreased to 1,882 students, down from 2,037 in the previous year. A portion of this decline can be attributed to a reduction in enrollment from California Men's Colony (CMC) students, which dropped from 72 in 2022-2023 to 38 in 2023-2024. However, the full extent of enrollment trends is difficult to assess due to data limitations. Specifically, when filtering for dual enrollment students, no usable data is displayed, making it unclear how much dual enrollment contributes to psychology enrollment numbers. Having access to disaggregated dual enrollment data would provide valuable insights into the program's overall student composition and help inform scheduling and resource allocation decisions.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

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

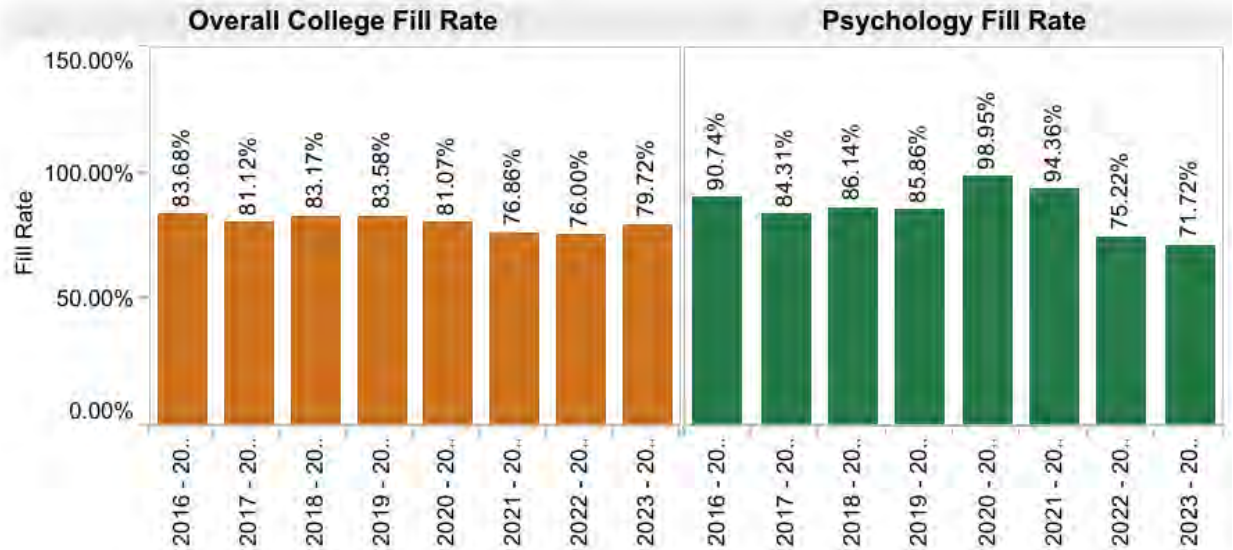
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

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.

Psychology course fill rates have declined from 75.22% in 2022-2023 to 71.72% in 2023-2024, despite an increase in fill rates college wide. This continues a downward trend from the program's peak in 2020-2021, when 65 sections were offered with an average fill rate of 98.95%. Despite efforts to increase efficiency by reducing the number of sections—down to 55 in 2023-2024—fill rates have continued to decrease. The reasons for this decline remain unclear. One potential factor is the shift toward offering more face-to-face sections, which generally have lower fill rates compared to online courses. Since the 2020-2021 academic year, the department has gradually increased in-person offerings, with the goal of reaching a 50/50 balance between face-to-face and online courses. Additionally, the commitment to maintaining psychology offerings at the North County campus, despite historically low enrollment, may also be contributing to the lower overall fill rates. As we move forward, further analysis is needed to determine the extent to which these factors are influencing enrollment patterns and whether adjustments to scheduling and modality distribution are warranted.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

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

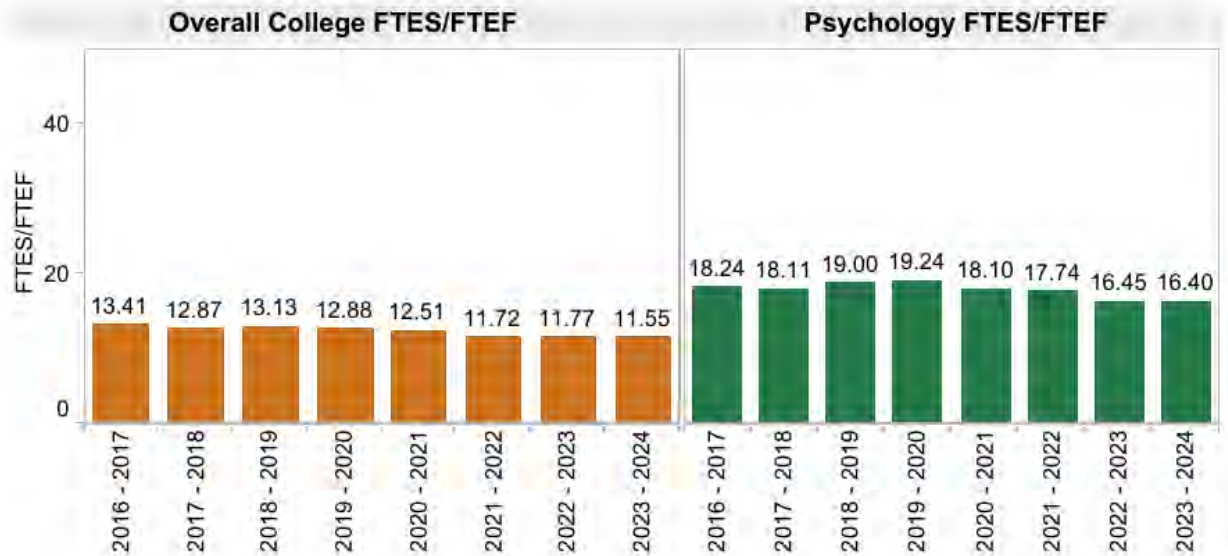
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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)

Psychology continues to demonstrate higher efficiency levels compared to the college as a whole. While the department's efficiency declined slightly from 16.45 in 2022-2023 to 16.40 in 2023-2024, this remains significantly above the college-wide efficiency level of 11.55 for the same period. This minor decline mirrors a broader trend at the college, where overall efficiency decreased from 11.77 the previous year. A key factor influencing this trend may be the continued shift from online to face-to-face course offerings, which tend to have lower efficiency rates. Among psychology courses, PSYC 201: Introductory Psychology remains the most efficient at 17.81, while PSYC 200: Research Methods (13.08) and PSYC 206: Social Psychology (14.44) have lower efficiency. PSYC 200's efficiency may be due to enrollment caps and course demands of a strong writing component. Given the consistently high efficiency of Introductory Psychology, reducing the number of sections for this course may not be the most strategic approach to improving department efficiency overall. Moving forward, careful consideration of course modality and scheduling will be important in maintaining psychology's strong efficiency levels.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

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

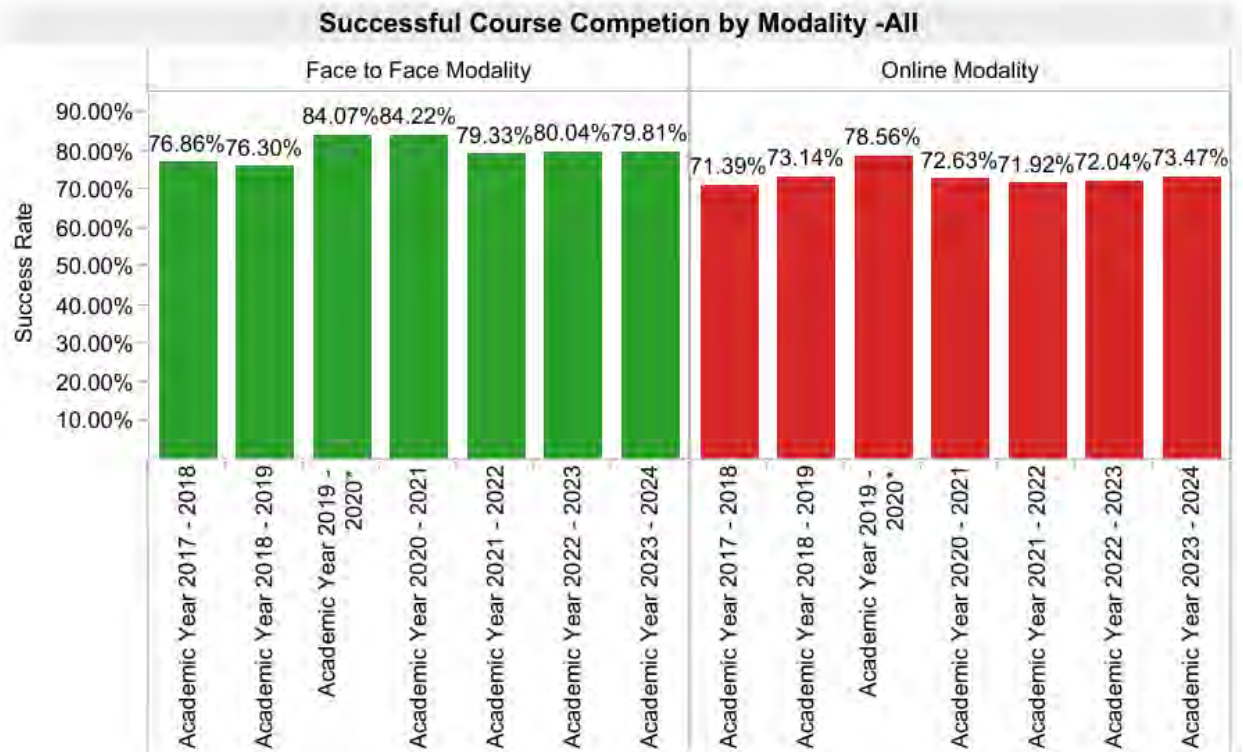


## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



Successful Course Completion by Modality Table - All								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	76.86%	76.30%	84.07%	84.22%	79.33%	80.04%	79.81%
	Total Depart..	53,585	52,829	51,891	11,706	22,192	30,721	33,614
Online Modality	Department S..	71.39%	73.14%	78.56%	72.63%	71.92%	72.04%	73.47%
	Total Depart..	12,311	14,888	16,965	48,506	34,882	28,278	28,524

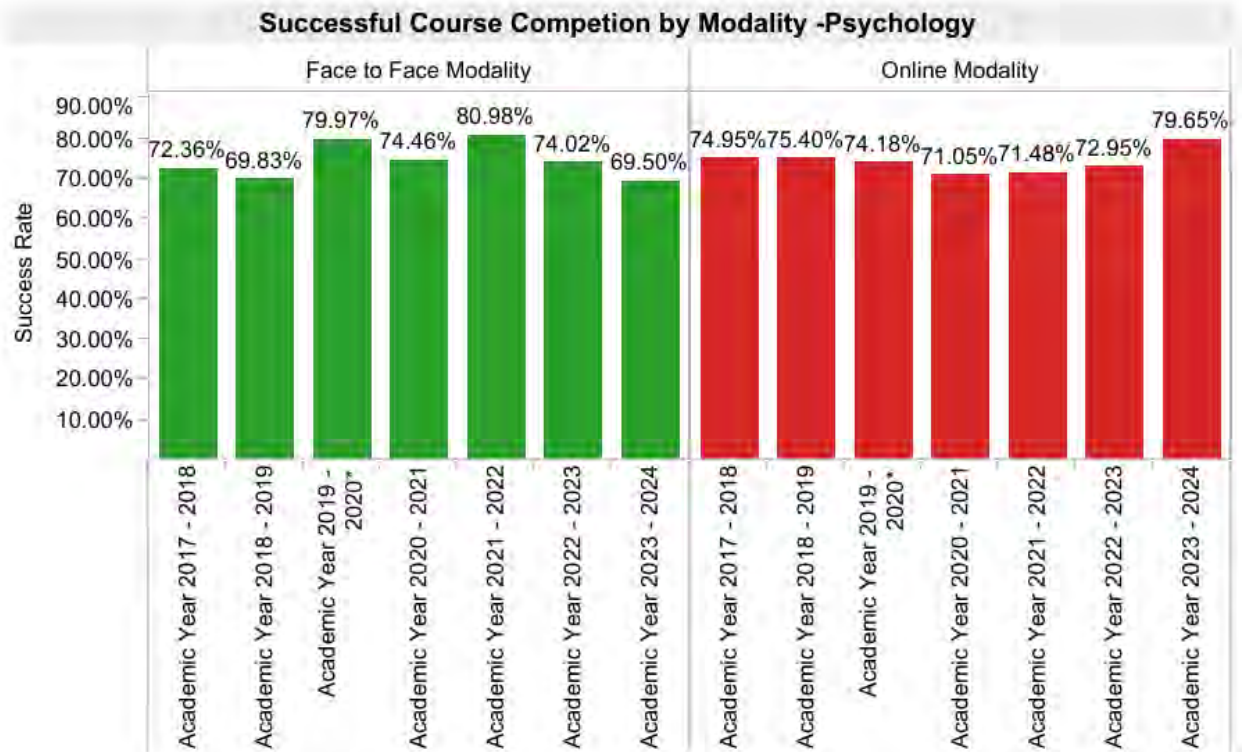


## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Psychology

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



**Successful Course Completion by Modality Table - Psychology**

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	72.36%	69.83%	79.97%	74.46%	80.98%	74.02%	69.50%
	Total Depart..	1,459	1,475	1,545	245	472	589	542
Online Modality	Department S..	74.95%	75.40%	74.18%	71.05%	71.48%	72.95%	79.65%
	Total Depart..	459	557	708	2,202	1,589	1,449	1,340

An analysis of course completion rates by modality reveals a notable shift in student success trends within the Psychology program. For the 2023-2024 academic year, college-wide success rates were higher for face-to-face courses (79.81%) than for online courses (73.47%). However, within the Psychology department, the trend was reversed—69.5% of students successfully completed face-to-face courses, while 79.65% completed online courses successfully. This represents a significant departure from past patterns. Historically, face-to-face psychology courses had higher success rates than their online counterparts, mirroring broader statewide and national trends. However, over the past two years, online psychology courses have consistently outperformed face-to-face sections in terms of student success. No major structural changes in course offerings or instructional design have occurred that would account for this shift. One possible explanation is that students are increasingly self-selecting into modalities based on their learning preferences and levels of preparedness. More independent, self-motivated students may be gravitating toward online courses, while students who require additional guidance and personal interaction may be enrolling in face-to-face sections, leading to lower overall success rates in those courses. Given that online courses currently yield the highest completion rates, any reduction in online offerings should be approached with caution. Maintaining a robust selection of online courses is essential to ensuring student success and meeting the needs of students who thrive in this format. As the department moves toward a 50/50 split between face-to-face and online courses, it will be important to monitor these trends closely to avoid unintentionally reducing access to the modality that has been most effective in supporting student completion.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

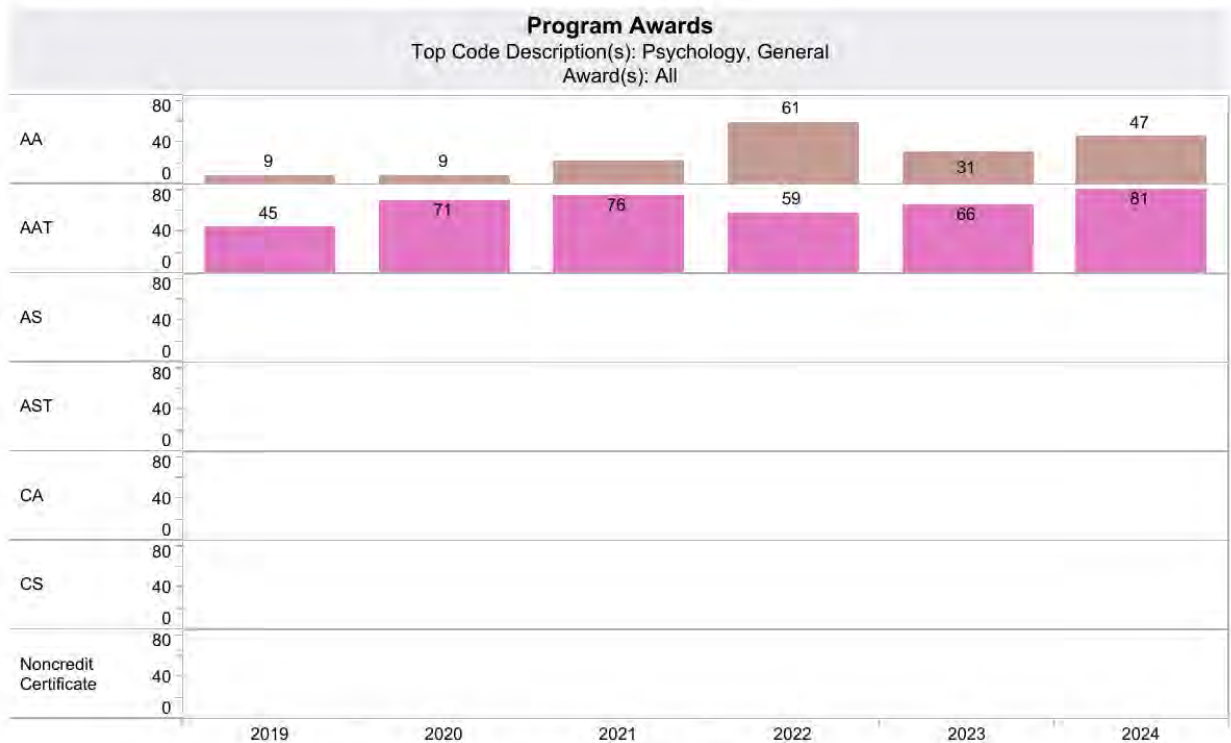
Insert the data chart and explain observed differences between the program and the college.

### SLOCCCD Program Review Data: Degrees and Certificates Awarded

**Program:**  
Psychology, General

**Award Type:**  
All

**Area of Study**  
All



Program Awards Table							
Award Type	Award	2019	2020	2021	2022	2023	2024
AA	Psychology (AA)	9	9	20	61	31	47
	Psychology (AAT)			2		1	
	<b>Total</b>	9	9	22	61	32	47
AAT	Psychology (AAT)	45	71	76	59	66	81
	<b>Total</b>	45	71	76	59	66	81

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

The data indicate that the number of Psychology degrees awarded has increased in the 2023-2024 academic year, in contrast to the overall college-wide trend of declining degree and certificate completions. In 2024, the Psychology program awarded a total of 128 degrees (47 AA and 81 AA-T), up from 97 degrees (31 AA and 66 AA-T) in the previous year. This represents a 32% increase in total psychology degrees awarded, highlighting continued strong student interest in the program and suggesting that more students are successfully completing their degree pathways. The reversal in the AA-to-AA-T ratio seen in the previous year has continued, with AA-T degrees now awarded at nearly twice the rate of AA degrees. This shift may reflect an increasing number of psychology students

pursuing transfer to CSU schools, reinforcing the importance of maintaining both degree pathways to serve diverse student goals. Given that psychology degree completions are rising while overall college completions are declining, it may be valuable to examine the factors contributing to this growth—such as course offerings, advising, or student demand—to identify best practices that could support broader institutional retention and completion efforts.

F. **General Student Success – Course Completion (Insert Aggregated 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

TERM  
All

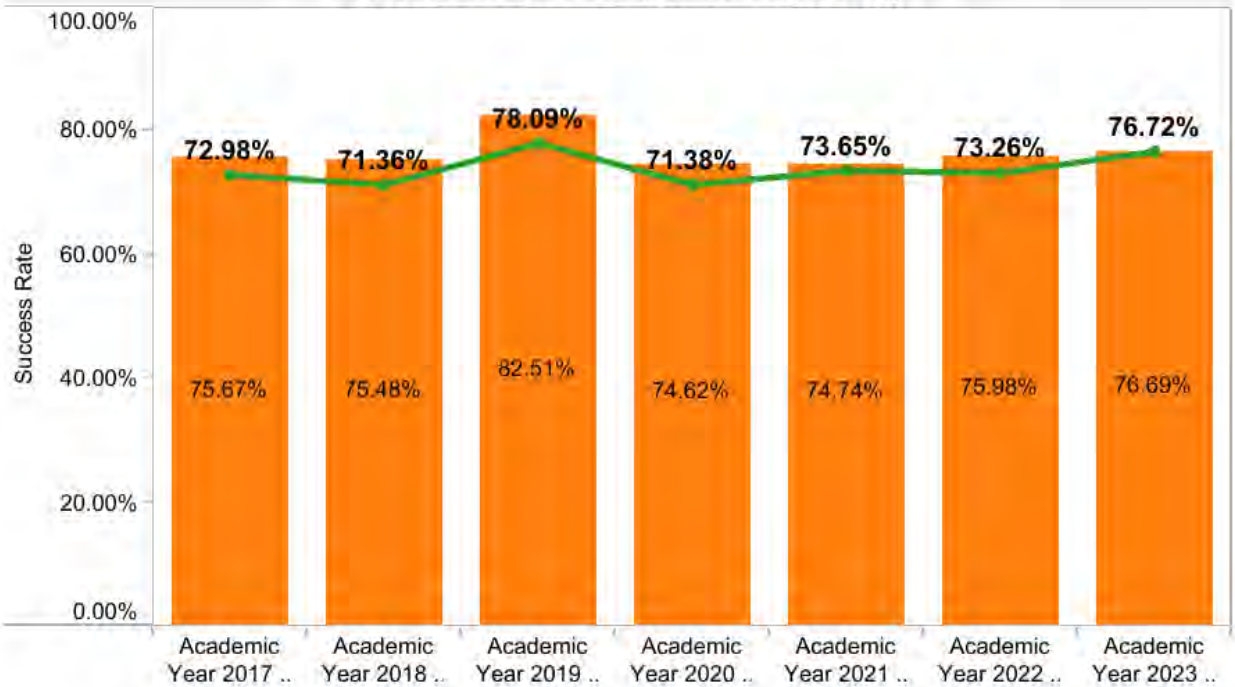
Measure Names

Department Success Rate

Overall College Success Rate

COURSE  
All

Successful Course Completion - Psychology



Psychology Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	72.98%	71.36%	78.09%	71.38%	73.65%	73.26%	76.72%
Total Enrollments	1,918	2,032	2,253	2,447	2,061	2,038	1,882

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

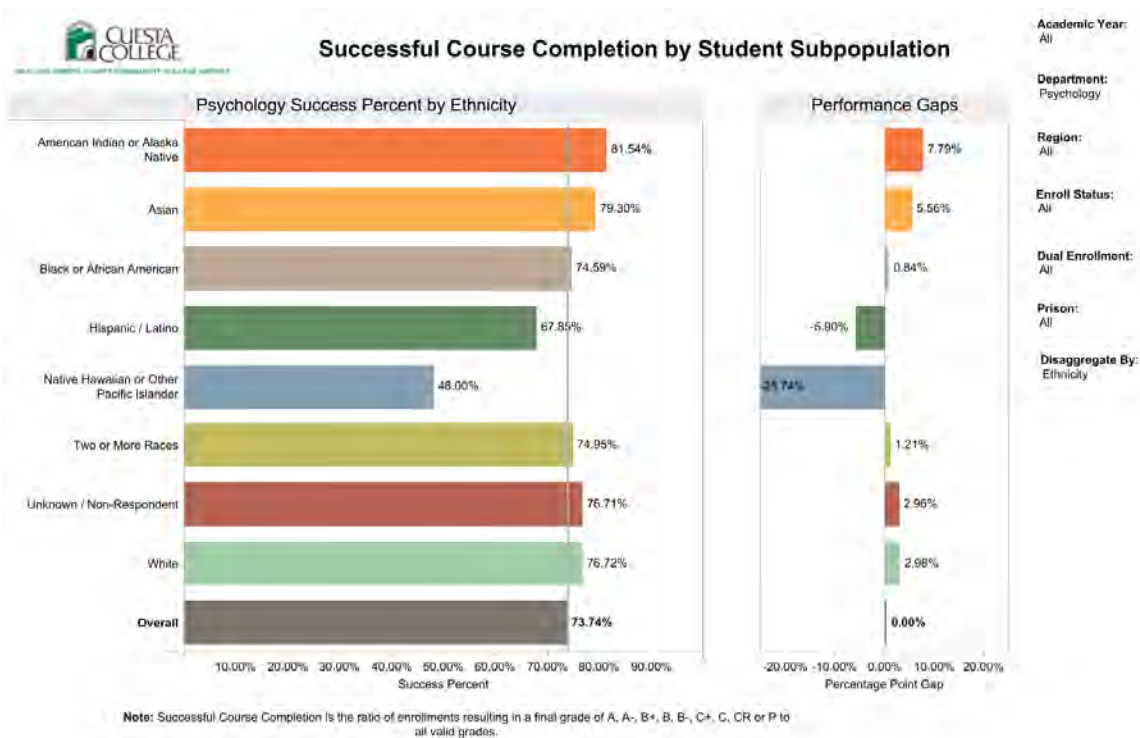
For the 2023-2024 academic year, the overall course success rate at Cuesta College increased to 76.69%, while the Psychology program's success rate also rose to 76.72%. This marks a shift from previous years when psychology course completion rates were slightly lower than the college average. Although the difference is minimal, it suggests that psychology students are now performing on par with, if not slightly better than, the general student population. However, there is notable variation in success rates across psychology courses. PSYC 201: Introductory Psychology has the lowest success rate in the discipline, at 69.84%, while PSYC 200: Research Methods has one of the highest, at 89.87%. This discrepancy may stem from differences in student demographics and expectations. Introductory Psychology often attracts non-majors who may enter the course with misconceptions about the field, expecting it to focus on therapy or popular media portrayals, such as those seen on Dr. Phil. Many students may not anticipate the scientific and research-based foundation of the discipline, leading to lower completion rates. In contrast, by the time students enroll in Research Methods, they are typically psychology majors who have adapted to the academic rigor of the field and are more committed to completing the program. Understanding these trends can help inform retention strategies, such as reinforcing the research-based nature of the discipline from the outset. Such effort could help improve success rates in PSYC 201 and ensure that students are better prepared for advanced coursework in psychology.

- G. 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.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?





An analysis of disaggregated student success data for the Psychology program and the college as a whole reveals ongoing equity gaps for certain student populations. Reviewing successful course completion rates across all years since 2016, equity gaps have consistently been observed at the college-wide level for American Indian/Alaska Native, Black, Latino, and Native Hawaiian/Pacific Islander students. Within the Psychology program specifically, equity gaps persist for Latino and Native Hawaiian/Pacific Islander students. Focusing on the 2023-2024 academic year, the Psychology program's largest equity gap exists for Latino students (-4.01%) and for students categorized as "Unknown Ethnicity" (-7.62%). However, interpreting the latter is challenging due to the small sample size of only 26 students. Comparatively, college-wide equity gaps for this year are more pronounced for Black students (-10.23%), Latino students (-5.01%), and Native Hawaiian/Pacific Islander students (-14.19%). The Psychology faculty remain committed to addressing these disparities through equity-minded teaching and curriculum. Strategies that have been implemented or expanded include: Flexible Deadlines like providing students with additional time when needed to support academic persistence; Transparent Assignments: Clearly outlining expectations and grading criteria to reduce ambiguity and enhance student success; Representation in Course Content: Ensuring that course materials include diverse perspectives and research relevant to historically marginalized communities; Sense of Belonging: Using messaging, discussion prompts, and classroom activities to foster an inclusive learning environment; Equity-Oriented Syllabi and Policies: Reviewing and refining course policies to ensure they reflect equitable language and practices; Professional Development & Faculty

Engagement: Faculty continue to engage in professional development opportunities aimed at closing equity gaps. Notably, Psychology faculty have attended discipline-specific webinars and trainings focused on equitable teaching strategies. Full-time faculty member Katy Dittmer has co-facilitated the JEDI (Justice, Equity, Diversity, and Inclusion) Curriculum Academy for the past five years. Full-time faculty member Fionnuala Butler completed the JEDI Academy in Spring 2024, further strengthening the department's commitment to equity-driven instruction. To build upon these efforts, the Psychology Program requests funding for faculty to attend conferences and professional development workshops related to equitable teaching and culturally responsive psychology content. These opportunities will allow faculty to remain at the forefront of best practices in closing achievement gaps and fostering success for all students. While progress has been made in reducing disparities, the department will continue to explore additional strategies. Moving forward, further investigation into course-level trends, student engagement strategies, and support services may provide additional insights into reducing equity gaps and ensuring all psychology students have the resources needed to succeed.

## PROGRAMS AND CURRICULUM REVIEW PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

**WHILE NO COURSES WERE ORIGINALLY SCHEDULED FOR MAJOR OR MINOR MODIFICATION DURING THE 2024 ACADEMIC YEAR, PSYC 201: INTRODUCTORY PSYCHOLOGY UNDERWENT A SIGNIFICANT MODIFICATION AND WILL BE DESIGNATED AS PSYC C1000 MOVING FORWARD IN FALL '25. THIS CHANGE WAS PROMPTED BY COMMON COURSE NUMBERING (CCN) LEGISLATION, AB 1111, WHICH AIMS TO CREATE CONSISTENCY IN COURSE NUMBERING ACROSS CALIFORNIA COMMUNITY COLLEGES TO IMPROVE TRANSFERABILITY AND STUDENT NAVIGATION. THE ASCCC IS CURRENTLY IN PHASE 3 OF CCN IMPLEMENTATION AND ANTICIPATES THAT ADDITIONAL COURSES WITHIN THE PROGRAM WILL RECEIVE NEW COURSE NAMES AND UPDATED COURSE OUTLINES OF RECORD (CORS) AS THE IMPLEMENTATION PROCESS PROGRESSES. GIVEN THE ANTICIPATED MODIFICATIONS THAT WILL COME FROM THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES (ASCCC) THROUGH THE CCN PROCESS, THE DEPARTMENT IS HESITANT TO MAKE INDEPENDENT MODIFICATIONS TO COURSES AT THIS TIME. MAKING CHANGES NOW COULD RESULT IN UNNECESSARY REVISIONS OR CONFLICTS ONCE THE STATEWIDE CCN UPDATES ARE FINALIZED. INSTEAD, THE DEPARTMENT WILL**

WAIT FOR GUIDANCE FROM ASCCC BEFORE PROCEEDING WITH ANY ADDITIONAL MODIFICATIONS TO ENSURE ALIGNMENT WITH STATEWIDE STANDARDS. ADDITIONALLY, THERE ARE COURSES CURRENTLY HOUSED IN THE APPLIED BEHAVIORAL SCIENCES DIVISION THAT ARTICULATE AS PSYCHOLOGY COURSES AND ARE CONSIDERED PSYCHOLOGY CLASSES AT THE COLLEGIATE LEVEL. THESE INCLUDE LIFESPAN DEVELOPMENT (ASHS 212) AND HUMAN SEXUALITY (ASHS 218). PRESUMABLY, THESE COURSES WILL ALSO GO THROUGH THE COMMON COURSE NUMBERING PROCESS AND ULTIMATELY RECEIVE PSYC PREFIXES. IF THIS OCCURS, IT WILL RAISE IMPORTANT ADMINISTRATIVE AND STRUCTURAL QUESTIONS REGARDING WHERE THESE COURSES SHOULD BE HOUSED. COLLEGE ADMINISTRATION WILL NEED TO MAKE A DECISION ABOUT POTENTIAL REORGANIZATION SHOULD THESE PSYCHOLOGY-DESIGNATED COURSES REMAIN WITHIN THE APPLIED BEHAVIORAL SCIENCES DIVISION AND ASHS DEPARTMENT RATHER THAN TRANSITIONING INTO THE PSYCHOLOGY PROGRAM. AS THE CCN PROCESS CONTINUES, THE PSYCHOLOGY FACULTY WILL REMAIN INVOLVED IN DISCUSSIONS TO ENSURE THAT ANY REORGANIZATION DECISIONS ALIGN WITH DISCIPLINARY BEST PRACTICES, FACULTY EXPERTISE, AND STUDENT SUCCESS GOALS.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
PSYC 201 to PSYC C1000	Major	Fall 2024 for Fall 2025

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A			

## SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs

and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

### 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.*

## 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 and addressing equity gaps

The Psychology program remains committed to fostering student success and addressing equity gaps through targeted instructional strategies, professional development, and curricular enhancements.

#### A. Plans for Achieving Program Learning Outcomes and Addressing Equity Gaps

Faculty will continue implementing and refining equity-minded teaching practices, including:

Flexible Deadlines: Providing additional time when appropriate to support student persistence.

Transparent Assignments & Expectations: Clearly outlining grading criteria and course objectives to enhance student success.

Inclusive Course Content: Ensuring that minoritized perspectives are represented in psychological research, case studies, and discussions.

Fostering a Sense of Belonging: Using supportive messaging, inclusive discussions, and engagement activities to create a welcoming classroom environment.

Equity-Oriented Syllabi & Policies: Reviewing and refining course policies to reflect inclusive and student-centered language.

#### B. Professional Development & Faculty Engagement

Psychology faculty remain actively engaged in professional development opportunities that focus on closing equity gaps and enhancing student learning:

Faculty have attended discipline-specific webinars and trainings on equitable teaching strategies.

Full-time faculty member Katy Dittmer has co-facilitated the JEDI (Justice, Equity, Diversity, and Inclusion) Curriculum Academy for the past five years.

Full-time faculty member Fionnuala Butler completed the JEDI Academy in Spring 2024, further strengthening the department's commitment to equity-driven instruction. Both continue to attend JEDI Community of Practice sessions, which provide ongoing training in supporting our students. These sessions allow faculty to stay engaged with emerging equity issues and develop actionable strategies for fostering student success. For example, the most recent Community of

Practice session focused on supporting undocumented students in the face of Trump administration ICE crackdowns, equipping faculty with resources and best practices to ensure these students feel safe and supported in their academic journey.

#### C. Request for Funding & Support

To further these efforts, the Psychology Program requests funding for faculty to attend conferences and professional development workshops related to equitable teaching and culturally relevant psychology content. Continued access to these learning opportunities will enable faculty to implement evidence-based strategies that support student retention and success.

Additionally, the department requests the use of lottery funds to purchase additional copies of psychology textbooks for placement on library reserve. This initiative aims to support students who cannot afford their textbooks, ensuring they have equitable access to required course materials. By expanding textbook availability through the library, we can help reduce financial barriers and improve student success in psychology courses.

While the department remains supportive of Open Educational Resources (OER) as a means of reducing student costs, OER materials in psychology remain limited, and there is currently a lack of free textbooks available for several psychology courses. As a result, the department has not been able to exclusively transition to OER materials. Until high-quality, comprehensive OER textbooks are developed for all psychology courses, maintaining access to physical textbooks through the library remains a crucial equity measure for students who face financial barriers.

#### D. Future Initiatives & Considerations

**Monitoring & Addressing Equity Gaps:** Continued analysis of student success data, with a focus on improving outcomes for Latino students, who consistently show an equity gap in psychology courses.

**Balancing Course Modalities:** Given that online psychology courses currently have higher success rates than face-to-face courses, course scheduling will be carefully evaluated to ensure student success remains a priority.

**Strengthening Student Engagement:** Exploring strategies to better support students in PSYC 201: Introductory Psychology, which has the lowest success rate in the discipline, possibly due to misconceptions about the field and course rigor.

These initiatives align with the department's ongoing efforts to enhance student learning, close equity gaps, and ensure the Psychology program continues to provide high-quality, accessible education to all students.

#### B. Anticipated changes in curriculum, scheduling or delivery modality

The Psychology department will continue to offer a balanced mix of face-to-face and distance education courses while maintaining varied scheduling formats (18-week, 12-week, 9-week, etc.) to accommodate diverse student needs and prevent schedule oversaturation.

Given the recent increase in overall college enrollment, the department will also assess whether additional psychology course offerings are warranted to meet student demand. Additionally, with data indicating that online psychology courses currently have higher success rates than face-to-face sections, the department will carefully evaluate the distribution of course modalities to ensure students have access to the formats in which they are most successful.

Moving forward, continued monitoring of enrollment trends and course fill rates will inform scheduling decisions to optimize student access, efficiency, and success.

#### C. Levels, delivery or types of services

The Psychology Program remains committed to maintaining its status as one of the college's most successful and efficient programs while adapting to shifts in student demographics and demand. Ensuring equitable access and support for all students remains a priority.

For PSYC 200: Research Methods, both the Writing Center and the Library are essential resources for student success. The Writing Center continues to provide critical support for students struggling with syntax, organization, and academic writing, making its continued institutional support vital.

Additionally, the Library, chaired by Matthew Davis, plays an invaluable role in supporting student research. The library faculty and staff provide access to essential academic resources, including journal article databases such as PSYCINFO and PSYCARTICLES, which are crucial for students conducting literature reviews and engaging in research-based assignments. Ensuring continued access to these databases and research support services will help students develop strong research skills and succeed in their coursework.

Moving forward, the department will continue to advocate for the necessary resources and student support services to promote academic success across all psychology courses.

#### D. Facilities changes

The Psychology program supports any facilities changes requested by the Division and remains committed to ensuring that instructional spaces effectively meet the needs of students and faculty. Additionally, as psychology courses continue to be offered across multiple campuses and

modalities, the department will advocate for maintaining well-equipped classrooms, technology resources, and study spaces that enhance student learning and engagement.

#### E. Staffing projections

The Psychology department has recently closed the hiring pool for a full-time, tenure-track psychology professor to replace former division chair Brent LaMon. Interviews are scheduled for next week, and we are optimistic about filling this position to ensure continued instructional support and program stability.

This hiring process follows a previously unsuccessful tenure-track hiring pool, which left the department without a new full-time faculty member. In response, the remaining faculty worked tirelessly to ensure that students in the program continued to be served effectively, maintaining high-quality instruction despite staffing challenges.

Additionally, in an effort to strengthen our part-time faculty pool, the department successfully conducted a part-time hiring process and onboarded a new adjunct faculty member. Ongoing outreach and recruitment of adjunct faculty remain a priority to support psychology course offerings across multiple campuses and online. Proactive efforts to address part-time faculty turnover are essential to maintaining a strong and experienced adjunct pool capable of meeting student demand.

The Psychology Program continues to maintain one of the highest departmental efficiency rates within the Social Sciences Division, which remains among the most efficient divisions at Cuesta College. Moving forward, the department will continue to carefully adjust course scheduling and modality distribution (DE and face-to-face) to align with student demand and support degree completion across all campuses.

#### F. Other

To support the incoming full-time faculty member, the Psychology Program requests an iPad and laptop to ensure they have the necessary technology for instruction, research, and student engagement.



### 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.