

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: A H & Social Sciences **Program:** Psychology **Current Academic Year:** 2017-2018

Last Academic Year CPPR Completed: 2012-2013 **Current Date:** February 19, 2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

The fundamental mission of the Psychology Program is to provide current and comprehensive education in psychological science that is relevant to the needs of our diverse students and supports the mission of Cuesta College. To that end, the Psychology Program provides instruction with a variety of courses necessary to fulfill educational goals for transfer studies, the General Educational curriculum, and intrinsic interest, self-understanding, and personal development within the context of a diverse society.

B. Brief history of the program

Psychology courses have been part of the curriculum of Cuesta College from its first years of operation and increasing enrollments have made Psychology one of the largest programs at the college. In 2004 a Psychology Associate Degree was first offered and became one of the few transfer degrees that could be fully completed at either the North County or San Luis Obispo campuses. To accommodate the core requirements of the new Psychology Transfer Model Curriculum, a new course in Research Methods for Social and Behavioral Sciences (PSYC 200) was developed and approved in Fall 2012. Approval of the Psychology AA-T degree in Fall 2013 provided another psychology degree pathway which has steadily grown to become one of the largest ADT programs at Cuesta College. The Psychology AA-T requires a total of 60 transferable semester units, which include 18-21 units of coursework specific to the major as specified by the CCC Transfer Model Curriculum, the CSU General Education-Breadth pattern and additional electives.

C. Include significant changes/improvements since the last Program Review

Since the last CPPR was completed in 2013-14, two Full-time Psychology faculty have received tenure; Katherine Neidhardt in Spring 2015 and Fionnuala Butler in Spring 2018. The Psychology

AA-T degree has continued to grow in popularity and currently there are about 350 Psychology AA and AA-T majors combined. With the growth in Psychology majors and typically full enrollments in Psychology courses, a new Psychology 204 Abnormal Psychology course has been added to the curriculum and will be offered for the first time in Fall 2018. In the past year Psychology classes have also been offered through concurrent-enrollment programs at California Men's Colony and Nipomo New Tech High School.

D. List current faculty, including part-time faculty

Full-time faculty are Dr. Brent LaMon, who also serves as Social Sciences Division Chair, Katherine Neidhardt, and Dr. Fionnuala Butler. Part-time faculty include Dr. Gabriel Searcy, Kelly Harrison, Dr. Belinda Morrill, Dr. Leland Swenson, and Dr. Sean Perisho.

E. Describe how the Program Review was conducted and who was involved

This CPPR was written primarily by collaboration of Fionnuala Butler, Katy Neidhardt and Brent LaMon, with additional review by the Part-time instructional faculty.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Psychology Program aligns our mission with that of the District. According to the College's mission statement, "We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce." As evidenced by the data recorded in Tableau, we matriculate a sizable number of Associates Degrees for Transfer every year. In addition to these graduates, we also educate individuals seeking Psychiatric Technician certification and students wanting to meet the prerequisites of Nursing. Given our programs emphasis on teaching critical thinking, reading, and writing, we also assist students in improving their foundational skills that will be beneficial for any major or individual in the workplace.

Our program, too, offers "challenging learning opportunities." Our catalog of courses includes many offerings that promote "cultural, intellectual, personal, and professional growth" including Introductory Psychology, Social Psychology, Research Methods for the Behavioral Sciences, Personality and Adjustment, and Biological Psychology.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

According to Institutional Goal 1, the College's goal is "to increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students." The Psychology Program, since its last CPPR has augmented an Associates Degree for Transfer Program with a clear pathway to success. Students are directed to take a series of classes that will lead them to successful transfer to the Cal State or UC system. Thus, the pathway to success is focused for any student that makes their intent known to major in Psychology. To that end, the Psychology department has significantly increased the number of Associates Degrees in Psychology Produced. Since our last CPPR, we have produced (year after year) a total of 11, 25, 36, and 43 Associates Degrees. This year-on-year increase in degrees produced for the purposes of transfer show that we as a program are working hard to achieve Institutional Goal 1 and its objectives to "increase student success in ... transfer programs" and to "foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected and Valued."

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

Outlined in the Institutional Learning Outcomes, students achieving the outcome of (ILO1) Personal, Academic and Professional development will be able to, "*recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development.*" Students who achieve ILO2, Critical thinking and communication, will be able to in part "*interpret complex information in a clear, ethical and logical manner.*" Under ILO3, Scientific and Environmental Understanding, students, "*will be able to draw conclusions based on the scientific method, computations, or experimental and observational evidence.*" ILO6 emphasizes technical and informational fluency, in particular "*locating and utilizing diverse*

sources [of information] effectively ... and producing projects using modern software and technology.”

In order to meet these ILOs, the psychology curriculum offers students courses which introduce and apply the scientific method, present complex information for interpretation (such as journal articles) and foster critical thinking. Psychological science as a discipline is in a unique position to do so as classes like Introductory Psychology appeal to an institution-wide variety of students and is a prerequisite of non-program majors like Pre-Nursing.

Per these ILOs, students must be able to use critical thinking and engage in research methods including research design, data analysis and interpretation. Successful completion of a research methods course will ensure this. Through the efforts of the Psychology Program faculty since the last CPPR, students now have access to literature search programs like PSYCINFO and PSYCARTICLES through the Cuesta library.

Cuesta outlines through ILO3 the need to be able to use the scientific method and through ILO2 and ILO6 the promotion of ethical behavior. To integrate these ILOs, psychology students must have a clear understanding of research ethics. In our Research Methods for the Behavioral Sciences, students learn in-depth about the ethical principles which are intended to guide the discipline of Psychology, and the failure of professionals in the United States to adhere to ethics. In our Introductory Psychology course and Social Psychology courses, students also receive lessons of the value of ethics and the scientific method.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

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

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

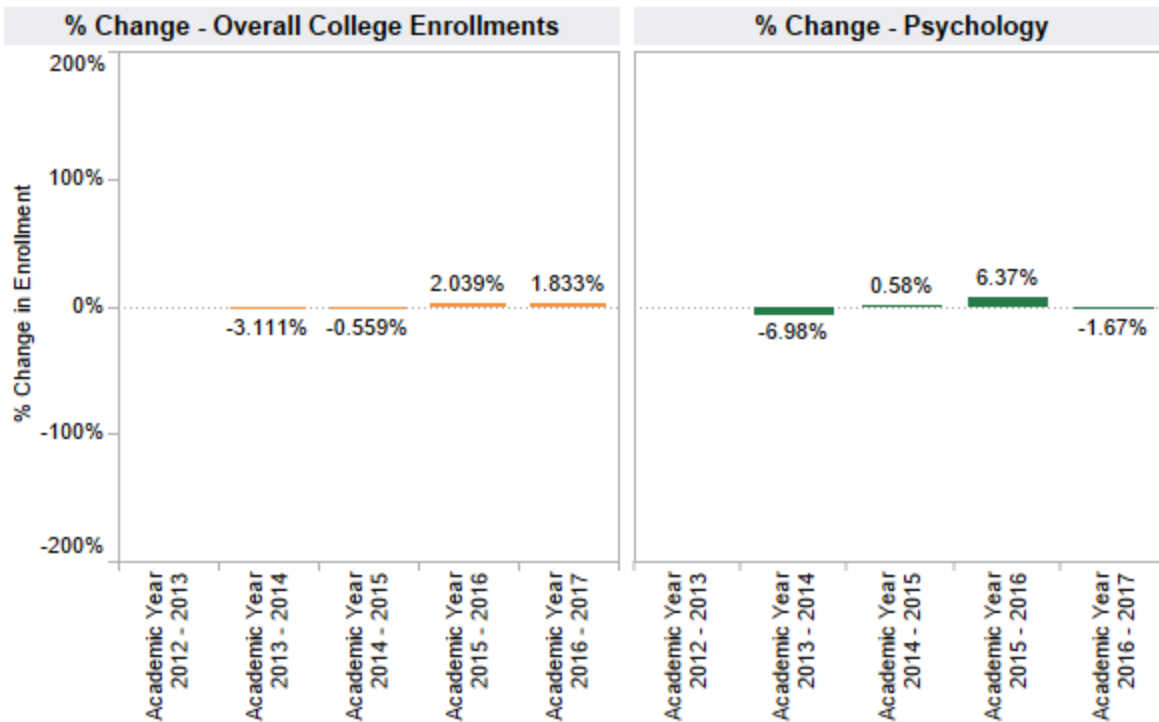
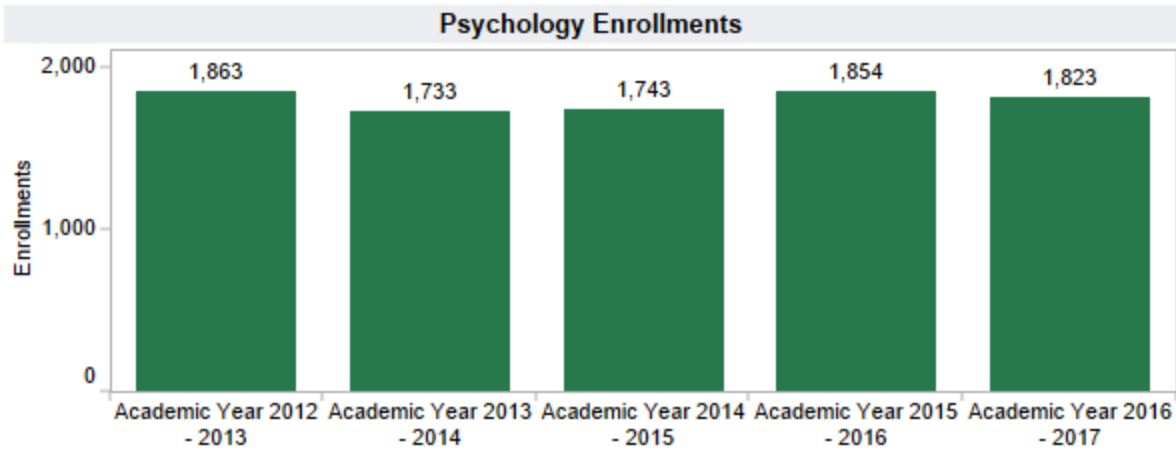
SLOCCCD Program Review Data - Enrollment

Department:
Psychology

Course:
All

Dual Enrollment:
All

Prison:
All



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.

In looking at the change in enrollment between the Psychology Program and the College, the differences are so small that it would be conjecture to speculate on why, for instance, our enrollments were up for 2015-2016 relative to the college and down in 2016-2017 relative to the

college. Our Program's numbers, and those of the college, do not appear to be moving in a discernable pattern, neither consistently increasing or decreasing. Nor do they appear to be radically discrepant from the overall college. For instance, our numbers were up in 2015-2016 (6.37%) relative to the college (2.039%). That same year, two feature films were released that were about or developed by psychologists (*The Stanford Prison Experiment* and Disney's hit *Inside Out*). Perhaps our numbers were up because students saw those films and it piqued their interest in the Psychology program. As speculative as that comment is, it highlights the inability of determining reasons for discrepancies between numbers this small.

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

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

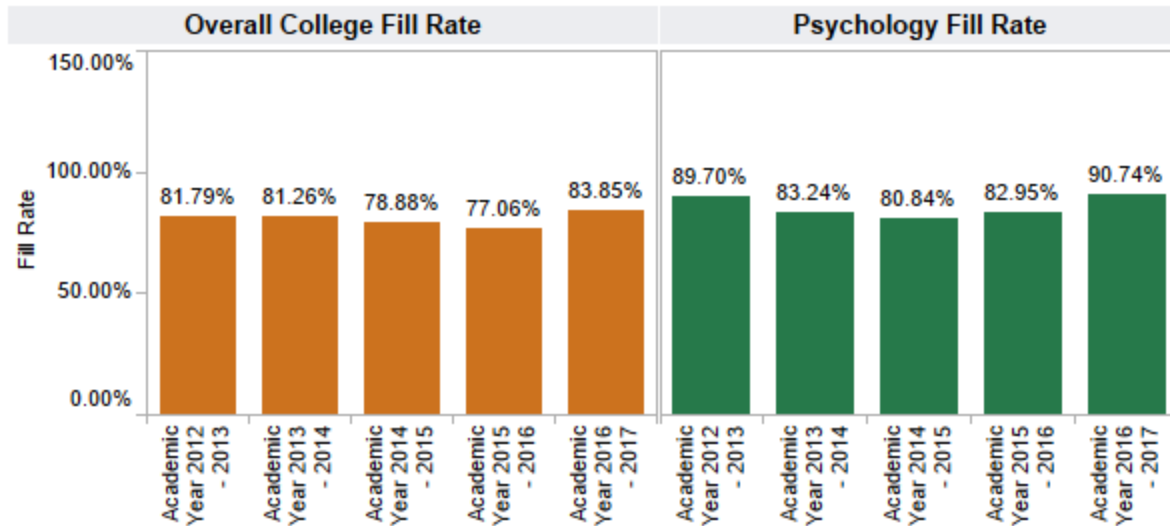
SLOCCCD Program Review Data - Student Demand (Fill Rate)

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.

General Student Demand in Psychology is higher than that of the college overall. Relative to the college the Psychology Program has consistently higher fill rates year upon year.

The overall fill rate of the college declined for quite a few years until the directives of the Workload

committee and scheduling by a new Division Chair seemed to change that pattern. The fill rate of Psychology mirrors that of other departments of the Social Sciences (History, Political Science, Sociology, Geography, Philosophy and Anthropology) which have experienced higher fill rates than the college. Presumably, these fill rates of Psychology and the Social Sciences Division are due to two factors: a) the overall interest in topics and scope of courses offered and b) the efforts of the Social Sciences division chair(s) to limit the number of class sections offered to prevent miniscule enrollments.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

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

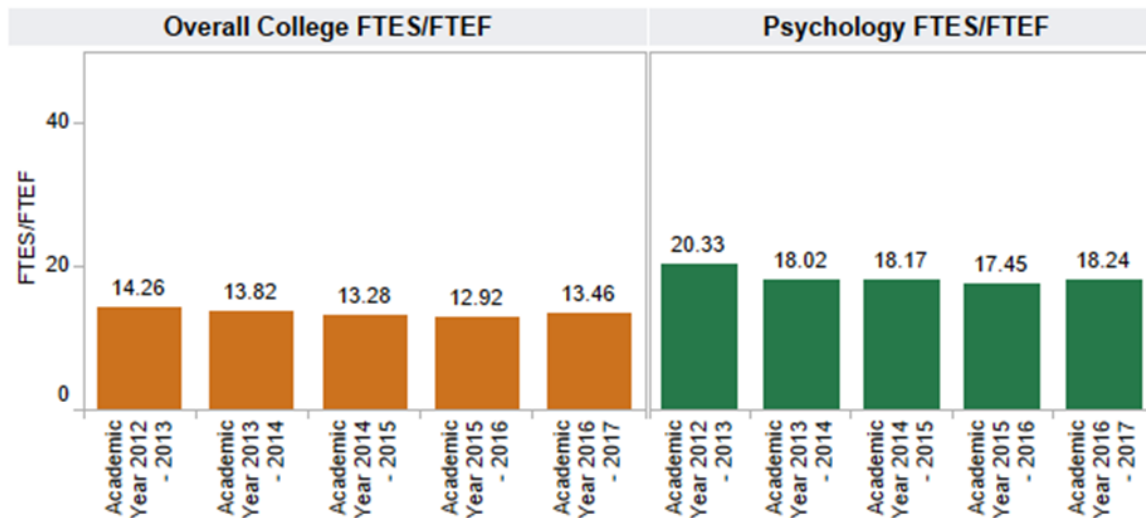
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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)

Overall, it is clear to see that Psychology has greater efficiency than the college as a whole at substantially higher rates. Again, this is due to both the appeal of course content to students and the work of the Division Chair in limiting the offerings of low enrolled class sections.

Student Success—Course Modality (Insert Data Chart)

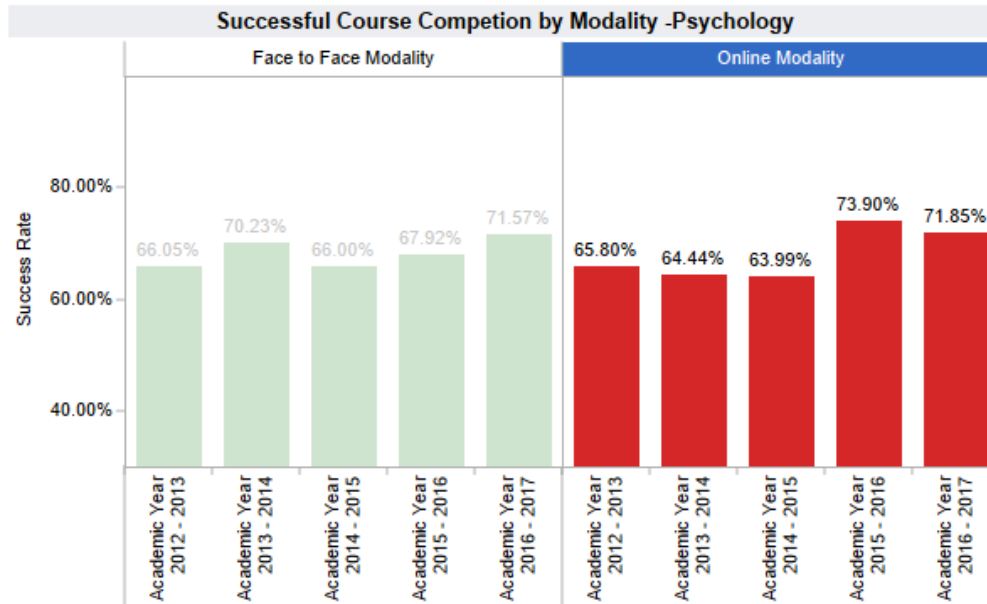
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Psychology

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



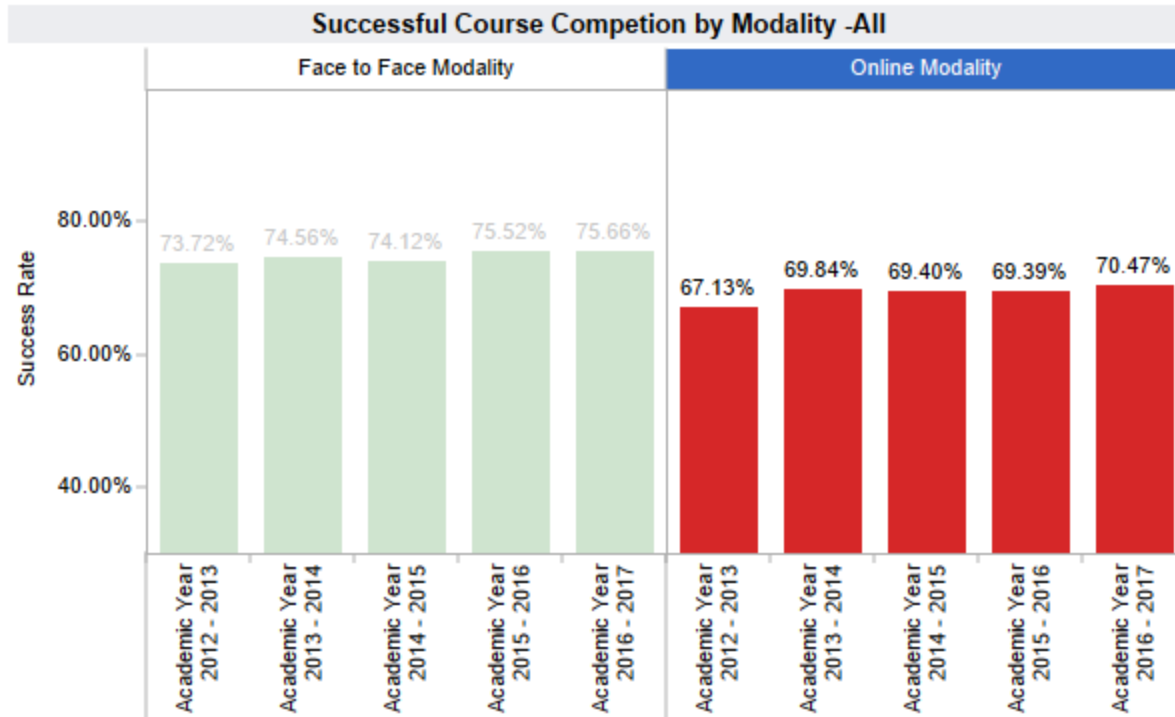
Successful Course Completion by Modality Table - Psychology						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	66.05%	70.23%	66.00%	67.92%	71.57%
	Total Department Enrollments	1,670	1,510	1,457	1,490	1,450
Online Modality	Department Success Rate	65.80%	64.44%	63.99%	73.90%	71.85%
	Total Department Enrollments	193	225	286	364	373

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 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

In looking at the data for face-to-face relative to online modalities for both the program and the college, a couple of trends emerge. One is that online modalities success rates appear to be lower for both the college and the program relative to face to face courses. This discrepancy in success rates is of no surprise to anyone as it has been well established at both the statewide and national

level that face-to-face modalities seem to facilitate student success in a broader swath of students than online modalities.

The second trend in success rates is that the success rates in Psychology courses relative to the college as a whole are slightly lower. These discrepancies may be due to the academic rigor of Psychology classes relative to other courses the College offers. It may also be due to a discrepancy in expectations in students that enroll in Psychology courses. Many students report misconceptions that Psychology is about talk therapy alone, and are surprised when they have to learn about Biological concepts, Research Methods, and critical thinking.

Degrees and Certificates Awarded (Insert Data Chart)

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

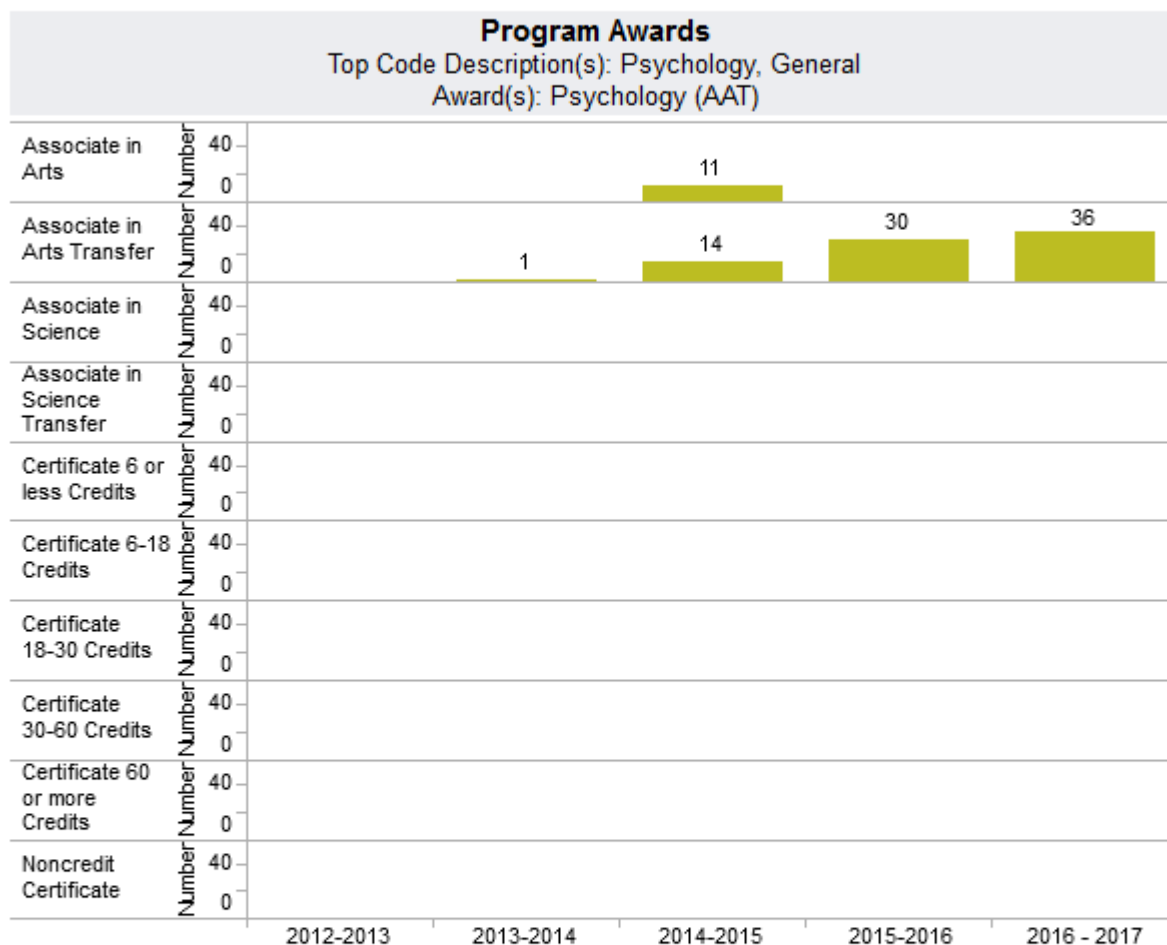
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:

Psychology, General

Award Type:

Psychology (AAT)



Program Awards Table						
Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	Psychology (AAT)			11		
	Total			11		
Associate in Arts Transfer	Psychology (AAT)		1	14	30	36
	Total		1	14	30	36
Grand Total			1	25	30	36

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

The data quantified in the above chart appear to be inaccurate. It should be noted that the Psychology had an AS degree that was awarded until 2015, when it was changed to an AA because the Transfer Model Curriculum had specified an AA-T, and the AA in Psychology continues to be a popular option for some students. The chart records both AA degrees and

AAT degrees when Psychology is disaggregated from the overall college. However, the data show that only one AA-T degree was awarded in 2013-2014, but no AA degrees. In fact, there were 14 AA & AS degrees awarded in 2013-14, 13 in '14-15, and 13 in '15-'16. If we assume that the data from 2013-2014 to 2015-2016 were represented accurately, however, the grand total of degrees produced in Psychology was steadily increasing to a combined total of 43 Associates degrees in 2015-16. However, the same cannot be said for the overall college during the same time period. From 2013-2014, the college produced 1631 degrees and certificates, followed by 1690 in '14-'15 and a sharp jump to 1,962 in 15'-16. However, from that peak, degrees and certificates slipped in '16-'17 to 1763, but still up from '13-'14. This seesaw pattern is also reflected in Associates degrees for Transfer. However, Psychology has been insulated from this pattern, consistently increasing year after year. Although the cause of this increase is unknown, it is possible that this increase is due to a clear pathway to success that shows students clearly the courses that they need to take in order to successfully transfer to a four year institution.

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

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference.

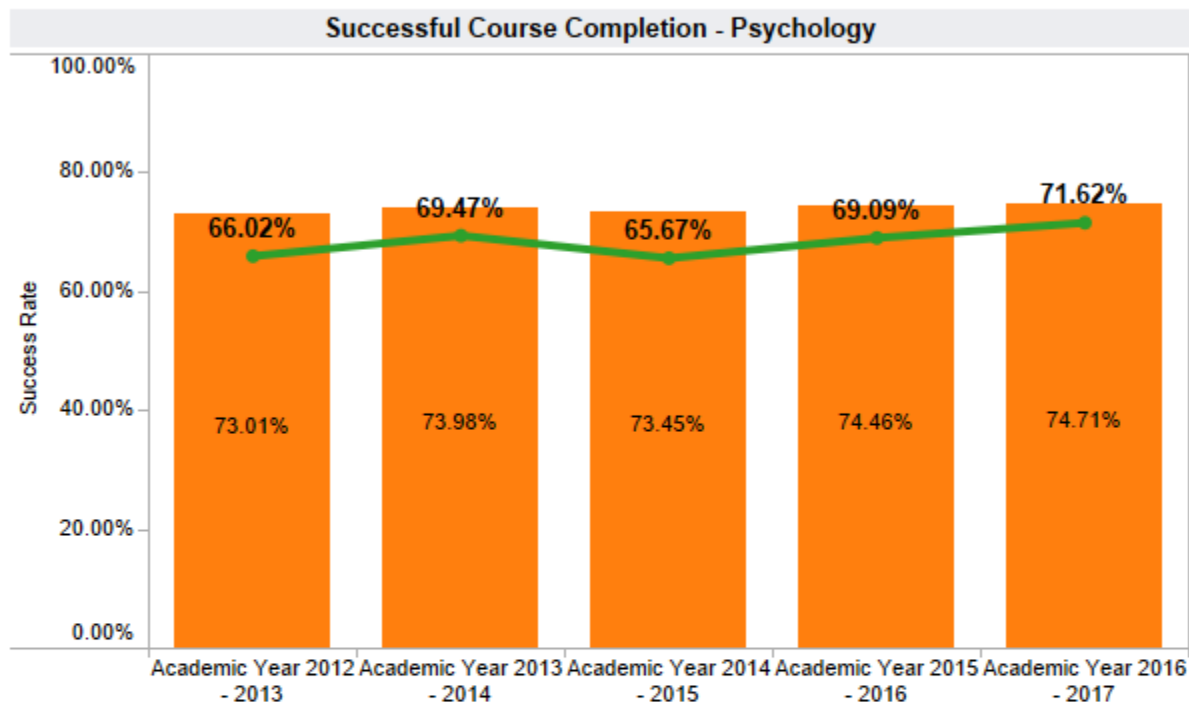
Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Psychology

COURSE
All

Legend:
■ Department Success Rate
■ Overall College Success Rate

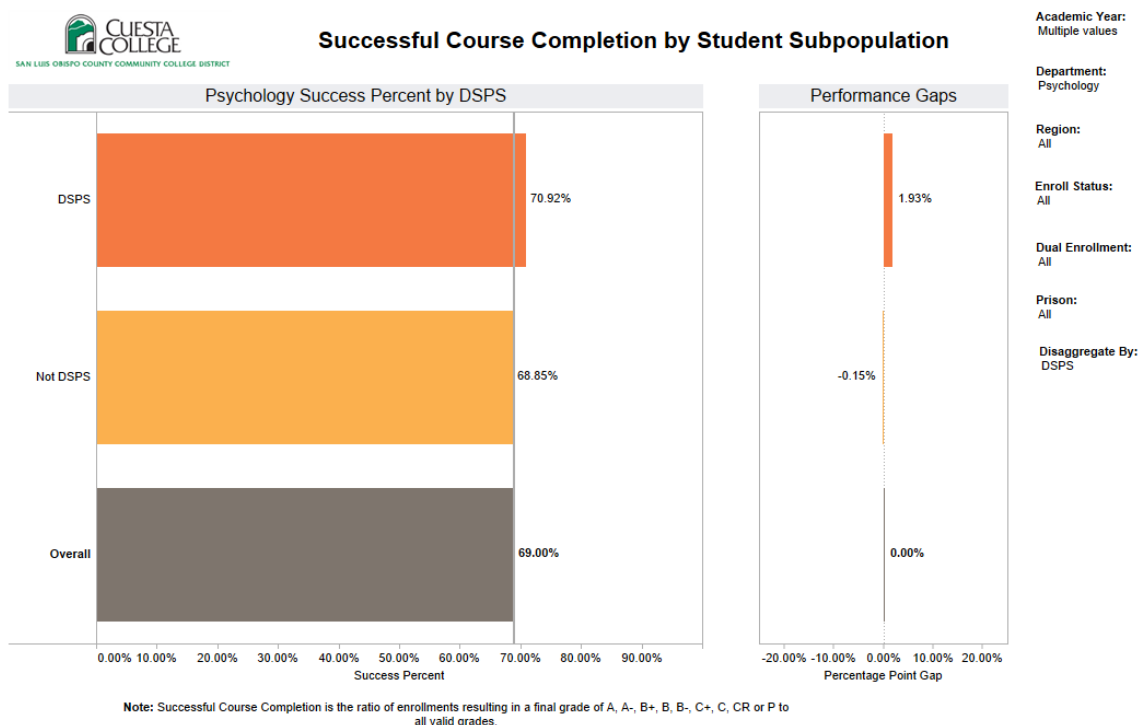
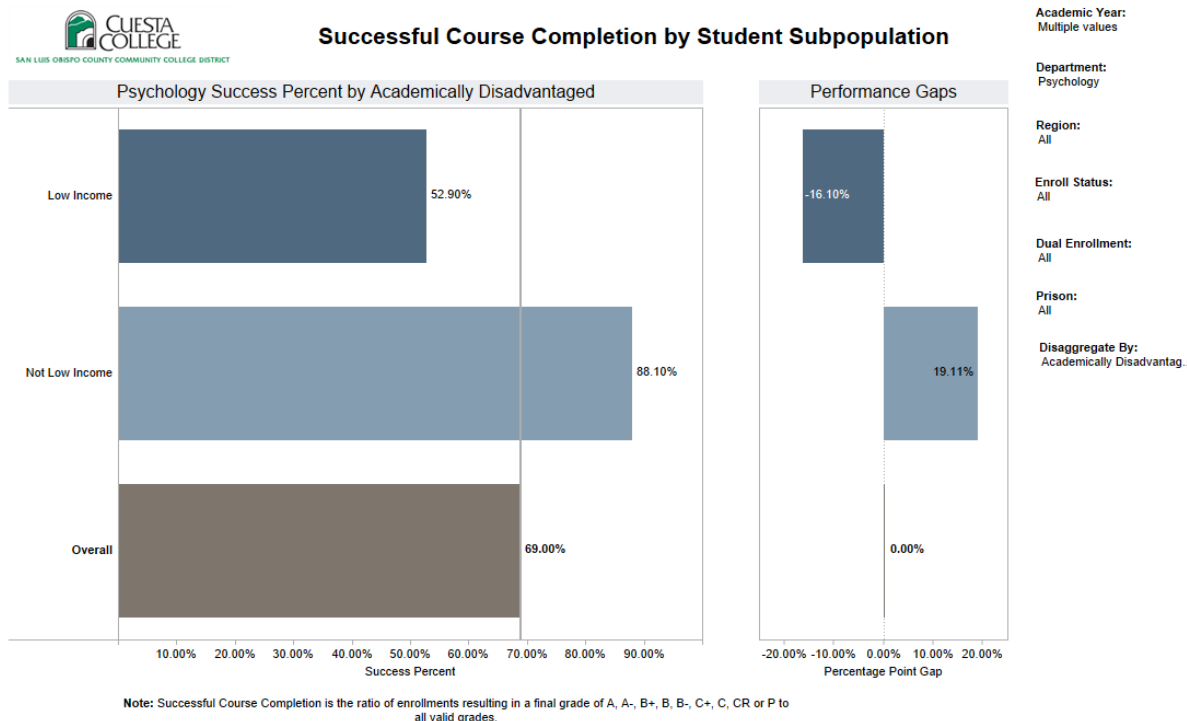


Psychology Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	66.02%	69.47%	65.67%	69.09%	71.62%
Total Enrollments	1,863	1,735	1,743	1,854	1,823

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

As was mentioned previously, the Student Success in Psychology is slightly less than that of the overall college. Again, it is possible that it is due to the nature of the discipline and the rigor of the material.



In looking at the disaggregated data, the our DSPS students perform better than the DSPS students at the college as a whole. Perhaps this is due to the concerted support of the Psychology Instructors at supporting the work of DSPS.

The disaggregated data is also remarkable because the catagories are inexorably conflated. For instance, we find that low income individuals perform significantly more poorly than higher income individuals. Former foster children also perform more poorly. Being a foster child is tied to lower SES. Older students perform better than other students in Psychology. Veterans perform better in Psychology, too. Veterans by definition are older students. Also, the most empoverished demographic in the County is young males 18-24. Thus, so much of this data seems to boil down to two truisms: students with a history of poverty don't perform well and more mature students peform better. Neither of these is shocking, nor are they specific to the Psychology Program or even Cuesta College.

- 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.

N/A

IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

CURRICULUM REVIEW GUIDE and WORKSHEET Courses and Programs

Current Review Date 2/26/18

Reviewer F. Butler

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
PSYC 201	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
PSYC 202	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
PSYC 206	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
PSYC 233	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
PSYC 200	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date

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*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified

2. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number	PSYC 201	PSYC 202	PSYC 206	PSYC 233
1. Effective term listed on COR	Date: Fall 2017	Date: Fall 2014	Date: Fall 2017	Date: Fall 2014
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴

15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

Course Number	PSYC 200	PSYC 204		
1. Effective term listed on COR	Date: Fall 2014	Date: Fall 2017	Date:	Date:
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no³	yes / no³
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no²	yes / no²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴	yes / no⁴	yes / no⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no³	yes / no³
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no⁴	yes / no⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no²	yes / no²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no³	yes / no³
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no³	yes / no³
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no³	yes / no³
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no³	yes / no³
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no³	yes / no³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no⁴	yes / no⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no⁴	yes / no⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no⁴	yes / no⁴
16. Library materials are adequate and current *	yes / no ¹	yes / no ¹	yes / no³	yes / no³

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Psychology (AA)	yes / no	no / yes: date	no / yes: date	no / yes: date
Psychology (AA-T)	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date

4. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Psychology (AA)	yes / no*	yes / no*	yes / no**
Psychology AA-T	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.

- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
PSYC 201		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
PSYC 202		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
PSYC 206		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
PSYC 233		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
PSYC 200		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
PSYC 204		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Psychology (AA)		modify	modify	modify	modify	modify	modify	modify	modify	modify
Psychology AA-T		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify

cm revised 11/08/16

- B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

Psychology Program Assessment Cycle Calendar

CYCLE STAGE	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20	Spring '21	Fall '21	Spring '22
SLO Assessment	Psy 204 Psy 206 Psy 233		Psy 200, Psy 201 Psy 202	Psy 204 Psy 206 Psy 233		Psy 200, Psy 201 Psy 202		
Analyze Results & Plan Improvements	Psy 200, 201 & 202 Assessed Sp '18	Psy 204, 206 & 233		Psy 200, Psy 201 Psy 202	Psy 204 Psy 206 Psy 233		Psy 200, Psy 201 Psy 202	
Plan Implementation		Psy 200, 201 & 202	Psy 204, 206 & 233		Psy 200, Psy 201 Psy 202	Psy 204 Psy 206 Psy 233		Psy 200, Psy 201 Psy 202

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Sections of all Psychology courses have had assessments of all course SLOs and the student SLO achievement data for courses in the previous Assessment Calendar have been entered into the elumen data base. As shown above in the Assessment Calendar for the next Program Review cycle, SLO assessment for all courses will occur twice during both Fall and Spring semesters, followed by analysis and improvement plan implementation.

- C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

All Psychology course SLOs have been mapped to the Psychology Program Outcomes as shown in the e lumen table below.

AAT_PSYCH Courses AAT_PSYCH <input type="checkbox"/> Include inactive Courses	Students will apply psychological principles and methods to personal, social and organizational issues in ways that promote...	Students will demonstrate understanding of the important concepts, historical approaches, theoretical perspectives, vocabulary,....	Students will describe and analyze the ambiguity, ethical issues and socio-cultural diversity inherent to the alternative...	Students will use critical thinking and a scientific approach to evaluate questions and conclusions related to behavior and...
PSYC200 - Research Methods				
explain the rationale and basic principles of the scientific method and research designs.		✓		✓
search research literature and critically evaluate and synthesize research findings.	✓		✓	✓
select and use appropriate research designs to develop and test hypotheses.				✓
describe the requirements for ethical treatment of human and animal research participants.	✓		✓	
PSYC201 - Intro Psychology				
describe the basic concepts, theoretical perspectives and definitions of vocabulary necessary for the understanding of...		✓		
compare and contrast the different research methods utilized by psychologists in the analysis of behavior.				✓
apply the basic theoretical perspectives to the scientific analysis of their own and others' behavior and personality, as well as...	✓	✓	✓	
analyze the role of cognitive, physiological, hereditary, social, multicultural and emotional factors in determining the...	✓		✓	
PSYC202 - Intro To Biol Psych				
describe and analyze the basic theoretical perspectives, research findings, ethical issues and vocabulary of biological...	✓	✓		
evaluate the scientific research methods used to study the evolutionary, genetic, developmental, anatomical and physiological...			✓	✓
describe the basic structure and physiology of the nervous and endocrine systems and the techniques used for the analysis of...		✓		✓
describe the anatomical and physiological processes responsible for different aspects of cognition and behavior including...	✓	✓		

PSYC206 - Intro Social Psych				
Describe the basic concepts, theories and vocabulary necessary to the understanding of social psychology.		✓		
Analyze and evaluate the basic theoretical perspectives and research methods utilized by psychologists in the study of social...				✓
Apply basic theoretical perspectives and research methods in the scientific analysis of their own as well as other people's...	✓			
Describe and analyze cognitive and social influences on various types of inter-personal and inter-group relations including...	✓		✓	
PSYC233 - Personality & Adjustment				
Describe and demonstrate understanding of the basic concepts, theories and vocabulary used in the study of personality and...	✓	✓		
Compare and evaluate alternative theoretical approaches and research methods for understanding personality.				✓
Describe the basic approaches for cognitive, behavioral and lifestyle change and apply these methods to their own lives and...	✓			
Describe and analyze personality, situational and cultural variables that affect social interaction and relationship quality.	✓		✓	

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

SLO assessments in Psychology courses revealed that many students have difficulty understanding, interpreting, and applying the research methods commonly used in psychological investigations. In order to better prepare our Psychology majors for transfer, the Psy 200 Research Methods for the Behavioral Sciences course was developed and the coverage of research methods with specific examples from different sub-fields of psychology was increased for all psychology courses. In order to support the strong student interest in counseling and clinical applications of psychology, the Abnormal Psychology PSY 204 class was recently added to the Psychology Program and will be offered beginning Fall 2018.

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

Instruction of the Research Methods course requires access to lap-top computers equipped with SPSS statistical software for demonstrations and assistance with student research projects, as well as stylus-writer I Pads for editing student research reports. There are now two sections of Psy 200 offered each semester, and when the sections are offered at different campuses, two systems will be necessary. All psychology classes would benefit from having better classroom computers and media equipment for enhanced classroom demonstrations, as well as classrooms with functional curtains or blinds.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

As listed in the Strategic Plan, Institutional Goal (1) of the district as specified by Institutional Objective 1.1 is to, ***“promote successful completion of transfer requirements, in particular to increase the percentage of transfer-directed students.”*** To that end, the enrollment of students in the psychology department has shifted in the last few years from pursuit of an A.A. to pursuit of an A.A.-T. As part of the required courses for the AA-T, students must complete the newly implemented course PSYC 200, Research Methods for the Behavioral and Social Sciences. This course is therefore part of the core curriculum for students intending to transfer and as such is a class in high demand. To meet this demand, two sections of the class are now offered every semester. Furthermore, it is now the goal of the institution to offer all courses required for the Psychology A.A.-T. degree on the North County Campus to allow NCC students to obtain the degree without traveling to the main campus. As a discipline promoting the goals and objectives of the institution, psychology will ensure that Research Methods is taught at least once a year at NCC until by Spring of 2020, when it will be offered in a DE modality and students on the NCC campus will be able to complete degree requirements without traveling. Additionally, in the last year we have increased the number of sections offered each semester of Research Methods to meet the student demand and prevent a bottleneck for students attempting to complete a Psychology A.A.-T. The department continues to provide courses needed for students’ attainment of A.A.-T. on at least an annual basis on all campuses, and offers more courses in a DE modality (Social Psychology [PSYC 206] has been taught since Spring 2016 in DE modality and is now offered as a 6-week DE course during summer session).

B. Institutional Learning Outcomes

As listed in the Institutional Learning Outcomes, students achieving the outcome of (ILO1) Personal, Academic and Professional development will be able to, *“recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development.”* Students who achieve ILO2, Critical thinking and communication, will be able to in part *“interpret complex information in a clear, ethical and logical manner.”* Under ILO3, Scientific and Environmental Understanding, students, *“will be able to draw conclusions based on the scientific method, computations, or experimental and observational evidence.”* ILO6 emphasizes technical and informational fluency, in particular *“locating and utilizing diverse sources [of information] effectively...and producing projects using modern software and technology.”*

In order to meet these ILOs globally, the psychology curriculum continues to offer students courses which introduce and apply the scientific method, present complex information for interpretation (such as journal articles) and foster critical thinking. Psychological science as a discipline is in a unique position to do so as classes like Introductory Psychology appeal to

an institution-wide variety of students and is a prerequisite of non-program majors like Pre-Nursing.

Per these ILOs, students must be able to use critical thinking and engage in research methods including research design, data analysis and interpretation. Successful completion of a research methods course will ensure this. In order for students to achieve ILO2, ILO3, and ILO6, students must be able to find the content that they are to interpret by, for example, accessing peer-reviewed psychological journal articles through the Cuesta library. In Spring 2015, 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. The library has continued providing access to these databases since the grant expired.

C. Program outcomes

In an attempt to improve our achievement of program learning outcomes (PLOs), beginning in Spring 2016 all course student learning outcomes (SLOs) were revised to better align with PLOs. Furthermore, 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. At this time, Cuesta has provided two instructors with a one-year SPSS license. However, currently there are no ongoing funds dedicated to renewing these licenses.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

Knowing that psychology students are intending to transfer to CSUs and UCs, it is important to offer courses that not only transfer such that the student obtains an AA-T, but that prepare the student by offering analogous courses to those that appear at the university level. Introductory Psychology, Research Methods, Social Psychology and Biological Psychology are classes that appear in the curricula of every UC and CSU offering a psychology degree. In terms of offering more breadth courses that appeal to a wide range of psychology students, Abnormal Psychology is a course which is represented throughout the UC and CSU system and has not been represented here at Cuesta. Abnormal Psychology (PSYC 204) will be offered for the first time at Cuesta in fall 2018 on the SLO campus.

B. Support services to promote success, persistence and retention

The Psychology Program hopes to maintain its position as one of the college's most successful and efficient programs while effectively adapting to the changing trends of student demographics and demand in the future.

As Research Methods acquires ever greater prominence as an AA-T required course amongst students, assistance from the writing center will continue to be required by students who struggle with syntax, organization, and expression. Thus the writing center will need continued support.

C. Facilities needs

The Psychology program supports changes to facilities as requested by the Division.

D. Staffing needs/projections

Ongoing outreach to obtain adjunct faculty to serve students at all campuses continues as we attempt to address any turnover amongst the part-time faculty preemptively. Through these efforts we hope to establish a strong part-time faculty pool.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The Psychology Program currently has the highest departmental efficiency of the Social Sciences Division, which has consistently had one of the highest efficiency ratios of any Division at Cuesta College. We anticipate that the scheduling of psychology classes will continue to support degree successful completion at the SLO and NCC campuses, by a combination of DE and face-to-face classroom instruction that will be continually adjusted to match student demand.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>