

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

CLUSTER: ARTS, HUMANITIES, & SOCIAL SCIENCE

NEXT SCHEDULED CPPR: 2023

PROGRAM: PSYCHOLOGY

LAST YEAR CPPR COMPLETED: 2018

CURRENT DATE: 2/22/2017

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:

[Click here to enter text.](#)

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.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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

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

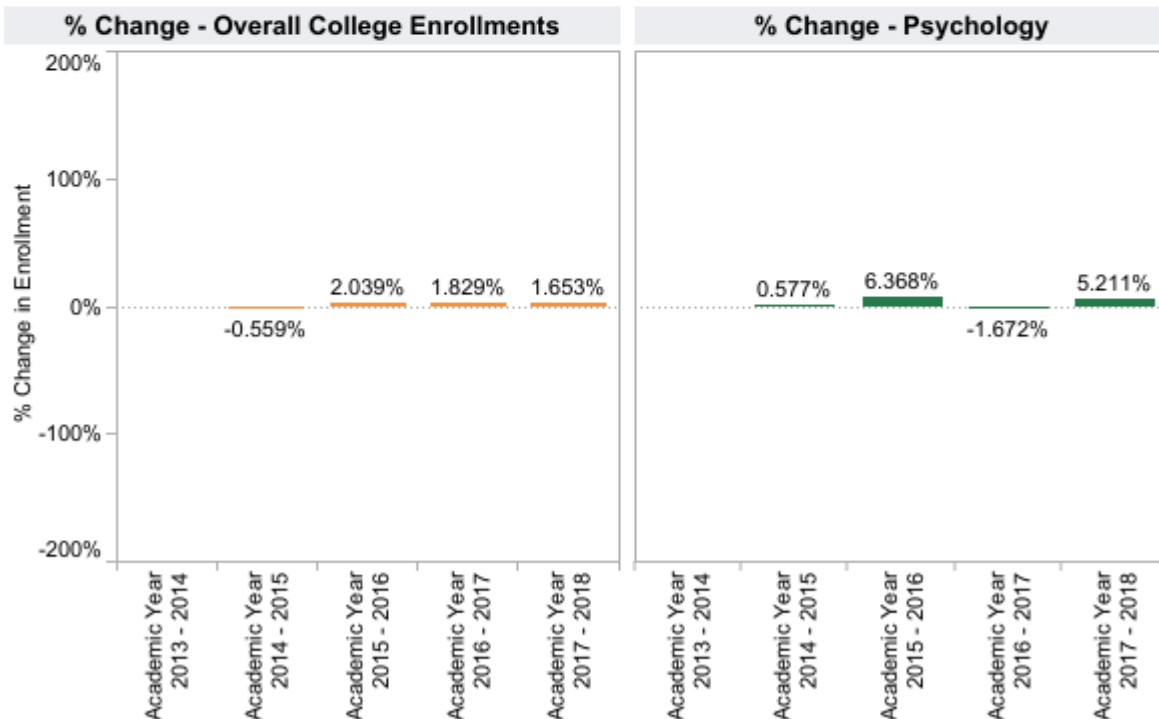
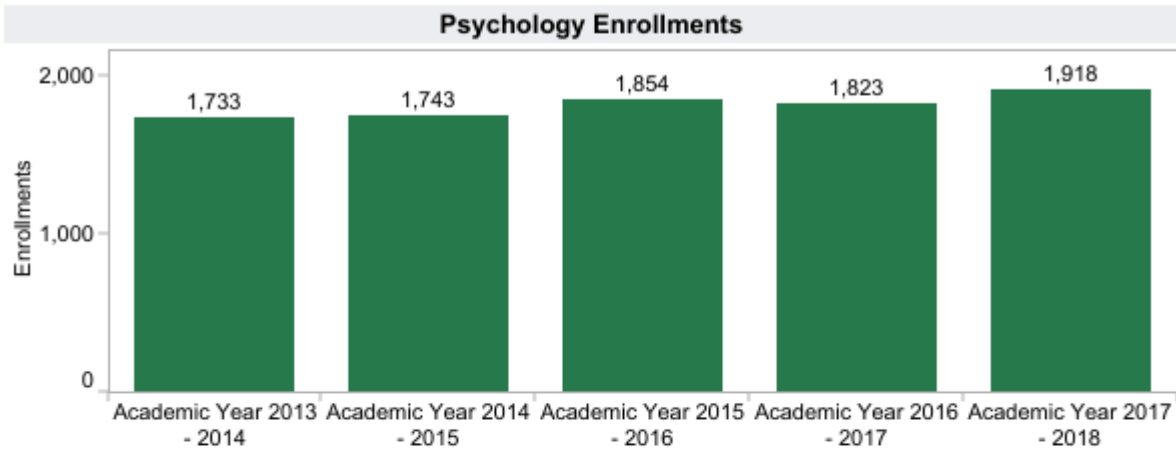
SLOCCCD Program Review Data - Enrollment

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.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Psychology enrollment seems to be slightly better than the overall trends of the college. Academic year 2014-2015 appeared to be a year of declining enrollments for the college however, the program had a miniscule uptick in enrollments. With the exception of academic year 2016-2017, the program seems to be performing better than the college as the program has a higher percentage of enrollments relative to the college as a whole. Although 2016-2017 was a slight dip for the program, this is not at all unusual as programs that also have very strong enrollments, such as nursing, have inexplicable year-long dips in enrollment.

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

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

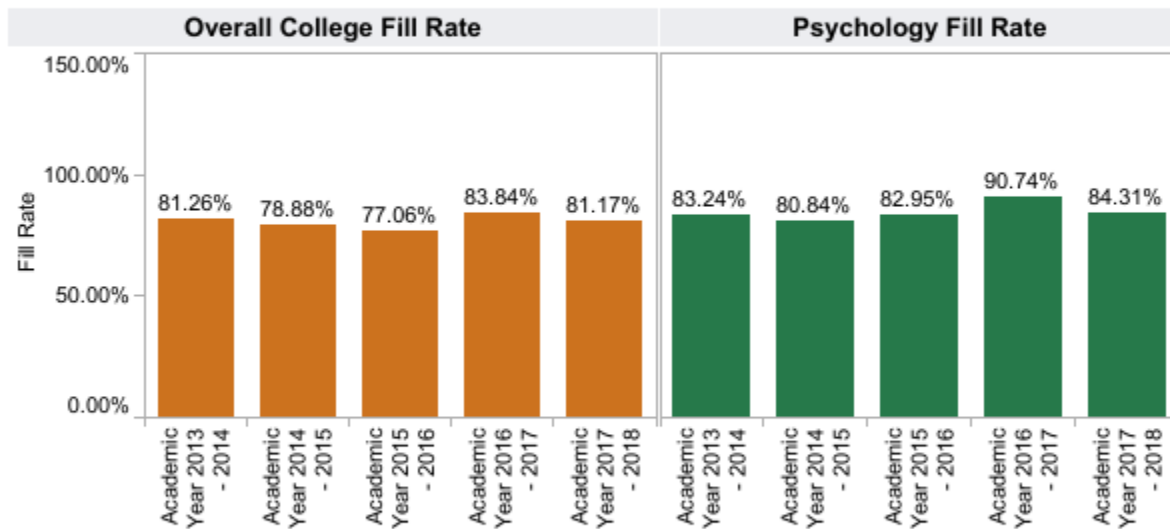
SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

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

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

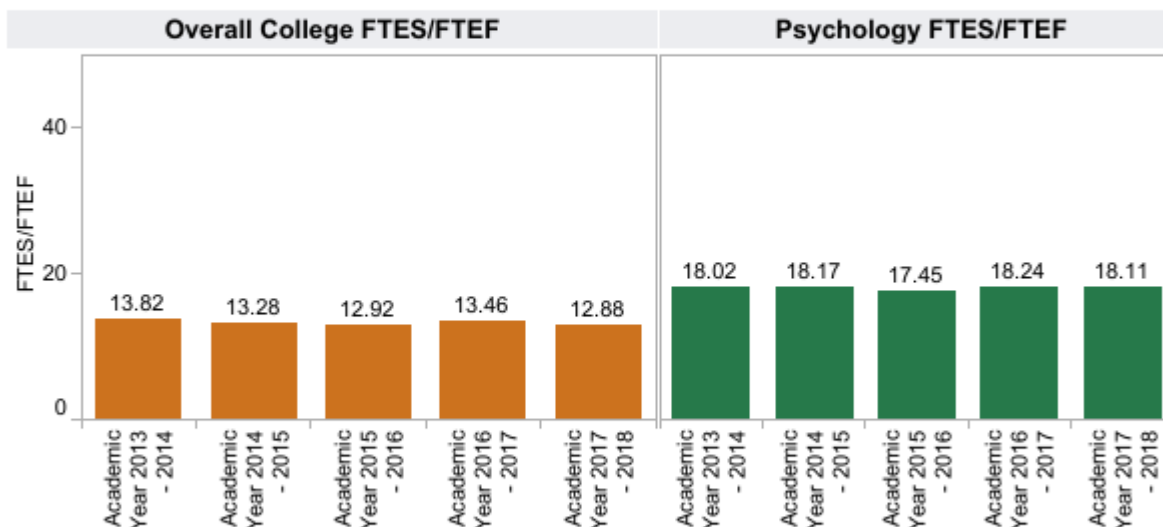
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Psychology

Course:
All

Dual Enrollment:
All

Prison:
All



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

In looking at the trend lines of the overall college FTES/FTEF, despite college-wide efforts to improve, no improvement has been made in FTES/FTEF. The lack of progress in moving the college-wide efficiency numbers is disconcerting and needs strategic re-assessment from college shareholders. On a positive note, Psychology as a program has obtained significantly higher FTES/FTEF than the college as a whole. The Social Sciences Division relative to the college has also had consistently higher efficiency than the college. Relative to the other programs in the division, Psychology is the most efficient. Very few programs at the college are comparable to Psychology in terms of consistent efficiency figures.

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

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

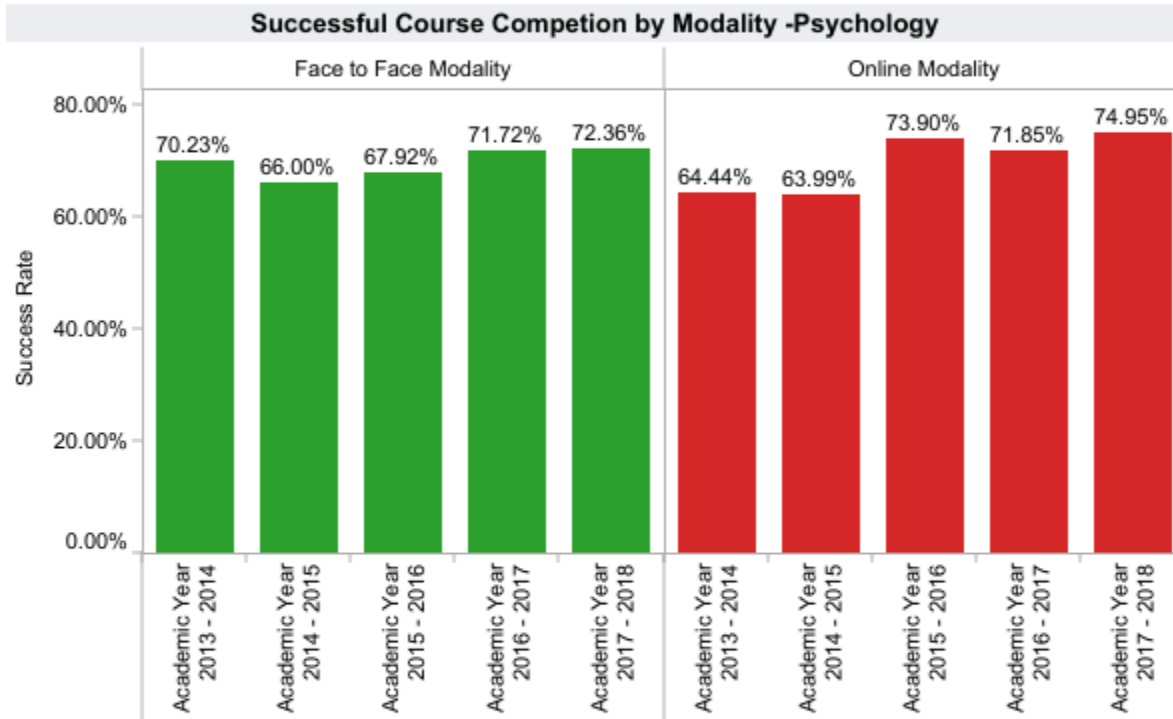
2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	70.23%	66.00%	67.92%	71.72%	72.36%
	Total Department Enrollments	1,510	1,457	1,490	1,450	1,459
Online Modality	Department Success Rate	64.44%	63.99%	73.90%	71.85%	74.95%
	Total Department Enrollments	225	286	364	373	459

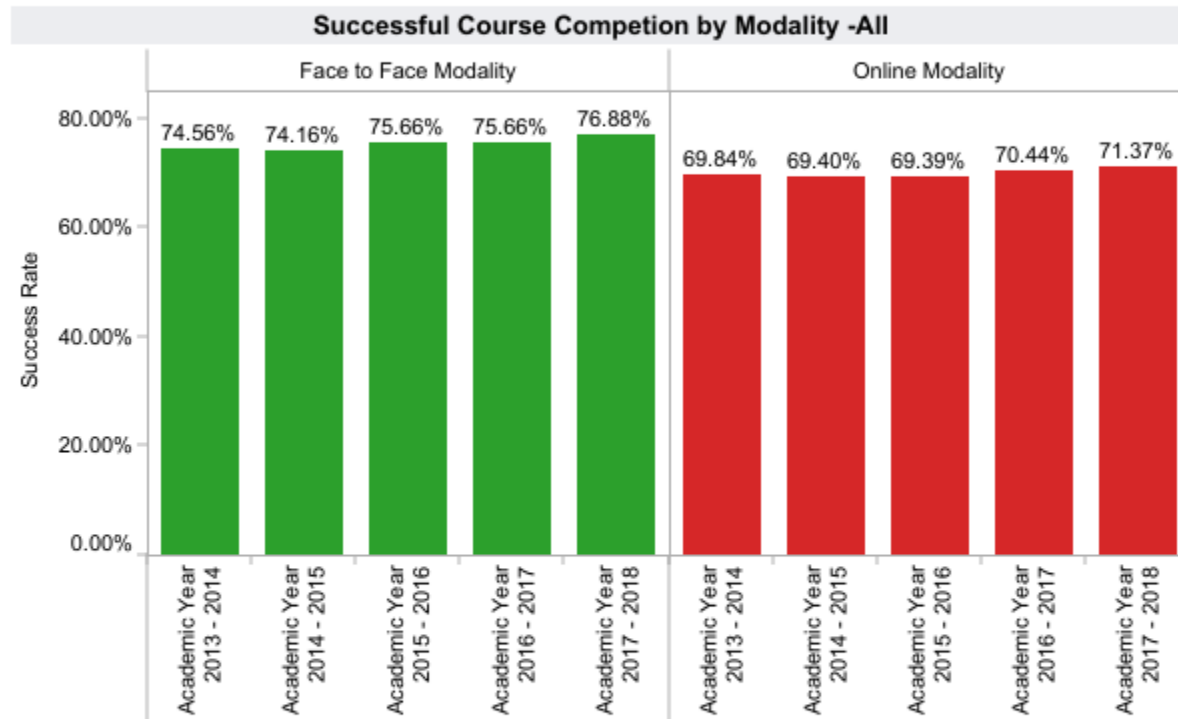
2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



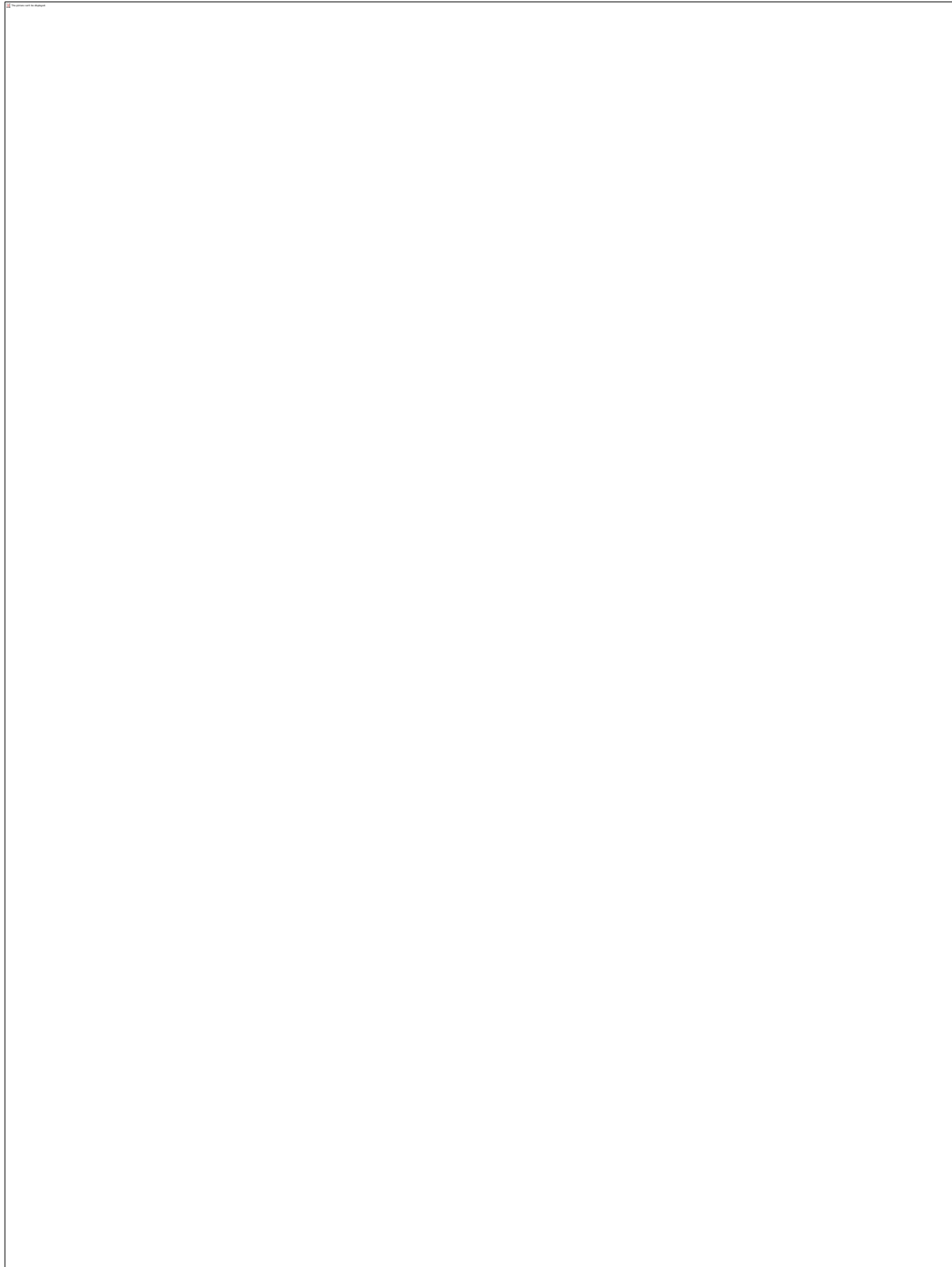
Successful Course Completion by Modality Table - All						
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	74.56%	74.16%	75.66%	75.66%	76.88%
	Total Department Enrollments	51,005	48,714	48,233	47,128	44,806
Online Modality	Department Success Rate	69.84%	69.40%	69.39%	70.44%	71.37%
	Total Department Enrollments	7,101	8,112	9,950	10,442	12,312

In comparing the successful course completions of face-to-face Psychology classes and online Psychology classes, online Psychology classes are trending towards having a slightly higher success rate than face-to-face Psychology classes. This is counter to the general trend of the college, which boasts marginally higher success rates than Psychology face-to-face classes and marginally lower success rates in online classes. It is possible that this trend is temporary and will soon inexplicably reverse in the same way that it emerged. It is also possible that the improvements in online Psychology completions is due to students being more familiar with the modality and the demands of classes offered via the Internet.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Degrees and Certificates Awarded (Insert Data Chart)

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



2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Psychology has been producing increasing numbers of degrees awarded since 2013-2014. Over time, the type of degree awarded has changed, with fewer students awarded AA and AS degrees and increasing numbers of students awarded AAT degrees. The college as a whole which has seen decreasing numbers of degrees and certificates awarded since 2015-2016.

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.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

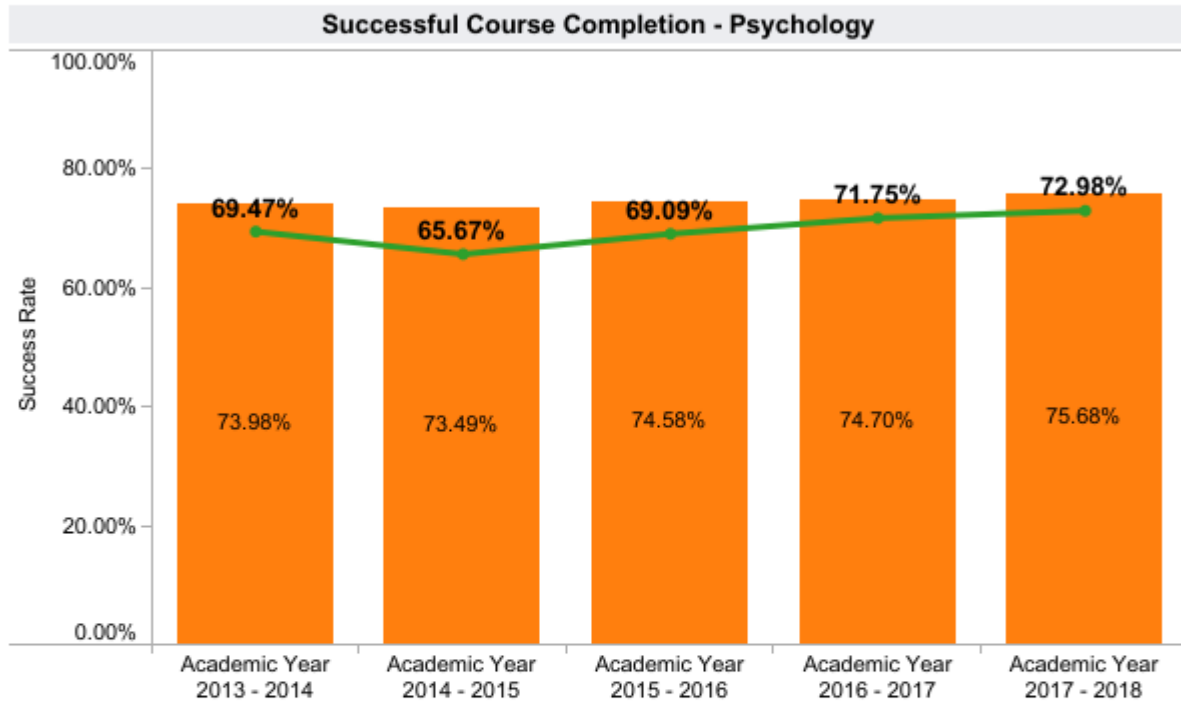
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Psychology

COURSE
All

Measure Names

- Department Success Rate
- Overall College Success Rate



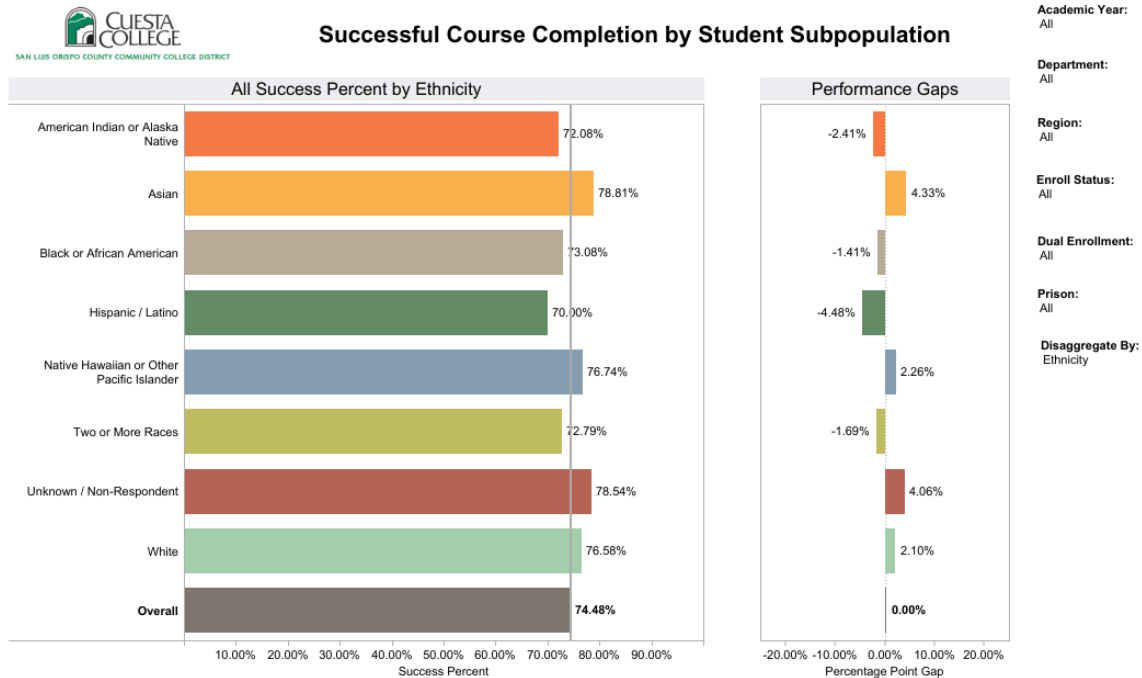
Psychology Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	69.47%	65.67%	69.09%	71.75%	72.98%
Total Enrollments	1,735	1,743	1,854	1,823	1,918

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

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Student success in Psychology is slightly less than the overall college, perhaps due to the rigor of the program. However, as college success rates have increased since 2014-2015 so have Psychology program success rates.



2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

In looking at the performance gaps by student subpopulation, the usual trends emerge in the Psychology program that mimic those of the overall college. Academically disadvantaged students perform more poorly than their non-disadvantaged peers, younger students perform more poorly than their more mature peers, former foster youth perform more poorly, etc.

However, the trends are reversed in Psychology in one meaningful way. When looking at successful course completion by ethnicity at the college and in the program, students of color seem to be succeeding at greater rates than at the college as a whole. For instance, Native Hawaiian/Pacific Islanders appear to succeed at much higher rates in Psychology than at the college as a whole. Some might say that this is due to the spirit of aloha engendered by the Psychology faculty. However, this is to be taken with a grain of alaea salt, as Cuesta is still not listing the Ns for this data, rendering such figures difficult to interpret.

One alarming trend emerged that should not be unnoticed by the college. In looking at the college's student success by ethnicity focusing on DE classes, large performance gaps across nearly all students of color became apparent. In recent years, the college has been driven to increase DE offerings in an attempt to increase enrollment. Additionally, the college is also pushing to increase classes using online educational resources. Perhaps this effort should be more carefully considered given the success rates of students of color in DE environments. It is entirely possible that such promotion is in direct opposition to the college's increasing focus on advancing equity.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

N/A

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.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Part A

We continue to increase emphasis in our classes on PLO2 (Scientific Thinking and Research Methods in Psychology), which requires that students be capable of interpreting and analyzing data to perform basic research methods. As part of a dedicated Research Methods course, students can be taught how to analyze data using data analysis tools. Most Research Methods textbooks refer to the program SPSS when discussing data analysis. Cuesta continues to provide two computers with a one-year SPSS license.

Given the benefit provided by Psychology faculty attending the Teaching of Psychology conference, more money should be provided to faculty for conferences that directly benefit faculty in achieving student learning outcomes.

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

Action step A.2: Provide additional guaranteed funds for Psychology faculty to consistently attend Teaching of Psychology conferences.

Part B

In the future, we hope to offer PSYC 200, Research Methods, in a DE modality.

Part C

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

Part D

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.

Additionally, we would like to continue to provide classes in a rigorous and professional manner to

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

students. This is impeded when the delivery tools do not work as expected. The CPUs in every classroom used by Social Sciences faculty fail to boot in a timely manner and labor when using PowerPoint presentations. Given the high fill rates in our classes, appropriate monies should be allocated in order to continue to attract students to our classes with working equipment.

Action step D: Buy new working computers for Social Sciences classrooms.

Part E

Staffing projections are not expected to change from the prior year.

Part F

None.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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