

# #2

**COMPLETE**

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## Page 1: I. Program Overview and Update

### Q1 Department(s) Reviewed:

Psychology

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### Q2 Lead Author and Collaborators:

Steve Weinert

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### Q3 Dean:

Aciicia Munouz

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**Q4 Program Update (Required):** Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

We are pleased to announce that we are now going to hire a new psychology Faculty!! I can stop putting that into the program review for a few more years!! I have created a lab and we have completed our first few experiments!! The remodeled LRC has two rooms that we are going to use for testing subjects during the sememster. We are currently writing a foundation grant to get more Brain Scanners and Brain machine interface machines. It is very exciting to be on the cutting edge of computer technology getting students interested in using Psychology to integrate with CIS technologies.

We are updating the course offerings to reflect changes in the needs of our students to ease the transitions between the community college and the 4 year institution.

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## Page 2: IIB. Student and Program Learning Outcomes

**Q5** Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **No**

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## Instructional Program Review Annual Update

**Q6** Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

Our student learning outcome assessment has been completed using comprehensive final exam data. I am pleased with the progress of the Psychology 120 classes, where we are really focusing on the Scientific aspects of the course and really reinforcing the idea that behavioral measures are the key to understanding psychology.

Students are able to identify variables in an experiment (or lack of good experimental control) and apply it to many different paradigms.

I really believe that using flipped classroom activities really does make a difference in our students ability to understand the material. Students are asked to bring content to the classroom and are assessed on their ability to complete and apply those concepts the next day in class. It is like the old homework model - but the homework is done PRIOR to learning the material rather than used to review or reteach the material. This makes the class so much better in the flow and I can spend more time helping understand rather than just exposing students to material.

For Psychology 140 the students are doing okay - it seems that the real success in the class is the ability to remember the vocabulary. Not great for the higher order thinking - but that is just how that class is.

For Psychology 150 the flipped classroom model is working very well. We are staying away from a strict publisher based content model of the course and it is running almost all flipped. In the online I am very happy with the success of the students - and we are working on increasing the depth of the course so that student take more perspectives away from the class.

Psychology 215 has hit a bump in the SLO assessment. This semester I spent too much time at the beginning of the class on measurement types and setting up analysis and not enough time on the basics of statistics. SO when we go to the more complicated material the students were not able to understand or apply the concepts from the first part of the class to the second part of the class. I am going back to basics this semester and building a better foundation for their learning and not focusing on the the variable manipulation that we worked on in the past.

Psychology 205 - Last year we had some great projects and the students that were present in the class really did excellent. However - there were far to many students who missed class and their final projects were very poor.

Psychology 134 has been fading. It was once one of our most popular classes, but because of the emphasis on transfer and degrees it is not as popular. Students are more degree driven rather than personal growth driven. The teacher who taught it last year said her students were engaged and her final exam scores were well distributed.

Psychology 201 is a new class so we only have one semester to compare so updates next year!

I have not seen the data from Psychology 138 or 170 this year.

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**Q7** Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **Yes**

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**Q8** Are the PLOs mapped onto the course SLOs? **Yes**

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## Instructional Program Review Annual Update

### **Q9** Discuss your assessment plan for the PLOs.

Our main focus with the PLO is for students to transfer. We are excited to have a new faculty coming on board to step up the consistency and course offerings so that we serve our students better. We need to update course offerings to reflect the changing needs of our students.

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### Page 3: IIB. Student Achievement

### **Q10** How has the program's success rate changed over the past year?

Psychology has seen a general reduction in the last few semester - we saw the same trend back before 2008 when the economy was booming. However we are seeing an increase in the number of Full time students (10%) which shows that more students are using the community college as a stepping stone rather than just using it as a place to pick up a class or two.

Success rates are remaining consistent (and if you change the calculations to measure success by students who pass who have not been dropped) 74% of students in our campus based classes are successful and 80% of our online students are successful.

I looks like to me that students are figuring our how to take online classes - and most students who take them and sign up are successful.

The success rates of identified African American students is not good. With success rates as low as 30% more needs to be done to adress their struggles in our classes. Our department has developed and equity institute to help students bridge the equity gap that might be cause this problem. (Thanks Moriah!)

We have a fill rate for our classes of 76% and this would be higher but we are teaching classes in larger classrooms - and the capacity of our classes has increased by almost 100 chairs. in the last few years. While the small classrooms might be great for teaching and learning the digital theater does allow for large sections and more FTES!

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**Q11** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

Psychology has been very successful with a success rate of close to 90% for the last two years. I believe that the use of the flipped classroom and more collaborative work students are able to do better on final exams.

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**Q12** Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

Fall Success rates are much different than Spring - but African American identified as the lowest - but the sample size is very small to draw conclusions. All everything else is rocking.

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## Instructional Program Review Annual Update

**Q13** What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

I think that because there is a smaller cohort of African Americans on campus (and representation among faculty) that it might be harder for these students to engage on campus. It could also be the tendency for men of color not to ask for help. I do not have the data aggregated by gender - but My guess is the the males are less successful than the females based on the Teaching Men Of Color class that I took a few semesters ago.

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**Q14** What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

I have increased the number flipped classroom activities - and I have embedded tutors in two of my classes (well one is a Mentor - the other is a tutor). I am hopping that more students will use the help that we have to offer!!  
I also have a Psychology Club on campus and we provide support for students in the psychology Major!!

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**Q15** How do these activities align with the goals set forth in your last comprehensive program review?

We are hopping that the embedded tutors will help those students who do not know how to (or want to) study.

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**Q16** OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. You can upload PDF, Word, and image files. **Respondent skipped this question**

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### Page 4: Distance Education

**Q17** Does your program offer any courses via distance education (online)? **Yes**

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### Page 5: Distance Education Course Success

**Q18** Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

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**Q19** If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

Success rates are significantly higher ( $t(8)=-3.4, p<.05$ ) for students who took the classes online.

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### Page 6: IV. Previous Goals: Update (If Applicable)

**Q20** Would you like to provide an update for your previous program review goal(s)? **No**

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Page 7: Previous Goal 1

**Q21** Previous Goal 1: Respondent skipped this question

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**Q22** Link to College Strategic Goal(s): Respondent skipped this question

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**Q23** Goal Status Respondent skipped this question

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**Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

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**Q25** Please provide the rationale for this goal: Respondent skipped this question

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**Q26** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q27** Do you have another goal to update? Respondent skipped this question

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Page 8: Previous Goal 2

**Q28** Previous Goal 2: Respondent skipped this question

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**Q29** Link to College Strategic Goal(s): Respondent skipped this question

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**Q30** Goal Status Respondent skipped this question

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**Q31** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

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**Q32** Please provide the rationale for this goal: Respondent skipped this question

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**Q33** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q34** Do you have another goal to update? Respondent skipped this question

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Page 9: Previous Goal 3

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**Q35** Previous Goal 3: Respondent skipped this question

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**Q36** Link to College Strategic Goal(s): Respondent skipped this question

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**Q37** Goal Status Respondent skipped this question

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**Q38** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

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**Q39** Please provide the rationale for this goal: Respondent skipped this question

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**Q40** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q41** Do you have another goal to update? Respondent skipped this question

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Page 10: Previous Goal 4

**Q42** Previous Goal 4: Respondent skipped this question

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**Q43** Link to College Strategic Goal(s): Respondent skipped this question

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**Q44** Goal Status Respondent skipped this question

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**Q45** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

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**Q46** Please provide the rationale for this goal: Respondent skipped this question

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**Q47** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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Page 11: V. New Goals (If Applicable)

**Q48** Would you like to propose any new goal(s)? No

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Page 12: New Goal 1

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**Q49** New Goal 1: Respondent skipped this question

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**Q50** Link to College Strategic Goal(s): Respondent skipped this question

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**Q51** Please provide the rationale for this goal: Respondent skipped this question

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**Q52** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q53** How will the goal be evaluated? Respondent skipped this question

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**Q54** Do you have another new goal? Respondent skipped this question

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Page 13: New Goal 2

**Q55** New Goal 2: Respondent skipped this question

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**Q56** Link to College Strategic Goal(s): Respondent skipped this question

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**Q57** Please provide the rationale for this goal: Respondent skipped this question

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**Q58** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q59** How will the goal be evaluated? Respondent skipped this question

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**Q60** Do you have another new goal? Respondent skipped this question

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Page 14: New Goal 3

**Q61** New Goal 3: Respondent skipped this question

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**Q62** Link to College Strategic Goal(s): Respondent skipped this question

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**Q63** Please provide the rationale for this goal: Respondent skipped this question

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**Q64** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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**Q65** How will the goal be evaluated?

**Respondent skipped this question**

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**Q66** Do you have another new goal?

**Respondent skipped this question**

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Page 15: New Goal 4

**Q67** New Goal 4:

**Respondent skipped this question**

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**Q68** Link to College Strategic Goal(s):

**Respondent skipped this question**

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**Q69** Please provide the rationale for this goal:

**Respondent skipped this question**

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**Q70** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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**Q71** How will the goal be evaluated?

**Respondent skipped this question**

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Page 16: VI. Resources Needed to Fully Achieve Goal(s)

**Q72** Is the program requesting resources this year to achieve this goal?

**No**

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Page 17: V. Faculty Resource Needs

**Q73** Are you requesting one or more faculty positions to achieve this goal?

**Respondent skipped this question**

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Page 18: Faculty Position Request(s)

**Q74** Please remember to complete the Faculty Position Request Form (accessible [here](#), under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located [here](#) (under Staffing Request Information). Brief Description of the Position Requested:

**Respondent skipped this question**

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## Instructional Program Review Annual Update

**Q75** Faculty Position Request 1 - Related Program Goal(s):

Respondent skipped this question

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**Q76** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

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**Q77** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

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**Q78** Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

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**Q79** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

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Page 19: VI. Classified Staff Resource Needs

**Q80** Are you requesting one or more classified positions to achieve this goal?

Respondent skipped this question

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Page 20: Classified Staff Position Request(s)

**Q81** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

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**Q82** Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

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**Q83** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

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## Instructional Program Review Annual Update

**Q84** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

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**Q85** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

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**Q86** Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

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**Q87** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

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**Q88** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

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Page 21: VII. Technology Resource Needs

**Q89** Are you requesting technology resources to achieve this goal?

Respondent skipped this question

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Page 22: Technology Request(s)

**Q90** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

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**Q91** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

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Page 23: VIII. Perkins and Strong Workforce Resource Needs

**Q92** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

Respondent skipped this question

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Page 24: Perkins Request and Strong Workforce

**Q93** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

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**Q94** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

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Page 25: IX. Supplies/Equipment Resource Needs

**Q95** Are you requesting supplies and/or equipment resources to achieve this goal?

**Respondent skipped this question**

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Page 26: Supplies/Equipment Request(s)

**Q96** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

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**Q97** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

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**Q98** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

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**Q99** Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

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Page 27: X. Facilities Resource Needs

**Q100** Are you requesting facilities resources to achieve this goal?

**Respondent skipped this question**

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Page 28: Facilities Request

## Instructional Program Review Annual Update

**Q101** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#)

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Respondent skipped this question

**Q102** Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#)

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Respondent skipped this question

Page 29: XI. Professional Development Resource Needs

**Q103** Are you requesting professional development resources to achieve this goal?

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Respondent skipped this question

Page 30: Professional Development Request

**Q104** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

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Respondent skipped this question

**Q105** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

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Respondent skipped this question

Page 31: XII. Other Resource Needs

**Q106** Are you requesting any other resources to achieve this goal?

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Respondent skipped this question

Page 32: Other Resource Requests

**Q107** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

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Respondent skipped this question

**Q108** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

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Respondent skipped this question

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## Instructional Program Review Annual Update

**Q109** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

**Respondent skipped this question**

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