# #16

**COMPLETE**

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| **Time Spent:** | 23:25:47 |
| **First Name:** | Steve |
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Page 1: I. Program Overview and Update

**Q1** Department(s) Reviewed:

Psychology

**Q2** Lead Author and Participants: Please list any person who participated in the preparation of this report.

Steve Weinert and Marissa Salazar

**Q3** Dean/Manager:

Alicia Munoz

**Q4** Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

I would like to introduce you to Dr. Marissa Salazar.  At the end of last semester we hired a new faculty.  I am so happy with the choice. She is really increasing the consistency and quality of our department.  We are already seeing more students engaged with our classes, and more students interested in the program in general.    We have expanded the number of sections that we are offering, and have brought back a few classes that have not been taught in years.    And it has only been 1 semester!

I am happy to announce also that we have been awarded a mini grant from the Foundation to get some lab equipment and have been conducting research experiments using various data collection methods as well as some brain imaging software!!
As soon as we can find a space - we will be working on running clinical grade research and working toward getting our students research project published.

Page 2: II. Assessment and Student Achievement

**Q5** 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (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.

**Yes**

**Q6** OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

**Respondent skipped this question**

**Q7** 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

We have really been focusing this year on rewriting the SLO;s for most of our courses.  When Weinert was the only full time faculty - he wrote many of the SLO's without have ever taught the courses.  Now Dr. Salazar has been working to revamp and update the SLO's to match the course objectives, as well as work on collecting data from classes that have had sparse data in the past.

The major SLO that we do work on every semester is the development of the scientific method and its application in all of the classes. We saw a decline in success when we first moved to the open source textbook - but now we are seeing student understanding the material more with a higher percentage able to identify the variables in an experiment.

**Q8** 3. Does your department or discipline offer any degrees and/or certificates?

**Yes**

Page 3: II. Assessment and Student Achievement

**Q9** 4. How are you currently assessing your PLOs?

As of right now - we are working on rewriting the SLO's so the mapping will have to be updated and the PLO assessment will have to start again.

**Q10** 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

**Yes**

**Q11** 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

**Yes**

Page 4: II. Assessment and Student Achievement

**Q12** Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

We have been doing well with the equity in psychology..  With the addition of a second full time faculty the consistency between classes is going to increase, and the effect of a single adjunct with no equity training can be minimized.

The Equity Training institute and the class that we have - has been really eye opening for me (weinert) and I have really thought about the way that I interact with students differently.   I have noticed things that I have done in the past, and how they have effected my students.  NOW I work forward to use my position to help develop students individual potential rather than stick to the status quo.

Marissa has also been working with the Equity minded teaching principles and we hope to see change in the programs overall %s  We still need to make the class more effective for people of color - LatinX and African Americans are still under performing.  However, now that we have TWO full time faculty in the department (I will never get tired of saying that) we should see an increase in the next semester

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**Q13** Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

We are are close overall right now - but still have about 10% to go for LatinX and African american.  I  (Weinert) have been working with the Pathway Academy to foster research with under represented students.  We have had discussions about sexuality and gender issues with the groups and are going to make it yearly discussion.

The more that we can do outreach and bring students in the more will find a home and success in our department.

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**Q14** Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Please see above - and we are working on it through the implementation of equity minded teaching pedagogy and honest reflection on teaching practices and positive interactions with students!

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**Q15** What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

A large portion of our classes were taught by part time instructors - which can be hit or miss on training on how to teach diverse individuals.   Now all the members in the department (including our 2 adjuncts) have been through the training.  We can rely on them to focus on how to make students grow, rather than their focus on how to cover the material.

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**Q16** What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

See above

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**Q17** How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

I hope Marissa stays with us a long long time.

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**Q18** In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

We are currently working with many other departments from Engineering, Math, English as well as our sisters - Sociology, Social work and our cousins, Political science, Anthropology, History and Humanities.   We are building linked classes and creating degrees in specialized areas of study.

It is a great time to work at Cuyamaca!!

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**Q19** 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.

**Graphs (1).pdf (385.4KB)**

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Page 5: II. Assessment and Student Achievement

**Q20** Do you offer distance education (online) courses?     **Yes**

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Page 6: II. Assessment and Student Achievement

**Q21** Are there differences in success rates for distance         **Respondent skipped this question**
education (online) versus in-person sections?

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**Q22** If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?

When we look at the graphs - you can see the there sill is a gap in the achievement overall online - but the differences between  online and campus seem to be getting closer.

What is interesting is that we are seeing an increase in African American enrollment in the Fall semesters but not in the spring semester.

I think that we need to make more of an effort to reach students who might not enroll in the following semester.

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**Q23** What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

With a new full time instructor we have less people teaching the online classes.  We can have discussions and collaborations between now within the department about online pedagogy and methods.

We have been working to build classes together with similar styles so that students have consistent expectations about what an online experience is like - as well as how to engage and maintain students in our online classes.

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Page 7: III. Previous Goals: Update (If Applicable)

**Q24** Would you like to provide an update for your previous program review goal(s)?    **Yes**

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Page 8: III. Previous Goals: Update (If Applicable) continued

**Q25** Previous Goal 1:

I Looks like I did not have any goals last year...   Well I am going to have to change that this year!!!!
I have been asking for another full time instructor for the last 7 years and now I have one!!   I have been requesting a laboratory for the last 7 years and now I have one (see space request a few pages down).   All is good in the world right now (other than the shift in our countries morals).

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**Q26** Which College Strategic Goal does this department goal most directly support?    **Guided Student Pathways**

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**Q27** Please describe how this goal advances the college strategic goal identified above.

In my lack of setting goals last year - I will now have to make sure that I have lots of goals this year.

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**Q28** Goal Status    **Completed**

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Page 9: III. Previous Goals: Update (If Applicable) continued

**Q29** Please describe the results or explain the reason for deletion/completion of the goal:

Goals to follow!

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**Q30** Do you have another goal to update?    **No**

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Page 10: III. Previous Goals: Update (If Applicable) continued

**Q31** Please describe action steps for the year:    **Respondent skipped this question**

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**Q32** How will this goal be evaluated?    **Respondent skipped this question**

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**Q33** Do you have another goal to update?    **Respondent skipped this question**

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Page 11: III. Previous Goals: Update (If Applicable) continued

**Q34** Previous Goal 2:    **Respondent skipped this question**

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**Q35** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

**Q36** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

**Q37** Goal Status **Respondent skipped this question**

Page 12: III. Previous Goals: Update (If Applicable) continued

**Q38** Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

**Q39** Do you have another goal to update? **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

**Q40** Please describe action steps for the year: **Respondent skipped this question**

**Q41** How will this goal be evaluated? **Respondent skipped this question**

**Q42** Do you have another goal to update? **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

**Q43** Previous Goal 3: **Respondent skipped this question**

**Q44** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

**Q45** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

**Q46** Goal Status **Respondent skipped this question**

Page 15: III. Previous Goals: Update (If Applicable) continued

**Q47** Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

**Q48** Do you have another goal to update?          **Respondent skipped this question**

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Page 16: III. Previous Goals: Update (If Applicable) continued

**Q49** Please describe action steps for the year:          **Respondent skipped this question**

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**Q50** How will this goal be evaluated?          **Respondent skipped this question**

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**Q51** Do you have another goal to update?          **Respondent skipped this question**

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Page 17: III. Previous Goals: Update (If Applicable) continued

**Q52** Previous Goal 4:          **Respondent skipped this question**

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**Q53** Which College Strategic Goal does this department goal most directly support?          **Respondent skipped this question**

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**Q54** Please describe how this goal advances the college strategic goal identified above.          **Respondent skipped this question**

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**Q55** Goal Status          **Respondent skipped this question**

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Page 18: III. Previous Goals: Update (If Applicable) continued

**Q56** Please describe the results or explain the reason for deletion/completion of the goal:          **Respondent skipped this question**

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**Q57** Do you have another goal to update?          **Respondent skipped this question**

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Page 19: III. Previous Goals: Update (If Applicable) continued

**Q58** Please describe action steps for the year:          **Respondent skipped this question**

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

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

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Page 20: III. Previous Goals: Update (If Applicable) continued

**Q61** Previous Goal 5:                          **Respondent skipped this question**

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**Q62** Which College Strategic Goal does this department    **Respondent skipped this question**
goal most directly support?

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**Q63** Please describe how this goal advances the college    **Respondent skipped this question**
strategic goal identified above.

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**Q64** Goal Status                          **Respondent skipped this question**

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Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

**Q65** Please describe the results or explain the reason for    **Respondent skipped this question**
deletion/completion of the goal:

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Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

**Q66** Please describe action steps for the year:         **Respondent skipped this question**

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**Q67** How will this goal be evaluated?            **Respondent skipped this question**

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Page 23: IV. New Goals (If Applicable)

**Q68** Would you like to propose any new goal(s)?       **Yes**

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Page 24: IV. New Goals (If Applicable) continued

**Q69** New Goal 1:

We are currently working within and outside of our department to connect classes with other areas to build specializations in degrees.

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**Q70** Which College Strategic Goal does this department    **Guided Student Pathways**
goal most directly support?

**Q71** Please describe how this goal advances the college strategic goal(s) identified above.

Students can take a variety of classes to fill their graduation requirements - and we are working with other disciplines to create specialization within those degrees.  For example - we are working with history to develop a cultural studies emphasis where students take Cross Cultural Psychology with other cultural history and sociology courses.

We are also connecting with Health Sciences to work on implementing a health psychology emphasis in the Psychology program.

This will create more of a connection to the students and their classes really specializing their path giving their education more of personal and intrinsically motivated feel - rather than and extrinsic check box attitude that many students have.

**Q72** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

I was not .

**Q73** Action steps for this year:

We have been coordinating with other departments to develop the pathways and putting together the curriculum - and we are going to submit to curriculum committee the degree emphasis certificates.

**Q74** How will this goal be evaluated?

We are going to see if cohorts develop (and encourage them) to take classes together to build the programs and increase enrollment by increasing intrinsic motivation.

**Q75** Do you have another new goal?                                **Yes**

Page 25: IV. New Goals (If Applicable) continued

**Q76** New Goal 2:

Provide Laboratory Space for students to conduct independent research projects, and develop research skills

**Q77** Which College Strategic Goal does this department          **Student Validation and Engagement**
goal most directly support?

**Q78** Please describe how this goal advances the college strategic goal(s) identified above.

Research is the #1 most important factor in getting students into graduate school.  Most students who want to use Psychology (and Political Science) need to know how to organize, manage and conduct research.  Many time it is just sitting in the LRC reading Journals (oh what fun!!) .  But there is another side where students have to DO the data collection themselves.

I founded the Center for Mind and Behavioral research @ cuyamaca College a few years ago and we are now actively working on research projects.   I have many students interested in working on their own personal projects and my introduction students are very interested in participating in research.

**Q79** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Students in the Careers for psychology class learn about the value of work experience.  They realize that they need internships.  One of the SLO's for research Methods is that students develop their own experiment and collect data.

The lab uses both of these courses to justify wanting a dedicated space to do research.

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**Q80** Action steps for this year:

We are looking for a space - I have found 2 cubicals in the LRC - however they are too small and do not have the internet that we need. An office that is currently used for storage in the 400 hallway in the F building would be ideal for a laboratory space.

We have computers  - for data collection and analysis
We have an EEG - 2 research grade headsets - and software for analysis of brain functions.
We have an Xbox (why you might ask?  it is a great way to test distraction while driving!!)  Come to our office and check it out!
We have iPads used for data collection and distraction (see above).

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**Q81** How will this goal be evaluated?

We are going to see if having the equipment really does change the success in students transferring.  I know that there are three students that I have helped learn how to do research last few years - they are all working in labs not in graduate school - I want to collect more data and get more student engaged with the amazing world of data collection!!

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**Q82** Do you have another new goal?        **No**

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Page 26: IV. New Goals (If Applicable) continued

**Q83** New Goal 3:        **Respondent skipped this question**

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**Q84** Which College Strategic Goal does this department goal most directly support?        **Respondent skipped this question**

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**Q85** Please describe how this goal advances the college strategic goal(s) identified above.        **Respondent skipped this question**

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**Q86** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:        **Respondent skipped this question**

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**Q87** Action steps for this year:        **Respondent skipped this question**

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**Q88** How will this goal be evaluated?        **Respondent skipped this question**

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**Q89** Do you have another new goal?                        **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

**Q90** New Goal 4:                        **Respondent skipped this question**

**Q91** Which College Strategic Goal does this department goal most directly support?                        **Respondent skipped this question**

**Q92** Please describe how this goal advances the college strategic goal(s) identified above.                        **Respondent skipped this question**

**Q93** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:                        **Respondent skipped this question**

**Q94** Action steps for this year:                        **Respondent skipped this question**

**Q95** How will this goal be evaluated?                        **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

**Q96** Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)                        **Yes**

Page 29: VI. Faculty Resource Needs

**Q97** Are you requesting one or more Faculty Positions to achieve this program goal(s)?                        **No**

Page 31: VIII. Classified Staff Resource Needs

**Q98** Are you requesting one or more Classified Positions to achieve this goal?                        **No**

Page 33: X. Technology Resource Needs

**Q99** Are you requesting technology resources to achieve this goal?   **No**

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Page 35: XIV. Supplies/Equipment Resource Needs

**Q100** Are you requesting supplies and/or equipment resources to achieve this goal?   **No**

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Page 37: XVI. Facilities Resource Needs

**Q101** Are you requesting facilities resources to achieve this goal(s)?   **Yes**

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Page 39: Final Check

**Q102** Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."   **I am ready to submit my program review**

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