



Instructional Annual Program Review Update Form

BACKGROUND:

Program Review (PR) is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This PR Update Form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by ALL instructional programs.

- All instructional programs must submit their Annual Program Review Update Form to their dean or manager by **Monday, March 6.**
- All deans or managers will forward the completed form to the Program Review Committee Chair by **Monday, March 13.**

SUBMISSION:

Program: Psychology Division: Social Science Date: 03/03/2023



We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete only pages 1 and 2)*



We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete the entire form)*

Program Signature(s): _____ Printed Name: _____

PPRC Endorsement: Yes

No

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

Course Success and Completion by Course

Course	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
PSY 101 F	1,819	65.9%	+	85.0%	+
PSY 101HF	17	88.2%	+	88.2%	+
PSY 120 F	355	65.9%	+	85.9%	+
PSY 131 F	53	81.1%	+	88.7%	+
PSY 139 F	235	80.0%	+	90.2%	+
PSY 145 F	231	73.2%	+	90.9%	+
PSY 161 F	495	59.8%	Below Standard	81.0%	+
PSY 202 F	311	79.1%	+	86.5%	+
PSY 219 F	60	70.0%	+	86.7%	+
PSY 221 F	273	53.8%	Below Standard	68.9%	Below Standard
PSY 222 F	137	73.0%	+	84.7%	+
PSY 251 F	122	74.6%	+	89.3%	+

All psychology course success and completion rates are higher than the institutional standard except for two courses. The success rate for PSY 161 Statistics course is 59.8% which is slightly below the 61.2% standard. PSY 221 Brain and Behavior course has a success rate of 53.8% which is below the 61.2% standard and a completion rate of 68.9% which is below the 74.5% standard.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

Successes

Most of the psychology courses are above the institutional standard for success and completion, with an average success rate of 67.4% and average completion rate of 84.5%. Our successes in the majority of courses are due to many possible factors, in particular, the strength of the Department's combined experience and dedication to student success. Our general approach is to make material interesting and relatable to students through course content and helping students connect in the Psychology Club. The Department utilizes numerous methods to increase student success, including the use of multiple modalities to present course material; offering extensive course formats; using technology; encouraging student engagement outside of the classroom; and incorporating a constructivist teaching style. Additionally, several faculty members have participated in the Hornet Tutoring program, which is designed to increase student success. Further, we have found that Canvas makes it easier to give students choices about which assignments to complete and to diversify the types of assignments that are possible. Moreover, understanding the value of support and encouragement, our faculty go above and beyond when it comes to mentoring and nurturing students, especially those that are vulnerable.

The members of the Psychology Department actively work to address the achievement gap inside the classroom. In addition to other activities previously discussed, we have had numerous discussions about academic-related diversity issues such as implicit biases, and we continue to converse about our evidence-based understanding of removing barriers to success, for example, as it applies to stereotype threat and research on equitable grading. When designing courses and preparing course content, we insert meaningful research-based examples, and add more discussions of diversity in psychology. We are mindful of creating content that will promote a positive and balanced impression of diverse members of our society.

Areas for Improvement

The two courses that are below the acceptable success rates are courses that are more STEM heavy. These courses require students to utilize abilities that are often perceived as more challenging. In the statistics course, the students must utilize math skills and in the brain and behavior course, the students must encode scientific terminology, which can be especially challenging.

The instructors who teach these courses are making an effort to improve success in several ways. First, we recognize that students enter the courses with negative perceptions, and we make attempts to help them understand that past difficulties with math or science does not mean that they will be unsuccessful. We are trying to find creative ways to help the students learn, and we are working on finding additional ways for the students to demonstrate knowledge in a variety of ways. Along with what we are doing to improve how we teach and structure assessments, we are utilizing campus resources such as incorporating embedded tutors from the Hornet Tutoring program to work with students. When it comes to completion rates, the brain and behavior professors are doing more to encourage the students to persist, and they are giving the students opportunities to persist in the course. Additionally, we have initiated the process to have the class size for the brain and behavior course reduced from 45 to 35, which will enable the instructors to work more closely with individual students.

Institutional Student Learning Outcomes (ISLOs)--Do Not Complete Spring 2023

All programs will compare their CSLO attainment to the Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?
2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

Part 2: Additional Resource Request Reasoning and Support

Request Justification (Note: Expand all areas as needed to support your resource request)

Briefly summarize your new / modified resource request. Is it imperative that this resource request be processed now rather than during the next comprehensive program review?

1. If the Resource Request is personnel-related, include support and associated details/data in support of this request.
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
3. How will this resource enhance your area or program? Have you considered the College Mission or Strategic Initiatives, physical/organizational restructuring, and or your program's goals for improvement, as stated in your last program review?

Provide any additional information that supports your request in the space below. Expand as necessary.

Part 3: Resource Request Funding

Directions:

- Complete and submit this section ONLY if you have a NEW resource request
- Each NEW resource request must include the associated justification (Page 3).
- Complete as many resource requests, as necessary. Support each resource request with appropriate and relevant detail (Page 3).

Submission:

Requested by: _____ Email: _____ Phone: _____

Division: _____ Department: _____ Total Requested \$: _____

This request is intended as an update to a previously submitted program review. List and provide the cost to implement this request. Describe equipment location and include a description of additional space or maintenance, if needed.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		

Approval:

Dean: Signature/Approval: _____ 

Date: **3-13-23** _____

Rank (if appropriate): _____ Dean Priority Ranking: _____ of _____