



# Instructional Annual Program Review and Planning Update Form Fall 2023

## BACKGROUND:

Program review 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 Annual 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** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
- Committee contacts:
  - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
  - Division representatives on the [Program Review and Planning Committee](#)· [Office of Institutional Effectiveness](#)

## SUBMISSION:

Program: Psychology

Division: Social Science

Date: 11/27/2023

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 part 1 only)

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 parts 1 and 2)

Principal Author Signature:

Printed Name:

Date:

Dean Signature:

Printed Name: Jorge Gamboa

Date:12-4-23

# 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.



## Instructional Program Review Annual Update Data AY 2022/2023

Change View

- Overall
- Disaggregated

Program  
Psychology

Completion Set Standard	Completion Aspirational Goal	Success Set Standard	Success Aspirational Goal
74.1%	86.7%	62.0%	78.3%

### Course Success and Completion by Program

Subject	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
PSY	3,822	68.3%	+	87.3%	++

### Course Success and Completion by Course

Course	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
PSY 221 F	285	47.0%	Below Standard	62.8%	Below Standard
PSY 161 F	476	62.6%	+	83.0%	+
PSY 219 F	56	69.6%	+	87.5%	++
PSY 131 F	58	82.8%	++	87.9%	++
PSY 101 F	1,718	65.5%	+	88.2%	++
PSY 202 F	250	83.2%	++	89.2%	++
PSY 251 F	130	71.5%	+	93.1%	++
PSY 145 F	206	73.8%	+	93.2%	++
PSY 120 F	278	73.7%	+	94.2%	++
PSY 222 F	150	82.7%	++	94.7%	++
PSY 139 F	210	84.8%	++	95.7%	++
PSY 202HF	5	100.0%	++	100.0%	++

Our overall program completion and success rates exceed the standards set by Fullerton College. Not only is our success rate of 68.3% above the institution standard of 62.0%, our completion rate of 87.3% is above the institution standard of 74.1% and the completion aspirational goal of 86.7%.

At the course level, 11 of our 12 courses exceed at least the institution standards set for completion and success and many of them exceed the aspirational goals set for completion and success. In the last Program Review Update (dated 3/3/23), two courses fell below the standard set for success - PSY 161 Elementary Statistics for the Behavioral Science and PSY 221 Brain and Behavior. For the more recent academic year 2022/2023, PSY 161 finally exceeded the institution standard for success showing that progress is being made.

The only course that continues to be below the standard for completion and success is PSY 221 (Brain and Behavior), a course that is science heavy. We are aware that the completion and success rates for this course have been historically low, and we are constantly making revisions to the course content and delivery. It is important to acknowledge that this course requires students to learn neuroscience concepts (e.g., basic neuroanatomy, basic neurochemistry, and basic neurophysiology) that are often intimidating and demand heavy encoding. Given the nature of the course, the course curriculum is currently under curriculum review for reclassification to have it included in the general education requirements under Science (FC Associate Degree GE Area B, IGETC Area 5 and CSU Area B). Additionally, because of the demands of the course, we have also submitted curriculum changes to reduce the course size from 45 to 35 students. We hope that will enable the instructor to spend more time working closely with the students.

In addition to changing the classification and course size, the instructor is evaluating the patterns of completion and success for the online versus the in-person course. During the semesters falling under 2022/2023, there were a disproportionate number of students dropping and not thriving in the online sections. This course was not taught in an online modality until the pandemic, and there was a huge learning curve for finding a way to effectively teach this science-heavy material in an effective manner. Unfortunately, the Canvas user data showed that a large number of students were not even looking at the recorded lectures. Supporting this data, when quizzes were given to assess knowledge learned from the lectures, the success rate was low. Because of the downward trend in completion and success, the professor decided to stop teaching online starting the Fall 2023 semester and offered the course as a hybrid course. This hybrid (part in-person) instruction seems to be creating some improvement in student engagement and instructor connection. Additionally, the instructor has started to use a flipped classroom technique with the assistance of the embedded tutor. Each class involves a procedural learning component where students follow along while completing a packet that has been supplied to the students.

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.

As stated previously, our program overall exceeds the institution set standard for course success and even exceeds the aspirational goal set by Fullerton College for course completion. These impressive rates in our program and in the majority of our courses are due to many possible factors.

Of significant importance is the strength of the Department's combined experience and dedication to student success. Our general approach is to make the material, and even our field in general, interesting and relatable to students. This is done in the classroom by presenting the material through various modalities, utilizing technology and incorporating a constructivist teaching style. Additionally, several faculty members have participated in the Hornet Tutoring program which is designed to increase student success through the use of Embedded Tutors both within the classroom and with additional support in terms of study sessions outside of class.

Another important factor is the emphasis placed on encouraging and assisting students in becoming engaged in the field beyond the classroom through participation in the Psychology Club, conferences, volunteer work/internships, etc. 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.

**Institutional Student Learning Outcomes (ISLOs)--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?

**PSYCHOLOGY:**

**Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.**

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022	0	0.00%	0	0.00%	534	79.58%	0	0.00%	137	20.42%
Spring 2023	0	0.00%	0	0.00%	521	89.98%	0	0.00%	58	10.02%

**Overall by Demographic Category for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.**

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Ethnicity					1045	84.68%			189	15.32%

**FULLERTON COLLEGE:**

**ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.**

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022	0	0.00%	41	0.25%	13841	85.68%	0	0.00%	2272	14.06%
Spring 2023	0	0.00%	10	0.07%	11949	85.48%	0	0.00%	2019	14.44%
Overall	0	0.00%	51	0.17%	25790	85.59%	0	0.00%	4291	14.24%

Our program’s Global Awareness ISLO attainment (84.68%) for the academic year 2022/2023 is nearly identical to that of Fullerton College for the same time period (85.59%).

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 that do you attribute your success?

Race/Ethnicity	Meets expectations	Does not meet expectations
African American	12	2

	(86%)	(14%)
Asian	183 (93%)	14 (7%)
Filipino	28 (82%)	6 (18%)
Hispanic	624 (82%)	140 (18%)
Unknown	25 (96%)	1 (4%)
White	173 (87%)	26 (13%)
Total	1045 (85%)	189 (15%)

The members of the Psychology Department have actively worked to eliminate the achievement gap inside the classroom. We are aware of the research that shows a relationship with belonging, persisting, and student success, and we are constantly infusing messages of belonging into our lectures. 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. When it comes to discussing diversity in the classroom, we emphasize a strength model as opposed to a deficit model. Additionally, we are mindful of creating content that will promote a positive and balanced impression of diverse members of our society.

## Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.

3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount:</b>		

