Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Psychology

**Principal Author(s):**

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**Submission Date:**

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# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

The Fullerton College Psychology Department demonstrated strong performance in 2023/2024, with an average completion rate of 89.2%, which not only exceeds the standard (74%) but also the aspirational goal (86.7%) set by the college. Our average success rate of 72.9% is well above the standard (62%), but remains slightly below the aspirational goal (78.3%). At the course level, all courses exceed the standards for both completion and success. Additionally, most courses exceed the aspirational goal for completion, and many courses exceed the aspirational goal for success.

The Psychology Department’s dedication to student success is reflected in its dynamic approach to teaching and learning. We focus on delivering course content in an engaging and relatable way, integrating diverse teaching modalities and utilizing technology to meet the varied needs, interests, and goals of our students. By incorporating a constructivist approach, we strive to create active learning experiences that promote critical thinking and engagement. We regularly reflect on and revise our course content and delivery methods, which underscores our commitment to continuous improvement and equity in student outcomes.

Our success also reflects important social factors that help students learn and stay motivated. For example, the full time faculty regularly meet with students in person as we are present on campus. Additionally, being in the classroom allows us to assess student comprehension and recognize signs of discouragement through their reactions. This allows us to provide real-time clarification or encouragement as needed. We encourage student meetings and contact using other modalities as well. Furthermore, the Psychology Program fosters a supportive community through active engagement in the classroom and in Psychology Club, which has a high participation level. This promotes peer support, motivation, and a sense of belonging.

With the completion of our new psychology computer lab in the 1400 building, it is easier for students to practice hands-on research and data analysis skills. This helps to explain the high completion (94.9%) and success rates (85.9%) in PSY 202 (Research Methods).

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

The Psychology Department is proud to report that all courses exceed the standards for both completion and success. This accomplishment reflects our commitment to student success and dedication to creating engaging learning environments and implementing effective teaching practices. While the standards are being met, we continually strive for excellence and aim to have all courses meet the aspirational goals as well.

Although PSY 221 (Brain and Behavior) meets both standards for completion and success, it is below the aspirational goals. This is a course that is science heavy. Due to the fact that the completion and success rates for this course have been historically low, 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. Due to the demanding and intimidating material, the professor drops one exam score. Moreover, the professor has created a class project that is broken into six steps so that students can earn points in increments and receive feedback as they learn to read scientific articles and express what they have learned. Beyond what the professor is doing to make adjustments, 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).

Similarly to PSY 221 (Brain and Behavior), PSY 161 (Statistics) meets both completion and success standards but not the aspirational goals. PSY 161 is a math-heavy course, and many students face underpreparedness in math. The instructors regularly make use of embedded tutors and the tutoring center to help students catch up. We seem to face more underpreparedness since the math requirements have changed, although lack of preparation has always been an issue for this course. We plan to continue using embedded tutors and to continue working on our instructional designs to clarify the content for students. For our online PSY 161 section, we will continue to create and add basic foundational math skills videos and point students to our office hours, embedded tutors, and PSY 161 specific tutors in the tutoring center on campus.

Our course with the largest enrollment, PSY 101 (General Psychology), does exceed the aspirational goal for completion, but falls short for success. As with many of our courses, PSY 101 is heavily staffed by adjunct instructors. Our department of six full-time faculty has been reduced to four due to retirements in 2021 and 2022. Although we have done our best to keep the department functioning well, our small team is stretched thin for such a big discipline. Not only do we have fewer full time faculty to teach courses, our smaller team has to cover all the departmental duties like program review and adjunct evaluations, while managing a significant number of recommendation requests and mentoring duties. Advocating for additional full-time hires is critical to addressing these challenges. Additionally, our heavily enrolled courses attract a high number of non-psychology majors which may influence success rates, as students are often more motivated to do well in their major area of study.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

In recent years, our program has seen steady improvements in both success and completion rates. From the 2022/2023 academic year to 2023/2024, our success rate increased by 4.6%, from 68.3% to 72.9%, while our completion rate increased from 87.3% to 89.2%. These improvements reflect the department’s commitment to supporting students and enhancing their academic outcomes. Although PSY 161 and PSY 221 have previously underperformed relative to other courses, continued efforts have led to measurable progress in both. For instance, PSY 221 now meets the standards for both completion and success, and PSY 161 has met both standards for the second consecutive year. Looking ahead, maintaining these positive trends will require continued focus on obtaining additional full-time faculty, further enhancing our teaching practices, and refining interventions to better support student success.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**