



Fullerton College

Self-study for Psychology Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Psychology Department is a large, dynamic, and impactful program that educates students about the mind and behavior using multiple psychological perspectives and a scientific approach. Our goal is to help students become proficient in core areas of psychology so that they can understand themselves and others, and when focusing on our majors, we aim to prepare them for transfer and for their future careers in clinical work and research fields. During each semester, we offer a variety of courses using different modalities distributed throughout the week (including Saturdays) from early morning until late evening. We also offer a fairly extensive summer schedule that is also diverse in its offerings and have more recently added a winter session class as well.

Emphasizing a learning by doing approach, the Psychology Department

provides a large number of experiential opportunities. Our faculty play an active role in helping students learn about the field of psychology through participation in the Psychology Club, at various research conferences, and even through their work with Hornets Tutoring.

Flexible Pathways and Support for Our Diverse Students

The psychology program provides flexible pathways and robust support for our diverse student body. We offer a range of courses fulfilling requirements for both the AA-T and AA degrees, scheduled throughout the day, week, and semester. Options include weekend, 8-week, and online courses, and faculty offer office hours during early mornings, evenings, and weekends. Students can now complete either degree fully online.

Psychology emphasizes serving diverse populations across ethnicity, age, gender orientation, and neurodiversity. Our courses reflect this through offerings such as Cross-Cultural Psychology, Social Psychology, Developmental Psychology, Human Sexuality, and Psychology of Prejudice and Discrimination. We emphasize a strengths-based approach, highlighting neuroplasticity and the brain's adaptability in our Brain and Behavior course.

Transforming Lives and Inspiring Positive Change

A core goal of psychology is to inspire positive change. Our courses teach critical thinking, motivation, character strengths, stress management, and growth mindset, and strategies for confronting stereotypes. Beyond the classroom, we foster growth through one-on-one mentoring, and through creating a successful and supportive Psychology Club. Faculty have hosted and attended virtual presentations and workshops on topics such as coping mechanisms for stress and positive psychology.

Promoting a Sense of Community

We strengthen community ties through events such as Dia de los Muertos and Kinderkaminata, and through service on numerous campus and district committees. Faculty collaborate across disciplines and campuses, co-present talks, and invite students to participate in research symposia. Our partnerships with institutions such as Cypress College, Mt. San Antonio College, CSUF, and UCI have expanded opportunities for student engagement and curriculum alignment.

Equity and Diversity

Equity and diversity are central to psychology and to our department's mission. Multicultural understanding is integrated throughout our curriculum and emphasized in courses like Cross-Cultural Psychology, Human Sexuality, and Prejudice and Discrimination. Faculty employ multiple teaching modalities to support varied learning styles and ensure accessibility.

We continuously review grading practices, find ways to empower students by infusing growth mindset, integrate the work of psychologists of color, and explore issues such as implicit bias, prejudice, and anti-racism. Some faculty have developed materials from interviews with marginalized students and community members to highlight perspectives on equity and justice.

Excellence, Innovation, and Growth

The Psychology Department promotes excellence and innovation by offering engaging instruction across multiple modalities. Faculty use Canvas for enhanced communication and group collaboration and continue to refine online and in-person pedagogy. We expose students to cutting-edge psychological research, teach them how to access and evaluate scholarly sources, and encourage participation in research upon transfer. Faculty also write numerous letters of recommendation to support students' advancement into research and graduate programs.

Integrity and Responsibility

Integrity and responsibility are foundational to psychology. Faculty and students learn and uphold the American Psychological Association's ethical standards emphasizing respect, justice, and beneficence. Courses such as Research Methods teach ethical principles through case studies and historical examples, emphasizing protection for vulnerable populations.

Our faculty have developed specific research guidelines to ensure student studies avoid unnecessary exposure to sensitive topics. We continue to teach evidence-based reasoning as essential to both ethical research and personal well-being.

Student Success

We promote student success through diverse teaching methods, flexible course formats, technology integration, and engagement opportunities beyond the classroom. Faculty mentoring, participation in the Hornet Tutoring Program, and inclusive teaching practices enhance achievement and belonging. Canvas supports varied assignments and choice-based learning, further empowering

students.

Addressing the Achievement Gap

Our department actively works to close achievement gaps through ongoing dialogue about diversity, equity, and inclusion. We apply evidence-based strategies to reduce barriers to success, such as stereotype threat and biased assessment. Faculty intentionally include research and examples from psychologists of color and ensure media and materials portray diverse individuals in balanced, non-stereotypical ways.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

In 2024-25, Latina/o/x/e students represented the largest percentage of enrollments in psychology courses at 67%, compared to 61% collegewide and 63% within the Social Science Division. White students accounted for 11% of psychology enrollments (versus 14% collegewide and 13% in the division), while Asian students represented 9% (versus 11% collegewide and 10% in the division). Black or African American students made up 3% of psychology enrollments, which is consistent with both college and division levels. Students identifying as two or more races accounted for 9%, also similar with college and division levels. Very small proportions of students identified as American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and 1% were reported as unknown. Over the past five years, the demographic profile has remained relatively consistent. That said, there has been a gradual upward trend in Latina/o/x/e enrollments (up from 64% in 2020-21), modest declines in Asian (down from 11%) and White (down from 14%) enrollments, and stable enrollment of Black or African American students. Overall, these data indicate that the psychology program serves a large proportion on Latina/o/x/e students while maintaining strong representation across other ethnic groups.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have

the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Psychology enrollments overall have declined relative to the 2020-21 academic year, which may reflect a variety of reasons, including a long-term shift in enrollment preferences following the pandemic. Total psychology enrollment dropped from 5,395 in 2020-21 to 3,824 in 2024-25, a decrease of about 29%. However, this trend has stabilized in recent years (3,821, 3,910, and 3,824 for the past three academic years). The five year change in enrollment for programs across campus is a decrease of 5.6% and for our division it is a decrease of 14.4%. As stated, we speculate that the reasons for our decrease are multivariate. One of the possible explanations for a larger decrease in enrollment for our department is the emphasis we place on in-person classes relative to many other departments that continued to stay primarily remote. Tracking data, we have consistently seen that our online classes are highly popular and are first to fill and develop full waitlists early in the course enrollment process.

At the course level, and consistent with the overall enrollment decline, all courses with the exception of PSY 139 (Developmental Psychology) and PSY 222 (Abnormal Psychology) have declined in terms of the raw numbers. That said, in proportional terms, enrollments have remained mostly consistent across several courses over the past five years. PSYC C1000 (Introduction to Psychology), formerly PSY 101/101H (General Psychology), continues to account for nearly half of all enrollments, while PSY 161 (Elementary Statistics) and PSY 202/202H (Research Methods) have also maintained steady proportions, roughly 12% and 6% of total enrollments respectively.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

We monitor course fill rates, wait lists, and enrollment patterns each semester as well as for summer and, more recently, winter sessions. Special attention is given to changes in demand across courses, times, and modalities. Trends are reviewed to identify any patterns between fall and spring semesters, high-demand classes and time slots, and preferred modalities. Based on these observations, the schedule is adjusted to ensure that students' needs are being met with respect to satisfying general education and degree requirements.

We work to balance in-person, on-line, and hybrid offerings to best serve

diverse learning preferences and needs. To this end, we have made it possible for students to complete many of our courses, including our core courses (PSYC C1000, PSY 161, and PSY 202), in an online modality. This increased flexibility allows students to earn their AA-T fully online, consistent with our commitment to improving accessibility and supporting degree completion. At the same time, our department also continues to maintain a strong in-person presence given the educational, social, and developmental benefits that come from face-to-face engagement.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

The overall success rate in the Psychology Department has increased from 69% in 2020-2021 to 74% in 2024-2025. In terms of five-year totals, the only course below the institutional standard of 62% is PSY 221 (Brain and Behavior). This course had a success rate above the institutional standard in 2020-2021 and it dropped below the standard in the years 2021-2022 and 2022-2023. In the past two academic years the success rate in this course has not only increased, it has exceeded the institutional standard. However, even though the success rate was above the standard for three of the past five years, the decrease for those two years causes the overall course success rate to still appear lower than the standard.

The Psychology AA/AA-T degree is the second highest degree awarded at Fullerton College, not including Interdisciplinary degrees. Psychology students have earned a total of 912 degrees over the past five years with an average of 182 degrees awarded per year. The majority (approximately 90%) of those degrees are the AA-T degree. The overall average number of years to graduate in Psychology is 3.95 years. In 2024-2025, 40% of the graduates completed in one to two years, 42% completed in three to five years, and 18% took six or more years to graduate.

In terms of transfer, of the four years of data provided, approximately 70% of

psychology students from our program were identified as having transferred to a university after degree attainment. This is considerably higher than the average transfer rate campus-wide over the same four years which was 56%. The overall transfer rate for Fullerton College students who have received an associate's degree has steadily declined from 61% in 2020-2021 to only 49% in 2023-2024. Although our department also saw a drop in 2023-2024 to 64%, the three previous years were 71%, 73% and 70%.

2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Psychology students have shown steady improvement over the past five years, with the overall success rate increasing from 69% in 2020-21 to 74% in 2024-25. This is well above the institution-set standard of 62% and reflects continued progress toward the college's aspirational goal of 80%. Over this period, success rates have increased for all ethnicities except those categorized as "unknown."

While all groups exceeded the institutional standard in 2024-25, Black or African American students (66%) and Latina/o/x/e students (70%) had lower success rates relative to other groups. Although the reasons for these differences are not entirely clear, factors such as external work and caregiving demands and differential access to resources may contribute. That said, it should be noted that since 2020-21, success rates for Black or African American students increased by 13 percentage points (from 53% to 66%) and for Latina/o/x/e students by 5 percentage points (from 65% to 70%) which suggests that departmental and college-wide efforts to support achievement and promote equity may be having a positive impact.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

The overall degree completions by ethnicity closely reflect the program's enrollment patterns. Latina/o/x/e students make up the largest share of both enrollments and completions, showing strong and consistent participation. Asian and Black or African American students complete degrees at rates proportional to their representation in the program. White students are slightly overrepresented in completions compared to their enrollment, while students identifying as two or more races are somewhat underrepresented. Groups with very small enrollments, such as American Indian, Pacific Islander, and Filipino

students, show fluctuations that are not easy to interpret due to low numbers.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Psychology students complete their degrees in a shorter time frame compared to the college-wide average. The average time to graduate for psychology students is 3.95 years, which is notably lower than the college-wide average of 4.64 years. In 2024-25, 40% of psychology students completed their degree within 1-2 years (versus 31% college-wide), 42% within 3-5 years (vs. 43%), and 18% (vs. 26%) in 6 or more years. This suggests that psychology students tend to complete their programs more efficiently than the general student population.

Broken down by ethnicity, Asian (3.43 years) and Latina/o/x/e (3.91 years) psychology students graduate in less time on average, whereas White (4.74 years) and Black or African American (4.88 years) students take longer to complete their degrees.

The Psychology Department continues to work with Counselors and Guided Pathways to ensure students have a clear understanding of the requirements for both the AA and AA-T degree in Psychology. A two-year and three-year path have been mapped out and were more recently revised to accommodate CalGETC requirements. In addition, our department has worked with the Psychology Department at CSUF to create a four-year transfer map resulting in a bachelor's degree. This work with our partner university will continue as there are curriculum changes.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The Psychology Department reported in the last program review that one of the SAPs was to re-work the PSLOs to measure overall program success related to pathway completion. That goal was met but the assessment of the PSLOs is still being considered. One possible assessment is the final APA paper for the PSY 202 Research Methods course as this capstone project successfully reflects

knowledge and skills gained in our core program courses (PSYC C1000 Introduction to Psychology, PSY 161 Elementary Statistics for Behavioral Science, and PSY 202 Research Methods in Psychology).

Since the last self-study, all courses except those not offered in that period were assessed. The Psychology Department has created a schedule for assessment, and we coordinate with our part-time members to assess on schedule. The Psychology Department has included discussions about SLO assessment outcomes in order to “close the loop” in our regular department meetings. We plan to continue to do it this way in order to use the data to make improvements to our program.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

One of the curriculum changes that has been initiated is the reclassification of PSY 221 Brain and Behavior on the CalGETC general education pattern as a science course. After much discussion within our department, the change was finally made to allow those students working towards an AA-T Psychology degree to complete Brain and Behavior for both the degree and CalGETC’s Area 5B Biological Science. This change, which goes into effect Fall 2026, should encourage more psychology students to take the biology-oriented course that is required for the AA-T degree in our department rather than completing one of the other two options available in the Biology Department. Therefore, the Psychology Department will need to prepare for greater demand for this class in the future.

In the process of collaborating with the CSUF Psychology Department on a four-year transfer pathway, a new lower-division required course for CSUF psychology students was discussed. Due to the large number of students who transfer from our program into theirs, it would benefit both programs and those students for the course to also be available on our campus. Once the course has

been approved to be included in the CSUF psychology degree requirements, we can develop the course as well and plan for future offerings.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

The Psychology Department fully embraces the learn-by-doing approach with a plethora of opportunities designed to expose our students to the world of psychology, which includes clinical and research applications. From club and campus activities to research presentations at conferences, these opportunities have been specifically initiated by our faculty to help the students learn more about the major.

The Psychology Club, led by one of our full-time faculty members, hosts weekly meetings, participates in campus activities, and has provided many opportunities for service in our community. The majority of club meetings present invited guest speakers to share information on academic or career paths, community service organizations, or specific research topics. This allows our psychology students to become more aware of the diverse range of fields within psychology and the numerous ways they can become involved through volunteer work, internships, or employment. The faculty members of the Psychology Department also enjoy participating alongside our students in campus-wide events. These activities range from tabling at events aimed at promoting clubs or programs, to more large-scale events such as Kinderkaminata or Dia de los Muertos. These activities promote student involvement, collaboration, and engagement in our field.

The psychology faculty also frequently participate in helping our students develop empirically-based research projects in courses (e.g., Honors General Psychology, Research Methods, and Independent Studies). Some of these students, with IRB approval, continue on to present their work at local and state-wide research conferences. Our full-time faculty have mentored students who have been invited to present posters and orally at the Western Psychological Association conference, the UCI honors symposium, and the community college honors research symposium.

And finally, there are many classes in the Psychology Department with an embedded tutor. These embedded tutors were carefully selected by the instructor because of their performance in class and for their understanding of

the material. Hornets Tutoring then provides education and training on effective instruction. Through the support of Hornets Tutoring and the mentorship offered by the instructor of the class, the embedded tutors are able to not only deepen their knowledge of psychology but also learn how to convey the information to others.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

One of the changes to curriculum that has impacted the Psychology Department is the introduction of Common Course Numbering (CCN). To assist students in their transfer between colleges, to avoid the retaking of courses, and to help plan their academic path to a degree, the California community colleges are creating a CCN system. Because of the popularity of psychology, Introduction to Psychology was in Phase I of this process and, therefore, required that our PSY 101 General Psychology course be updated through the curriculum process. In addition to changing the course prefix, number and name (it is now PSYC C1000 Introduction to Psychology), other elements of the official course outline were modified according to the mandated template (including course objectives and content). In Spring 2026, the Psychology Department will have an additional three courses (Statistics, Research Methods, and Brain and Behavior) that will undergo the transformation to CCN during Phase III.

Due to the emphasis that community colleges have placed on developing clear pathways to graduation and/or transfer, the Psychology Department has worked with individuals from Guided Pathways and Counselors to map both a two- and three-year plan towards the AA and AA-T degree. These program maps were recently modified to integrate the new CalGETC requirements. In addition, the Psychology Department has been actively collaborating with the CSUF Psychology Department to create a four-year transfer pathway in Psychology. Beginning in Summer 2023 during a workshop and continuing through this semester with the involvement in the Aspen Transfer Intensive, the two psychology departments have worked together to streamline the process of transfer from Fullerton College to CSUF for our psychology majors.

Finally, because of the popularity of psychology, there has been an increasing demand for dual-enrollment classes. This has had a direct impact on our program. The ability to staff and sustain these high school offerings is continuously a challenge. The faculty for these classes are carefully selected and

the level of collaboration and support needed from the Psychology Department, the Dual Enrollment office, and the high school is usually more involved than a typical Fullerton College class.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

In 2024-25, the Psychology Department consisted of 4 full-time and 15 part-time faculty members. While our faculty composition reflects the student population across some demographic categories, there are gaps across others. In terms of ethnicity, Asian faculty (9%) and those identifying as two or more races (9%) are proportionally represented relative to the student population. However, while Latina/o/x/e students make up 67% of psychology enrollments, only 21% of faculty identify as Latina/o/x/e. Conversely, White faculty represent 50% of instructors compared to 11% of students, and Black or African American faculty represent 6% of instructors compared to 3% of students. In terms of gender, the faculty distribution (68% female, 32% male) is largely consistent with the student population (64% female, 29% male). Overall, while faculty gender representation closely mirrors that of our students, there remains a gap in the proportion of Latina/o/x/e faculty relative to the student population.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

The ratio of the number of sections taught by FTF to PTF was 42% to 58% respectively during the 2020/2021 academic year, and with the retirement of another full-time faculty member after the Spring 2021 semester, began dropping as predicted to 37% and 63% respectively. The number of sections taught by FTF continued to drop after this with only 27% of the sections taught by FTF in 2022/2023. The slight uptick in FTF to 29% for 2023-2024 and 2024-2025 can be explained by overall decreasing enrollments.

When we compare the overall campus-wide FTF to PTF rates, we see significantly different numbers. For the last five years, the campus-wide FTF rate hovers between 59% and 52%, far above the Psychology Department's rates.

In our last program review, it was clearly explained that our rates would be this low, but we received no new full-time hires.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

We are a close department, and due to the location of our offices and our varying schedules, we meet in small groups on a weekly basis to discuss policies related to grading, attendance, late work, and extra credit. Just as importantly as grading, we also discuss ways to make challenging assignments easier for students to understand and complete. When it comes to grading projects and assignments in other courses, we provide rubrics so that students can clearly see how their work will be evaluated. Regarding late work, most of us offer a short grace period after deadlines have passed, and we all drop some missing or low-scoring assignments or exams.

The Psychology Department regularly discusses the challenges as well as the successes we find in our courses. We have worked consistently on improving our universal design for accessibility in our courses. For example, we make sure to use closed captions, to offer assignment instructions and lectures in multiple modalities, and to allow assignments to be completed in ways that allow students to utilize multiple modalities like writing a paper or making a video. This helps the students, especially our DSS students who require accommodations. Additionally, we often discuss how to manage our expectations when students miss a significant number of courses. Because many of our students struggle with health and mental health concerns, we work to remain flexible and inclusive while also maintaining course rigor and guidelines. One way that we make this happen is by using embedded tutors in our courses, an incredible benefit to students. Lastly, our department works hard to provide textbooks and course materials which are free or low-cost to increase equity and remove cost barriers to education.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

While many of the conversations have led to improvements in individual

courses, we have not created department policies reflective of these discussions. Less formal than creating policy (but still effective for our department), we continue to take action to reduce textbook costs, utilize embedded tutors in our courses, and design our instruction with universal design for accessibility

3. What additional areas of professional development could help your faculty and staff engage in this work?

The Psychology Department faculty, including adjuncts, might increase equity skills through professional development programs and facilitated peer interaction. We speculate that workshops on inclusive teaching and on understanding bias might help us get better at closing equity gaps. Workshops might enable us to review course materials to make them more inclusive and accessible. Furthermore, we might benefit from being involved in learning communities, peer coaching, and mentoring, where instructors share ideas and learn from each other. To better support adjuncts, the office can offer flexible training times, online options, drop-in equity labs, and paid professional development opportunities, as well as create mentoring programs that help them feel more connected to the department. Lastly, bringing in student voices through panels and collaborations can help all faculty understand real student experiences.

To highlight one important area of interest and great need, we would like to have access to programs focused on the detection and discouragement of unacceptable use of AI for assignments. We request assistance because we are concerned with how the overuse and/or misuse of AI might compromise the course learning and development of our students, especially those that have the largest success gaps. Although it seems counterintuitive, using AI to generate work or, when shifting perspective to the professor, to algorithmically assess can harm students in the long run ([see article titled "How is AI Negatively Affecting Education"](#)), especially if they are not engaging in the material or receiving feedback in a way that enables them to build crystalized and fluid intelligence as well as self-efficacy. We believe that AI has positive aspects; however, the increased use in the academic environment is happening at a rate faster than we can adapt, and in some cases, the negative is outweighing the positive.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

Strategic Action Plan (SAP) #1: Establishment of a Psychology Department Lab

Strategic Action Plan #1 from our 2021 Program Review was the establishment of a Psychology Department Lab. Although funds were not provided as a result of the program review process, the department was able to procure a space and funding for its creation after continually requesting assistance with this project for over twenty years. Although our SAP was to create a lab that could accommodate 35 students to allow for utilization by both research methods and statistics students, the room that became available limits its use to just the smaller research methods classes. Room 1410 in the Social Science Division has been renovated to include convertible desks and computers. This lab serves our research students in their capstone course for the psychology degree.

Strategic Action Plan (SAP) #2: Hire a new full-time faculty member

Although we made a very good case for the hiring of a new full-time faculty member in the last program review and that request was supported by the committee, we were not allocated funds for a position as a result. Therefore, we are once again identifying the hiring of a full-time faculty member(s) as a goal for the department (Strategic Action Plan #1). We will continue to advocate for a position(s) via our Program Review Updates and the Full-time Faculty Member Hiring Request process.

Strategic Action Plan (SAP) #3: Redesign our Program Student Learning Outcomes (PSLOs)

The redesign of the Psychology Department PSLOs was a previous goal that was accomplished shortly after the last program review. The three PSLOs were originally derived from course-level SLOs for the three core courses in the program, one from each course (PSYC C1000, PSY 161 and PSY 202). It was determined that these PSLOs could be improved in terms of reflecting the depth and breadth of learning that takes place across the program and as a synthesis of learning from multiple courses. Our redesigned PSLOs focus on higher-level

learning, problem-solving, and critical thinking. The goal was met once we redesigned the PSLOs, they were evaluated by the SLOA committee in terms of having met several redesign criteria, and finally were approved by the Curriculum Committee. They are as follows:

- 1. Choose and apply psychological theories and perspectives in order to demonstrate broad knowledge and understanding of the field of psychology.**
- 2. Critically evaluate and design research studies with sensitivity to ethical principles and social responsibility to be good consumers and producers of scientific information.**
- 3. Compose effective communication in accordance with professional guidelines to prepare them for success in the field of psychology.**

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Although the financial support to establish a Psychology Department Lab was eventually provided from sources unrelated to the program review process, the years in which the department was left unsupported, even after multiple requests via program review, were not ideal. Without a dedicated lab space, research classes were limited in number, were scheduled in a variety of classrooms across campus, and resulted in an inferior experience for students with unnecessary challenges, such as unreliable computers.

Since the retirements of two full-time faculty members more than three years ago, the department has been understaffed. This has resulted in fewer full-time faculty teaching courses, mentoring students, working on curriculum development/assessment, and participating in various activities on campus that support students. In addition, we have lost all of our full-time faculty who had a clinical orientation so that students looking for guidance in that direction may have been negatively impacted. Additionally, with so many more part-time faculty teaching our classes, it has been difficult for the current full-time faculty members to interview, evaluate, and support the adjunct faculty along with the other departmental duties and a full schedule of classes

Two full-time faculty hires

Short Description:

The Psychology Department has historically had six full-time faculty members but has been operating with only four full-time faculty for the past almost four years. In preparing for two more retirements in the next five years, new full-time faculty hires would allow us to improve our full-time/part-time faculty ratio, increase involvement in various activities, mentor students interested in working in the mental health field, and time for our current full-time faculty to mentor new hires prior to their retirement.

Measurable Outcomes:

The goal will be met once the new hires join our department.

College Goals:

2.3 Increase access to affordable course materials; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment

SAP Phase:

Completed

Resource Requests

Full-time faculty salary amount pursuant to the district salary schedule.

Enhancement:

In addition to improving our full-time/part-time faculty ratio in terms of direct instruction, we are hopeful that hiring new full-time faculty members will allow us to continue and expand our involvement with the high schools in dual-enrollment, our work with CSUF on a four-year pathway, and our participation in all campus activities (tabling, Hornets Tutoring, Honors Program, etc.). The focus of one position will be on hiring an individual with a clinical background. Many of our majors express an interest in the mental health field and it is important to have a full-time faculty member who can provide mentorship. Of the four current full-time faculty, none have a background in the clinical field.

Personnel-Related:

As stated previously, the Psychology Department has historically had six full-time faculty members but due to retirements has been operating with only four full-time faculty for the past almost four years. This has placed a strain on our program and inhibits student success. It has resulted in 71% of our psychology classes being taught by adjunct faculty and six of our twelve courses taught exclusively by adjunct faculty. Of particular concern is the lack of a full-time faculty member with a clinical background who can offer instruction, mentoring, and curriculum

development and assessment for those courses and students in the mental health field. In addition, two of the four current full-time faculty members in our department will be retiring within the next five years. Therefore, it is imperative that we hire additional full-time faculty for our department.

Resource Category:

Full-time Faculty

Quantity:

2

Unit Cost:

\$85,755.00

TotalCost:

\$171,510.00
