Instructional Program Review Report
Sierra College, 2019-2020

Department/Program Name: Psychology

Date Submitted: March 2020

Submitted By: **Brigitte Elder**

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1)   **Relevancy: This section assesses the program's significance to students, the college, and the community.**

   1a) To provide context for the information that follows, describe the basic functions of your program.

   If applicable, also describe how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

   The psychology department consistently offers 15 courses with wide appeal across the Sierra student population, as evidenced by very high fill rates and wait lists across all courses. Psychology remains one of the top five majors at Sierra College. Our psychology courses provide a solid foundation for students with varied goals. For our psychology major students, our courses fulfill requirements for an AA-T, AA, or AS degree and prepare them for transfer to four-year institutions. For non-major students preparing for various specialized programs, such as nursing, administration of justice, and business, our courses offer an important and relevant background into the human psyche. For students looking to fulfill general education requirements, the psychology department provides many options. For students interested in lifelong learning, our courses address topics that are pertinent to our society at large, including mental health challenges, alcohol and drug addiction, and death and dying.

   1b) How does your program support the District Mission, Vison Statement, and Core Values, quoted below?

   Sierra College Mission

   The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

Sierra College Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:
1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

Sierra College Mission and Vision

The psychology department is committed to academic excellence and service to the community. Our faculty provide a solid foundation in core psychological science areas to our students, that is designed to inspire student achievement, foster academic excellence, promote service, and facilitate lifelong learning. We recognize and support students with different learning needs based on their diverse backgrounds and strive to provide an equitable and accessible curriculum such that all have the potential to meet their educational goals. Our curriculum offers a wide range of courses that enhance the liberal arts preparation for students working toward the AS/AA/AA-T degree at Sierra College, and those seeking to transfer to four-year institutions. Through lectures, readings, research, laboratory experiences, writing assignments, discussions, participation in cross-cultural campus events, and other academic and scholarly activities, psychology courses promote the acquisition of knowledge, skills, and values consistent with a liberal arts education and enable students from diverse backgrounds to function personally and professionally as informed and socially responsible world citizens.

Sierra College Core Values

1. Empower students in their education.

Psychology faculty have a long history of promoting student awareness and knowledge of important societal concerns inside and outside of the classroom. We strive to provide students with the critical thinking skills needed to advocate for their own education. The organization and participation in such campus events as RISE Up, The Ripple Effect of Suicide (Kevin Hines Presentation), and Consent Culture (Lacey Green event) are representative of psychology faculty's commitment to empowering students.

2. Strive toward student success and continuous improvement.

As documented in Currency (2b), our department has adopted a standard student learning outcome (SLO) assessment protocol across all of our courses and conducts statistical analyses to inform our faculty of instructional topics that present learning challenges to students. We meet to discuss how to improve instruction based on these outcome assessments.

3.   Be an inclusive and equitable community.

Psychology faculty devote significant time and energy to events and activities that promote Inclusion and equity. Some examples of recent participation include: Love Your Body Week workshops, UnDocu Ally Event, SAFE Space Training (led by one of our faculty members), a Consent Culture event with American YouTuber Laci Green, Rise Up! Against Sexual Violence campus-wide educational event (2013-2020), The Ripple Effect, a suicide prevention event, Equity Summit (part time and full-time faculty participation), Faculty Equity Task Force, Veteran Women's Voices, and Title IX Committee.

4.   Be responsive to the education and workforce needs of our local community and businesses.

Although the primary mission of the psychology department is to prepare students to transfer to four-year institutions and seek advanced degrees in the field, we regularly host events for our students to learn about career opportunities in psychology. Notably, we schedule career workshops in psychology each semester with a panel of professionals from the community, and we encourage students to enroll in our Psychology 102 course (The Psychology Major and Careers).

5.   Demonstrate collaboration with all stakeholders in decision making.

Psychology faculty are active participants in shared governance and in making decisions that impact the college. Currently, we have one full time faculty member serving as Academic Senate President, a part time faculty member serving as Academic Senate Secretary, and a full-time faculty member serving as the Equivalency Chair. In addition, we have faculty who serve on standing committees including the Academic Support Committee, Spectrum Committee. Faculty have also served on various work groups, including Data Analytics, and Interest Area Steering Committee.

6.   Manage all resources in a manner that is sustainable and responsible.

The psychology department maintains laboratory equipment and software for its biopsychology and statistics courses. At present, the BioPac machines, which are used for electroencephalogram (EEG) readings, are over 10 years old. Our microscopes are four years old. This equipment is in good working order and was moved in Spring 2020 to the M building, where classroom space has been converted to a wet lab and computer lab. Students work in groups in the biopsychology lab brain dissection for a cost savings. Other equipment maintained by our department include vision disks, human sexuality material, and brain models.

7.   Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

Our faculty are committed to providing high quality instruction for our students and to support programs and activities that encourage scholarship. Towards this end, our faculty members serve as advisors for the Psychology Club, and the Psi Beta psychology honor society. Each semester, we organize student events, including a Career Panel Workshop with local psychological professionals, and our department's research poster session, which allows students in our research methods class to present their work to the college community.   Our faculty support honors projects, and we are currently making plans to begin a mentorship Program in Fall 2020.

1c) Please describe how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

Our program is aligned with Sierra's ISLOs as follows:

<u>Communication</u>**: The psychology department strives to provide an academically rigorous program whose focus is the scientific study of the mind, brain, and behavior. As such, our students learn to read for comprehension, think critically about the material, listen to opposing ideas and apply their knowledge and understanding by responding in written, visual, and oral forms of communication.**

<u>Technology and Information competency:</u> **Our psychology courses utilize the latest technology to enhance understanding of the science of psychology. Our research and statistics classes incorporate the use of Statistical Program for the Social Sciences (SPSS) to analyze quantitative data.   Our biopsychology course and lab utilize BioPac technology to explore the living brain, and lab students gain experience with microscopes and computer simulations of neuroscience processes.**

 Our psychology program is designed to produce informed consumers of scientific research who show competency in evaluating the source and content of information. Our students review peer-reviewed, academic research articles and learn about the scientific method, in order to critically evaluate material and draw conclusions based on sound scientific evidence. Our research course and many of our specialty classes for psychology majors require students to utilize the research literature database through our library system and write research papers.

<u>Critical and creative thinking</u>**: Our courses challenge students to be skeptical and critically evaluate scientific data. Given the complexity of the human mind and behavior, we discourage oversimplification of psychological phenomena, and encourage exploration of empirical evidence from the biological, psychological and sociocultural perspectives.**

Creative thinking is also encouraged in our psychology courses. Our capstone course for psychology majors requires students to work individually or in small groups to design and conduct original research studies. Students are expected to generate novel research hypotheses based on their own interests, create ways to gather data on these research questions, and then analyze the data and report their findings and real-world applications to their class.

Citizenship: An important part of our psychology program is to prepare students for the demands of the 21st century. Given recent census projections that no group will be a majority in the US by 2050, fostering respect for diversity is an important goal for our students (APA, 2011). Above all, our program strives to produce psychologically literate citizens, who value scientific thinking, act ethically, and show a willingness and interest to engage with citizens in other countries (APA, 2011), as well as in our diverse American society. To this end, we incorporate ethics instruction throughout our curricula, we promote respect and acceptance of historically stigmatized groups, such as those with mental and/or physical health challenges and the LGBTIQ communities, and we emphasize cultural influences on psychological phenomena.

1d) Program offerings align with which of the following mission categories; check all that apply:

☒Transfer ☐Career Technical Education ☒AA/AS/T/Certificates
☐Basic Skills ☒Personal Development/Enrichment. ☒Lifelong Learning

Please analyze your department's performance in supporting the mission categories marked in 1c above. Provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. Relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.
- Degrees, certificates, and/or licenses your department has generated:
  o The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program's support for these goals.

Since the inception of the psychology AA-T degree at Sierra, our department has steadily increased the number of degrees awarded with each passing year, as follows:

Academic Year	Psychology AA-T degrees awarded
2015-16	126
2016-17	132
2017-18	142
2018-19	155

Table 1. Psychology AA-T degrees award by year.

We continue to offer an AA/AS degree in psychology at this time. Despite enrollment declines at the college level, our department has seen a steady number of AA/As degrees earned during the last four years, as follows:

Academic Year	Psychology AA/AS degrees awarded
2015-16	68

2016-17	**58**
2017-18	**58**
2018-19	**63**

Table 2. Psychology AA/AS degrees awarded by year.

As indicated by these data, in the last three academic years, the number of psychology AA/AS degrees has remained relatively steady, and the number of psychology AA-T degrees awarded has steadily increased. Among other liberal arts departments, our program leads in the number of students earning degrees annually.*

These psychology degrees are designed to facilitate students' successful transfer to bachelor's level programs, and, in so doing, prepare them for advanced study in a variety of graduate programs. Those who hold a graduate degree and/or professional certificate in psychology have a broad range of employment opportunities, including, but not limited to, clinical practice, research, and teaching. According to the Bureau of Labor Statistics, jobs for psychologists and Marriage and Family Therapists are projected to grow 19% from 2014-2024, which is much higher than average. Specifically, job prospects are predicted to be best for those with a doctorate in psychology, with an applied specialty (Bureau of Labor Statistics, 2016).

One specialty that is expected to have increasing demand is neuropsychology. Neuropsychologists evaluate and treat survivors of stroke, dementia and traumatic brain injuries. The Centers for Disease Control and Prevention estimate that over two million people in the United States sustain a brain injury every year. In the next ten years, neuropsychologists will be an integral part of the medical community tasked with unveiling the mechanisms behind Alzheimer's disease and other brain disorders (APA, 2011).

Growth is also predicted in the areas of clinical and research psychology. Clinical psychologists work in a variety of settings and with a wide range of clients. Research psychologists work in a range of sub-areas associated with the study of human behavior, including biomedical, sports psychology, and cognitive neuroscience. The A.A. degree for transfer in psychology can also provide a foundation for students interested in working in paraprofessional careers and careers in related fields.

There are at least 8 other degrees offered at Sierra where psychology courses are either a prerequisite (nursing program, administration of justice) or required or an optional course. At least two psychology courses are part of the women's studies program, which is one of the few in the state of California to provide an online associate's degree in women's studies.   In addition, LGBT studies lists two psychology courses as options to fulfill major requirements, and Social and Behavioral Sciences lists nine psychology courses.

Many psychology courses, including Human Sexuality, General Principles of Psychology, Introduction to Biopsychology, Social Psychology, Abnormal Psychology, and Alcohol, Drugs, and Society continue to be popular choices for general education credit. Courses such as the Psychology of Adjustment and Death and Dying attract life-long learners from the community. These courses help people understand themselves and adjust better to life's challenges.

General Principles of Psychology, Research Methods, Psychological Statistics, Biopsychology, and the Biopsychology lab are the core courses taken by psychology majors who intend to transfer to four-year institutions. Our program exceeds the Psychology Transfer Model Curriculum of the California Community College system, in that we offer a discipline-specific statistics course, a research methods course with a lab component, and biopsychology with its associated lab. We work closely with the Nevada County campus and Tahoe-Truckee campus to offer a range of psychology courses to students in the surrounding areas, such that students may earn psychology degrees through online and on-ground course work at any of our locations.

In addition to offering approximately 90 total sections of courses each semester across all three Sierra College campuses, the psychology department regularly holds workshops and presentations on a range of topics, including dream analysis, grief and bereavement, the psychology of humor, the biology of love, sex for pleasure, mental health challenges and suicide, memory and learning, sexual and gender minority rights, and careers in psychology, which are open to students as well as the community at large. Our part time faculty members enhance our department by their collective experiences working in the field of psychology, including clinical work, early intensive behavioral intervention programs for children with autism, marriage and family therapy, and educational psychology.

*Social and Behavioral Sciences technically awards more degrees (612 in 2018-19), but this program is multi-disciplinary, and up to nine psychology classes count toward this degree.

The following are brief summaries of the Psychology department's progress in attaining the strategic goals of the college, with references to more detailed analyses found throughout this document.

Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four year colleges and universities while maintaining high levels of academic integrity.

The Psychology department has shown a steady increase in the number of associate's degrees awarded over the last three years (see table 1 above). Our student retention rate is higher than the average retention rate of the college, and is similar to the rate of statewide community college psychology programs (see Question 3a).   Our ability to increase degree completion is contingent on securing computer and wet lab space for our department, as several of our core courses for the major depend on access to this lab space. At present, we expect to have use of a dedicated wet lab and computer lab for our courses by the Fall of 2020. This will allow us to better serve our students through both new course time/date offerings and more sections.

Goal 2: Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.

A review of the relevant data suggests that the Psychology department is outperforming the statewide averages in both retention and success for many of the groups identified in the Sierra College Student Equity Plan, including African Americans, Native Americans, Hispanics, and students who receive DSPS services (see Question 3a).

We will continue to work to achieve greater retention and success for all of our students, including former foster youth.

Goal 3: Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.
Psychology faculty members value opportunities to develop their teaching and leadership skills to serve the Sierra College community. Towards this end, our faculty lead flex workshops on teaching and learning, attend conferences, serve on committees, and collaborate with other departments on campus on various projects and events (see Question 2c).

Goal 4: Meet and exceed external standards through an outcomes-based framework for continuous quality improvement.
The psychology department has developed and implemented a comprehensive plan for assessing student learning outcomes in all courses (CSLOs), and these CSLOs align with our program student learning outcomes. To date, we have used SLO data to help identify learning challenges and strategize to improve teaching across our courses (see Questions 1e & 2b).

Goal 5: Modernize, revitalize and develop new facilities and infrastructure based on the current Facilities and Technology Master Plans.
In Spring 2020, space was allocated in the M Building to house a wet lab and computer lab for our department's biopsychology lab classes and research methods/statistics classes. This development will enable our department to increase its course section offerings in these impacted classes. Once the scheduled demolition of the M Building occurs, our department will once again face a dire need for laboratory space for our growing department.

Goal 6: Expand community partnerships and funding opportunities to support strategic goals and leverage resources.
In the last three years, our department members have secured several Patrons' Club grants to fund equipment for classroom-based activities. Psychology faculty members collaborate with a broad range of different departments on campus to promote awareness of important issues and to contribute to the wellbeing of staff and students.

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service. Please include specific data and examples when these are available and relevant to the analysis.

<u>**Student Equity and Success and Diversity**</u>

Our psychology faculty members are advocates for student equity and success. Several faculty members have made substantive contributions to Title IX implementation campus-wide, including committee work, campus events such as Rise Up, rape culture and consent, and sexual abuse and gender-based discrimination reporting. Several faculty members helped organize and host an informational forum for our immigrant communities and participated in undocu student ally training.

Cultural Enrichment and Community Ties
Our department members regularly participate and contribute to campus events, including Social Justice Days and Love Your Body Week.   Two of our faculty members lead Safe Space workshops at Sierra College and in the greater community, with the goal of creating better awareness of and inclusivity for sexual and gender minority students. Two other faculty members are leaders for Veteran Women's Voices, an organization that sponsors retreats for women veterans who are students and local community members.

Partnerships and Service
Our department has partnered with Planned Parenthood, Stand Up Placer, and other local reproductive health specialists on events to support the health needs of women on campus.

In the last three years, several of our faculty members have served as advisors for student clubs, including the Psychology Club and Rainbow Alliance.

2) **Currency**: This category assesses the currency of program curricula and instruction as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Describe any developments in your program's curricula since the last Program Review, including discussion of any projected changes. Please describe the process and criteria for curriculum development and review, including state and/or professional mandates, for developing, evaluating and revising curriculum, including the use of SLOs. Please note as part of this analysis if you have completed Curriculum Review.

As relevant, please address the impact of the development of Interest Areas and Guided pathways on curriculum and program planning and assessment

Based on faculty areas of expertise, we assign periodic review and revision of curricula. We consult with APA guidelines in the formation of our CSLOs and course curricula. The next scheduled review is in 2021.   Full-time faculty will each take responsibility for one or two courses and revise the curriculum, in particular, to comply with CI-D objectives. The approved CSLOs are in alignment with the PSLOs and ISLOs and are included in the course outlines of record and course syllabi.

Our department offers an AS-T degree, which is tailored for students interested in a more academically rigorous program, to enhance their preparation for transfer to University of California campuses or the like. This degree includes advanced coursework in STEM areas, including mathematics and biology.

Our AA-T degree exceeds the standards adopted by CCC in that it provides more advanced biopsychology coursework. In the fall 2018 semester, Psychology 102 (Careers in Psychology) was added to our AA-T degree requirements. This one-unit class facilitates exploration of different careers in psychology and prepares students for various academic pathways as they determine their specific interests and aspirations. Adding this class is in alignment with the goals of Guided Pathways.

Currently, our interest area does not offer any student activities or courses to introduce the majors within the interest area. However, as a department, we organized and hosted a community engagement event for psychology majors to interact with each other and psychology faculty. This initial event attracted over 60 people. Given this success, we plan to host this event every fall.   In addition, in October 2019 the department organized a "Careers in Psychology Workshop" in which professionals in different areas of psychology spoke and answered student questions about graduate school, jobs, etc. This event was well attended and the department plans to do this each semester.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcome, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

Our department has developed a three-year assessment cycle, in which we assess every Student Learning Outcome (SLO) for a course in a single assessment, once every three years. All courses are assessed using pre/post-tests. Five test items are created for each Student Learning Outcome (SLO), and our goal is for each course to have a total of three SLOs.   Each 15-item assessment is created and approved by faculty work groups, consisting of part time and full-time faculty in the department. Pre- and post-test data are analyzed using a Wilcoxon signed-ranks test to determine whether post-test scores are significantly higher than pre-test scores. In addition, we utilize McNemar's test results to determine whether individual test items show differences in number of correct answers from pre-test to post-test. Using our 15-item assessments, we will also begin looking at performance across SLOs, with five items presenting each SLO.

At present, two three-year cycles have been completed.   Every CSLO in every psychology course has currently been assessed during each cycle.   Based on these data, we conclude that our SLO assessment results reflect national data on successes and challenges in student learning in psychology. Overall, data analyses indicate significant improvement in student performance at post-test, for all courses assessed to date. Further, analyses of SLO assessments across all courses have allowed our department to identify specific topics that students find challenging and strategize ways to teach this material more effectively.

Following completion of the first three-year cycle and analysis of the data, we revised our CSLO assessments to better elucidate student learning. For the second cycle, we changed the number of our CSLOs from 5 to 3 for each course and increased the length of our CSLO assessments to 15 items to better assess competency across CSLOs.

In the space below, please describe or attach the cycle you have developed for outcomes assessment. You can also attach the cycle as a PDF or other file.

3-year Department Assessment Plan

X indicates that an assessment was administered.

Course	Sp 17	Fall 17	Sp 18	Fall 18	Sp 19	Fall 19
Psych 100						X
Psych 103						X
Psych 104				X		
Psych 105						X
Psych 106					X	
Psych 107	X					
Psych 108					(class cancelled)	
Psych 127 (online only, 1 part time faculty teaches)						
Psych 130	X					
Psych 140		X				
Psych 140 L			X			
Psych 142		X				
Psych 150			X			
Psych 160		X				
Psych 170 (not currently offered)						

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts, including Flex activities, serve to improve teaching, learning and scholarship.

Our faculty members have actively pursued opportunities to improve their teaching and student learning in a number of different ways. Our faculty have attended, organized and facilitated the Instructional Skills Workshop here at Sierra College in the last three years. The purpose of this workshop is to help both new and experienced instructors further develop their teaching skills. Our faculty have also attended numerous professional conferences, including the On Course conference on teaching strategies to increase student success and APA-affiliated sessions on teaching practices. Our faculty have participated in a variety of events related to

equity and diversity, including a day-long Equity Summit, a workshop on "Using Canvas Outcomes to Access Equitable Learning," the first unit of a three-part Equity & Inclusion course, Safe Space training, Undocumented Student Center Specialized UndocuAlly Training, and training for accessible course content. In addition, our department members regularly lead flex workshops for the Sierra community each semester, such as helping students deal with test anxiety and finding OER (Open Educational Resources) material. Several of our part time faculty are actively involved in research activities and have presented their work at national conferences. Outside of teaching, our faculty members make a significant contribution to the field, such as supervising drug and alcohol rehabilitation programs, conducting psychological assessments, authoring articles and books, and providing psychotherapy services.

For the past five years, our faculty who teach Psychology 105 (research methods) have held a Research Poster Session Day each semester. This event gives students valuable experience in presenting their research to an audience.

Last year, our faculty advisors for the Psychology Club worked with student members to host world-renowned psychology professor Elizabeth Loftus, who gave a presentation in Dietrich Theater on her research on memory, and also met with students and faculty over dinner afterwards.

Please describe any staff development needs you have identified based on this analysis.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

Our department's faculty contribute greatly to the Sierra College community. A sampling of events coordinated by our faculty members include: the Earth Day "John Wesley Powell" performance (2019 NCC and Rocklin), the Feminist Film Series (NCC 2018, 2019 & 2020), #TimesUp! Event (*NCC and Rocklin), "The Hunting Ground" film presentation (NCC and Rocklin), AAUW Elect Her with Deb Ortiz.

3) **Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.**

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

Overall Retention & Success from the Psychology 2019 DSR:

Success & Retention (3 Yr. Avg.)   District (3 Yr. Avg.)
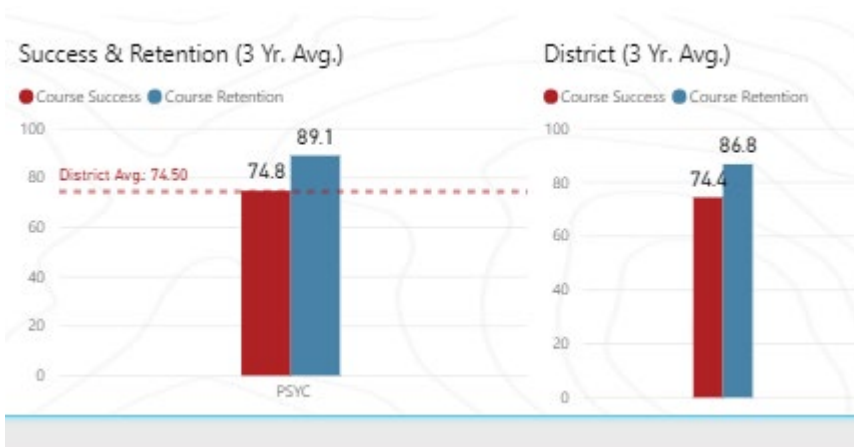
Psychology program's overall success and retention rates continue to remain stable in last three years and closely parallel the district average for the same period. The three-year average retention for the psychology department is 89.1%. In comparison, the district retention rate for this same time period is at 86.8%. The psychology department's three-year average success rate is 74.83 as compared to 74.43% for the district. If we compare our current numbers to what was reported in 2016, we have improved. In 2016 our retention was at 85% and success was at 71%

Online Retention and Success

The three-year average retention rate for online courses is at 86.99%. The three-year average success rate for online courses is at 76.66%. In comparison, the previous three years trend for the district are 86.11% and 72.3% respectively. In 2016, the average retention for psychology was 84% and the average success was at 67%. These upward trends in success and retention data demonstrate that we have been successful in expanding our online course offerings while maintaining quality and improving success numbers for our students. This combined with a steady increase in distance learning enrollment demonstrates the importance and effectiveness of our online program.

Our success and retention numbers at NCC and Tahoe Truckee centers continue to be stable.

These retention and success data are noteworthy for several reasons. First, our most popular course, Psychology 100 (General Principles of Psychology) has no prerequisites, and thus attracts a diverse range of students with a wide range of academic preparation. Our department offers a large number of public interest classes with wide appeal across the student population; many students enroll in these classes expecting them to be fun and useful and they are surprised by the academic rigor required to do well in the courses. Additionally, the placement of Psychology in the People Culture and Society Interest Area is problematic as students are not prepared for a science-based program in this interest area where majority of the programs are in humanities and liberal arts.

We have a rigorous system of assessment for our course and program outcomes. We regularly analyze our assessment data and use it to improve our teaching methodologies, procure teaching materials and software for our courses (see 2b).

As relevant, please address your program's role in the development of Interest Areas and Guided   pathways and the impact of these developments on program planning and assessment.

Psychology is leading the way for our Interest Area. In fall 2019, we hosted our first Meet and Greet event for Psychology majors. Our department hosts a Careers in Psychology Panel discussion for our students on a regular basis. We have been exploring the possibility of offering faculty mentorship to our students. We already have a Careers in Psychology class that our students have found extremely beneficial as they transition from Sierra College to a Four-year University. Several of our faculty members use the Early Alert system to support our students. Many faculty members are regularly using the Pass Peer Tutors in their classrooms to help improve student success. We invite the support specialist teams to our classes so that our students know about the Interest Areas and how to connect with the support specialists for their academic and personal needs to be successful in school.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

Psychology Majors and Enrollment

Degrees & Certs by Year
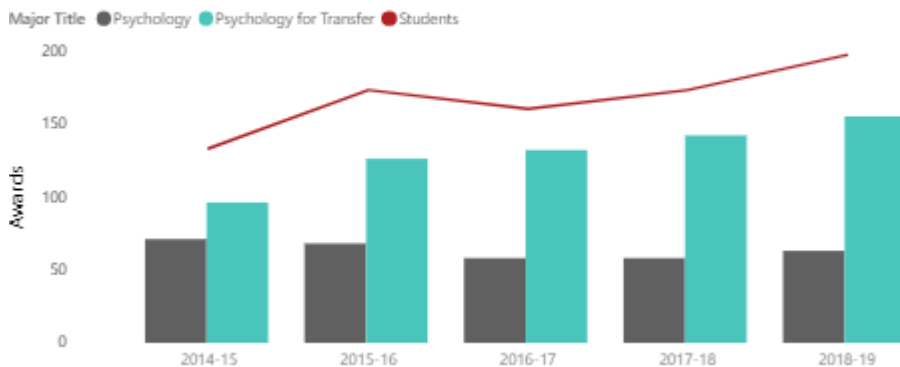
Time to Award (Yrs)
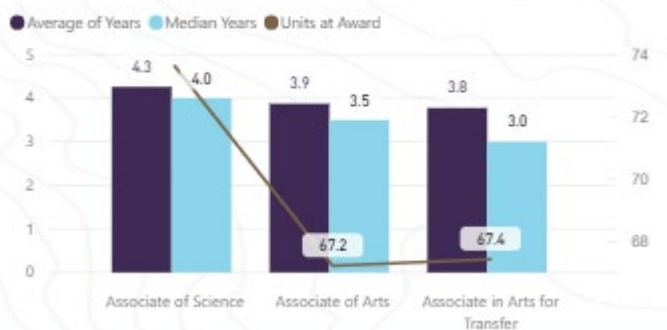
District Time to Award (Yrs)

Award Type	Years
Associate in Arts for Transfer	3.89
Associate in Science Transfer	4.05
Associate of Arts	4.43
Associate of Science	4.34
Certificate of Achievement	4.43
Skills Certificate	4.06

We offer a local AA degree in Psychology and an ADT in Psychology. As is evident from the above graph, we are seeing a steady increase in the number of students completing their AA for Transfer in Psychology. The numbers for the local AA degree are stable. There has been a decrease in the time it takes students to complete their degree. Additionally, Psychology students are graduating in less time and with less units as compared to the district averages.

On Ground Enrollment Trends

806 students declared Psychology as their major and in Fall 18 we had 873 declared majors in Psychology (AAT). Our overall enrollment trends are positive. For some of our courses, there is a decline in enrollment numbers at all three campuses due to a robust increase in online course offerings.

Online Enrollment trends

Term	Fall 2016			Spring 2017			Fall 2017			Spring 2018			Fall 2018			Spring 2019			Total & Avg. Succes		
Course	Enroll.	Sect.	Success	Enroll.	Sect.	Success	Enroll.	Sect.	Success	Enroll.	Sect.	Success	Enroll.	Sect.	Success	Enroll.	Sect.	Success	Enroll.	Sect.	Success
PSYC 0100	65	2	67.69	157	4	78.34	118	3	85.59	197	5	81.73	167	4	74.25	271	7	76.38	975	11	77.95
PSYC 0103	70	2	75.71	72	2	80.56	75	2	85.33	77	2	80.52	121	3	67.77	124	3	79.84	539	6	77.55
PSYC 0105							25	1	56.00	48	2	68.75	27	1	74.07	26	1	76.92	126	3	69.05
PSYC 0107				42	1	97.62				45	1	88.89				48	1	93.75	135	1	93.33
PSYC 0110	11	1	81.82	24	1	62.50	36	2	44.44	15	1	73.33	18	1	61.11	15	1	80.00	119	3	62.18
PSYC 0127	37	1	83.78	36	1	83.33	32	1	81.25	33	1	87.88	67	2	74.63	77	2	79.22	282	4	80.50
PSYC 0130	67	2	68.66	62	2	66.13	72	2	61.11	67	2	77.61	66	2	72.73	70	2	81.43	404	4	71.29
PSYC 0140	35	1	74.29	35	1	74.29	32	1	75.00	37	1	75.68	32	1	75.00	36	1	97.22	207	2	78.74
PSYC 0150	34	1	70.59	66	2	60.61	30	1	76.67	65	2	66.15	57	2	75.44	70	2	65.71	322	4	68.01

We saw a steady increase in our enrollment from Fall 16 to Spring 19 across a variety of our courses. For example, in Psych 100, the enrollment increased from 65 in Fall 16 to 271 in Spring 19. In addition, our success rates improved greatly from 67% to 76% over the past three years.

Fill rates, wait lists, course cancellations, program completion and classroom use
Psychology continues to remain a large and popular department. We offer 15 different courses with over 80 sections offered per semester and over 30 unique faculty teaching the classes. In looking at the last three years fill rate data, our trends at Rocklin and NCC are stable with an increase in fill rate at our Tahoe Truckee center. We were not able to locate the course cancellation and classroom usage data from the DSR/Dashboard.

3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

	District Success	District Retention	Psychology Success	Psychology Retention
African American	56.52	79.59	54.07	80.31
Latinex	68.69	84.18	68.28	87.82
American Indian	62.23	87.34	59.88	79.17
Foster Youth	54.77	77.38	54.96	81.78
Veterans	71.62	85.32	74.15	87.58
LGBT	62.09	80.33	58.95	83.80

The data above represents the success and retention rates for the Psychology department compared to the district averages. Taken as a whole, we are tracking very similar in both success and retention. We tend to retain more of our disparately impacted students as compared to the district average.

As a department, we need training in analyzing equity dashboards to understand the disaggregated data for our program. We need to look at our program's equity gaps and determine specific strategies to address these gaps. Our faculty members are committed to closing the equity gaps for our students. Our faculty members serve on PEAC and Equity Taskforce and are actively engaged in bringing about broad changes in campus wide policies and procedures that would help us close the equity gaps. Several of our faculty members have completed the equity 1 course; several others are currently enrolled in the equity 2 course. Our faculty have attended the NCORE conference to learn about equity-minded pedagogical practices. Many have attended the equity retreat and equity summits.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.
The development of maps, interest areas, and guided pathways has not had any significant impact on program planning and assessment.

3e) Analysis and Planning: Referring to the analysis in 3a-d, your ongoing planning and assessment documents, and any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

Our success and retention data suggest stable growth. In the past three years, our department faced a shortage of laboratory space, thereby limiting our expansion of course sections. Now that we have access to a dedicated lab space, we plan on increasing our laboratory section offerings. This development will likely result in quicker graduation rates.

We will continue to encourage faculty use of student support systems, such as PASS Peers and Sierra Connect, to facilitate the retention and success of all of our students.

Going forward, we have a strong interest in rewriting our Program and Course Learning outcomes with an equity mindset.

4) <u>**Resources:**</u> **This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any relevant analysis of student success, equity goals, and the development of Interest Areas and Guided Pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Our department's 3-year goals are as follows:
1) **Keep up with continued growth and demand for classes by securing computer and wet lab space for future students. At present, computer and wet lab space has been established for our department as of Spring 2020. This space, however, is located in the M building, which is scheduled to be demolished as part of the Facilities Master Plan. Despite our efforts to advocate for lab space, it is not presently included in the Facilities Master Plan.**

2) **Address the needs of our underrepresented students. Continue to encourage psychology faculty to adopt PASS Peers for their classes, use Open Educational Resource (OER) materials to cut down expenses for students, and continue to pursue equity trainings to improve teaching and learning for all students.**

3) **Continue outreach activities for our psychology major students, including meet and greet gatherings, and career exploration workshops. implement a mentorship program for psychology majors who are interested in pursuing a career in the field. Continue to bring guest speakers to campus, and work with the Psychology Club and Psychology Honor Society to offer activities that interest students.**

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology: **Based on wear and tear in the next three years, our department may need to replace some of the wet laboratory equipment for student use, including microscopes and BioPac machines. We also have a continued need for SPSS statistical software for our research methods and statistics classes.**

Facilities: **Due to the temporary nature of our current wet and dry lab in the M building, we request designated wet and dry lab space in the new science building in order to meet student demand for our biopsychology and statistics classes.**

Staff: **Pending a successful full time, tenure track hire this semester, and no retirements of present full-time faculty, we do not foresee a need for a full time hire in the next three years.**

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests

5) <u>Summary/Closing</u>

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities/future directions, and challenges.

Strengths:

The psychology department boasts a highly qualified and dedicated faculty team who have a passion for teaching and learning. All of the courses offered in our program have relevance to the students enrolled in these classes. Relevance is evidenced by students' ability to learn and apply their understanding to their educational goals, careers, and personal lives, as well as to the understanding of human diversity.

Our program continues to thrive despite limited resources. Enrollment in our courses remains strong despite a college-wide downturn in enrollment. Degree attainment for our department continues to grow annually. Students across our Rocklin, NCC, and Tahoe-Truckee campuses have access to a full range of psychology classes, thus facilitating degree completion.

Our faculty members have developed and maintain strong connections and relationships with other departments and divisions on campus and have collaborated on a number of different important campus projects and activities. Our faculty members are also distinguished by their outstanding involvement in shared governance.

Weaknesses/Opportunities and Challenges:

Increasing success and retention for the most disproportionately impacted groups on campus remains a concern for our department and for the college as a whole. To address these concerns, we have set the following goals:

- **Focus on strategies to increase student success by increasing utilization of available support services by our students and faculty, including Sierra Connect.**
- **Organize workshops for department faculty to discuss student equity data and concerns, and discuss what steps and measure we can take to address the equity gap**

- **Invite guest speakers to our department meetings to increase awareness regarding equity issues**
- **Work with Umoja, Puente, and Rise to create a more visible presence on campus**
- **Continue to advocate for a different interest area placement, in order to increase student awareness of psychology as a science, with strong emphasis on biology and neuroscience in our classes. In so doing, our intention is to improve student retention and success in our rigorous classes.**

We also recognize a need to increase connections with the Sierra community and other partners. Our goals include:
- **Offer more psychology-related events open to the community**
- **Promote greater networking and stronger ties among department members across our three campuses (NCC, Tahoe-Truckee, and Rocklin).**
- **Continue to collaborate with the Academic Support Committee to identify ways to promote student learning and success**

Our progress over the last three years is noteworthy. We look forward to expanding our program, using data to inform how we can grow in ways that will increase our productivity and contribute to the mission of Sierra College. More specifically, we will:
- **Continue to increase the number of online classes offered, and build on our online program**
- **Increase our involvement in promoting mental health awareness on campus**
- **Expand opportunities for our students to learn about careers in psychology and provide meaningful experiences for them to pursue their goals.**

5b) How has this report integrated the views and perspectives of stakeholders in the program?
All full-time faculty were invited to participate in two meetings focusing on program review. In advance of the meeting, department members were provided with our current Department Statistical Report (DSR), our previous program review document, and some online resources. Each full-time faculty member gave input and made contributions to the writing of this report. In addition, several part time faculty members contributed their time.

References
http://www.apa.org/gradpsych/2011/03/cover-sunny.aspx