De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 20, 2022

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Information Requested** | **Explanation of Information Requested.**  | **Enter your answers here** |
|  | Department Name: |  | **PSYCHOLOGY (PSYC)** |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ).  | No Statement yet. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | ADT and non-degree transfer for large number of Psychology majors. |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | General Education |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | N/A – ADT only |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to<https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | N/A – ADT only |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | ADTs Awarded = 141 in 2020-21, the largest in Social Sciences/Humanities! |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | N/A – ADT only |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?  | Since being introduced in 2019, the number of ADTs awarded has nearly **doubled**. We have built awareness through Opening Day, Welcome Day, the Psychology Club, and grassroots information provided to students via faculty teaching courses in PSYC. Prior to the ADT, many PSYC graduates would have sought their degree at Foothill or another South Bay CC. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | Quite a bit of informal “in-reach” which we hope to increase over the coming year. Plan a campus-wide introduction to the PSYC major in October 2022.Program-or Division-specific counselors and/or academic advisors would be an effective, evidence-based enhancement. |
| I.C.1  | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx>  | N/A – CTE only |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj>  | N/A – CTE only |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 3 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0  |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 22.6% - Very low, even for Social Sciences/Humanities. |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.  | 0 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | N/A |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends  | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?  | **PSYC is thriving!** Unlike most departments in Soc Sci/Humanities, or even campus wide, **PSYC has maintained Census Enrollment since 2017**, with a .1% increase to 6,011 in 2020-21, though unduplicated headcount dropped slightly. Finally, we’ve achieved this success with a **Productivity at 634 for 2020-21!**In PSYC, we add as many students as we can, have grown courses in the major, and maintain an atmosphere of above-average instruction. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans1. What could be contributing to the differences?
2. What strategies does your department have in place to increase or maintain enrollment of these student groups?

Are there other trends that you see when drilling into the data that may be important to explore? | Enrollment trends for disproportionately impacted groups may be summarized as follows:-Overall enrollment of disproportionately impacted groups has remained steady (increasing by about 1%)-The above may be **contrasted** with a **campus wide decrease of about 13%** since 2016-17.-Percentage of entire program has remained about the same, **around 42%. This is slightly higher than De Anza overall (about 36%.)**1. Psychology has always had commensurate representation of underrepresented groups, especially compared to the campus overall.2. The PSYC Department heavily participates for equity-oriented training and development opportunities, as well as attend/facilitates a variety of efforts linked to Guided Pathways and other equity-oriented initiatives. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates. 1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html>
2. What strategies does your department have in place to increase or maintain current success rates?
 | The overall student success rate in PSYC has **grown from 78% to 83%** in the last five years. 1. The rate of success in PSYC slightly exceeds that of the entire campus (80%), but mostly tracks with the overall increase.
2. As described in the previous section, we believe we have focused on equity more than the average across other departments.
 |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates?
2. What are your thoughts on these differences?

What strategies might be helpful in closing gaps in successful course completion? | The overall student success rate in PSYC has **grown from 71% to 75%** in the last five years. 1. The rate of success in PSYC by the overall disproportionately impacted student groups slightly exceeds that of the entire campus (72%), but mostly tracks with the overall increase.

The 2020-21 success rate for African-American students has **increased to 75%,** from 68% in 2016-17.The 2020-21 success rate for LatinX students has **increased to 74%,** from 69% in 2016-17.1. As described in the previous section, we believe we have focused on equity more than the average across other departments.
 |
| II.E. | Changes Imposed by Internal/External Regulations  | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | N/A thankfully! |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals.  |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | We have always provided opportunities and given voice to students who identify as belonging to LGBTQ+ groups, going back to our former Chair, Charles Ramskov. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | We have expanded the use of open educational resources in PSYC, and continue to support their implementation. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | It’s clear that individual students who are struggling require individual feedback and development. Therefore, the Peer Assisted Learning (PAL) program should return, as should the DEI Studio developed by Dr. Morris Thomas, and implemented by Dean Ramos. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?* Professional Development – what areas?
* Enhanced support for students
* Departmental Collaborations
* Best Practices
* Coaching/Consultation
 | As above, we should re-start the PAL and DEI Studio programs. This sort of initiative is the type that’s mentioned frequently in discussions of methods to enhance equity.Enhance the professional development options for PT faculty; this is offered by Staff Development but would be more impactful  |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | We would prefer if the Division brought back the PAL – Peer Assisted Learning program, but it was cut even though it was showing early success. Members of the PSYC department will be harnessing the energy of the Psychology Club to create a peer advising program, beginning in Winter 2023. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | We suspended SLO data collection during the pandemic, and will start again in Fall 2022. |
| IV.B | Assessment  | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.  | 1. PSYC-001 General Psychology, our high-enrollment GE class, will be our first area of SLO focus.
2. PSYC-015 will be next, as it is a key course for majors.
 |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students. If you don’t work with budget, please ask your Division Dean to give you the information. | We are constantly worried about course cancellations but have mostly weathered this threat. For example, only three courses out of 136 were cancelled in the previous year. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:  | As Instruction at De Anza does not encourage the adding of new sections to the schedule, we feel we could have grown even more if we were able to meet demand, especially for PSYC-001. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Two – Due to growth as well as longtime vacancies, plus the addition of the ADT, which generates much work for only three full-timers. |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | Only **22.6% of our courses are FT-led**. We also are building a large major and do a lot of advising and miscellaneous tasks to help out Psychology Majors. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | N/A – Unless we bring back Instructional Assistants, who were all fired a few years ago due to budget cuts. |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | None |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | At least two hy-flex spaces, to be used mostly as an option for two or more PSYC-001 sections. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Funding from the Division B budget for PsycTESTS (3K/year) really should be coming from the College/Library - it’s only one added database to the significant number of EBSCO databases.  All students in PSYC 2 use this database (all quarter long).  Affects our ability to serve students well.  |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Continue to provide onboarding and training opportunities to new PT Faculty as well as maintain the sophisticated Tenure Review process. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | N/A |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | Resources developed and/or accessed by the Dean have enhanced quality of work life in the PSYC Department, but requested resources have generally not been approved.  |
|  | Submitted by: | APRU writer’s name | Mark C Healy |
|  | Last Updated: | Give date of latest update  | May 19, 2022 |