

Program: Psychology

Division: BSSL

Date: October 31, 2023

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.**

Please note: Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2022 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

INSTRUCTIONS:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
 1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select "Course Outline Report" under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
 2. If updates are needed, submit these updates to the Curriculum Committee
 3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.
 - ☐ Fall 2022 was the first semester since the COVID-19 pandemic that we offered a more robust on-campus schedule. Overall, our enrollment in on-campus classes was lower than before the pandemic. However, the number of students enrolled in on-campus classes for 2022-2023 indicated to us that many students are interested in returning to on-campus classes.
 - ☐ We continued to maintain an active psychology club. Spring 2023 was the first semester since the COVID-19 pandemic that we returned to on-campus club meetings. More specifically, in Spring 2023 we started meeting in a HyFlex format to accommodate students who preferred attending club meetings via Zoom. In Spring 2023, we participated in a climate solutions fair and shared information about coping with climate change.
 - ☐ We continued to bring guest speakers to campus via Zoom, including mental health advocate Jeff Bell, and Stanford sleep medicine specialist, Dr. Rafael Pelayo.
 - ☐ The psychology and theater programs collaborated with Adversity 2 Advocacy, Jeff Bell's nonprofit organization, on a performance of The Manic Monologues. This play consisted of a series of real-life stories of people who live with mental illness. Actors in the play were LPC psychology and theater students, as well as outside guests such as Dr. Stephen Hinshaw, UC Berkeley psychology professor. After the performance, we had a panel discussion with local mental health experts, including Dr. Sheena Turner-August. Panelists represented various local organizations and had information tables in the theater lobby.
 - ☐ The major challenge that we faced this academic year was creating our discipline plan for the 2023-2024 academic year. We were faced with the task of cutting 15 sections across Summer 2023, Fall 2023, and Spring 2024.
2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.
 - ☐ Our overall course success rate increased from Fall 2022 (75%) to Spring 2023 (80%)

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

- ☐ Students in our on-campus classes (Spring 2023-82%) have a slightly higher success rate than students in our online classes (Spring 2023-78%)
 - ☐ Our students who are African-American or Pacific Islander have the lowest course success rates (59%, N = 47, and 67%, N= 4, respectively)
 - ☐ Students who identify as male or female have similar course success rates (76% and 79%, respectively), but students who identified as other had lower success rates (65%, N = 28)
 - ☐ Students with and without disabilities have similar course success rates (77% and 78%, respectively)
 - ☐ Students who identify as low-income (76%) have slightly lower course success rates than students who identify as not low-income (79%)
 - ☐ Our students who are 19 years old and younger have the highest course success rate at 81%, while our students who are 30-39 years old have the lowest course success rate at 69%. All other age groups have course success rates of at least 71%.
 - ☐ Our fill rate increased from Fall 2022 (69%) to Spring 2023 (74%)
3. Got anything new planned for 23-24?
- ☐ Discuss strategies to support our students with lower course success rates
 - ☐ Offer a section of PSYC 21, Psychology of Race and Identity, that will consist of mainly Umoja students (Spring 2024)
 - ☐ Offer two classes (PSYC 1 and PSYC 6) in a hybrid format (Spring 2024)
 - ☐ Secure funding to help students who are presenting their research at the annual convention of the Western Psychological Association pay for registration fees and other expenses
 - ☐ Continue to partner with Student Health and Wellness Services on developing and expanding LPC's behavioral health program. This includes offering Chill & Chat sessions for faculty and classified professionals.
 - ☐ Identify dedicated space on campus for LPC's behavioral health program (more specifically, a room dedicated to the program that can be used for Chill & Chat and workshops)
 - ☐ Discuss the possibility of adding new courses that will benefit our transfer students
 - ☐ Commit to regularly assessing our SLOs
 - ☐ Continue to maintain an active psychology club
 - ☐ Continue to bring guest speakers to campus as part of our distinguished speakers in psychology program
 - ☐ Continue to encourage PSYC 25 students to present their research at the annual convention of the Western Psychological Association

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CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____ YES _____ No
2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

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C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?