

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

Program Name Psychology Academic Year 2023-2024

1. Has your program mission or primary function changed in the last year?

No, Psychology remains a very popular major and its introductory courses fulfill a lot of requirements for students.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

In 2022-2023, for the second year in a row it only took on average 3.8 years for females to obtain an AA degree in Psychology, compared to 5.8 and 6.8 years in 2019-20 and 2020-21 respectively.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

-Yes, guided pathways is in place and is updating the map to reflect up to date information.

-We had some difficulty getting professors to teach at the prison, delaying some of our incarcerated graduates

4. Were there any staffing changes?

-Yes, John Gallien was hired to fulfill the full-time assistant professor role.

We lost one full-time staff Lubna Haddad

3 other part time staffers were hired.

Anna-marie darnell

Leona Wilcox

(Laura Cardenas)- Was hired to teach two classes at the prison, but was just in a terrible accident and is in the ICU. It is unlikely she will be able to teach this fall.

5. What were your program successes in your area of focus last year?

-There were more Psychology degrees awarded this last year than during the pre-pandemic year of 2018-2019, 80 compared to 73.

- In 2022-2023, for the second year in a row it only took on average 3.8 years for females to obtain an AA degree in Psychology, compared to 5.8 and 6.8 years in 2019-20 and 2020-21 respectively.

-Additionally, the percentage of male students completing a degree is back to pre-pandemic rates (24%)

- We started implementing real life research experience in Research Methods Psy 105, including the use of new statistical software for data analysis, now qualifying it to receive transfer credit from UC's

### Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

This year's assessments have not come out yet, but based on the 2021 data, we are providing more degrees than ever.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

I think a lot of this data differs by department. However, it does appear that we are more than exceeding our degrees awarded, even if enrollment is down. I think we are also making progress on shortening the length of time it takes to get a degree.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

I would not recommend doing a course like Psy 101 in six weeks, it should be moved to 8 at least.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

n/a

- b. What were some key findings regarding RSI?

n/a

- Some strengths:

n/a

- Some areas of possible improvement:

n/a

- c. What is the plan for improvement?

n/a

**CTE two-year review of labor market data and pre-requisite review**

- a. Does the program meet documented labor market demand?

n/a

- b. How does the program address needs that are not met by similar programs?

n/a

## Area of Focus Discussion Template

### ACADEMIC SERVICES AND SUPPORT

**Academic Services and Support** – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

#### Possible topics:

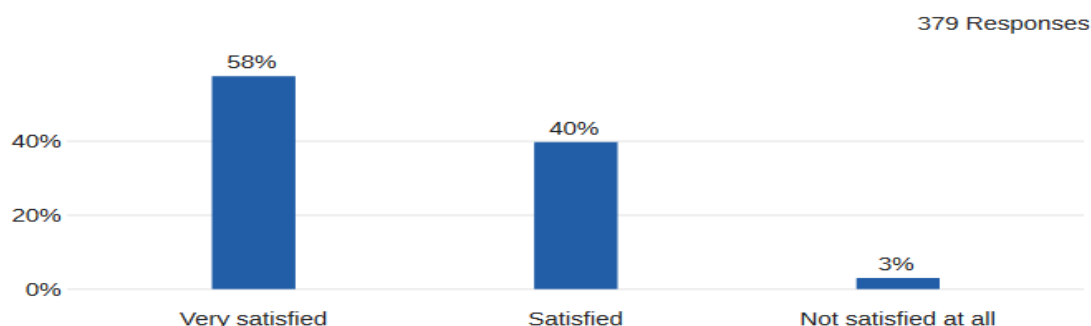
- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

#### 1. What data were analyzed and what were the main conclusions?

The Student Services Survey for Spring 2024 was used to address the following questions. When I requested that an Academic Services and Support survey be done for students enrolled in Psychology classes in early April, I was informed that this survey was currently being completed by our students. The Office of Institutional Effectiveness informed me that the results of their Student Services Survey could be used to address the questions of this Core Topic for the Psychology program (personal communication with I.E.). Although the student data presented here is not specific to the Psychology program, it does provide a general overview of how our population utilizes AHC's Academic Services and Support services. The conclusion is that over 95% of the students are either "satisfied" to "very satisfied" with the Academic Services and Support provided by the college (see survey data below).

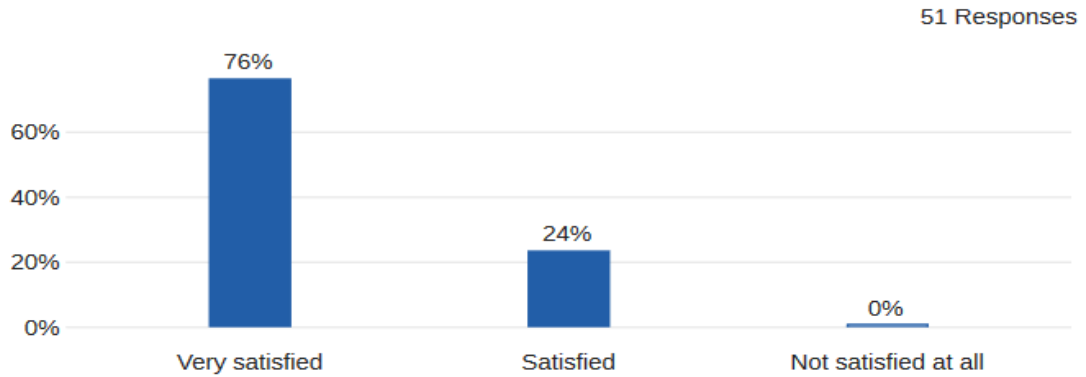
#### A. General counseling services survey results:

#### Q38 - How satisfied were you with general counseling services?



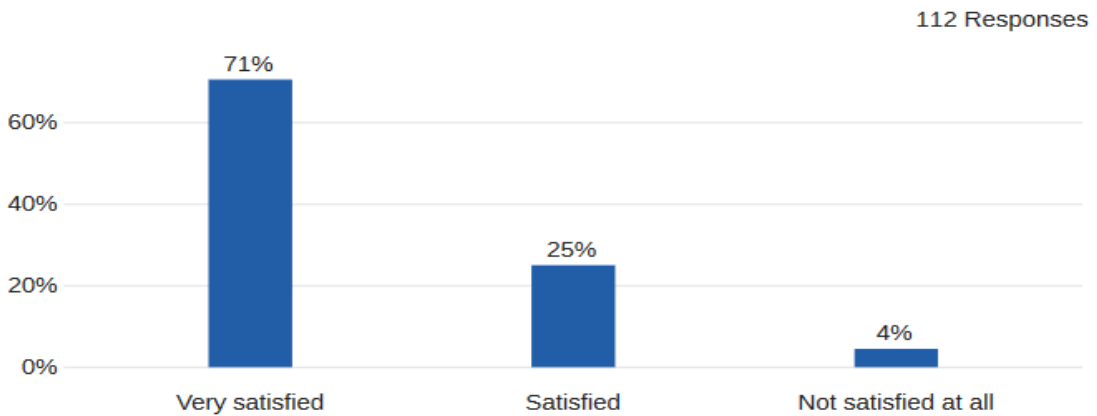
B. Phoenix/Rising Scholars services survey results:

Q50 - How satisfied were you with Phoenix/Rising Scholars services?



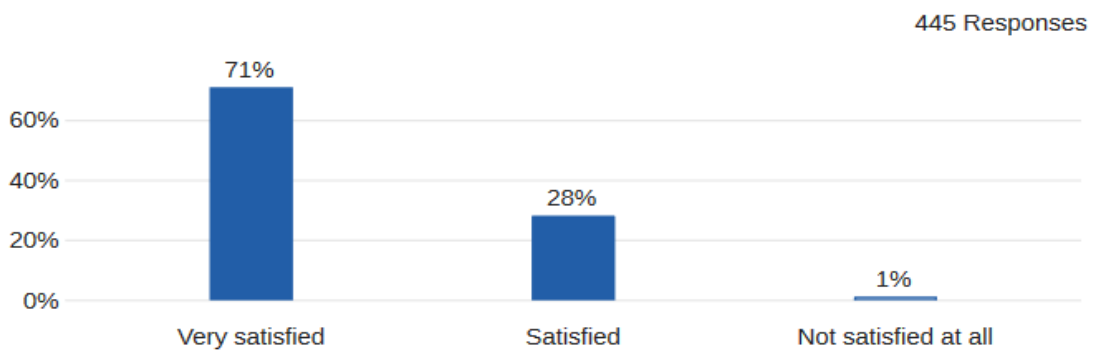
C. Learning Assistance Program (LAP) services survey results:

Q58 - How satisfied were you with LAP services?



D. AHC Library survey results:

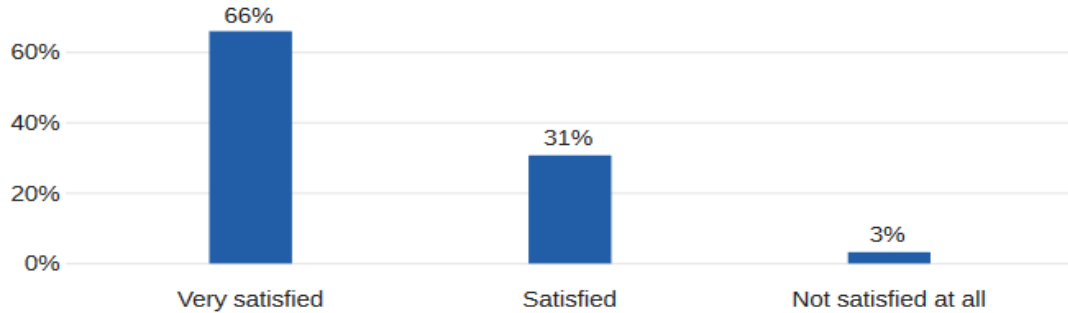
Q62 - How satisfied were you with AHC Library services?



E. MESA survey results:

### Q66 - How satisfied were you with MESA services?

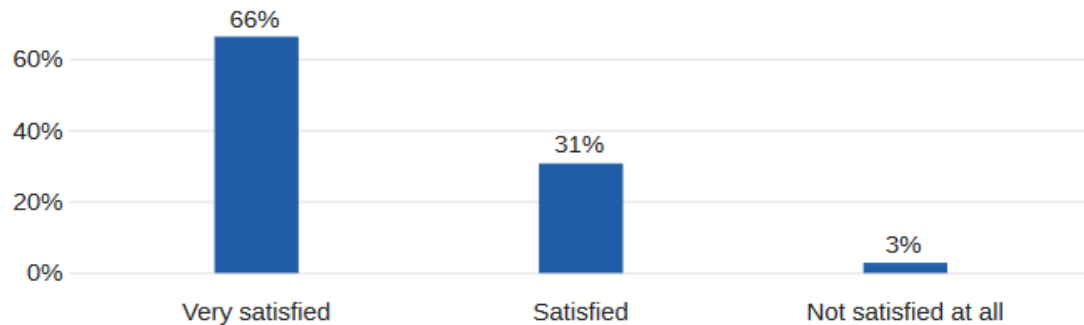
91 Responses



F. Tutoring services survey results:

### Q78 - How satisfied were you with Tutoring services?

214 Responses

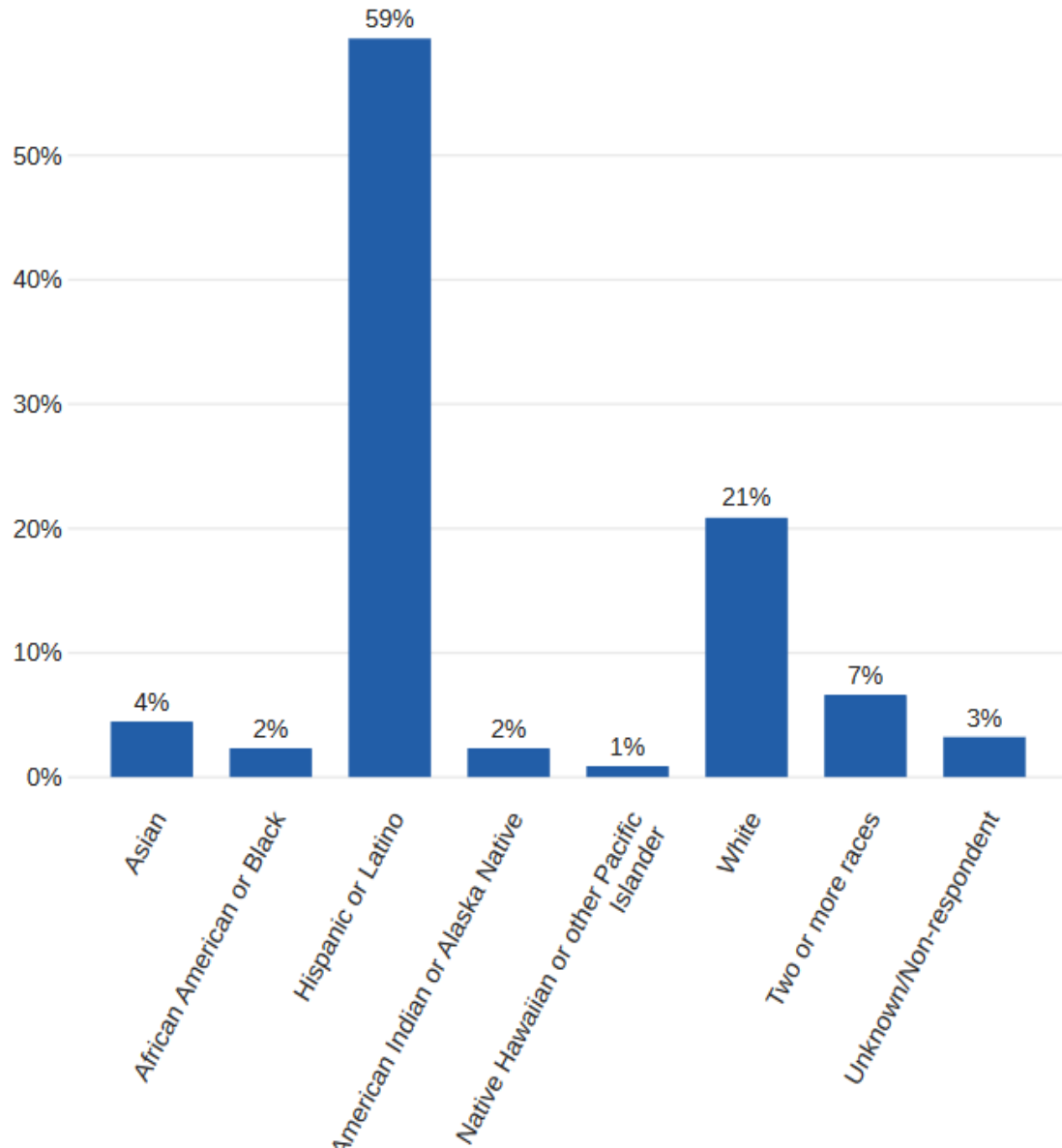


2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

It is difficult to identify any challenges with student success through the lens of equity as the survey results are not disaggregated by ethnicity. However, based on the overwhelming number of students who were very satisfied or satisfied indicated that the services are equitable. Question 121 of the Student Services Survey shows that 59% of the respondents to the survey identified as Hispanic or Latino (see below).

## Q121 - What is your race or ethnicity? Please check all that apply.

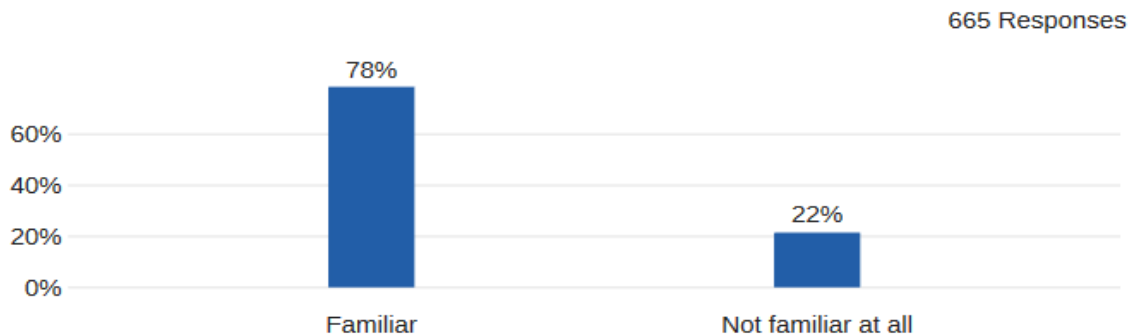
495 Responses



Looking at Student Services Survey questions that relate to Academic Services and Support, it appears that some students are not aware of or take advantage of them (see below). Some of these results are likely due to students not needing or seeking out these resources (i.e., Phoenix/Rising Scholars services, LAP, & MESA). However, there are likely students who would benefit from using the Library, MESA, and Tutorial services if they knew that they were available. Increased awareness of these Academic

Services and Support by our Hispanic or Latino students could lead to increased academic success.

Q35 - The General Counseling Department provides a variety of services like academic counseling, course selection, developing a comprehensive student education plan and referrals to campus and community resources. Please tell us how familiar you are with the General Counseling Department.

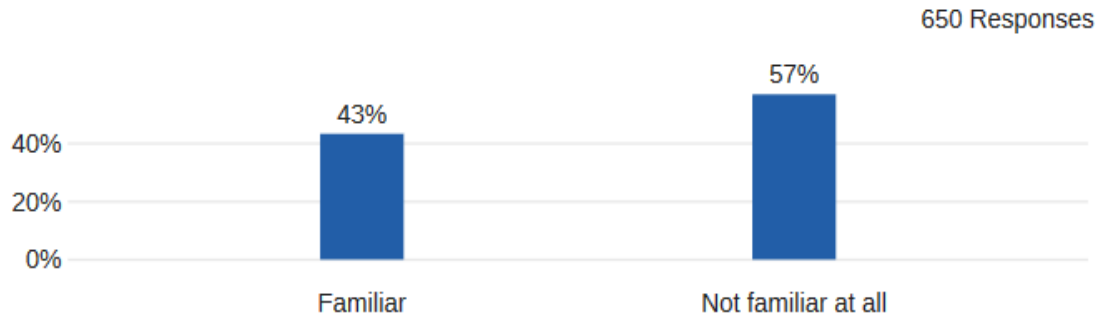


Q47 - Phoenix/Rising Scholars are programs that support our system impacted, justice involved and gang impacted youth. Please tell us how familiar you are with Phoenix/Rising Scholars.

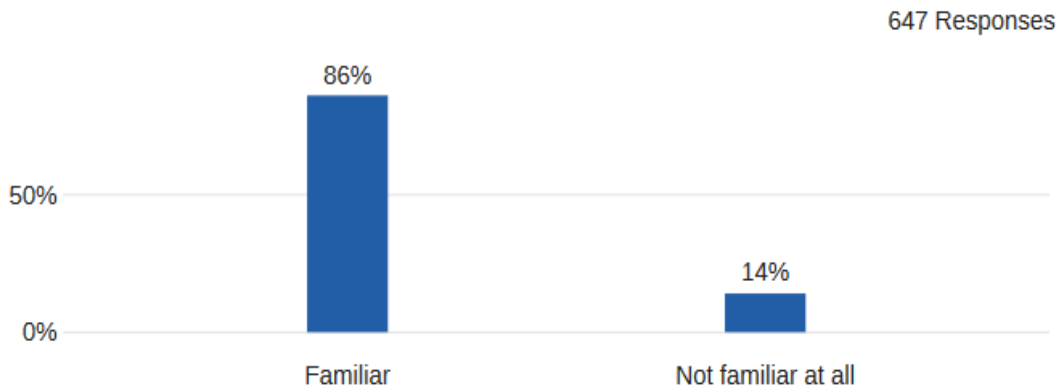




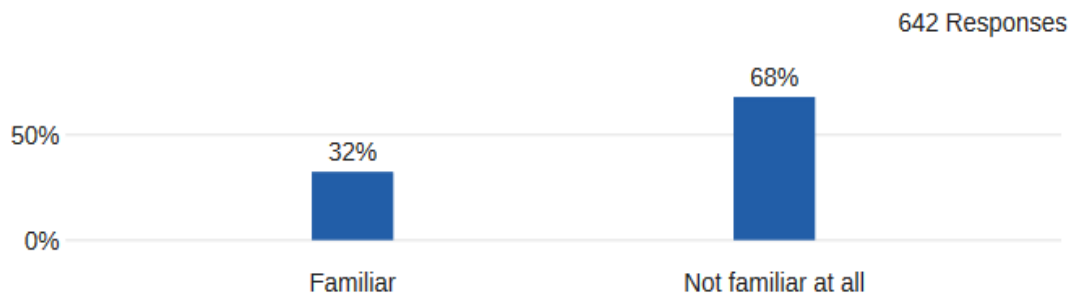
Q55 - Learning Assistance Program (LAP) provides assistance to students with all types of physical and/or learning disabilities. Please tell us how familiar you are with LAP.



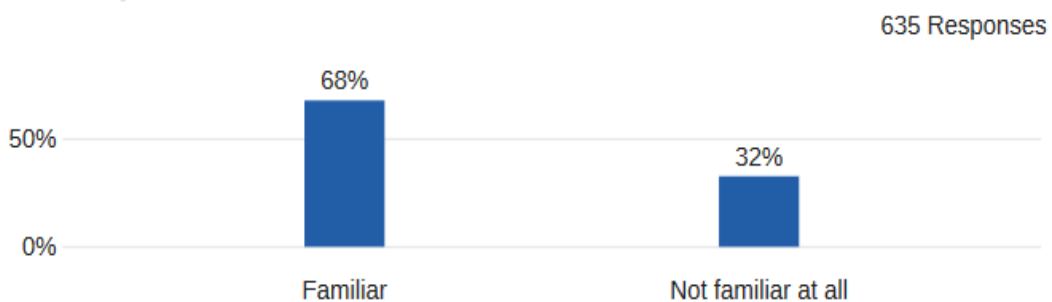
Q59 - The AHC Library supports students and staff with immediate research needs, academic resources and development of literacy. Please tell us how familiar you are with AHC Library services.



Q63 - MESA provides support services for mathematics, engineering, and science students. Please tell us how familiar you are with MESA services.



Q75 - Tutoring services are provided at the Academic Resource Center (ARC), Tutoring Center, Math Lab, and Writing Center. Please tell us how familiar you are with Tutoring services.



3. What are your plans for change or *innovation*?

I will be buying models of human brains and the nervous system in order to help show students specific parts and functionality.

I will be purchasing more assessments to compliment the WAIS-IV and MMPI-3 to help expose students to psychological assessment and psychometric properties of tests.

Moving forward, reducing the stigma behind having an LAP would get a lot more resources out there for students who actually need them. Many students are taking an LAP assessments thinking it will be easier for them to pass.

Spring semester had a presentation done by Pathways in hopes to increase awareness of course pathways and reduce lag in graduation, I will do this again in the fall.

4. How will you *measure* the results of your plans to determine if they are successful?

I am considering releasing all HW at the beginning of the year in two classes with online exams with only multiple choice, T/F, and Fill in the blank, then have two classes will have in person exams, with a majority of the questions written responses. At the end of the year all sections will take the same Final. Since all exam grades are curved to each individual section, this will not hinder anyone’s grades, and will give me data on teaching styles and teaching methodology.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners) n/a
2. Are there specific recommendations regarding the core topic responses from the validation team? n/a

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. ***This section is only used if there are new planning initiatives that pertain to the Core Topic only.***


**Sample:**

<b>New Program Planning Initiative (Objective) – Core Topic Only</b>	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705  
 Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.  
 Title V

Program Review Signature Page:

 Aug 7, 2024 14:38 PDT

Aug 7, 2024

Program Review Lead

Date



Aug 7, 2024

Program Dean

Date



Aug 8, 2024

Vice President, Academic Affairs

Date











# F23-S24 PSY Academic Services and Support\_7.26.24


Final Audit Report

2024-08-08


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