

# CPR - Instructional

## A. Program Description

1. Describe your program’s purpose and identity/focus, noting any changes since the last review.

The psychology department is a single discipline department that offers an AA-T and one certificate (Community Mental Health Certificate). The curriculum is comprised of 13 lower division courses and one upper division course offered within the IxD Bachelor’s program.

Since the last program review, the department has undergone significant changes. The department is now smaller, with half the number of part-time faculty compared to 2016, fewer course offerings, and fewer total sections offered each semester. Additionally, 88% of department courses are now offered either fully online or in a hybrid format, and a new community mental health certificate has been approved and will soon be offered. The department has shifted its focus to prioritize racial equity, as evidenced by recent curriculum updates, student outreach and community building efforts, and the establishment of a new department mission.

Department Mission is as follows: The SMC Psychology department seeks to educate students through a pluralistic and inclusive perspective of psychology that promotes awareness of self, one’s identities and privileges, and factors that influence mental processes, as well as the physiological underpinnings of human behavior. Students are introduced to the many subdisciplines of psychology such as biological, cognitive, developmental, social and personality, and mental and physical health. Using psychology to build essential analytical skills, we strive for students to gain a deeper understanding of interpersonal relationships and community functioning and engagement. Through the discovery and co-creation of knowledge, the psychology curriculum and learning experience at SMC prepare students for transfer and future careers in Psychology and related fields.

The department seeks to continue to challenge itself to evolve and grow as reflected in our new vision statement: The vision of the SMC Psychology department is to create a community of intellectual engagement that fosters students’ critical understanding of the science and practice of psychology. Our program is designed to equip students with a critical lens for understanding self and others, and the ethical application of psychology for individual wellbeing and for the creation of a more just world.

2. What are the critical ways your program advances the college’s mission, vision, and goals?

In alignment with the current SMC mission statement and its most recent revision, the psychology department is committed to racial equity, teaching excellence, promoting student success, and enhancing students’ social and economic mobility. These efforts are outlined below.

Commitment to racial equity.

In alignment with the SMC Student Equity Plan (SEP), and as a designated Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI), the Psychology Department is dedicated to realizing educational equity for all students while advancing racial equity and addressing disparities in outcomes for racially and otherwise marginalized students. To this end, nine department members participated in the EGC Professional Development Program, and we have formulated a vision and mission that prioritizes racial equity as a fundamental value. Furthermore, the department has undertaken significant and concrete initiatives to develop a more inclusive curriculum and center Black and Latinx perspectives and contributions to the field.

Specifically, during the 2023-2024 academic year, the department focused on decolonizing the curriculum for our gateway course, Introduction to Psychology (Psych 1). This effort aimed to enhance inclusivity by integrating diverse and historically marginalized perspectives from racially minoritized scholars, as well as incorporating critical and liberation psychologies. Additionally, the department sought to adopt equity-centered pedagogies, including culturally and community-responsive teaching methods, to ensure the psychology curriculum is more relevant to SMC students and their communities today. Lastly, the department remains committed to the application of psychology in personally meaningful ways that allow students to increase self-knowledge and life skills.

Teaching Excellence and Student Success

The psychology department promotes critical thinking, intellectual exploration, and curiosity through our vision, mission, and classes. We are enhancing student success in several ways:

- Helping students articulate their relationship with the surrounding social world, along with their unique perceptions and perspectives.
- Using a critical framework, psychology instructors cultivate global perspectives that apply psychology to local and global issues. They emphasize the importance of civic engagement and encourage students to demonstrate a commitment to social and environmental justice.
- Implementing an annual review of individual and departmental student success data, including identifying equity gaps, to inform data-informed, equity-focused curriculum updates. As previously mentioned, we are committed to incorporating equity-centered teaching methods that align with contemporary research and trends, offering practical applications to enrich learning.
- Encouraging student engagement and mentorship mainly through the Psych Club and Psi Beta honor society, where students can build a community, deepen their understanding of psychology, and receive faculty support for transfer and career development.

Commitment to students’ social and economic mobility

As a department, we work to support our students in achieving their educational, career, and personal objectives. Therefore, we emphasize critical thinking, scientific reasoning, information literacy, and writing skills throughout our curriculum. We are consistently enhancing our courses to facilitate students’ transition to four-year colleges and universities or increase their employability. In this vein, we recently created the Community Mental Health certificate in response to the growing demand for paraprofessionals in the public sector which increased during the pandemic and subsequent racial uprisings.

Many students enrolled in psychology courses, especially Psych 1, do not pursue psychology as their major. Consequently, our department is dedicated to presenting psychology and its principles in ways that benefit all students’ growth, as well as their social and economic mobility. Courses such as The Psychology of Communication, Marriage, Family, and Human Intimacy, Child Growth and Development, and Human Sexuality provide practical advantages that students can utilize in their everyday lives.

## B. People Involved – Your Students

### Population and Demographics:

3. What are the key characteristics that define your program's student population? Compare your program's population to the overall college population, and discuss the extent to which your program’s student makeup (including subgroups who are over or under-represented) currently aligns with your program’s intended target populations.

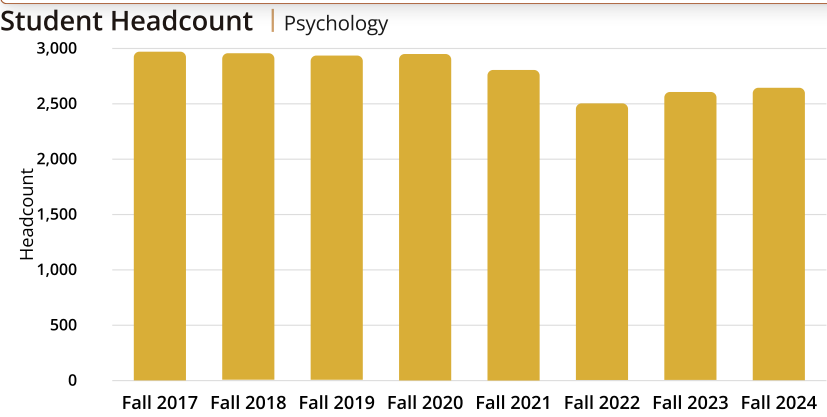
Similar to the overall SMC student population, the psychology department is racially diverse, with a higher proportion of women-identified students than male-identified students. In Fall 2023, there were approximately 2,600 psychology students, reflecting a 14% decline in enrollment since the last program review, a trend that mirrors the overall decrease at the college. Despite this decline, the racial representation in psychology enrollment has remained stable. Currently, Latine/x students make up 45% of enrollment, which is 8% higher than their overall representation at the college. Given that Latine/x individuals represent only 17% of master’s level graduate students (APA, 2023) and a mere 5% of psychologists (APA, 2018), the psychology department has an opportunity to increase the number of Latine/x students who embark upon careers in the field.

Enrollment of Black/African American and Asian American students have remained stable at 9% and 8% respectively, mirroring their representation at the college. Notably, there is a national underrepresentation of African Americans in the field of psychology comprising only 4% of psychologists, 2% of psychiatrists, and 7% of marriage and family counselors (APA, 2018; ABPsi, 2022). Similarly, Asian Americans comprise approximately 5% of psychologists. Thus, while Black and Asian American students are proportionately represented within the department, engagement, and support of these student groups present a distinct opportunity to shape the pipeline of racialized students who continue in the field.

Lastly, since 2017, the department has seen a slight decrease of 4% in male-identified student enrollment, which is 12% lower than their representation at the college level. This decline in male-identified students aligns with a national trend in psychology and is noteworthy as a discipline.

It's important to note that while we have data on the racial and gender identities of our students, we should also pay attention to what is missing or unknown. For example, 7% of students chose not to report their racial identity, and 2% chose not to report their gender identity. When it comes to surveying student identity, students can select more than one race or choose not to report their racial and gender identities. However, the choices for gender identity are limited to binary options, which may not fully capture how students identify. It's also worth noting that the data does not provide any information on the sexual identity of psychology students.

Understanding the diverse intersecting identities of psychology students aligns with the department's mission and stated objectives to best serve all our students, create a sense of belonging, and strive to eliminate racial inequities.



Measures: Headcount

|          | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Measures | 2,971     | 2,957     | 2,936     | 2,950     | 2,806     | 2,504     | 2,607     | 2,645     |

Data loaded 21-Mar-2025

Outreach and Planning:

4. What opportunities do your analyses reveal about your current and future student outreach and planning efforts?

As noted above, the departmental reflection on student enrollment patterns has illuminated several opportunities for planning and student outreach. Departmental efforts have included:

- EGC participation to provide professional development and support to create a more racially inclusive curriculum and utilization of culturally responsive pedagogy
- Organization of COR (Community of Resilience) Thursday events led by psychology faculty, Erin Cue, in which students can be in community with psychology faculty, deepen learning about psychology topics and faculty areas of expertise, and hear from outside speakers. Topics have been on areas such as: Unpacking My Backpack: Academic Resiliency and the Willingness to Persevere in the Face of Adversity; Coping with Stress and Racial Trauma during the Pandemic; and a career panel to name a few.
- Continued collaboration with Black Collegians and Adelanté programs to offer recommended sections and support for its students.
- We have organized four “I Am Psyched” museum exhibits in which Black and Latinx women psychologists and their contributions to the field are on display. These events were organized and on display during Black History Month and Latinx Heritage months and hosted a large number of students. The Corsair even reported about the events.

The department has identified outreach to Latine/x students and majors as a priority for continued outreach and community building. Potential partnerships include Adelanté and the Dream Resource Center. This is also articulated in the department action plan.

C. People Involved – Your Staff

Population and Demographics:

5a. Discuss your program’s staff (PT/FT faculty, non-faculty, and classified).

The psychology department consists of eight full-time faculty, 11 part-time faculty (including 7 associate and 3 non-associate status instructors), and one part-time administrative assistant. The department's faculty are active and engaged in college governance, involved in the campus community, and diverse in their expertise. Faculty expertise is reflected not only in the wide range of course offerings but also in their ongoing research, presentations, and community involvement, which are discussed below.

5b. How reflective of your program’s student population is your staff?

The psychology department reflects the SMC psychology student population in many ways. While small, the department is diverse, consisting of full-time and part-time faculty of many racially minoritized backgrounds, gender and sexual identities, immigration and generational statuses, faculty who were first-generation college students, and community college attendees. An area of diversity that is lacking, however, is with Latine/x faculty members or individuals whose research or clinical expertise focuses primarily on the Latine/x community or issues of primary concern to this population. Given that Latine/x students comprise the largest demographic group within our department and that SMC is a designated Hispanic Serving Institution (HSI), the lack of representation within our department is conspicuous. The department’s last request to hire a full-time faculty member identified this gap as a departmental priority.

Staffing Changes:

6. Discuss your program’s staffing changes since the last review. How have these changes impacted your program’s ability to achieve its desired student outcomes?

At the time of our last program review, we had 8 FT faculty and 23 part-time faculty. We had just hired two new FT and two PT faculty members. With the department’s increased focus on racial equity and current directions in psychology, our hiring practices have resulted in our department becoming more racially



diverse, more inclusive of a range of marginalized identities (e.g., sexual and gender identities), and generally more reflective of the population of southern California. The research, teaching, and clinical expertise of these faculty members have been similarly diverse and reflect future directions of the field of psychology. As previously mentioned, we have been unsuccessful in hiring a Latine/x faculty member. The challenge of recruiting more racially diverse faculty is complex and influenced by several factors. Although we have established minimum qualifications of a Master's Degree, it is important to note that all full-time and part-time faculty within the department currently hold doctoral degrees. As stated elsewhere in this document, Latinx individuals make up less than 5% of doctoral-level psychologists, which significantly limits our applicant pool. The department needs to critically evaluate the criteria for its positions to enhance competitiveness while also considering the impact on diversity in hiring. Additionally, increasing outreach and recruitment efforts through professional organizations such as the National Latinx Psychological Association may help attract more applicants.

Since the previous program evaluation, we have lost nearly half of our part-time faculty, leaving us with 11 part-time faculty members. This decline in part-time faculty can be attributed to various factors, including retirements. However, the primary contributing factor is the decrease in weekly teaching hours (WTH) leading to fewer opportunities for non-associate part-time instructors. The absence of WTH and part-time colleagues has resulted in a loss of expertise in critical areas such as physiological psychology and research methods. Consequently, our course offerings have been adversely affected, reducing the sections offered, particularly in the essential courses for the AA-T.

Staffing Challenges:

7a. Looking ahead to the next review period, discuss any staffing challenges you anticipate. How is your program planning to address these challenges?

As noted above, due to staffing loss and cuts to weekly teaching hours, the department is currently experiencing an expertise gap and challenges in offering and staffing essential courses. Currently, we are in the process of recruiting an additional part-time colleague to address staffing gaps in research methods and physiological psychology. In line with our efforts to advance racial equity, we aim to create a comprehensive job description and application evaluation process that emphasizes the preference for candidates with well-defined equity-focused teaching methods, experience in effectively instructing and mentoring Black and Latinx community college students and a strong dedication to teaching excellence.

We also currently offer limited classes on ground primarily due to the lack of faculty preference for teaching on ground. This is an area of ongoing discussion as we discuss multiple ways to meet the fullest range student needs.

7b. What institutional support does your program need to address these challenges?

The primary areas of institutional support for our department include:

- Clear and consistent communication about weekly teaching hours vs last-minute approval to offer a class when staffing is more difficult if possible at all.
- There has been mixed communication from Academic Affairs and the Faculty Association regarding contractual requirements to teach on ground. More consistent and transparent guidance would help plan and staff on ground course offerings.
- Support for hiring PT faculty promptly.
- A system to track and manage student requests to add classes. The current “system” instructing students to contact individual instructors for an add code is not systematic, impedes our ability to monitor student need/demand, and is laborious and burdensome for individual faculty.
- Given the large number of online classes at SMC and particularly within our department, greater instructional design support is warranted. Many colleges with robust online education offerings, employ a team of instructional designers. As it stands, faculty are expected to serve as subject matter experts, teachers, and now experts in instructional design which can often require coding knowledge if we are to meet online pedagogy best practices and design the optimal user experience.
- We encountered bureaucratic hurdles that hindered our ability to navigate college business processes effectively. Although we received approval for a modest budget to establish a student-faculty community space within our department, unnecessary and costly obstacles related to furnishings have prevented us from completing this project over the past year. As a result, we now have an empty space in the center of our department and have faced significant delays in creating the community space.

8. What key elements of your department culture facilitate and impede your program’s ability to achieve its desired student outcomes?

The psychology department has several strengths that contribute to positive student outcomes. These include theoretical diversity, a wide range of expertise, a commitment to competence and professional development in specialized areas, dedication to providing excellent instruction for SMC students, and active engagement in racial equity initiatives, as demonstrated in part by participation in EGC. However, there are also areas where the department can improve. One key area for change is the limited on-ground presence of departmental faculty. Currently, the department does not have a robust on ground course offering primarily due to faculty preferences. Additionally, there is minimal on-ground support for departmental student outreach and community building activities (e.g. I am Psyched). The lack of psychology faculty support for these events impedes students' ability to connect with faculty and build a sense of community. Both of these are critical factors to promote racial equity for Black and Latinx students as articulated in the SEP.

Staff Support and Professional Development:

9a. Discuss how your program involves and supports its staff (classified, non-faculty, and PT/FT faculty).

Because faculty are emphasized throughout this document, in this section, the role of our administrative assistant will be centered. The psychology department has one part time administrative assistant who supports the department. We strive to involve and support her within the overall department in several ways. First, without reiterating the job duties of all administrative assistants, it is important to acknowledge the range of key functions Tamika Phillips plays within our department. She often serves as the frontline of contact for the department for prospective, current, and previous students. In this capacity, the way in which she responds to student requests provides an entry point to the welcoming atmosphere and sense of community we aim for students to experience. This is important to note given the department’s priority of community for our entire department, including faculty, staff, and students. Second, Tamika is essential in communicating essential information within the department. She established a department newsletter that was particulalry helpful early in the pandemic, however, due to lack of instructor input, we have temporarily discontinued it as we evaluate format and alternative options. Her role in communication in the department is critical and thus, she is given time in every department meeting for her own announcements.

As a department, we understand key differences between faculty and classified employees, some of which became more visible during the pandemic. When there were few instructors on ground, Tamika (like other classified staff) was required to be present. One critical way that we have worked to support her is by advocating for a partially remote work schedule for the past two years. This advocacy for her to be allowed a partially remote schedule is only fair, especially for a primarily online program.

Lastly, as a department, we work to foster a sense of community for everyone not just through our meaningful work together but through social connection. To that end, we typically organize at least one department social activity each semester. Recent activities include miniature golf, an escape room, department picnic, and our annual Gingerbread House competition (including judges from other departments and students).

9b. What roles do your program's staff play on campus and in the off-campus community?

Despite the small size of our department, our faculty are highly engaged in the campus and surrounding community. With four faculty members sitting on the Academic Senate executive board, the psychology department appears to have more members of the executive board per capita than any other department! In addition to these roles, our faculty have been or are currently engaged in the following campus roles:

- Faculty Association, Co-Chair of Grievance and Adjunct committees
- Academic Senate, Co-Chair of Adjunct committee
- Professional Development Committee - Chair
- Equity and Diversity Committee - Chair and member
- Member of the 3C (Colleague Collaborative/Collective).
- New Faculty Committee - Chair
- Scholars Program, Faculty Leader
- Environmental Affairs Committee- Chair
- Curriculum Committee - previous member
- Honor Council - member
- Program Review Committee - member
- Sabbaticals and Fellowships Committee
- Student Affairs Committee - member
- Academic Senate Department Chairs Committee- member
- Equitizing Gateway Courses- Co-Founder and Co-Lead
- Psych Club and Psi Beta Club Co-Advisor

Colleagues are particularly active within the local LGBTQ+ community. Professor Arakelyan has been recognized for her leadership and extraordinary contributions in the LGBTQ+ community in greater Los Angeles area. Faculty with backgrounds in educational psychology have continued to serve in varying community leadership roles including Professor Cue’s position at the Kadima Day School, chairing the School Site Council for Clover Elementary, and Sherman Oaks Center for Enriched Studies.

In addition, faculty have ongoing community engagement and volunteerism with racialized communities throughout the metropolitan area such as Professor Chin’s work with the Lotus Project for Trauma-Informed Services for Asian Americans and Asian Immigrants and Professor DeLoach’s ongoing work on racial trauma with the county of San Bernardino. This is only a snapshot of our faculty’s community engagement yet it demonstrates the ways our expertise is valued and recognized beyond the confines of the college.

9c. Discuss how your staff’s professional activities since the last review period have positively impacted your program.

The psychology faculty's diverse expertise and experience have significantly impacted the department since the last review. Firstly, faculty expertise in community mental health, clinical and community psychology, with a specific focus on trauma and resilience, has contributed to developing the department’s first certificate in Community Mental Health. Additionally, two faculty members, Anderson and Arakelyan, specialize in LGBTQ+ issues. Because of their respective research, advocacy, and community involvement, they have helped to advance multiple important issues for students. For instance, Prof Anderson’s advocacy with colleagues helped to establish gender-neutral restrooms for students on campus, the current campus-wide Safe Zone training, and Professor Anderson is currently shaping the development of a new Psychology of Gender course. Prof. Arakelyan's work informed the first LACCD LGBTQ+ studies class and she has remained heavily involved in advocating for LGBTQ+ rights throughout the greater metropolitan area. As noted above, she has been acknowledged for this important work. This important community involvement is reflected in her coursework and support of students across identities inside the classroom and beyond.

Similarly, Prof. Lea Hald’s work with community and corporate partners, such as the LA Library Foundation, Hulu, and Ciclavia, has led to multiple design challenges and valuable academic and work experiences for IxD students. Through her advising and research mentorship of the Psi Beta Club, Professor Erin Cue helped club members to design and implement two student-led research studies ("The Effectiveness of AI as a Stress-Reducing Intervention During COVID-19" and "The psychological impacts of students on online learning during COVID-19), which they presented at the Western Psychological Association (WPA) Conference. Lastly, the efforts of a Psych 1 workgroup and faculty participants of EGC have resulted in department-wide, equity-centered transformation of the department’s gateway course, potentially improving the learning experience and outcomes of hundreds of students each semester.

9d. What additional areas of professional development and trainings are needed for your staff?

The call for more professional development in the area of AI among our department’s faculty has been unanimous. The proliferation of AI by students and professionals alike presents expansive learning opportunities and significant challenges. As a department, we aim to be equipped with the knowledge and skills to leverage AI to enhance the learning and development of our students. Specifically, we want to collectively evaluate and address these issues within our curriculum and effectively navigate this evolving landscape in ways that do not add to the policing of students or further exacerbate existing racial equity gaps.

If applicable:

10a. In what professional organizations does your program’s staff participate?

- American Psychological Association
- Association of Black Psychologists
- Society for the Teaching of Psychology
- Western Psychological Association
- American Educational Research Association
- Physicians for Human Rights

10b. Discuss your staff’s grant-funded research and projects.

N/A

10c. Discuss your program’s partnerships with regional educational institutions.



The psychology department does not have any formal partnerships at the departmental level. However, multiple faculty have ongoing relationships and projects with UCLA such as with its Center for Culture, Trauma, and Mental Health Disparities and the Anderson School. In addition, we have faculty with ongoing relationships with universities, including University of Nijmegen (Netherlands), University of Sussex (UK), UCSD, and the University of Arizona.

10d. Discuss your program’s industry partnerships and relationships.

As mentioned above, through Professor Hald’s work with community and corporate partners, such as the LA Library Foundation, Hulu, and Ciclavia, Psych 320 students have engaged in multiple design challenges while gaining valuable academic and work experiences in the IxD program. In addition, Prof DeLoach has worked with Joan Kang to cultivate discipline-specific community engagement and service-learning experiences for Community Psychology students.

10e. Discuss how your faculty are upskilled to address industry and/or curricular changes.

As mentioned throughout this document, department faculty are experts in their respective fields and highly engaged in the profession and their communities. In line with this expertise includes multiple members of faculty being licensed as clinical psychologists. Many colleagues have received additional training in instructional design and online pedagogy. And, consistent with the department’s interdisciplinary collaboration with college and community partners, many colleagues have additional training and degrees in other fields such as law degrees (J.D.), gender and media studies, to name a few.

10f. Provide your program’s advisory board membership and meeting dates since the last review period.

The department does not have an advisory board. We will discuss the need and value of an advisory board in upcoming meetings.

## D. Curriculum, Courses, and Scheduling

11. Analyze your program’s enrollment trends disaggregated by modality and other course attributes. Reflect on the extent to which your current course offerings and class scheduling practices maximize student success. Include any evidence to support your points. Discuss any changes your department plans to better respond to students' needs.

Current enrollment is approximately 2800 students which represents a decrease of 14% since the last program review. Yet, enrollment is increasing and psychology classes typically fill at 80-85% rate or higher across modalities. Our course offerings are currently primarily online with only 12% of classes being offered in a fully on ground modality. This represents a significant shift in the department compared to the previous program review. In 2017, only 12% of the department’s total class offerings were online. Today, it is the opposite.

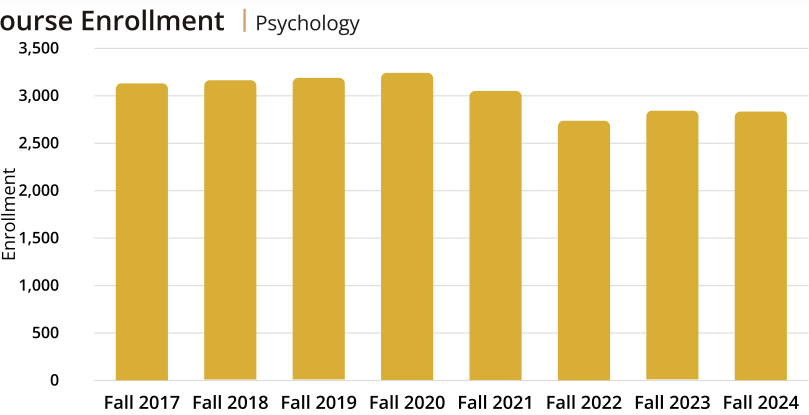
In Fall 2024, 75% of sections were offered online with 49 sections being asynchronous and 7 sections being offered through scheduled zoom sessions. The department only offered 13% of classes in a hybrid modality that included an on ground component and 9 sections of fully on ground classes, 3 of which were evening classes.

The psychology student population is racially diverse as previously delineated; this diversity is reflected across course modality. Note that while IR data for Flexible and Asynchronous sections are separately categorized, these modalities were renamed and organized by Academic Affairs early in the pandemic. Since that time, the “Flexible” modality refers to courses that are fully asynchronous.

- The largest proportion of enrollments for Black students was in “Flexible” sections (47.7%), followed by “Asynchronous” (14.3%) and “Scheduled” (12.6%)
- The largest proportion of enrollments for Latine/x students was in “Flexible” sections (44.6%), followed by “Asynchronous” (13.8%) and “Scheduled” (13.7%)
- These patterns were similar across all racial/ethnic groups with the exception of the “Unreported” race/ethnicity group who had robust enrollment on “On Ground” sections compared to other modalities. This may be the case because approximately 73% of students in the “Unreported” category of race/ethnicity enrolled in psychology courses were international students and their student visas restrict the number of online classes they can take.

The current distribution of course offerings by modality was not a result of intentional planning by the department to shift to a predominantly online program. Rather, this is based primarily on enrollment trends during the pandemic and in the early phase of returning to campus. The department has prioritized evaluation of the modalities of its course offerings to ensure that we meet student needs as a department. For example, classes that have not been offered on ground since prior to the pandemic may present barriers to some students such as international students who require a minimum on ground hours. To this end, we recently received a request from AA to add an on ground section to meet the needs of a large group of international students who could not access the number of on ground classes needed this semester. Unfortunately, we did not have any eligible instructor who would agree to teaching this section. Thus, it is evident that the current scheduling process, which prioritizes faculty preferences, has a negative impact on students. Lastly, it is preferable that for each class, students have a choice in selecting a class modality that meets their learning and schedule needs.

Scheduling has primarily been influenced by faculty preferences. However, it is important to highlight a few key points: 1) enrollment in online classes within our department remains strong despite significant budget cuts; 2) course success rates for online asynchronous classes are the highest in the department at 89%; and 3) Black and Latine/x students have the highest enrollment and course success rates in online asynchronous sections, achieving success rates of 75% and 81.5%, respectively. Thus, while it might seem that the department should necessarily increase its on ground offerings, we must think critically about all of the data, the range of student needs, and the evolving landscape of higher education that led to the increase in online classes.

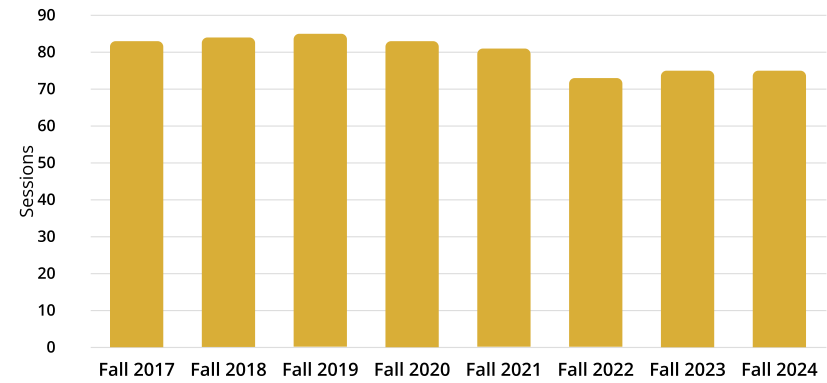


Measures: Enrollment

|          | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Measures | 3,131     | 3,164     | 3,189     | 3,242     | 3,051     | 2,737     | 2,843     | 2,834     |

Data loaded 21-Mar-2025

### Section Offerings | Psychology



Measures: Sessions

|          | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Measures | 83        | 84        | 85        | 83        | 81        | 73        | 75        | 75        |

Data loaded 21-Mar-2025

12. What institutional support do you need to create a more equity-minded and student-centered curriculum, course offerings, and class schedules?

- Clear and consistent communication about on ground needs and requirements
- Institutional data on student need and preferences for schedule and course modalities
- Department philosophy and metric for proportion of classes to offer in each modality
- System for crashers to better manage enrollment needs and monitor enrollment trends
- Ongoing professional development on equity-centered pedagogies.
  - Specific PD on hybrid and hyflex challenges and considerations
- PD for faculty and department chair specific professional development on equity-minded schedule development

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

Changes to the program and departmental challenges are delineated throughout this document and more specifically below related to outcomes. Highlights include:

- Program is primarily offered online
- PSYCH 1 has been revised to be more racially inclusive and inclusive of historically excluded and critical perspectives
- Introduction of Community Mental Health certificate
  - Collaboration on other certificates in other departments that include cross-listing and/or requiring a Psych class for completion
- Recent revision of Program Learning Outcomes
- SLOs currently under review by the department as part of college wide P/SLO project

E. Evaluation, Effectiveness, and Equity:

Course Success and Retention: Indicate your program's chosen level of analyses for the review (choose one):

Gateway Course(s)

14a. Analyze your program’s course success and retention against your program’s institution-set standards (minimum threshold, as defined by program/department) and improvement goals. Discuss any significant changes/trends over time. Include your program’s plans to improve course success and retention.

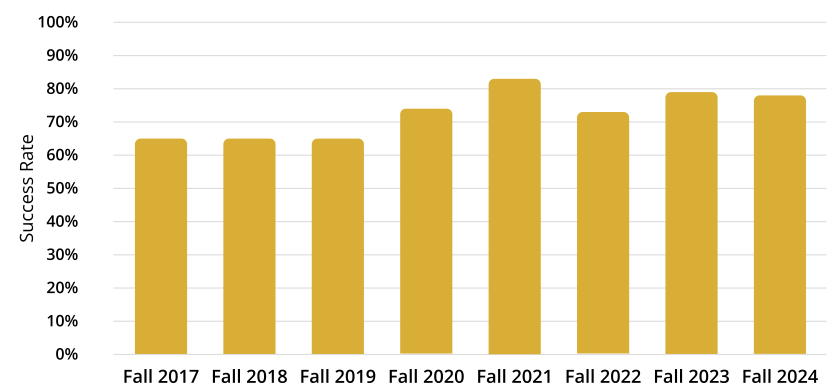
We have chosen to focus our analyses on Psych 1, which is our gateway course and where we serve the greatest number of students. This course is substantially different than described in the previous program review since it is offered primarily online across online modalities and the department recently revised the curriculum to be more racially inclusive and integrative of historically excluded and critical perspectives. In addition, due to enrollment declines and cuts to departmental WTH, there are fewer sections offered. These differences may make comparisons to previous data difficult to interpret.

Departmental course success rates (Fall 2023) are 79% reflecting a 14% increase since the last program review. Course success rates in Psych 1 are slightly lower at 78%. The course success rates for all racial groups are higher in the psychology department overall than in PSYCH 1 yet, significant racial equity gaps exist and are discussed below. It is also noteworthy that the gaps in success rates in Psych 1 specifically are disproportionately largest amongst Pacific Islander (-5.7%), multi-racial (-4.8%), Latine/x (-3.5%). The difference in course success for Black students (PSYCH 1 – Dept) is -2.8%.

Retention rates remain high and have continued to increase for Psych 1 students. As of fall 2023, 93% of students were retained, which reflected an increase of 12% since the last program review. There are no significant differences in retention rates across course modality with all being 90% or above with the exception of Flexible with Exams at 89% as of Fall 2023. Similarly, retention rates across racial groups remain high with all groups above 90%.

Again, given the significant changes made over the past several semesters, this data must be interpreted with caution. With changes to course modality came changes to how Psych 1 was taught. Faculty have increased professional development and competence in online pedagogy in recent years. Many online sections integrate multimedia based learning, discussions, and interactions that may resonate more with today’s students. In addition, faculty appear to be less reliant solely on objective assessments such as midterms and cumulative final exams that are weighed more heavily on student grades. A primary appeal of online classes is their accessibility for students who juggle multiple responsibilities or commute long distances. Removing or reducing barriers to attendance can increase student participation and completion. This combination of factors may contribute to greater student success.

While we are pleased as a department with the high rates of student retention and success across racial groups, some new challenges and questions arise with teaching primarily in a virtual space. First, such high retention rates are promising and could reflect increased equity-centered efforts to reach out to students through multiple formats (e.g. GPS, Direct Connect, and other platforms). Yet, this data does not include students who withdrew early in the semester. This is an area of further exploration for us as a department. In addition, every semester, we have increased notifications of enrollment fraud and students are administratively withdrawn from our classes. These seats could have gone to valid students who need to take Psych 1, especially when we are serving approximately 300 fewer Psych 1 students due to cuts in sections offered. In addition, with online classes come increased questions and concerns about the use of AI or other forms of academic dishonesty.



Measures: Success Rate and Success Count and Attempts

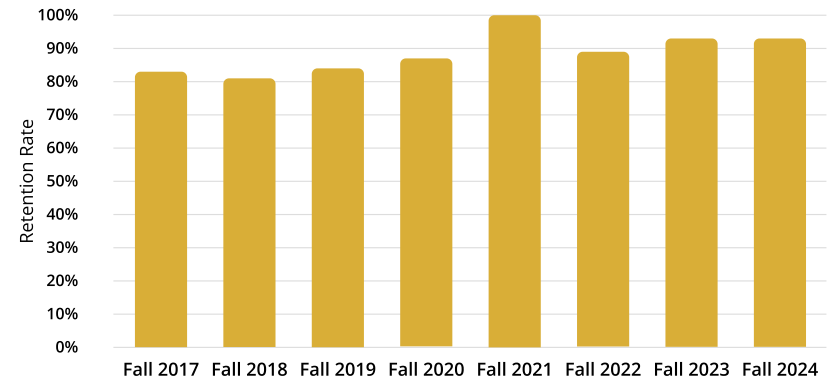
| Fall 2017 |              |               |          | Fall 2018    |               |          | Fall 2019    |               |          | Fall 2020    |               |          | Fall 2021    |               |          |              |
|-----------|--------------|---------------|----------|--------------|---------------|----------|--------------|---------------|----------|--------------|---------------|----------|--------------|---------------|----------|--------------|
|           | Success Rate | Success Count | Attempts | Success Rate | Success Count | Attempts | Success Rate | Success Count | Attempts | Success Rate | Success Count | Attempts | Success Rate | Success Count | Attempts | Success Rate |
| Measures  | 65%          | 2,045         | 3,131    | 65%          | 1,997         | 3,054    | 65%          | 2,070         | 3,189    | 74%          | 2,405         | 3,240    | 83%          | 2,190         | 2,635    | 7            |

Credit Courses Only

Data loaded 21-Mar-2025

Course Retention Rates | Psychology

Limits: Course Credit Type Credit, Degree Applicable, Credit, Not Degree Applicable Course Retention Not Retained, Retained



Limits: Course Credit Type Credit, Degree Applicable, Credit, Not Degree Applicable Course Retention Not Retained, Retained

Measures: Retention Rate

|          | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Measures | 83%       | 81%       | 84%       | 87%       | 100%      | 89%       | 93%       | 93%       |

Credit Courses Only

Data loaded 21-Mar-2025

14b. Disaggregated data: Which racial/ethnic student group completes their courses at the highest rates? Which racial ethnic groups experience the largest gaps when compared to the highest performing group? Analyze the trends across the last review period.

The most recent Psych 1 course success data (Spring 2024) show that overall, many Psych 1 students are successfully completing their courses. Course success rates have increased significantly over the past several semesters yet equity gaps persist and mirror the gaps witnessed at the college level. While White students are the comparison group (81%), Asian students have the highest success rates (+8%) and Pacific Islander (-31%) and Black students (-19%) disproportionately have the largest equity gaps. The difference in course success for Latine/x Psych 1 students is -8%.

While Black students in Psych 1 still have disproportionately higher equity gaps, it is also important to note that since Fall 2017, there is a 10% increase in course success rate for this student group. Similarly, there has been an 18% increase in course success rate among Latine/x Psych 1 students. Because the comparison group’s (White students) course success rates have also increased, the significant equity gaps have remained, referred to as the "rising tide" phenomenon in research.

There are also racialized differences across course modalities.

- Black students had the lowest course success in “Flexible with Exam” sections (45.0%) and “Onground” sections (54.0%). Black students had the highest course success rates in “Asynchronous” sections (75.0%)
- Latine/x students had the lowest course success in “Onground” sections (57.7%) and “Flexible with Exam” sections (63.0%). Latine/x students had the highest course success rates in “Asynchronous” sections (81.5%)

The reasons behind the better success of Black and Latine/x students in asynchronous courses remain unclear. Our department acknowledges that faculty employ various pedagogical approaches online, such as enhanced use of multimedia and discussion forums; however, there is considerable inconsistency among instructors, and no established baseline standards exist at the College. In traditional classrooms, faculty may depend heavily on lectures for teaching. Additionally, our knowledge regarding the variation in assessment practices across different modalities is limited. Collecting data in these areas will provide valuable insights, especially as we aim to expand our hybrid and in-person offerings.

As previously noted, the overall course success rates for all racial and ethnic groups in the psychology department are higher than those in PSYCH 1. It is also significant that course success rates have varied for students identifying as "two or more" races or "unreported," which often includes many international students. There are often significant equity gaps in the “two or more” racial category (-18 in Fall '23). Additionally, foster youth tend to face a disproportionately large equity gap each semester, warranting further exploration. Lastly, while Asian students often outperform the comparison group, it is important to note that there has been variation across semesters including a -10% and -4% equity gap in fall and spring 2022 semesters, respectively.

This data should be interpreted cautiously, but it suggests that the changes implemented in the department have positively impacted student performance. The fact that course success rates in the psychology department as a whole exceed those in Psych 1 invites further inquiry and action. Faculty have begun reflecting on questions such as: 1) Are faculty employing different pedagogical practices or methods of engagement in more advanced classes or with psychology majors than in Psych 1?; 2) What adjustments are necessary to better support non-major students?

Retention is a continued strength in our department, however, persistent racial equity gaps highlight the continued need for outreach and support for disproportionately impacted students. Changes in pedagogy and curriculum for Psych 1 are still in its infancy and are not yet fully represented in the data. Given the racial demographics in our department, deeper reflection and action-planning on how to best serve and effectively meet the needs of Latine/x students is warranted.



14c. Equity Gaps: What factors might be contributing to the equity gaps? Consider factors that relate to people, programs, practices, and policies in the classroom, program, or college.

As a department, we understand the systemic issues that contribute to the challenges students face prior to and while enrolled in our classes. In considering institutional and departmental performance gaps that contribute to inequitable learning outcomes for Black and Latine/x students, multiple, interlocking factors are within our sphere of influence to consider:

- As our department has unintentionally transitioned from a primarily on ground program to one that is primarily online, we have not engaged in intentional discussions about how this affects accessibility by students since many students take classes both on ground and online. For instance, most of our department programming and events are now primarily on ground whereas the majority of faculty office hours are only online. Further, we must consider multiple ways of community building and student outreach as part of our overall plan to eliminate racial equity gaps. It could be beneficial to assess student engagement with faculty and through what means.
- As a primarily online program, we must reflect on our course design and the extent to which our teaching and engagement practices rely upon students' consistent access to technology. Inconsistent access to technology or low technological literacy in online classes is a barrier to course success and completion.
- We recently lost support for our psychology tutor, which has resulted in limited support outside of individual faculty members' office hours. Most of these office hours are now held virtually, making it less likely for students who would benefit from in-person assistance to have that option available.
- Student data consistently shows that community college students, especially those from low-income backgrounds and underresourced communities, encounter multiple stressors that can hinder their success. There is significant variation in faculty policies and practices regarding how we support students facing challenges while completing our courses. For instance, faculty policies vary greatly on the submission of late work or resubmissions of assignments. Our department would benefit from a thorough evaluation of individual practices to develop a departmental philosophy and set of policies that are equity-centered, supportive of students, and aligned with our mission.
- At the department level, we need to reflect on equity-centered scheduling and what this looks like. For example, having more late start class options (week 4 and 9) could benefit students who experience barriers to timely enrollment or are dropped for nonpayment.
- As a department, continued professional development and reflexivity to learn and implement different practices such as equitizing syllabi, ways to effectively teach hybrid classes, consistent review of course success data, and time to reflect on the process and results.

Course success and equity gap data provide crucial information for us as a department and as individual instructors. It is also important to note the areas of identity that are not evident in institutional data. Namely, we as an institution and department know very little about the sexual identities and gender identities (outside of the limited binary choice categories) of our students. From an intersectional perspective, this is critical missing data if we are truly to create safe spaces and inclusive programming in which our students and all of their identities belong.

14d. What else does your program need to know to better understand how to address equity gaps in your program's course success and retention rates?

As mentioned elsewhere in this document, several data points that would benefit us in better understanding and responding to equity gaps:

- Number of early withdrawals from classes and at what point in the semester, disaggregated by race and course modality
- Data identifying methods most used when student contact instructors for support (e.g. through office hours, Pronto, email, etc)
- Multiple areas of identity (e.g. sexual identity, gender identity, immigration status of self and family)

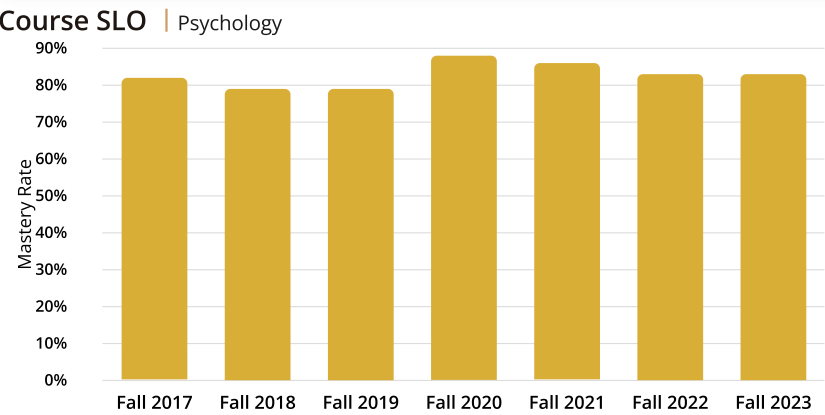
SLO Mastery Rates:

15a. Description of process: Describe your program's processes and practices for defining, assessing, and analyzing learning outcomes. Include a discussion of how your program uses the results of SLO data to inform course and program improvement efforts.

The psychology department initiated a review and revision of its Program Learning Outcomes (PLOs) as part of the college-wide P/SLO project last spring. The updated PLOs have been approved at the departmental level and now need approval from the Curriculum Committee. During these important departmental discussions, concerns arose regarding the P/SLOs, particularly a lack of clarity about institutional mapping and assessment processes and goals. Additionally, it became apparent that there is a disconnect between SLO mastery and course assessments for various reasons, including the perceived usefulness of SLOs. This disconnect has led to inconsistencies among faculty in recording SLO mastery each semester. Consequently, the department is currently evaluating SLOs for the program's primary classes this academic year; however, this process has been interrupted by the Common Course Numbering project and its implications for required course content, including SLOs.

15b. Most salient findings: Describe the most salient results of course or program SLO mastery rates data over the last review period, including results of disaggregated data. Include a discussion of how the results will be used to improve student learning.

The most recent SLO outcome data indicates that 82% of Psych 1 students have mastered the SLOs. This represents a 6% increase since 2017. The largest racial equity gap in SLO outcomes is among Black students (-26%) which is notably higher than the equity gap seen among this same demographic in course success outcomes. The equity gap for Latine/x students (-8%) SLO mastery is the same as seen with course success outcomes. The racial equity gaps in SLO mastery are troubling and further contribute to the overall understanding of how our department is not meeting the needs of and fully supporting all of our students, particularly African American students. The higher equity gap among the assessment of Black student's SLO mastery merits further exploration, particularly around methods of SLO evaluation since these are not as straight forward as course grades. Making meaning of SLO data, however, is a challenge for many of the reasons stated above. As the department reviews and updates the SLOs for each of its primary courses, evaluation methods of SLO mastery and equity gaps must be centered in the process.



Measures: Mastery Rate and Successes and Attempts

| Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|-----------|-----------|-----------|-----------|-----------|
|-----------|-----------|-----------|-----------|-----------|



|          | Mastery Rate | Successes | Attempts | Mastery Rate | Successes | Attempts | Mastery Rate | Successes | Attempts | Mastery Rate | Successes | Attempts | Mastery Rate | Successes | Attempts |
|----------|--------------|-----------|----------|--------------|-----------|----------|--------------|-----------|----------|--------------|-----------|----------|--------------|-----------|----------|
| Measures | 82%          | 1,752     | 2,135    | 79%          | 1,945     | 2,454    | 79%          | 2,529     | 3,203    | 88%          | 1,962     | 2,217    | 86%          | 1,790     | 2,07     |

Data loaded 23-Aug-1970

Degrees and Certificates:

16a. Analyze your program’s degree and certificate award trends against your department’s institution-set standards (minimum threshold) and improvement goals. Document any significant changes or trends over the last review period.

Since the AA-T was approved in 2016, the number of degrees awarded started very low in the first year (8). Since then, it has ranged between 110 and 208 degrees awarded per year. While the number of degrees awarded is commensurate with many other AA-T degrees at the college, this number is also remarkably low given the number of students who major in psychology (currently 726). It is unclear how many students might meet the criteria for the degree and choose not to apply for it and their reasoning. The department’s first certificate in Community Mental Health was approved at the local level in 2022, however, has not yet been approved to be awarded.

We look forward to completing this process and students earning this certificate aimed at better supporting employability for students who seek paraprofessional opportunities in the field. The department did not previously establish benchmarks or goals associated with the number of degrees and certificates awarded, however, this will be agendized as part of our overall planning as a department. Collaboration with marketing and other departments will be prioritized to increase the visibility and practical benefits of the degree and certificate.

Degrees and Certificates | Psychology

Measures: Degrees and Certificates

| Award Type Detailed | Program Title | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------------------|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| AA-T                | Psychology    | 8         | 111       | 148       | 208       | 181       | 191       | 198       |
|                     | Total         | 8         | 111       | 148       | 208       | 181       | 191       | 198       |
| Total               |               | 8         | 111       | 148       | 208       | 181       | 191       | 198       |

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16b. Which student racial/ethnic groups disproportionately earn more awards in your program? Which racial/ethnic groups earn disproportionately fewer degrees and certificates?

Like the students within our department, degree recipients are also racially diverse. Yet, the racial distribution of psychology degree recipients does not reflect the same racial equity gaps as seen in course success outcomes. Fifty-one percent of degrees awarded are to Latine/x students and 25% of degrees are awarded to White students. At the same time, there is a disproportionately low number of degrees awarded to Black (4.5%) and Asian (8%) students. Given Latine/x students comprise 45% of the department’s student population, it is promising to see this student group awarded the AA-T at proportionate rates despite continued racial equity gaps. The low rates of degrees awarded to Black and Asian students are concerning. Low rates of degrees awarded to Black students could be interpreted as a continuation of existing equity gaps, however, these gaps do not exist for Asian students. Further inquiry into potential reasons for the disproportionately low rates of non-Latine/x groups completing the AA-T is warranted, particularly given psychology is an impacted major at many transfer institutions.

16c. Based on your analyses, what changes is your program exploring, including addressing any equity gaps?

As previously mentioned, there is a need to better understand students’ goals and whether the AA-T is aligned with their academic, career, and personal plans. It may also be helpful to understand the extent to which students are aware of the benefits of the AA-T for their competitiveness in job and internship applications as well as in the transfer process. As the Community Mental Health certificate is rolled out and made available to students, marketing and student awareness, and community partnerships will be instrumental. Regarding equity gaps, it is important to include degrees awarded as part of the department’s overall understanding of and approach to eliminating racial equity gaps, which we have not done thus far. As part of our racial equity plan, it will be prudent to establish data-informed, equity-centered benchmarks for degrees awarded.

If applicable:

17a. Labor Market Data: Discuss the labor market demand for your program. What is the gap between demand and supply? How does labor market data inform your overall program planning?

The labor market for psychology majors remains high with a range of opportunities. Many psychology graduates can be competitive for positions in mental health, education, social services, human resources, or use their knowledge of human behavior and interpersonal relationships to inform careers in business or other unrelated fields. Entry level positions often require an undergraduate degree and professional positions often require advanced degrees for clinical, healthcare, and many research positions. Yet the demand for mental health and related positions is shifting requirements which informed the development of the Community Mental Health certificate. Employment for mental health related positions is projected to increase 23% from 2020 to 2030 (BLS, 2021). This need appears to be increasing even more due to pandemic and post-pandemic related mental health concerns. The 2024 median pay rate for workers in this field (e.g. community mental health worker, case managers) was 47,000-53,000 dollars per year or \$23-35 per hour. This data is promising for community college students and alumni many of whom work while attending college or have paraprofessional career goals.

Historically, the department has concentrated primarily on preparing students for psychology courses at transfer institutions, with less emphasis on job preparation. Our previous program review identified this in as a goal in our action plan. Additionally, it was noted that the psychology faculty does not regard vocational training as a major objective. While many positions in the field of psychology continue to require advanced degrees, the understanding of psychology's role in workforce preparation is evolving.

As workforce preparation remains a vital part of the community college mission, it is important to address this need among students, even in disciplines traditionally focused on advanced degree preparation. To this end, we have established the Community Mental Health (CMH) certificate. Our department chair collaborated on developing the Homeless Services Certificate offered through the Business department, and we are currently discussing opportunities for partnerships and cross-listing classes with the Wellness Services Certificate and Social Work programs that are being developed.

These are offered as examples of ways the psychology department can work with campus partners to offer degree and certificate options that can increase job preparation and employability for students. It is increasingly important to think strategically about how psychology can collaborate with other departments to provide multiple academic and career pathways. This is especially relevant as the SMC student body diversifies and evolves in their academic and career pursuits, particularly in a challenging economic climate.

17b. Additional Assessment: Describe the results of any additional assessment or evaluation your program conducts and how the findings inform program planning and improvement.

n/a

F. Your Program’s Past and Future

Past Action Plan:

18. Discuss the progress made on the action plan and objectives from your program’s last review.

Given how substantially the department has changed since the last program review in all the ways mentioned throughout this document, assessment of progress on the previous action plan is difficult to measure given major shifts in priorities and resources.

The previous goals were:

- Goal 1 - Support Transfers to 4-year Institutions. The primary goal of the Psychology Department is to provide general education courses for students intending to transfer to 4-year schools, with or without an AA degree.
- Goal 2 - Prepare Transfer Students for the Psychology Major. The Department also works to prepare transfer students for the Psychology major at a 4-year college or university.
- Goal 3 - Provide General Interest Courses and Job Skill Development.
- Goal 4 - Provide courses for SMC vocational majors and special programs.

As evidenced by course success and retention data, the department has maintained strong enrollment, retention, and the majority of students successfully complete courses. The numbers of students who choose to major in psychology continue to increase as do the number of students completing the AA degree. Related to goals 3 and 4, we have developed one certificate program and have begun contributing to others as disciplinary partners. This marks steps forward toward these goals. In these ways, the department has largely been successful. Persistent equity gaps, however, indicate that we have not been as successful in serving Black and Latinx students as well and brings our overall success into question, particularly given the large percentage of Latinx students who comprise our department. Eliminating equity gaps and better serving Black and Latinx students must remain a priority and articulated goal in the future plan of our department.

Future Action Plan:

19a. Considering your program’s past plan and this review’s findings, what challenges and concerns need to be addressed in the next review period?

These challenges have been discussed throughout this document. Namely, the significant shifts to the program to a predominantly online format, cuts to weekly teaching hours, staffing and expertise gaps are continued challenges.

19b. Identify 1 – 5 goals for your next review period’s Action Plan to address your program's challenges and concerns. Label the goals Ongoing, Revised, or New.

Because the department’s mission and vision remain committed to transfer and future education in psychology, this remains a core priority of the department every year. Thus, only new goals are articulated below.

New Goals:

- Reduce racial equity gaps for Black and Latinx students in course success data by 10%
- Advocate for part time hire(s) to eliminate the staffing and expertise gap.
- Establish department plan articulating the proportion of our classes we want to be online.
  - Establish more student-centered course scheduling process that prioritizes the needs of faculty.
- Establish a set of department practices and policies that are sensitive to mental health issues, trauma-informed, and equity-centered to guide instructor’s support for student success and well-being.
- Develop department outreach, programming, and communication plan
  - Develop student programming and communication regarding the benefits of the AA-T, especially when applying to impacted psychology programs (e.g. many UC campuses).
  - Develop culturally specific outreach and support for Latine/x students.
  - Develop culturally specific outreach and support for Black students.
  - Develop culturally specific outreach and support for AAPI students.
  - Partnership with Guardian Scholars to learn more about the needs of foster youth to increase success.

G. Resources and Budget

20. What are the most critical resources needed to implement your program’s Action Plan in the next review period?

- See institutional resources needed above
- Continued commitment and engagement of faculty

21. If additional resources are needed to implement your Action Plan, what new funding sources and/or budget reallocations is your program exploring?

N/A