



C U Y A M A C A  
• C O L L E G E •

# Annual Update Report

Academic - Psychology (PSY) - (AHSS)

**Working within and outside our department to connect classes with other areas to build specialization in degrees (Goal 1)**

**Program Goal:** Working within and outside our department to connect classes with other areas to build specialization in degrees

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Working within and outside our department to connect classes with other areas to build specialization in degrees (X)
- **Increase Equitable Access:** Working within and outside our department to connect classes with other areas to build specialization in degrees (X)

<b>Summary of Progress or Results</b>
<p><b>Summary Date:</b> 09/23/2024</p> <p><b>Summary of Progress or Results:</b> The Sports Psychology Course was submitted to curriculum and will hopefully be offered in Fall 2025.</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Status:</b> In Progress - will carry forward into next year</p> <p><b>Action steps for this academic year.:</b></p> <p>Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).</p> <p>We are adding a Psychology of Trauma Informed Care course which will be of interest to social work and public health students. We partnered with Gender Studies to establish a Psychology of Gender course. More work is needed to make connections with other departments, however the focus for the next year will be about spreading awareness for these new courses.</p> <p>Action step 1: Submit paperwork to curriculum for Psychology of Trauma Informed Care Course</p> <p>Action setp 2: Work with Gender studies faculty to hire an adjunct faculty to teach the Psychology of Gender course</p> <p>Action step 3: Raise awareness about these two courses by creating marketing materials about course offerings.</p>

**Lab dedicated space for students' individual projects. (Goal 2)**

**Program Goal:** Lab dedicated space for students' individual projects.

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Lab dedicated space for students' individual projects. (X)

**Summary of Progress or Results****Summary Date:** 09/23/2024**Summary of Progress or Results:** The Center for Mind and Behavioral Research is led by Professor Weinert and is currently active. This is an ongoing goal as we plan to continue having a lab space for students. Students attended and presented their research at the Western Psychological Association Conference in Spring 2024.**Reporting Period:** 2024 - 2025**Status:** In Progress - will carry forward into next year**Action steps for this academic year.:**

Dr. Salazar would like to establish her own lab focused on social and structural drivers of behavior and related health outcomes. Dr. Salazar plans to start the process of establishing a research lab in Spring 2025 with hopes of a full-functioning lab in Fall 2025.

Action step 1: Explore interest in this research lab among psychology majors via surveys

Action step 2: Ensure there is funding for data collection software such as SurveyMonkey, to be used in this lab and in the PSY 205 course.

Action step 3: Recruit students into research lab

**Increase enrollment in PSY courses that fulfill CSU GE Area D & E via promotion of academic road maps (Goal 3)****Program Goal:** Increase enrollment in PSY courses that fulfill CSU GE Area D & E via promotion of academic road maps**Goal Status:** Active**Mapping**2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Increase enrollment in PSY courses that fulfill CSU GE Area D & E via promotion of academic road maps (X)
- **Increase Completion and Eliminate Equity Gaps:** Increase enrollment in PSY courses that fulfill CSU GE Area D & E via promotion of academic road maps (X)
- **Increase Equitable Access:** Increase enrollment in PSY courses that fulfill CSU GE Area D & E via promotion of academic road maps (X)
- **Increase Persistence and Eliminate Equity Gaps:** Increase enrollment in PSY courses that fulfill CSU GE Area D & E via promotion of academic road maps (X)

**Summary of Progress or Results****Summary Date:** 09/23/2024**Summary of Progress or Results:** We plan to finish our degree maps by the end of this semester. We have hosted events about our Academic and Career Pathway (ACP) which involves faculty participation as well as the embedded BSS Counselor. We have also had events aimed to promote a sense of belonging and community, such as a sound bath (Spring '24). We will continue this goal with the hopes of establishing partnerships with high schools, specifically Mount Miguel Middle College.**Reporting Period:** 2024 - 2025

### Summary of Progress or Results

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

We have had multiple events, gatherings, emails, and zoom office hours to get more student involved with our ACP. We have a dedicated counselor who is amazing and really connecting students to our ACP.

We will continue to have events and engage more student to explore their major.

We need to have more time to spend at the High Schools to encourage students to explore their ACP.

There has to be a connection to the college in all of the local schools. We need student ambassadors who can relate to the incoming students. Students who understand the backgrounds and the needs of incoming students. Getting student to promote the programs would really authenticate message

### Increase equity minded teaching practices for all faculty in the department. (Goal 4)

**Program Goal:** Increase equity minded teaching practices for all faculty in the department.

**Goal Status:** Active

#### Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Increase equity minded teaching practices for all faculty in the department. (X)
- **Increase Completion and Eliminate Equity Gaps:** Increase equity minded teaching practices for all faculty in the department. (X)
- **Increase Equitable Access:** Increase equity minded teaching practices for all faculty in the department. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Increase equity minded teaching practices for all faculty in the department. (X)

### Summary of Progress or Results

**Summary Date:** 12/05/2024

**Summary of Progress or Results:** All but one psychology faculty have completed the Equity-Minded Teaching and Learning Institute. The department is moving toward using application-based assessments as opposed to exams.

**Reporting Period:** 2024 - 2025

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

1. Review course-level data for retention and persistence rates in department meetings
2. Edit current curriculum to be more equity-minded.
3. Ensure the entire department uses OER texrbooks.

### Ai Policy

**Program Goal:** Develop a department policy for use of AI in classes.

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Develop a department policy for use of AI in classes. (X)
- **Increase Completion and Eliminate Equity Gaps:** Develop a department policy for use of AI in classes. (X)
- **Increase Equitable Access:** Develop a department policy for use of AI in classes. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Develop a department policy for use of AI in classes. (X)

Summary of Progress or Results
<p><b>Summary Date:</b> 12/05/2024</p> <p><b>Summary of Progress or Results:</b> Not started</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Status:</b> Not Started</p> <p><b>Action steps for this academic year.:</b></p> <p>We will develop a department-wide policy around the ethical use of AI on assignments. Department meetings will be used to develop this policy and trainings will be created for students around expectations of AI use, with hopes of implementing a department-wide AI policy in Fall 2025.</p>

### Program Overview and Update

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**Lead Author**

Marissa Salazar

**Dean/Manager(s)**

Lauren Halsted

**Initial Collaboration Date with Dean**

11/12/2024

**Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.**

During the 2024-2025 academic year, Dr. Salazar became Department Chair. As such, there has been some restructuring and working together as a department to create shared goals.

Below, please find some key progress that occurred last year:

- Health Psychology was offered for the first time
- The Center for Mind and Behavioral Research continued running experiments.
- Professor Weinert and a group of students attended and presented research at the Western Psychological Association Conference (WPA)
- Psychology faculty participated in events for the Behavioral and Social Sciences ACP
- We have partnered with our ACP-embedded counselor, Khrystyn, to encourage students to seek academic counseling services. Khrystyn visited several psychology classes and helped host a Get to Know your ACP event.
- We have established a course rotation schedule

### Assessment and Student Achievement

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**After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?**

No

**If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.**

While most courses have had at least two SLOs assessed in the last 4 years, the department is working to assess SLOs during this academic year. Please see [this spreadsheet](#) for the assessment plan.

**Which courses have not been assessed in the last 4 years?**

The following courses has not been assessed in the last four years:

- PSY 125
- PSY 132
- PSY 134
- PSY 138
- PSY 150

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- PSY 220

**If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.**

Historically, our department hasn't encouraged SLO assessment, however this year we are discussing the importance of SLOs and why we need to assess them. We will be incorporating SLO-specific activities in our department meetings in the Spring as a necessary step to establishing a consistent SLO cycle. Below please find course-specific reasons for why the SLOs have yet to be assessed:

- PSY 125: This course was offered for the first time in 2022 and there has been some fine tuning of this class. We will assess in the Spring.
- PSY 132: This course was offered for the first time last Spring. I plan to assess it this Fall.
- PSY 134: This course hasn't been offered since 2020 during the pandemic. Once the course is offered again we will assess.
- PSY 138: This course will be assessed in the Spring.
- PSY 150: One of the SLOs was last assessed in 2015 but the department plans to assess all of them this academic year.
- PSY 220: This course will be assessed in the Spring.

**Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.**

This year, we are working as a department to map all of our SLOs on Canvas to each assignment so that we can ensure all assessments are meaningful. I am unaware of any specific projects that were completed during the 23-24 academic year related to outcomes assessment, however the department as a whole has been incorporating equity-minded teaching strategies such as ungrading and moving toward application-based assessments.

## Student Achievement

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**Please discuss any equity gaps in access or success.**

Overall the psychology program has very high retention rates, with the lowest retention rate being 86% and the highest is 96%. These persistence rates are high across gender and race/ethnicity. However, equity gaps remain in terms of success. When examining differences between the 22-23 and the 23-24 academic year, success rates by race/ethnicity have all increased slightly (1-5 percentage point increase depending on the group), however they still exist and need to be addressed with intention.

There is a major difference in success rates among on-campus (84% success rate in the fall) vs. online classes (73% success rate in the fall). Similar trends can be seen for the Spring success rates, therefore the data referenced here will be from Fall '23. Below please find a summary by race/ethnicity comparing in person courses to online.

**White Non-Hispanic students:** Since this is the reference group I am presenting these rates first. The success rate for White students enrolled in on-campus classes was 90% and the success rate for online courses was 73%. The enrollment for online classes was higher (46 students online vs. 26 students on campus).

**African American students:** The success rate for African American students enrolled in on-campus classes was 65% and the success rate for online courses was 67%. The number of student enrolled in person or online was the same (n=11)

**American Indian/Alaska Native students:** There were not any students from this demographic enrolled in on campus or online classes.

**Asian students:** The success rate for Asian students enrolled in on-campus classes was 50% and the success rate for online courses was 92%. The enrollment for online classes was higher (12 students online vs. 3 students on campus).

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**Hispanic/Latino students:** The success rate for Hispanic/Latino/a/x students enrolled in on-campus classes was 85% and the success rate for online courses was 67%. The enrollment for on campus courses was slightly higher (96 students on campus vs. 74 students online).

**Middle Eastern or North African students:** The success rate for Middle Eastern/North African students enrolled in on-campus classes was 88% and the success rate for online courses was 81%. The enrollment for online classes was higher (60 students online vs. 21 students on campus).

**Pacific Islander students:** There were not any students enrolled in on campus classes who identified as Pacific Islander. One student was enrolled in online courses and succeeded.

**Multiple Races/Ethnicities:** The success rate for students who identified multiple races/ethnicities enrolled in on-campus classes was 100% and the success rate for online courses was 80%. The enrollment for online classes was higher (16 students online vs. 9 students on campus).

**Unknown:** The success rate for students who did not report their race/ethnicity was 80% for those enrolled in on-campus classes. There were not any students enrolled in online courses from this demographic.

### **What action will the department or discipline take to address these equity gaps?**

Overall conclusions: Success rates differed by modality and further differed by race/ethnicity, however the gaps are decreasing when looking at the 5-year trends.

More attention is needed particularly for our online classes as there is almost a 10% gap overall in success compared to on-campus courses. We will invite Amber Toland Perry to a department meeting to discuss best practices for online course design. The department chair will also reach out to faculty teaching online courses and encourage them to participate in the PD provided by Cuyamaca during flex week geared toward online teaching. Specific changes need to be implemented to address equity gaps by race/ethnicity. The department will be looking at this data in the first department meeting of the Spring semester and will discuss action steps for how to address these equity gaps.

### **Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.**

Our program has seen a slight increase in enrollment overall. Psychology is predominantly female-dominated and the percentage of females enrolled in the program is higher than the college-wide enrollment, however this is consistent with the field of psychology.

In terms of race/ethnicity, African-American and Hispanic/Latino/a/x students are overrepresented compared to the overall college-wide enrollment of these groups. One reason for this may be our embedded counselor intentionally recruiting students into the program. Another reason may be the types of classes we are now offering. In the last three years we have offered more courses that appeal to underrepresented groups such as Health psychology and Cross-cultural psychology. Anecdotal evidence shows students have changed their major after taking these courses.

Over half of students intend to transfer with a degree, however we would like to see this increase especially given the lack of career opportunities within the field with just an AA. One step we are taking is to make PSY 201 a program requirement as opposed to an elective and recommend that this course is taken as early as possible so psychology majors understand what is required for the different careers within the field.

### **If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?**

Our program has seen a slight increase in enrollment. We would like to partner with Mount Miguel Middle College to continue increasing enrollment specifically among high school students.

### **What has this data revealed about the progress of the program review goals you set?**

Most of our program goals are not directly tied to the retention and success data. One of the goals of increasing enrollment can be seen in the slight enrollment increase we have had in our program. However, more intentional work is needed to increase enrollment, including collaboration with other departments, counseling, and partnering with local high schools.



## Annual Update

### Distance Education Course Success (If Applicable)

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#### **If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?**

Regular and Substantive contact requirements are discussed at each Flex Week Department meeting as well as in monthly department meetings. During evaluations of online courses, evaluators also look to ensure regular and substantive contact is occurring. If regular and substantive contact is not occurring, suggestions are made to the instructor.

### Program Goals

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#### **Program Goals Status**

Updated progress on my previous goals & added new.

#### **Program Goals Mapping**

Mapping for all active Program Goals complete.

### Submission

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#### **Program Review response is complete and ready for review.**

Yes - Response complete and ready for review