Program Review - Overall Report

2024 - 2027

Instructional: Psychology

2024 - 2027

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in Psychology courses have been **holding steady from 74.2% to 74.3% in success** and **increasing from 87.5% to 90.5% in retention** over the past three years. We are pleased to note that success rates remained the same despite an increase in retention. Psychology success and retention rates exceed the overall rates for the college (70.6% and 87.0%, respectively).

Discipline-Level: PSY

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	5,726	5,093	88.9%	0	24
African American	292	254	87.0%	0	7
Asian	568	532	93.7%	0	0
Hispanic	3,524	3,085	87.5%	1	93
Native American	14	13	92.9%	0	0
Pacific Islander	12	11	91.7%	0	0
White	1,081	985	91.1%	0	0
Two or More	204	183	89.7%	0	0
Unknown	31	30	96.8%	0	0
Male	2,693	2,404	89.3%	0	0
African American	169	147	87.0%	0	4
Asian	364	332	91.2%	0	0
Hispanic	1,427	1,270	89.0%	0	2
Native American	Masked Data			0	
Pacific Islander	11	9	81.8%	0	1
White	536	481	89.7%	0	0
Two or More	79	69	87.3%	0	2
Unknown	98	89	90.8%	0	0
Unknown	67	62	92.5%	0	0
African American	Masked Data			0	
Asian	13	13	100.0%	0	0
Hispanic	27	25	92.6%	0	0
Native American	Masked Data			0	
Pacific Islander				0	
Total	8,486	7,559	89.1%	0	0

Data Review

Discipline-Level: PSY

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	5,726	4,241	74.1%	0	0
African American	292	206	70.5%	0	9
Asian	568	500	88.0%	0	0
Hispanic	3,524	2,490	70.7%	1	165
Native American	14	8	57.1%	0	3
Pacific Islander	12	9	75.0%	0	0
White	1,081	846	78.3%	0	0
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Male	2,693	1,933	71.8%	1	64
African American	169	102	60.4%	1	23
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African American	Masked Data			0	
Total	8,486	6,227	73.4%	0	0

The number of students who have declared a **major in Psychology decreased from 869 to 857** in three years. Similarly, the number of students who **completed a degree in Psychology decreased from 79 to 68** in three years.

Data Review

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	**691**	**665**	**631**	**643**
African-American	40	41	41	50
American Indian		1	2	2
Asian	44	51	50	45
Hispanic	446	419	398	409
Pacific Islander	2	1	1	1
Two or More	26	26	28	33
Unreported	11	5	5	8
White	122	121	106	95
Male	**223**	**199**	**186**	**204**
African-American	12	17	16	21
Asian	24	18	24	20
Hispanic	137	122	105	116
Pacific Islander	1			
Two or More	5	4	8	6
Unreported	2	2		
White	42	36	33	41
Non-Binary	**4**	**4**	**5**	**5**
African-American		1		1
Asian		1	1	1
Hispanic		1	1	2
Two or More	1	1		
White	3		3	1
Unreported	**3**	**1**	**4**	**5**
Asian				1
Hispanic	2	1	3	3
White	1		1	1
Total	**921**	**869**	**826**	**857**

Data Review

Degrees

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
Female	44	67	61	62	52	286
Asian	1	4	7	2	7	21
Black or African American	2	4	3	3	2	14
Hispanic/Latino	27	43	28	33	33	164
Two or More Races		2	1	2		5
Unknown/Unreported			1		1	2
White	14	14	21	22	9	80
Male	13	24	18	14	16	85
Asian	3	5	2	2	2	14
Black or African American	1	1	2		1	5
Hispanic/Latino	5	12	13	10	10	50
Two or More Races					1	1
Unknown/Unreported					1	1
White	4	6	1	2	1	14
Unreported	1	1				2
White	1	1				2
Total	58	92	79	76	68	373

It is important to note that the first year in this period of time is 2020-2021, which coincides with the first full academic year that occurred during the **COVID-19 pandemic**. All psychology classes were offered online for this first year. The decrease in students reflects the enrollment drop experienced by the college as a whole. However, we need to continue to monitor these numbers to make sure the trend steadies or increases over the next Program Review Cycle.

The number of **Psychology majors with a Student Educational Plan is 62.05%**. This is below the rate for Norco College as a whole, which stands at 67.99%.

Student Educational Pan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	3.16%	3.32%	4.14%	3.83%	3.59%
Abbreviated Ed Plan	3.95%	6.79%	8.72%	4.17%	5.74%
Comprehensive Ed Plan	32.29%	20.90%	19.87%	16.49%	22.69%
No Ed Plan	60.60%	68.99%	67.28%	75.50%	67.99%

Please add any relevant documents here.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

1. **Lower rates success and retention for students taking in person Psychology classes.** Retention rates for students in in-person classes is lower (87.4%) than for students in online classes (89.9%). The same pattern is seen for success, with in-person students succeeding at lower rates (69.4%) than online students (74.8%). The college as whole shows the opposite pattern, with in-person students outperforming online students in success and retention. It also represents a shift for the Psychology program. In the 18-19

academic year, in-person students had a success rate of 80.6%, compared to 72.1% for online students. Those rates are pre-COVID, so it is no surprise they are higher than the rates from the last three years.

2. **Hispanic women have lower retention and success rates in Psychology classes.** Hispanic women represent the largest disaggregated group taking psychology courses, yet are experiencing disproportionate impact in this program.

3. **Hispanic and African American men have lower success rates in Psychology classes.** The number of men taking psychology classes and majoring in Psychology is typically significantly lower than the number of women. Because they are also experiencing disproportionate impact, this means that the men of color who do enroll in Psychology classes are less likely to succeed than other students.

Data Review

Discipline-Level: PSY

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Native American	Masked Data			0	
Pacific Islander				0	
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Unknown	98	61	62.2%	1	12
Unknown	**67**	**53**	**79.1%**	**0**	**0**
African American	Masked Data			0	
Total	**8,486**	**6,227**	**73.4%**	**0**	**0**

Data Review

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Our action plan is made up of three components.

1. **Professional development specifically for teaching in-person classes.** We want to eliminate the equity gap for in-person students. We realize that much of our training during and post-COVID has focused on online teaching and learning. It is time to balance that with strategies specific for in-person modalities. We also recognize that many of our students have now been learning primarily in a remote format for anywhere from 1-3 years. The shift to education in the remote format may mean students need additional support to succeed in classroom settings.

2. **Professional development and outreach for part-time faculty.** Full-time faculty members have completed significant professional development on DEI efforts, antiracist teaching practices, culturally responsive practices, and online education. Our colleagues who teach part-time may not have had the same access to this professional development. We want to promote this type of professional development to PR faculty and make sure they know how to be compensated for professional development.

3. **Implementing teaching practices that are culturally-responsive, inclusive, and designed to be universally effective for all students.** We would like to select 2-3 high impact, evidence-based strategies to implement over the next program review cycle. We are considering the TILT framework, Universal Design, and explicit techniques to increase growth mindset and belongness. We are primarily in the brainstorming phase, but our hope is select one focus per year, develop resources to create a shared understading amongst all faculty teaching psychology, and measure the impact of the changes that are made.

Please add any relevant documents here.

Increase Access

Program/Unit Goal
Increase access to psychology courses for students across special programs, instructional modalities, and courses.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?

1. Psychology continues to face issues that impact student access to courses that are required to earn the ADT in Psychology. In particular, we have a bottleneck in the number of sections of PSY-50 Research Methods we are able to offer. There is clear, unmet student need for additional sections of this course, particularly in the online format. Our students are often directed to take this class at other community colleges when our online sections are invariably full.

2. Psychology has been an active participant in the Next Phase program. We currently offer the following courses within the program:

   - PSY-1: General Psychology

   - PSY-2: Biological Psychology

   - PSY-8: Social Psychology

   - PSY-9 Developmental Psychology

   - PSY-35: Abnormal Psychology.

   However, Next Phase students cannot complete an ADT in Psychology because one of our required courses, PSY-50: Research Methods in Psychology has not been offered at the CRC. This course presents particular challenges because it requires the use of statistical software. We believe this challenge can be overcome.

1. Similarly, Psychology has been an active participant in the Dual Enrollment program, offering in person and online classes at multiple sites throughout CNUSD. We want to continue this partnership and explore ways to continue to develop these partnerships.

2. We currently offer very few courses in the hybrid format. We have seen increasing enrollment in PSY-50 hybrid and would like to try the hybrid format with other courses, particularly PSY-48 and PSY-2. Our success and retention rates tend to be higher in online classes, so adding an online component for students taking in-person classes may provide a benefit.

What are your plans (3-year) regarding this goal?

1. Offer additional sections of online PSY-50: Research Methods. Consider adding sections of PSY-50 to Winter and Summer schedules.

2. Offer PSY-50 in the Next Phase program.

3. Increase participation in the Dual Enrollment program.

4. Increase the number of hybrid courses offered in Psychology.

5. Hire a new faculty member to help meet the demand for PSY-50, to offer PSY-50 at the CRC, and to assist in the range of courses offered at the CRC.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2025 Objective 1.3 (Student Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 6.4 (Academic Affairs):
- 2025 Objective 7.5 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 3: Equity:
- 2030 Goal 6: (Community Partnerships) :

Evidence

Evidence Date

03/18/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Our increased need for PSY-50 online sections is evidence by our fill rates for this course in this modality. Our online sections fill very rapidly. In the past we've tried to add additional online sections to meet this demand, but we are not always able to do that with our current staffing levels. We resort to helping students find online research methods courses at other institutions so they can complete their program and transfer.

PSY-50 has been requested by the Next Phase program. Once this course is offered at the CRC, students will be able to choose Psychology as a major, which is requested by students.

To increase sections of PSY-50 so that it can meet demand for online, CRC, and intersession offerings will require additional staffing. We cannot meet these important program needs without a fifth psychology faculty member.

Increasing the number of hybrid classes will increase our ability to teach more sections in the times that tend to be preferred by students: M-Th, 9-2. Our discipline plan is to use the hybrid format to teach classes designed so that lecture is recorded and occurs for the online portion of the course and in-class time is spent on active learning strategies and applications of concepts. This is typically referred to as a "flipped" class structure. The flipped classroom model is an evidence-based strategy to increase student engagment and success rates. Because we see higher success and retention rates in our online versus in person classes, the hybrid model has potential to increase outcomes for in-person students.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

New Faculty Request

Please add any relevant documents here.

ZTC PSY ADT

Program/Unit Goal

Offer ZTC sections of each PSY course every semester to create a ZTC ADT for Psychology students

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We have increased offering of ZTC and LTC courses across the Psychology discipline. We currently offer ZTC sections of General Psychology, Social Psychology, Psychology of Human Sexuality, Abnormal Psychology, and Lifespan Development.

To make the entire pathway ZTC, we need to curate, edit, and create ZTC resources for Biological Psychology, Statistics for the Behavioral Sciences, and Research Methods in Psychology.

We also need to develop an outreach strategy for part-time faculty. To create a truly ZTC pathway for PSY students, we need to increase the number of sections using ZTC across the entire program.

We are committed to this goal because of the impact of textbook costs on student success. We've noticed fill rates are higher for ZTC sections of courses compared to those using traditional textbooks. Students from historically underresourced populations are the most likely to benefit from ZTC. We hope that reducing textbook costs will help us decrease equity gaps in success and retention. If everyone has the book they need on the day the course begins, it increases the likelihood that students will stay enrolled and succeed in the course.

What are your plans (3-year) regarding this goal?

1. Review ZTC options for PSY-2, PSY-48, and PSY-50. If adequate resources are found, create LibreText books that are designed specifically for Norco College students.

2. If ZTC resources for a particular course are inadequate, we will request funding for course sets of textbooks.

3. Develop Canvas shells for our most commonly taught courses that integrate ZTC materials. These can be shared with all faculty who teach that particular course, reducing the workload needed by PT faculty to convert their courses.

4. Converting courses to zero cost takes time and requires expertise, particularly in courses that don't have existing ZTC resources. We offer a broad range of courses in Psychology, and several are not consistently taught by full-time faculty (Abnormal Psychology, Personal & Social Adjustment, Theories of Personality, Developmental Psychology). We need additional full-time faculty members to take on this process.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
The impact of ZTC pathways has been demonstrated through many case studies throughout the nation and within California Community Colleges. These demonstrated impacts include positive effects on:

- Cost savings

- Flexibility

- Access

- Equity

- Retention

- Success

One of the most striking findings is that the benefits of ZTC pathways are stronger for students who are members of historically underrepresented and underserved groups based on race, ethnicity, and socioeconomic status.

The largest barrier to making this transition is time. Our current staffing is maxed out attempting to meet the needs of the program. Our ability to engage in this local and statewide effort is limited until we can hire additional psychology faculty members.

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
New Faculty Hiring Request

Please add any relevant documents here.

Decrease Equity Gaps

Program/Unit Goal
Decrease equity gaps in success and retention based on race/ethnicity and course modality.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Psychology faculty have consistently and deeply engaged in DEI relevant professional development. However, stubborn equity gaps for remain. In particular, we see disportionate impact on success and retention rates for students who are Hispanic and students who are African American.

In the last three years a new equity gap has develop - students taking classes in-person have decreased success and retention in Psychology classes.

What are your plans (3-year) regarding this goal?
1. We need professional development linked to student needs post-pandemic. The higher education system and society as a whole have changed as a resuult of COVID-19. Student needs and concerns have likely changed. We need to adjust instruction to meet the challenges of post-pandemic education.

2. Measure and increase the number of part-time faculty members completing equity related professional development.

3. All FT faculty will complete the Teaching Men of Color in the Community College and Racial Miroaggressions certificates offered by CORA.

4. Implement evidence-based high impact practices to increase engagement and belongingness, particularly for in-person classes.

5. Address concerns about academic honesty for online classes. It is possible that what look like equity gaps for in-person students could be a result of inflated success rates in online classes, driven by recent technology (artificial intelligence, use of social media for cheating, sharing test questions/answers on websites such as Chegg, etc).

   o Develop an AI policy for the Psychology discipline at Norco College.

   o Incorporate online proctoring for all online Psychology classes.

   o Outreach to PT faculty about artificial intelligence and academic honesty, including strategies to prevent and address it.

Please add any relevant documents here.

Mapping

<u>Educational Master Plan (2020-2025):</u> ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 4.2 (Planning and Development):
- 2025 Objective 4.3 (Academic Senate):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
This goal is based directly on the equity gaps that were detailed in the disaggregated student groups data review section of this Program Review, which are copied here.

1. **Lower rates success and retention for students taking in person Psychology classes.** Retention rates for students in in-person classes is lower (87.4%) than for students in online classes (89.9%). The same pattern is seen for success, with in-person students succeeding at lower rates   (69.4%) than online students (74.8%). The college as whole shows the opposite pattern, with in-person students outperforming online students in success and retention. It also represents a shift for the Psychology program. In the 18-19 academic year, in-person students had a success rate of 80.6%, compared to 72.1% for online students. Those rates are pre-COVID, so it is no surprise they are higher than the rates from the last three years.

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Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
Chegg membership for FT faculty

Please add any relevant documents here.

Create a Robust Culture of Learning Outcome Assessment

Program/Unit Goal
Streamline and improve assessment processes to ensure that SLOs and PLOs are regularly assessed, results are discussed among faculty, and loops are closed.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Psychology faculty have been consistently completing SLO assessment. However, our efforts have not been coordinated or systematic. We do not have established mechanisms for discussing assessment results, brainstorming improvements, and closing loops as a discipline.

In part, this reflects the massive change in SLO assessment processes that occurred over the last three years. Now that we've moved completely into tracking assessments within Canvas, we need to rebuild our culture of assessment.

What are your plans (3-year) regarding this goal?
1. Establish an assessment cycle for all SLOs and PLOs.

2. Provide outreach to our PT faculty members to make sure everyone knows how to complete SLO assessment and how to be compensated for their work.

3. Create a bi-annual forum for FT and PT faculty to discuss disaggregated assessment results, brainstorm solutions, and design loop-closing activities.

4. Perform PLO assessment for the Psychology discipline.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 8.1 (Planning and Development):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
The majority of assessment is currently conducted by FT faculty using Canvas to track SLO attainment. We would like to increase PT faculty involvement to at least 50%.

We have not conducted a PLO assessment in the last three years, because of the fragmentation of assessment data collection and processes. We still have three years left in this assessment cycle, but it will take most of that time to get organized, collect the needed data, and assess the program.

This goal is aligned with college and district goals. It also allows us to ensure that we are meeting the standards required for accreditation of our program.

Is there a resource request associated with this Goal?

If yes, please provide a short description.

Please add any relevant documents here.

Equity

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Psychology faculty have engaged deeply with a rich array of equity related professional development, including webinars, courses, and conferences.

Here is a list representing some of these activities over the last three years.

2020-2021
• USC Alliance presentation "Understanding and Addressing Implicit Bias"
• Equity in Practice, One Student at a Time: Emotional Support in the Lives of Marginalized Students
• Bringing Anti-Racism to the Classroom
• Learning Lab Equity Conversation Series: The Syllabus as an Equity Practice
• Dr. Larry Sherman – Neuroscience of Prejudice: Racism & the Brain
• A2MEND Conference
• ACCJC Symposium: Equity, Quality, & Innovation through Action
• The ADT Journey for African American Students
o Equity & Black Representation in Higher Education Leadership
o A Legislative Briefing: Actively Advocating for Black Student Success
• Friday SLO Talk: Equity in Assessing Learning. Disrupting Legacy Practices for Antiracist, Inclusive Practices.
o Unpacking Dating, Relationship, and Intimate Partner Violence in the LGBTQ+ Community
o We're Queer, We've Always Here
o The Voices, Lives, and Experiences of Current and Alumni RCCD Students

2021-2022
• Teaching and Learning Committee Brown Bag #2 – A Primer on Intercultural Communications
• FALL FLEX: Disrupting Inequity in the Academy
• Bringing Pride to the Classroom and Affirming our LGBTQ+ Students - Ammanda Moore (Fall Flex 2021)
• Friday SLO Talk: Pedagogy of Equity and Impact on Classroom Practices
• Friday SLO Talk: Learning Assessment for Racial Equity
• @ONE Course: Equity & Culturally Responsive Online Teaching
• 2022 SPRING FLEX Becoming Equity Minded Practitioner
• Spring Flex 2022: Equity Audit Results
• RJTF Sawubona: Our Black and African American Students
o RJTF Latinx Students
• Ethnic Studies and the New CSU GE Requirement & Results of the Racial Justice Taskforce Survey & Focus Group.
• Ungrading for Learning and Equity
• Meeting Students' Diverse Needs: Universal Design for Learning
• Amplifying Student Stories as an Equity-Minded Practice
• ACCJC Social Justice Policy and Enhancing Racial Equity in our Accreditation Work
• Get the 'F' Outta Here: Challenging the Oppressive Status Quo by Equitizing Our Grading Practices
• Guided Pathways & Equity Lunch and Learn
• Norco Town Hall Equity Audit
• Black Student Success Week
o No Leaks: Securing the Pipeline for Black Students
o The Path to Transfer Success: A Clear Highway or a Traffic Jam
o Using Radical Action: Showing Up as Your Authentic Self
• GP & Equity Lunch & Learn

Equity

2022-2023
• PsychTERMS Conference - Equity sessions
• A Community Cultural Weal Approach at Riverside Community College District
• Fall Flex:
o Steps on the Path: Creating a Pro-Black Culture at Norco College
o Bearing Witness as an Act of Love, Resistance, Hope & Healing
• Ask-Connect-Inspire-Plan (ACIP) Model
• Distance Education Peralta Online Equity Rubric Series at MVC (Fall 2022)
• Holistic Student Support Survey (HSSS) Student Analysis
• Student Equity Plan 2022-2025
• Guided Pathways & Equity Updates
• TLC Brown Bag Session - Intercultural communication
• RJTF: Sawobona Black African American Alumni Panel
• OER for Psychology
• Digital Storytelling to Center Student Voices
• Equitable Grading Strategies for Online Teaching
• Advocates Speaker Series:
o Student Panel on LGBTQ+ Experiences
o Deconstructing Gender: Trans & Nonbinary Identities
• Teaching Inclusively & Effectively: Highlights from the Science of Learning

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Highlight 1: Distance Education Peralta Onine Equity Rubric Series at MVC: Incorporating student services information into online course assignments, including images and representations in online courses that reflect broad diversity, and addressing human biases in online courses.

Highlight 2: Intercultural communications sessions: Communications Studies faculty Ana-Marie Olaerts and Mark Lewis presented a fascinating exploration on the theory and practice of intercultural communications, with a focus on the classroom and pedagogy. Lessons learned from these sessions resulted in improved listening and communication with students from diverse backgrounds. For example, understanding how students' expectations and cultural background may influence their approach to and communication with professors, and aiding them in feeling more comfortable to communicate more authentically.

Highlight 3: @ONE course Equity & Culturally Responsive Online Teaching. This course took a deep dive into DEI related issues at the California Community Colleges and the need for culturally responsive online teaching. This particular offering was facilitated by DJ Hawkins and Torria Davis. As a result, many elements of online courses have been redesigned, including syllabus redesign, equitable design strategies, creating a welcome package, creating a welcome video, and including a teaching policy and a DEI statement in the courses. We continue to refer back to the resources and strategies learned in this course.

3. What additional equity-related professional development/trainings do you seek to better support your area?

1. We realize that our students have changed as a result of the COVID-19 pandemic. Similarly, our society, college and district have changed. We've noticed a new trend in our disaggregated data showing that our in person students have lower success and retention rates than our online students. We need professional development to help us understand the impact of COVID-19 on students in in-person classes.

2. Explicit professional development for teaching hybrid classes. These classes increase access and flexibility for our students, but we have not received training in course design for the hybrid format.

3. As can be seen above, we've completed significant and intense professional development on DEI issues. We are dedicated to created inclusive learning experiences and want to directly address our equity gaps, particularly for students who are Black and Latinx. We are eager to move on to evidence-based specific strategies we can implement in our classes. We would love to see professional development that specifically

targets pedagogy/andragogy for our student population that addresses our institutional equity gaps.

4. Finally, we need to assess the impact of the many hours of professional development that have been completed. Have we seen changes in our equity gaps? We need discipline, school, and campus wide conversations about the effects of the last 3-4 years of equity related professional development. Have we seen changes in student success, retention, or outcome mastery? This information and conversations can help us make informed decisions about our next steps in the process and where there is room for more improvement.

Please add any relevant documents here.

2024 - 2027

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

25% - 11%

If you have courses that are not current, are they in the curriculum process?

Yes

For out of date courses that are not already in progress of updating, what is your plan?

- PSY-48 was updated with a major modification on 12/3/23 and the new COR is active.

- PSY-2 was updated with a minor modification. BOT approval was 12/12/23. The new COR should be live soon.

- PSY-9 was updated with a major modification. BOT approval was 12/3/23. The new COR should be live soon.

Do you have proposals in progress for all the DE courses you intend to file?

Yes

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

All SLOs exceed benchmark

Date
03/22/2024
Observation
What did you notice?
All SLOs at above the discipline set standard of 70%
Course(s)
PSY-1, PSY-10, PSY-2, PSY-35, PSY-48, PSY-50, PSY-9
SLO(s)
PSY-1 (1, 2, 3), PSY-10 (1, 3), PSY-2 (1, 2, 3), PSY-35 (1, 2, 3), PSY-48 (1, 2, 3, 4), PSY-50 (1, 5), PSY-9 (1, 2, 3)
Discussion/Analysis
Based on the current data reported on the Norco College Outcomes Dashboard - College Defined SLOs, every SLO reported exceeds the psychology discipline benchmark of 70%. We recognize that this data set only represents the last few semesters of SLO assessment, hasn't been implemented in every class, and includes few data from PT faculty instructors. But we are pleased to start off strong on these initial assessments in the new system.
Please paste any relevant screenshots here.
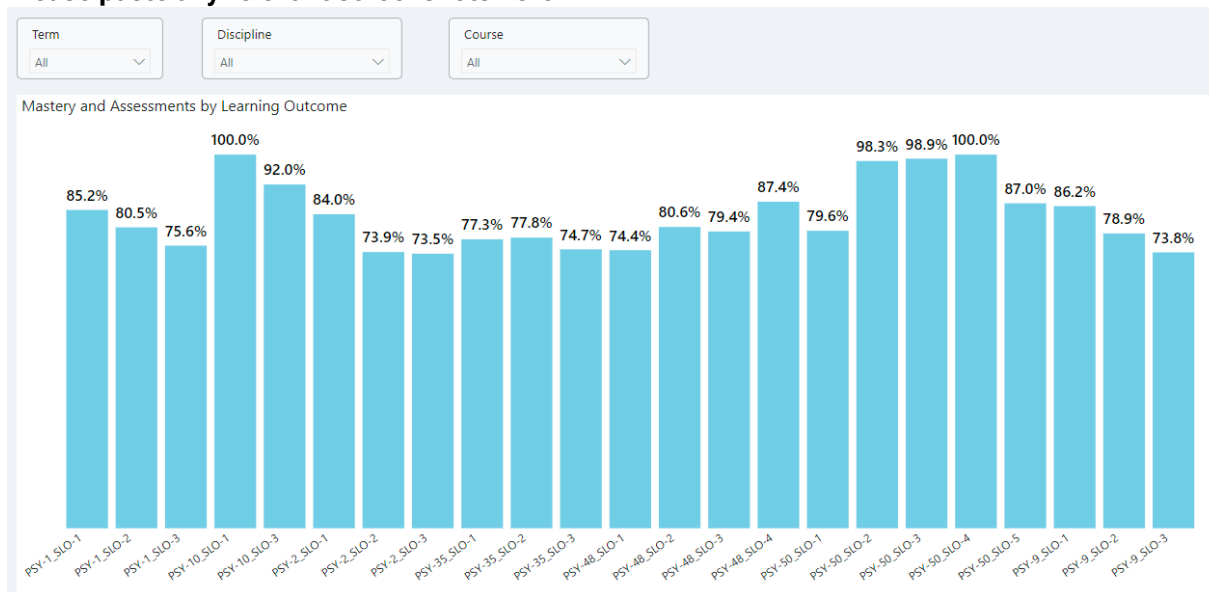
Please add any relevant documents here.

Lower Outcome Mastery for Students 50+

Date
03/22/2024
Observation
What did you notice?
Students who are over 50 or older have lower outcome mastery (71.3%) than students in other age groups.
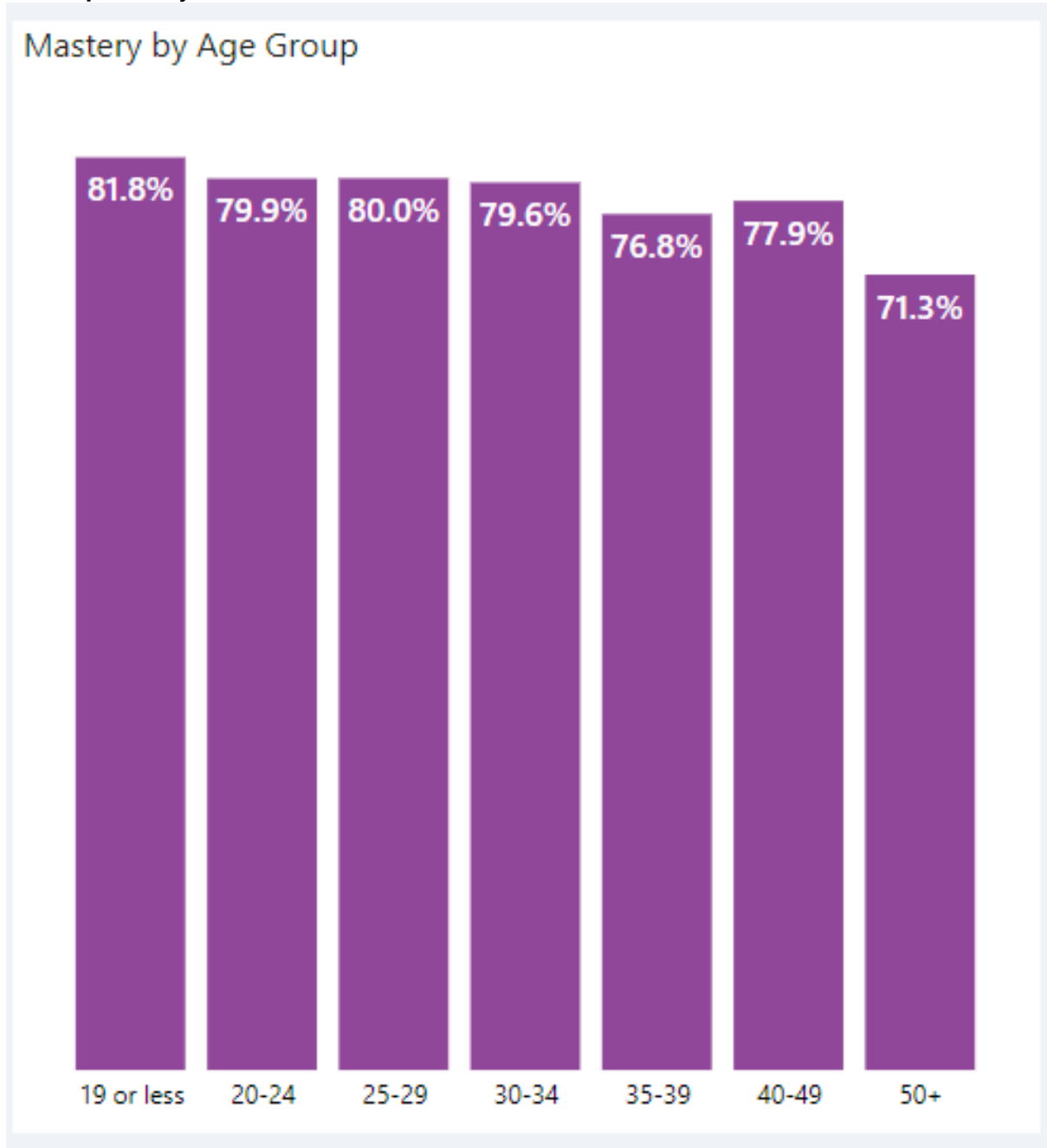**Course(s)**
All
SLO(s)
All
Discussion/Analysis

We see a general decrease in outcome master in students who are of non-traditional ages, particularly those over 50. It is difficult to know how meangingful this trend is, because the data feeding in from Canvas are incomplete, not representing all SLOs in all classes, and have only been collected for a few semesters. We will continue to monitor this trend over the next three years to decide whether specific action is needed.

Please paste any relevant screenshots here.

Mastery by Age Group

Age Group	Mastery
19 or less	81.8%
20-24	79.9%
25-29	80.0%
30-34	79.6%
35-39	76.8%
40-49	77.9%
50+	71.3%

Please add any relevant documents here.

Race/Ethnicity Equity Gaps

Date
03/22/2024

Observation
What did you notice?

Students who are Asian, Pacific Islander, Filipino, or White had higher outcome mastery rates (82.4% and higher) than students who are African American, Hispanic, or American Indian/Alaskan Native (scores below 78.5%).
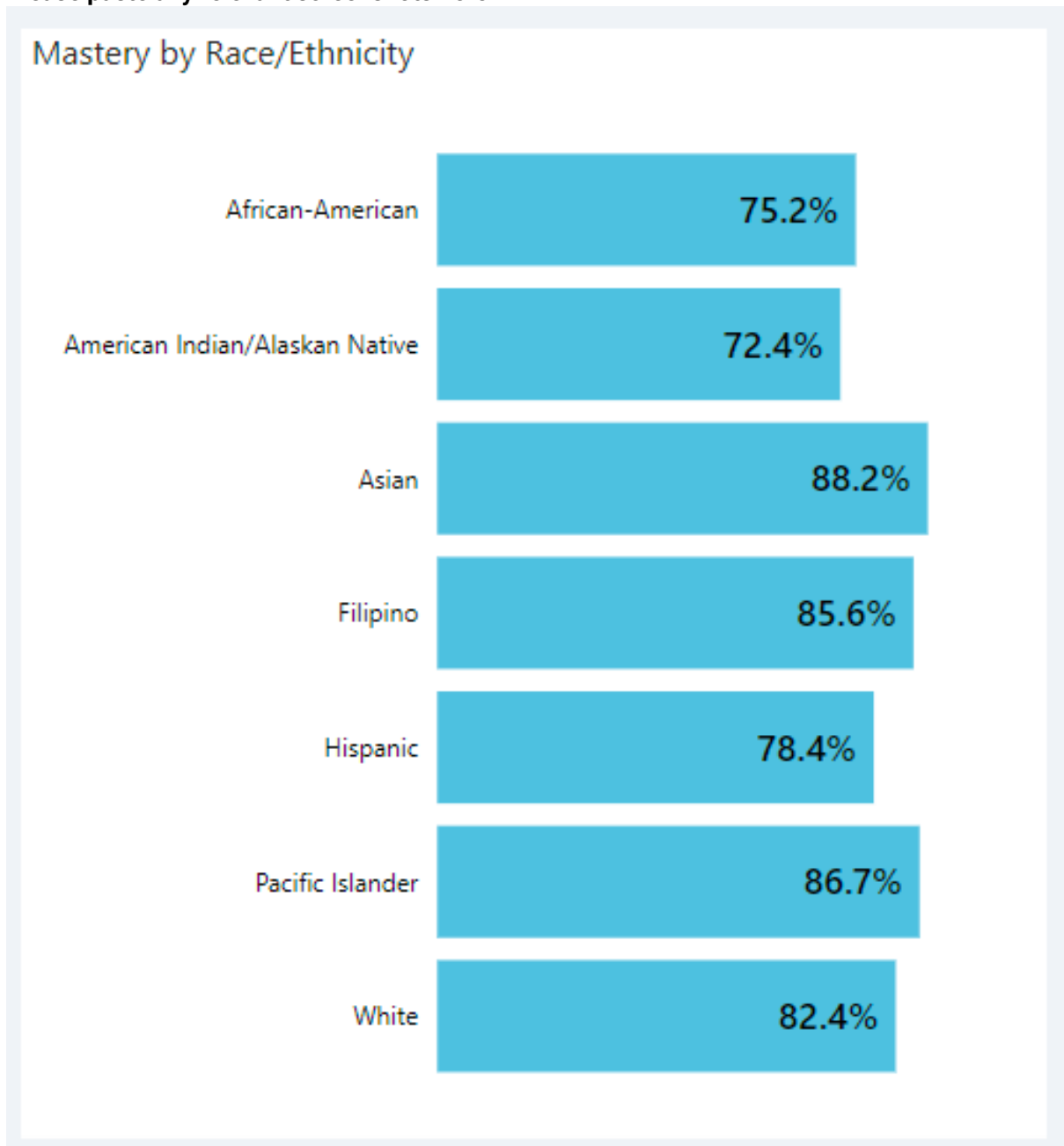
Course(s)
All

SLO(s)
All

Discussion/Analysis
We are encouraged to see that mastery rates for all race/ethnic groups exceeds the discipline set benchmark of 70%. However, outcome mastery rates demonstrate the same equity gaps that were observed for retention and success. We recognize that our SLO data for this cycle are incomplete at best (not all courses/SLOs are included, data from classes taught by PT faculty are underrepresented, etc.). However, we want to monitor this trend and will include efforts to increase SLO attainment in our overall program goal to decrease equity gaps for Black and Hispanic students.

Please paste any relevant screenshots here.

Mastery by Race/Ethnicity

Race/Ethnicity	Mastery
African-American	75.2%
American Indian/Alaskan Native	72.4%
Asian	88.2%
Filipino	85.6%
Hispanic	78.4%
Pacific Islander	86.7%
White	82.4%

Please add any relevant documents here.

Kahoot Memberships

Resource Year
2024 - 2027

What resources do we already have?
None

What resources do you need?
Annual memberships to Kahoot+ Max for Teachers ($120 annually for each faculty member)

$ Amount Requested
360

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
This request is in support of EMP Goal 2: Success, Goal 3: Equity, and our program goal to decrease equity gaps. Kahoot is an all-in-one engaging, teaching, assessment, and review toolkit. We plan to use it to create more opportunities for informal assessment in all classes and to increase engagement and collaborative learning for in person classes. We have lower success and retention rates for in person classes and hope using Kahoot will help us address this equity gap. We also hope increasing engagement and giving students more opportunities to test themselves will improve success and decrease equity gaps more broadly.

This request for my area is Priority #:
2

Is this request
New

Chegg Membership

Resource Year
2024 - 2027

What resources do we already have?
None

What resources do you need?
One subscription to Chegg that can be shared among all PSY faculty.

$ Amount Requested
240

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
This request is linked to EMP Goal 3: Equity and our program goal to decrease equity gaps. One of our equity gaps concerns lower rates of success and retention for in person classes. Chegg is a website sometimes used by students to pay for test and assignment answers, which is a form of cheating. Student requests and the answers or assignment examples they receive can be viewed by others with a paid subscription. One subscription shared among all PSY faculty would improve our ability to detect the use of Chegg to cheat and allow us to gather evidence of cheating. We will ensure the authenticity of students' work and reduce faculty workload by requesting the removal of submissions from our courses, which means the integrity of the assignments are maintained.

This request for my area is Priority #:
3

Is this request
New

Faculty Professional Development Requests

2024 - 2027

Resource Request

What resources do we already have?

3 full-time faculty + 1 full-time faculty hiring search currently underway.

Potential Funding Source(s)

General Fund

What resources do you need?

Additional full-time faculty position

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 2,EMP Goal 3

$ Amount Requested

152,936

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

The evidence to support this request can be found in:

Data Review,Program/Unit Goals

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

alexis.gray@norcocollege.edu

Faculty Requesting Email:

kara.zamiska@norcocollege.edu

Faculty Position Requested:

Assistant Professor of Psychology

This request is for:

Growth position in existing program

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

Data Review

Faculty Hiring Resource Requests

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.

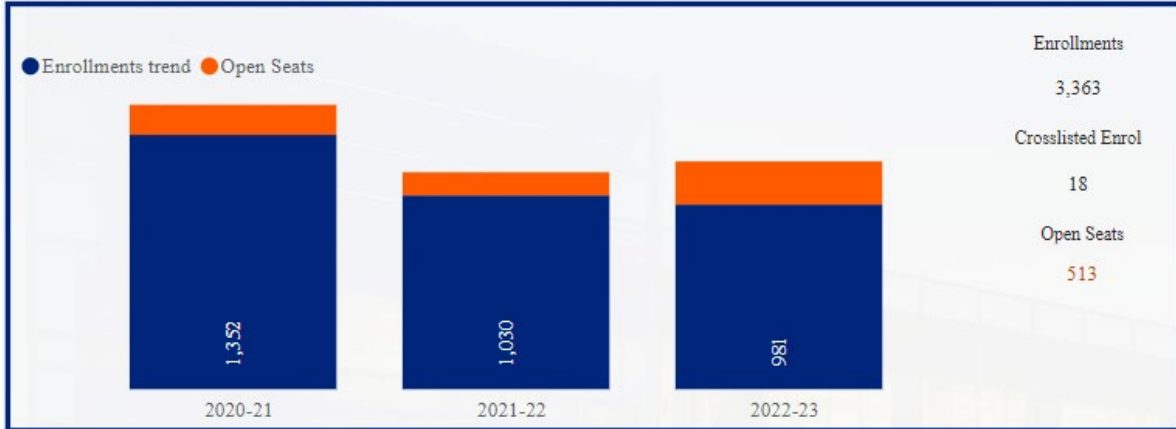**Student Enrollment**

Provide the total number of students enrolled in the discipline for each term in the last three years:

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections	SUM	Psychology	All	All	All

● Enrollments trend ● Open Seats

Year	Enrollments	Open Seats
2020-21	436	
2021-22	274	131
2022-23	247	129

Enrollments
957

Crosslisted Enrol
(Blank)

Open Seats
319

Faculty Hiring Resource Requests

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections ⌄	FAL ⌄	Psychology ⌄	All ⌄	All ⌄	All ⌄

● Enrollments trend ● Open Seats

	Enrollments
	3,363
	Crosslisted Enrol
	18
	Open Seats
	513

2020-21: 1,352
2021-22: 1,030
2022-23: 981

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections ⌄	SPR ⌄	Psychology ⌄	All ⌄	All ⌄	All

● Enrollments trend ● Open Seats

	Enrollments
	3,145
	Crosslisted Enrol
	33
	Open Seats
	723

2020-21: 1,072 (Open Seats 318)
2021-22: 885
2022-23: 1,188 (Open Seats 295)

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections ⌄	WIN ⌄	Psychology ⌄	All ⌄	All ⌄	All ⌄

● Enrollments trend ● Open Seats

	Enrollments
	1,013
	Crosslisted Enrol
	(Blank)
	Open Seats
	251

2020-21: 353 (Open Seats 119)
2021-22: 295
2022-23: 365 (Open Seats 73)

Faculty Hiring Resource Requests

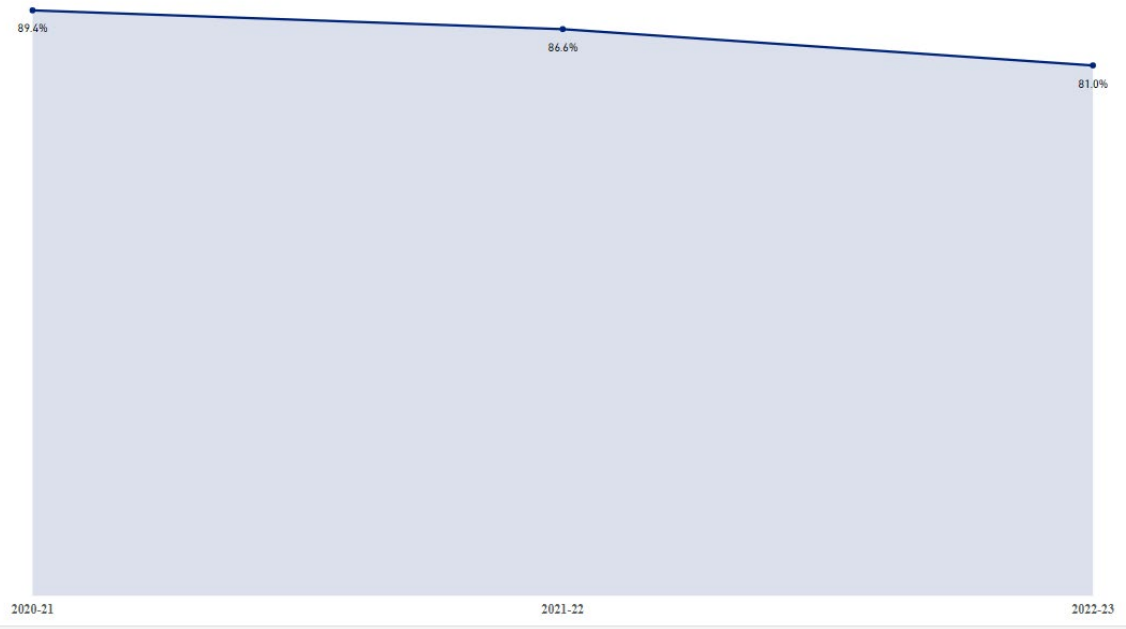**Provide the percent capacity/fill rate for each semester in the discipline for the last three years:**

Session	Department	Primary Sec	Subject	Instr Method	Instr Methd Maj	Division/School	Term
SUM	Psychology	All	All	All	All	All	All

Success Rate	Retention Rate	Section Count	Faculty Headcount	**Fill Rate**

88.1%

67.7%

65.7%

2020-21   2021-22   2022-23
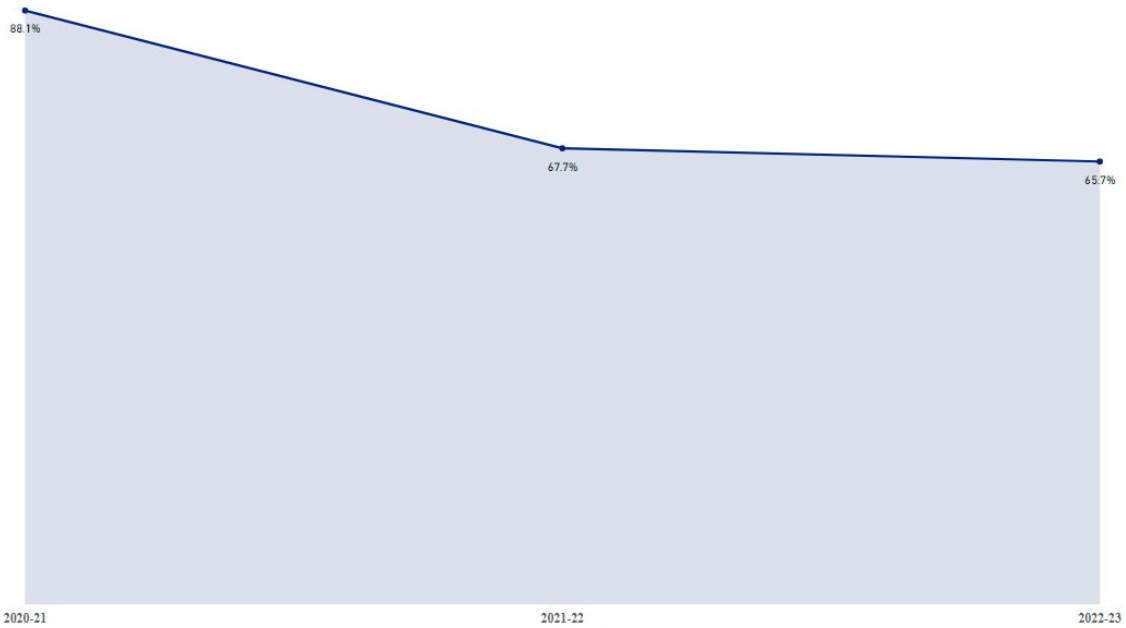
Session	Department	Primary Sec	Subject	Instr Method	Instr Methd Maj	Division/School	Term
FAL	Psychology	All	All	All	All	All	All

Success Rate	Retention Rate	Section Count	Faculty Headcount	**Fill Rate**

d

89.4%

86.6%

81.0%

2020-21   2021-22   2022-23

Faculty Hiring Resource Requests

Success Rate	Retention Rate	Section Count	Faculty Headcount	**Fill Rate**

74.8% (2020-21) — 83.3% (2021-22) — 83.3% (2022-23)

Success Rate	Retention Rate	Section Count	Faculty Headcount	**Fill Rate**

77.1% (2020-21) — 86.8% (2021-22) — 80.1% (2022-23)

Provide the average class size at Census for each semester for the last three years:

Year	2020-21	2021-22	2022-23
SUM	39.64	27.40	27.44

Faculty Hiring Resource Requests

FAL	37.56	32.19	31.65
WIN	32.09	32.78	33.18
SPR	31.53	29.50	30.46

Provide the efficiency (WSCH/FTEF) for the last three years:
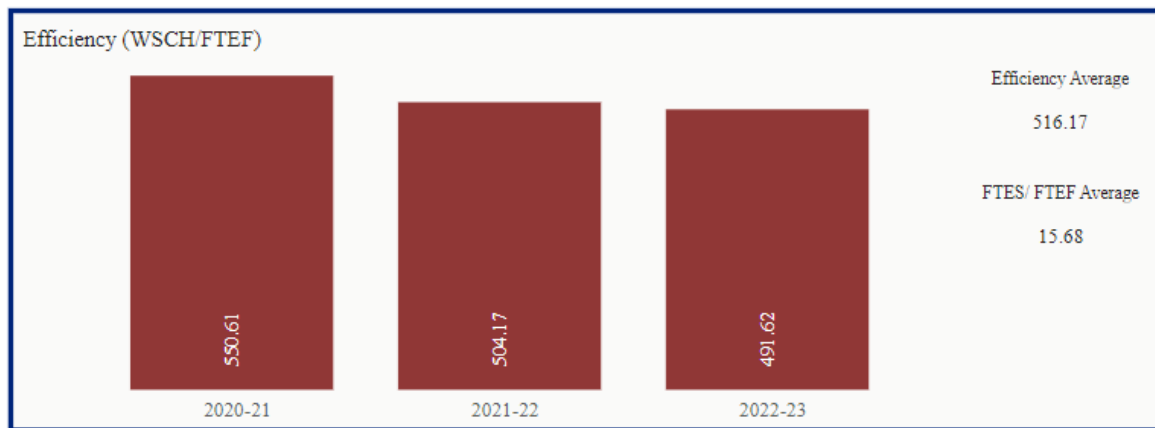
Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

Fall 22: 28 sections, Spring 23: 36 sections

Are any of the sections cross-listed?

No

If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:

Fall 87 + Spring 113 = 200

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

3

Full-time instructors by headcount:

3

Full-time instructors by FTEF:

6.0

Faculty Hiring Resource Requests

Number of associate faculty instructors currently in the discipline:

14

Associate faculty instructors by headcount:

14

Associate faculty instructors by FTEF:

12.40 PT FTEF　+　4.00 Overload　=　16.40

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

0

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

2.85

Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc…

Goal 1: ACCESS. Historically, the Psychology ADT has been one of the fastest growing programs at Norco College and throughout RCCD. In the 2014-2015 academic year, the first year the PSY ADT was awarded, we had 2 graduates. By the 2018-2019 academic year, 58 students were awarded the PSY ADT, by the 2019-2020 academic year, 92 students were awarded the PSY ADT. Since then, we have seen a slight decline in ADTs awarded (academic year '20-21: 79 ADTs, academic year '21-22: 76 ADTs, academic year '22-23: 68 ADTs). Some of this decline may be attributed to the COVID-19 pandemic, which resulted in the transition to online and vaccine mandates for students returning to face-to-face classes. However, psychology is also experiencing an extreme bottleneck for degree earners – PSY-50 Research Methods in Psychology. Students show a strong preference for PSY-50 online, and we are not able to offer a sufficient number of sections. For the current semester, 17 students were on the waitlist and an additional 16 students not on the waitlist contacted the instructor asking to add, with waitlists of 24+ across the district. If students cannot take PSY-50 at RCCD in the modality that they want, then they may leave to take it elsewhere. We have not been able to offer enough OL PSY 50 sections because 1) FT faculty are covering breadth courses (e.g., PSY 10, 11, 8, etc.), and 2) FT faculty cannot always fit more OL sections in their schedule, due to the F2F requirement, 3) PSY 50 requires advanced expertise in research methods, and most of our PT faculty are not well-prepared to teach this course. We are currently engaged in a search for a 4th FT faculty member, who will have a focus on research methods and statistics. We hope that this will result in greater coverage for PSY 48 Statistics in the Behavioral Sciences and PSY 50 Research Methods in Psychology, thus boosting our ADT completions to the trajectory that we observed before the pandemic. However, the psychology discipline could benefit greatly an additional FT faculty member.

For this faculty request, we would like to hire a person who 1) is a generalist, and 2) is prepared to teach at the California Rehabilitation Center or other off-campus sites. Recently, new elective courses have been added to the ADT (PSY-10 Personal and Social Adjustment, PSY-11 Psychology of Sexuality, and PSY-35H Honors Abnormal Psychology), and our FT and PT faculty are at their limits for teaching assignments to cover the wide range of courses that we offer. All PT faculty members who asked for classes this semester received the full number of classes in their request. If one more section had been offered, we would have had to hire new faculty. Last, we continue to have difficulty staffing PSY-1H Honors General Psychology, which would be easier to do with additional full-time faculty in the

discipline. Psychology now offers 11 courses (1, 1H, 2, 8, 9, 10, 11, 35, 35H, 48, 50), and aims to offer all courses online and as many face-to-face and hybrid as can meet our students' demands. Hiring another faculty member qualified to teach a wide range of courses is necessary to ensure that we can continue to teach all courses that PSY offers, and in modalities that students prefer.

An increasing number of psychology sections have been requested by Rising Scholars program at the California Rehabilitation Center (CRC) and Dual Enrollment. We currently offer 1, 2, 8, 9, and 35 at the CRC, all taught by one part-time faculty member. If this person were no longer available, we would have to cancel all sections at the CRC, greatly impacting our students. We have attempted to hire additional instructors to teach at the CRC, but because of the unique setting we have been unsuccessful. A new FT hire could help ensure that our students at the CRC continue to complete the psychology courses they need. Ideally, we would like to offer the full ADT at the CRC, which means also offering PSY 50 (PSY 48 would also be beneficial, but MAT 12 can also fulfill the requirement). A new FT faculty member can help us establish the resources we need to teach this course at the CRC and give us our first graduates in psychology from the Rising Scholars program.

The Psychology discipline also plays a major role in providing general education transfer requirements. Large numbers of non-major students enroll in PSY-1: General Psychology and PSY-9: Developmental Psychology each semester. As the college grows to increase headcount and FTES, we will see increasing demand for those courses. As the PSY ADT has grown, these courses have become almost entirely taught by associate faculty members and staffing has been a struggle. An additional full-time faculty member would allow us to fully staff courses needed for our program and continue to provide large numbers of our service courses.

Goal 2: SUCCESS Hiring a full-time faculty member who is prepared to teach at the California Rehabilitation Center will ensure that our students at that facility can complete their ADT. We are unable to staff all of the courses that they are requesting, so this is preventing students from finishing. Additionally, our current faculty are spread thin and often take on overload, leadership roles, and extra service work to meet the needs of students and the college. Adding an additional faculty member would help to prevent the burnout of our full-time faculty, thus allowing them to be more effective teachers and more supportive and available advisors to students. Ideally, we would like to find someone prepared to take the lead on Psychology Club and Psi Beta, which play a key role in increasing student engagement and feelings of belonging for students, which are linked to increased success. Additionally, by hiring a generalist in psychology, we ensure that they can step in to cover a wide range of courses, which is important to ensure that we can staff all of our courses, and potentially have a replacement ready if an associate faculty member should resign with little notice. Avoiding the cancellation of courses ensures that students have the opportunity to take the required and elective courses in the discipline, and thus succeed in earning their ADT.

Goal 3: EQUITY To create an equitable pathway for students, we need to ensure that we are offering courses in sufficient numbers and at times that work for student schedules. As it currently stands, we are unable to offer many courses required for our major during the intersessions, in alternative delivery formats, and at times that are most appropriate for our students. For example, online students are unable to earn the PSY ADT, because PSY-50 online is a bottleneck, due to an insufficient number of sections. Hiring an additional full-time faculty member would allow us to diversify the times and formats in which we offer courses, space permitting. This would allow us to meet the diverse needs of all students pursuing this pathway.

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

Most importantly, this new faculty member will have the preparation to teach for the Rising Scholars program, and the breadth in experience to teach the range of courses that are needed to make a full program at the CRC. Additionally, we hope that they would take the lead for Psychology Club and Psi Beta, which our current faculty struggle to maintain due to having a significant amount of service work and overload.

Faculty Hiring Resource Requests

Explain the impact this hire will have on other disciplines, programs, and the college.

As noted earlier, this new hire will have a significant impact on the Rising Scholars program, allowing us to offer the full Psychology ADT at the California Rehabilitation Center. Additionally, as a generalist they will be able to offer courses (PSY-1 General Psychology, PSY-9 Developmental Psychology) that serve as general education requirements for numerous ADTs in other disciplines (e.g., Nursing).

Explain the impact if this faculty position is NOT hired.

Our Psychology offerings for the Rising Scholars program are hanging on by a thread. We have only one instructor available to teach at the CRC, and if that person were to resign we would have to cancel all courses at the CRC. We need a dedicated person to teach some courses at the CRC and take the lead in developing our program there. If this person is not hired, then we will not be able to meet our goals of offering the full ADT at the CRC, and we run the risk of having to cancel all classes.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

Instructional Summary - Complete this section for Instructional Faculty only

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?

2.85

2. How many approved hires within this discipline are currently unfilled?

1

3. How many growth positions in this discipline are being requested and prioritized before this position?

0

4. Complete the calculation = (1-2-3) =

1.85

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

3

6. Department Relative need total:

.46

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. Please provide a state-mandated or institutional set student per faculty target ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Submit

Ready to Submit?

Yes

For Administrative Use Only

Funding Status

APC Ranking

Notes

<div align="center">2024 - 2027</div>

Program Review Reflections

What would make program review meaningful and relevant for your unit?

We recognize and appreciate the many improvements made to the Program Review process over the last three years. Thank you to everyone who put in a lot of hard work to make this happen.

What questions do we need to ask to understand your program plans, goals, needs?

We are concerned about the changes to the assessment portion of program review. This process has undergone major changes since the last round of Program Review. Many of these changes are positive, such as the ability to collect standardized SLO attainment data within Canvas and to dissaggregate outcome mastery by race/ethnicity, gender, and age.

That said, in this year's cycle we found that we needed:

- A dashboard of some sort to indicate which SLOs and courses have been assessed.

- A way to make a plan to complete assessment of all SLOs and all courses before the end of the 6-year assessment cycle. We are at the mid-way point, so need to make concrete plans to finish the cycle before the next program review and the end of the current accreditation cycle.

- A meaningful way to conduct PLO assessment and reflect on it in the program review. We used to use the "roll-up" method so that SLO results were used to assess PLO outcomes, but that was missing entirely this cycle.

What types of data do you need to support your program plans, goals, needs?

1. We need to have access to the District IR Power BI dashboards that contain the information needed for new faculty hiring requests. This would be helpful for Program Review beyond just providing the required info for hiring requests. To fully evaluate our program we need to be able to explore the data with the use of all slicers that are present on the dashboard. This information would also be incredibly helpful to have as part of our scheduling and planning processes more generally, even during semesters that don't involve program review. Ideally, these dashboards could be integrated in Nuventive in exactly the same way other dashboards are incorporated.

2. We need clarity and standardization on how to calculate the information needed for new faculty hiring requests. In ideal world, this information would be automatically populated and calculated for each discipline. This would allow for meangingful, data driven decisions about faculty hiring prioritization and program needs. Without standardization we end up with a fragmented system that does not allow meangingful comparisons or evaluations of program needs.

If there are any supporting documents you would like to attach, please attach them here.

Reflections and Submission

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes