

COASTLINE COLLEGE

2018-2019 Annual Program Review

Psychology

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Section 1: Program Planning:

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Psychology Enrollment	3,731	3,887	3,721
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Psychology Resident FTES	346.10	364.92	351.18
Sections	53	58	62
Fill Rate	81.0%	84.4%	81.7%
WSCH/FTEF 595 Efficiency	945	867	809
FTEF/30	6.1	7.0	7.3
Extended Learning Enrollment	1,178	1,058	842

The percentage change in the number of Psychology **enrollments** in 2016-17 showed a slight decrease from 2015-16 and a minimal difference from 2014-15.

The percentage change in 2016-17 **resident FTES** in Psychology credit courses showed a slight decrease from 2015-2016 and a slight increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Psychology courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Psychology courses showed a slight decrease from 2015-16 and a minimal difference in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Psychology courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Psychology courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Psychology **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Psychology Enrollment	3,731	3,887	3,721

Modality	2014-15	2015-16	2016-17
Traditional	5.3%	4.9%	4.0%
Online	47.0%	48.8%	54.2%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	47.7%	46.3%	41.8%

Gender	2014-15	2015-16	2016-17
Female	42.1%	42.4%	44.5%
Male	57.2%	56.8%	54.7%
Unknown	0.8%	0.9%	0.9%

Ethnicity	2014-15	2015-16	2016-17
African American	17.0%	15.1%	13.6%
American Indian/AK Native	1.2%	0.7%	1.2%
Asian	16.6%	15.8%	15.0%
Hispanic	19.1%	22.7%	23.5%
Pacific Islander/HI Native	0.4%	0.5%	0.2%
White	30.8%	29.3%	30.5%
Multi-Ethnicity	13.0%	13.9%	14.7%
Other/Unknown	1.9%	2.1%	1.3%

Age Group	2014-15	2015-16	2016-17
19 or Less	8.3%	9.3%	10.3%
20 to 24	23.3%	23.6%	23.6%
25 to 29	18.2%	19.3%	17.7%
30 to 34	13.4%	13.7%	13.4%
35 to 39	11.4%	10.9%	12.2%
40 to 49	15.5%	14.9%	14.9%
50 and Older	9.9%	8.4%	7.9%

Psychology courses made up 6.2% of all state-funded enrollment for 2016-17. The percentage difference in Psychology course **enrollment** in 2016-17 showed a minimal difference from 2015-16 and a minimal difference from 2014-15. Enrollment in Psychology during 2016-17 showed 4.0% of courses were taught **traditional (face-to-face)**, 54.2% were taught **online**, 0.0% were taught in the **hybrid** modality, and 41.8% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Psychology enrollment consisted of 44.5% **female**, 54.7% **male**, and 0.9% students of **unknown** gender. In 2016-17, Psychology enrollment consisted of 13.6% **African American** students, 1.2% **American Indian/AK Native** students, 15.0% **Asian** students, 23.5% **Hispanic** students, 0.2% **Pacific Islander/HI Native** students, 30.5% **White** students, 14.7% **multi-ethnic** students, and 1.3% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Psychology revealed 10.3% aged **19 or less**, 23.6% aged **20 to 24**, 17.7% aged **25 to 29**, 13.4% aged **30 to 34**, 12.2% aged **35 to 39**, 14.9% aged **40 to 49**, and 7.9% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Psychology Degrees	42	38	47
College Awarded Certificates	748	644	602
Psychology Certificates	0	0	0

The percentage change in the number of Psychology **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Psychology **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Psychology Success Rate	64.2%	68.9%	70.9%

Modality	2014-15	2015-16	2016-17
Traditional	80.1%	84.7%	78.4%
Online	68.1%	69.9%	74.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	58.8%	66.1%	65.8%

Gender	2014-15	2015-16	2016-17
Female	69.3%	70.6%	74.4%
Male	60.7%	67.4%	68.1%
Unknown	51.9%	81.8%	68.8%

Ethnicity	2014-15	2015-16	2016-17
African American	47.2%	57.6%	56.0%
American Indian/AK Native	51.2%	61.5%	56.5%
Asian	73.3%	80.2%	81.1%
Hispanic	61.0%	64.6%	67.4%
Pacific Islander/HI Native	31.3%	63.2%	50.0%
White	70.5%	73.0%	78.6%
Multi-Ethnicity	64.8%	66.9%	66.6%
Other/Unknown	80.3%	68.3%	56.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	71.6%	76.9%	77.9%
20 to 24	63.8%	69.2%	74.9%
25 to 29	65.0%	66.3%	69.4%
30 to 34	62.1%	68.9%	69.7%
35 to 39	63.1%	69.3%	70.9%
40 to 49	62.6%	66.0%	65.6%
50 and Older	64.4%	69.4%	65.0%

The percentage difference in the **course success rate** in Psychology courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Psychology 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Psychology **course success rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Psychology success rate for 2016-17, the success rate was moderately higher for **traditional (face-to-face)** Psychology courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and moderately lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Psychology success rate for 2016-17, the success rate was slightly higher for **female** students in Psychology courses, slightly lower for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Psychology success rate for 2016-17, the success rate was substantially lower for **African American** students in Psychology courses, substantially lower for **American Indian/AK Native** students, substantially higher for **Asian** students, slightly lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Psychology success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Psychology courses, slightly higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, minimally different for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Psychology Retention Rate	84.3%	85.2%	86.0%

Modality	2014-15	2015-16	2016-17
Traditional	87.8%	87.9%	88.5%
Online	84.3%	83.0%	84.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	84.0%	87.3%	87.5%

Gender	2014-15	2015-16	2016-17
Female	85.4%	83.7%	85.4%
Male	83.7%	86.3%	86.6%
Unknown	74.1%	90.9%	81.3%

Ethnicity	2014-15	2015-16	2016-17
African American	81.8%	83.5%	81.8%
American Indian/AK Native	86.0%	80.8%	82.6%
Asian	82.4%	87.0%	88.3%
Hispanic	84.3%	83.1%	86.6%
Pacific Islander/HI Native	68.8%	89.5%	87.5%
White	87.0%	88.2%	88.2%
Multi-Ethnicity	82.9%	82.2%	83.4%
Other/Unknown	91.5%	87.8%	76.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	88.2%	88.9%	90.6%
20 to 24	83.3%	85.9%	87.8%
25 to 29	84.0%	83.7%	84.8%
30 to 34	83.6%	85.3%	85.3%
35 to 39	87.7%	86.9%	85.5%
40 to 49	83.1%	82.6%	84.5%
50 and Older	83.1%	85.3%	82.7%

The percentage difference in the **retention rate** in Psychology courses in 2016-17 showed minimal difference from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Psychology 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Psychology **retention rate** was minimally different than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Psychology retention rate for 2016-17, the retention rate was slightly higher for **traditional (face-to-face)** Psychology courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Psychology retention rate for 2016-17, the retention rate was minimally different for **female** students in Psychology courses, minimally different for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Psychology retention rate for 2016-17, the retention rate was slightly lower for **African American** students in Psychology courses, slightly lower for **American Indian/AK Native** students, slightly higher for **Asian** students, minimally different for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Psychology retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Psychology courses, slightly higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, minimally different for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Student (SLOs) and Program Student Learning Outcome (PSLOs)

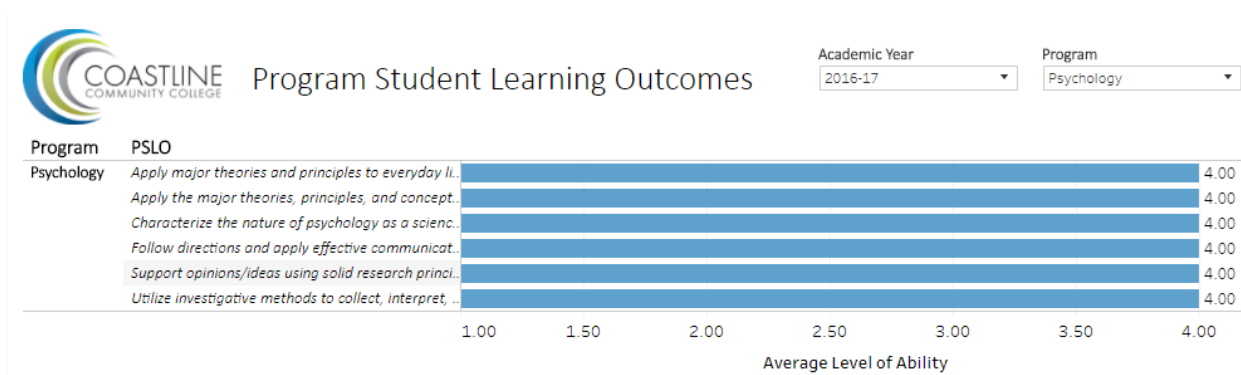
Program Student Learning Outcome (PSLOs) Data

2016-2017 Psychology Program Student Learning Outcomes (PSLOs)

Psychology PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Apply major theories and principles to everyday life and determine the impact of these theories on the individual and/or society as a whole.	1	100.0%	0.0%	0.0%	0.0%
Apply the major theories, principles, and concepts of psychology to everyday life.	1	100.0%	0.0%	0.0%	0.0%
Characterize the nature of psychology as a science.	1	100.0%	0.0%	0.0%	0.0%

Psychology PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Follow directions and apply effective communication skills in a variety of settings.	1	100.0%	0.0%	0.0%	0.0%
Support opinions/ideas using solid research principles.	1	100.0%	0.0%	0.0%	0.0%
Utilize investigative methods to collect, interpret, and present scientific data on psychological topics.	1	100.0%	0.0%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2016-2017 post-graduate survey for the Psychology Program to produce meaningful data.



Student Learning Outcomes (SLOs) Data

During the 2017-2018 academic year, the Psychology department collected SLO data for two courses. All of the data was collected via the Canvas Learning Management System and entered into the SLO cloud database.

Here is a summary of the findings:

Fall 2017

PSYC C280 – Research Methods

Total number of students assessed: 50

Total number of sections: 3

- SLO #1 - Given project guidelines, formulate a hypothesis, conduct a proper literature review, and conduct a basic study to address a psychological question using appropriate research methods.
 - 88% of the students met or exceeded the expectations. 12% of the students did not meet the expectations.
- SLO #2 - Conduct and summarize a research study in a comprehensive research paper using proper APA style.
 - 88% of the students met or exceeded the expectations. 12% of the students did not meet the expectations.

Spring 2018

PSYC C165 – Human Sexuality

Total number of students assessed: SLO #1 – 51/SLO #2 - 49

Total number of sections: 2

- SLO #1 - Provided with research information about how parents differentially treat their male and female offspring, students will be able to evaluate the extent that this would be expected to influence gender roles.
 - 100% of the students met or exceeded the expectations.
- SLO #2 - Given a sexual behavior, situation, or case study, students will explain how they would handle themselves in such a situation, approach or solve the problem, make a decision, refer an individual, or guide their own children or friends.
 - 98% of the students met or exceeded the expectations. 2% of the students did not meet the expectations.

In accord with plan proposed by the SLO Coordinator, the Psychology department will assess, collect and report SLOs for one course each semester. The follow-up assessment will occur during a future semester. Here is the SLO Reporting plan agreed upon by the department from Fall 2017 to Spring 2022:

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
PSYC C100: Introduction to Psychology						1 st round				2 nd round
PSYC C116: Child Development							1 st round		2 nd round	
PSYC C118: Lifespan Development					1 st round				2 nd round	
PSYC C165: Principles of Human Sexuality		1 st round Complete				2 nd round				
PSYC C170: Psychology of Aging	Working with Gerontology department (Laurie Runk)									
PSYC C250: Psychobiology				1 st round				2 nd round		
PSYC C255: Abnormal Psychology								1 st round		2 nd round
PSYC C260: Social Psychology			1 st round				2 nd round			
PSYC C280: Research Methods	1 st round Complete				2 nd round					

The department started assessing the SLOs for courses with fewer section and will continue with courses with more sections. The department also agreed that in the near future a universal reporting tool will be created for courses with multiple sections taught by different instructors. A universal reporting tool will lead to a more

universal and comprehensive collection and assessment of the SLO data. The two full- time instructors will take the lead on this project, with input from the entire department.

Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Date Reviewed	Status
PSYC C100 – Introduction to Psychology	1/8/16	Approved at 3/18/16 Curriculum meeting
PSYC C116 – Child Growth and Development	1/8/16	Approved at 3/18/16 Curriculum meeting
PSYC C118 – Lifespan Development Psychology	1/11/16	Approved at 3/18/16 Curriculum meeting
PSYC C165 – Human Sexuality	1/11/16	Approved at 3/18/16 Curriculum meeting
PSYC C170 – Psychology of Aging	1/13/16	Laurie Runk reviewed during Gerontology Program Review
PSYC C250 – Psychobiology	1/11/16	Approved at 3/18/16 Curriculum meeting
PSYC C255 – Abnormal Psychology	1/11/16	Approved at 3/18/16 Curriculum meeting
PSYC C260 – Social Psychology	1/11/16	Approved at 3/18/16 Curriculum meeting
PSYC C280 - Research Methods	1/11/16	Approved at 3-18-16 Curriculum Mtg but will need to be resubmitted if the new math statistics course will be allowed as a prerequisite (the statistics course outline needs state approval first). C-id number approved on 9/9/16 so the course could be included in OEI.

Curriculum Development: At nearly every psychology discipline meeting we discuss possible new psychology-related programs and new curriculum/courses we might develop to offer in the future. In speaking with the former Department Chair, we were informed that the Articulation officer Nancy Soto Jenkins has advised us to NOT offer any additional upper division courses. Nancy said that local transfer schools have agreed to accept courses from transferring juniors if the psychology course is part of the 60 units they are transferring and they won't ask them re-take it again as an upper division course. But sometimes students transferring to other

schools (not local) will be asked to take these courses again (the case for psychobiology). The other problem is that sometimes students take too many psychology courses and this impedes their completion of their other general education courses. Nancy feels that the primary courses we have now on our AA-T are all solid courses.

Nevertheless, as a department we have discussed offering different courses in conjunction with Human Services. Courses such as Stress Management and/or Alcohol and Drug course. The department chair has recently been working with the department chair of the teaching education program regarding developing an Educational Psychology course.

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Hire ONE full-time teacher who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2017.	Completed	Full-time faculty hired PSYC approved by the CCCD Board spring 2017.	Matt Quinlan hired and he was ready to teach in fall 2017. Matt Quinlan completed the FSC training and he is teaching with the Early College High School program.
All psychology instructors be at least at the level of "effective" on the Academic Senate Academic Quality Rubric. This includes RSI and providing feedback in telecourses. Ensure all psychology courses are meeting the 'satisfactory' based on the Psychology department RSI plan.	On-going	December 2017 a Psychology Department Minimum Standards for RSI plan was created by the department chair. The plan was approved by the RSI Taskforce. The plan was presented at the department meeting and emailed to all faculty in the Psychology department. During spring 2018, all fall 2017 courses were reviewed by the RSI Review Team. Only part-time courses were reviewed. The review team reviewed for overall RSI and department standards-based RSI.	63% of the part-time faculty members reviewed received an "unsatisfactory" in one or more course reviewed by the RSI Review Team. The 7 part-timers received an email from the department chair and the dean. The faculty members were required to attend a mandatory meeting regarding RSI and create an RSI plan to ensure future reviews will yield a "satisfactory." All part-timer faculty in the Psychology department attended the meeting, submitted very comprehensive RSI plans to the dean and required to complete FSC 50 RSI and Attendance Training
Identify an office for Erin Johnson ASAP. Any new full-time psychology faculty will need offices, as well.	Completed	Erin Johnson moved into permanent office space at NBC in fall 2016. Matt Quinlan (hired 2017) also has a permanent office space at NBC.	Erin Johnson is able to effectively meet with students and conduct Psychology club meetings in the new office space. Matt Quinlan is able to effectively meeting students in his office space.

Over the next five years update all three telecourses with simple video productions, mostly narrated shots and interviews in studio, and using some of our existing video. We can also incorporate public domain footage or acquire low cost videos. Even paid, we may not have enough faculty to be involved in telecourse updating. Introductory psychology would be the first priority.	Completed On-going	There is a strong possibility that the traditional telecourses with videos could be replaced with online courses, particularly for the incarcerated student program. The department will continue to work closely with the Dean of Distance Learning on this initiative.	
Over the next four years, create 8 different universal tools to measure course level SLOs. Currently, each course measures SLOs independently.	Completed On-going	Erin Johnson and Matt Quinlan continue to work on researching and adapting SLO tools for the larger section courses, like PSYC C100, 118, and 116.	

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Support the development of model courses within the program	Addressed/ on-going	The sample PSYC C118 course was developed. The course available for use. All instructors will be able to use this course.
Explore OER and other learning material options	Addressed/on-going	The department continues to review OER materials for future use. The challenge has been finding a well-rounded and comprehensive OER resource. Erin Johnson and Matt Quinlan reviewed a host of OER options and did not find a suitable OER option for Psychology courses. In the future if the time and funding exist, we would like to allocate the time and resources needed to create a comprehensive and up to date OER for certain psychology courses, like Lifespan Development or Child Development.
Explore the Addiction Studies Certificate in partnership with Human Services	Addressed/ on-going	The department will continue to work with Human Services on this certificate.

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty to discuss programmatic-level planning, SLO/PSLO data, institutional performance data, and curriculum and programmatic development.

All program planning is communicated to the Psychology department via email, telephone or during the department meetings. A lot of the part time faculty members are not local; therefore, it is more difficult to hold regular department meetings outside of the department meetings held during all college meetings (spring semester meeting only). The two full time faculty members, Erin Johnson and Matt Quinlan meeting regularly regarding program planning.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

Awards and certificates: Despite high enrollments, the program has a surprisingly low number of awards. Based on an enrollment of 3,721 and the number of awards at 47, a little more than 1% (1.3%) of students earned a psychology award. There was a slight decrease in enrollment in 2016-2017. Nevertheless, there was about a 25% increase in the number of degrees award in 2016-2017, from 38 degrees (in 2015-2016) to 47 degrees.

If the program were to offer the research methods course to incarcerated students, psychology awards would increase. This could definitely come to fruition if the incarcerated students are allowed to take online courses.

Canvas: All Psychology courses are being offered in Canvas. All full-time faculty members have completed the Canvas training. 11 of the 13 part-time faculty members have completed the Canvas training. The majority of the Psychology department also completed the FSC 50 Attendance and RSI training.

Student Learning Outcomes: The SLO data results are very promising. Since Fall 2017, the department has collected and assessed data for two courses, PSYC C280 Research Methods and PSYC C165 Human Sexuality; assessing over 100 students across 5 different sections and two types of course modalities, online and traditional.

Research Methods is by far the most challenging course in the program and the SLO data yielded 88% of the students meet or exceeded expectations, while only 12% did not meet expectations. There is more than 25% increase in the number of students who achieved the SLO outcomes in Fall 2017, compared to when the last time SLO data was collected for this course in Fall 2015. The instructors teaching this course would like to introduce weighted assignments in this course within the next year.

In Spring 2018, SLO data was collected for the Human Sexuality course, the results yielded on average 98% meet or exceeded the expectations, while only 2% did not meet the expectations of the course level SLOs. There is about a 44% increase in the number of students who achieved the SLO outcomes in Spring 2018, compared to when the last time the SLO data was collected in Fall 2015. We would like to continue to see this increase in other Psychology courses as well.

Course Modality:

While the number of online Psychology courses has steadily increased over the last 3 years, from 47% to 54%, the number of traditional/face to face Psychology courses has slowly declined from 5.3% to 4%. Face to face/traditional courses are harder to fill and in most cases the courses are cancelled due to low enrollment. With the help of the deans at NBC and the LeJao center, the Psychology department is scheduling more face to face courses based on blocked scheduling. The department also added a hybrid course to the Psychology course schedule for Spring 2019. The hybrid course is geared toward non-traditional/evening students. We would like to meet the needs of the students that are interested in taking traditional courses.

The department understands we may need to ride the wave of low enrollments at NBC and LeJao for awhile until students become more familiar with the pattern of course offerings for traditional courses.

This area needs to be addressed.

Improvement of Success Rates: The course success rates in psychology courses have been slowly increasing and are slightly higher than the overall college success rate (70.9% overall in psychology in 2016-2017)

compared to the college average of 68.1%). Success rates for traditional courses declined 2016-2017, from 84.7% in 2015-2016 to 78.4%. The overall percentage is still higher than the college average.

Success rates have been increased for online courses from 69.9% in 2015-2016 to 74.2% in 2016-2017. Success rate for correspondence courses has pretty much remained the same from 2015-2016 to 2016-2017. The department is very pleased with the improvement of the success rates for online courses.

Efficiency and Innovation: The program could continue to grow larger courses, but this would probably be at the expense of success. Instructors would need to be trained in how to continue to provide good instructional service and academic quality to students.

Additional online courses could be added; this would likely continue to attract students from other schools and would not increase overall retention and award rates. Since the 2014-2015 academic year, the number of Psychology sections has increased by about 17%.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Position Title (# of positions) Dean (1)		Position Title (# of positions) 2.33 2@100% 1@33%	Position Title (# of positions) Instructors 13	0	0
Current year 2018-19	Position Title (# of positions) Dean (1)		Position Title (# of positions) 2.33 2@100% 1@33%	Position Title (# of positions) Instructors 13	0	0
1 year 2019-20	Position Title (# of positions) Dean (1)		Position Title (# of positions) 2.33 2@100% 1@33%	Position Title (# of positions) Instructors 12	0	0
2 years 2020-21	Position Title (# of positions) Dean (1)		Position Title (# of positions) 2.33 2@100% 1@33%	Position Title (# of positions) Project slight decrease in P/T faculty	0	0
3 years 2021-22	Position Title (# of positions) Dean (1)		Position Title (# of positions) 2.33 2@100% 1@33% Add 1@100%	Position Title (# of positions) Project slight decrease in P/T faculty	0	0

Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

As many psychology instructors are practicing professionals they are actively involved in maintaining CEU in a variety of conferences, courses, and workshops in psychology sub-fields specific to their interest and practice. Most instructors are also members of the American Psychological Association (APA) and/or Western Psychological Association which provide journal subscriptions and online research alerts in specific areas of interest.

Most faculty report staying up-to-date by reading journals, blogs, or online subscriptions related to psychology. The majority of all faculty members in the Psychology department have completed the Canvas training and the FSC 50 RSI & Attendance training.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Western Psychological Conference/Terman Teaching Conference	Professional development training focused on research updates and technology tips in the classroom.	Psychology faculty briefed on different technological strategies that can improve management of online courses. Future department meetings will present more information and training.
Canvas Training	College provided training on Canvas, the learning management system.	12 of the 13 part time faculty members have completed the Canvas training.
Faculty Success Center 50 RSI & Attendance Training	College provided training on RSI and Attendance policies in courses.	Additional faculty members have completed this training. During the academic year, 2017-2018, 2 additional part time faculty members completed the training.
CUE (Computer-Using Educators) Conference	Professional development conference focused on technology and the classroom.	
University of Southern California's Center for Urban Education, Equity Minded Teaching Institute	Professional development institute focused on providing a more equity-minded approach to teaching. "Equity-Mindedness" refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes	Present results for the CUE data upon completion. Future department meetings will present more information and training.

Section 3: Facilities Planning

Facility Assessment

All courses can be held in traditional classrooms. The Psychology department continues to have on-going discussions about facility needs. The Psychology department and came to an agreement about the following two courses that are sometimes scheduled for labs at other colleges.

1. Research Methods is taught in a computer classroom using the National Opinion Research Center/General Social Survey (NORC/GSS) data set and using access to statistical software provided by UC Berkeley (it is free to the public and is used in our online courses). Since STAR research methods is not offered every semester it does not seem fiscally prudent to purchase SPSS software on a required yearly license for an entire computer lab installation (\$225 per seat /license - Annual License Fee for SPSS Campus Edition Premium). However, it may be fiscally prudent to install SPSS on a small number of computers in the lab. The Research Methods courses usually yields about 6-10 students.

2. Psychobiology is adequately taught in a traditional classroom as opposed to needing a lab, as long as Internet access is available for demonstrations. This course is taught more via the online modality, rather than face to face/traditional modality.

Section 4: Technology Planning

Technology Assessment

Technology Use

Technology and technology support for on-site courses has been consistently good. The smart classrooms at NBC are very helpful and useful.

Technology support for the Credits for College program has been hit or miss in the past. The department will continue to reach out to faculty members teaching at the different sites to ensure he/she is receiving the necessary technological support.

Canvas Use

The majority of the psychology instructors have successfully completed the FSC Canvas and FSC RSI & Attendance trainings. The instructors need to be encouraged to consistently improve their courses and their ability to use features of Canvas for course quality and student success. They need to learn how to use features that will enable them to fulfill requirements of RSI such as rubrics and formative assessment. As a department, we need to ensure all faculty members have completed the FSC 50 Attendance and RSI training. As a department, we also need to ensure the instructors are trained on how to use the Canvas integrated technologies as well, like Turnitin, Online Tutoring and Publisher's course sites.

Canvas Model Course-Intro to Psychology

It would be useful to have a team of faculty work on developing Intro Psychology into a model online course that would use a free textbook. Materials such as Power Points would need to be developed to accompany the textbook. Additional quiz materials would need to be developed. In this way, any new instructor or any instructor on staff could use the "model course," without attribution, and students would benefit because the textbook would be free. [This "sounds" ideal, but we are worried that the free textbook may not be kept up to date with new information.]

Section 5: New Initiatives

Initiative: Assist with recruitment efforts, to increase the enrollment for traditional Psychology courses.

Describe how the initiative supports the college mission:

Increasing the enrollment and traditional course presence of the Psychology department at the NBC and LeJao campuses would support the following aspects of the college mission: providing accessible, flexible, education that leads to the attainment of associate degrees and transfers.

What college goal does the initiative support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

The following reasons support increasing the recruitment efforts for traditional Psychology courses:

- While the section offerings in Psychology have increased, the fill rate has slightly declined over the years. Low enrollments for traditional courses definitely impact the program's overall fill rate. During Spring 2018, the average number of students in an Introduction to Psychology online course was about 55 students, while the average number of students in an Introduction to Psychology traditional course was about 19 students. The current traditional enrollment trends are not sustainable.
- We are not meeting the needs of students who are seeking traditional courses. Some courses in the Psychology department are never taught face to face. Traditional courses like Research Methods, Human Sexuality and Psychobiology are filling up at OCC and GWC.
- The department would also like to see the success rates increase for traditional courses.
- Increasing the traditional student enrollment could also provide more participation in college activities and clubs, like the Psychology club.
- We would also like to increase the number of students that earn a degree in Psychology at Coastline.

Recommended resource(s) needed for initiative achievement:

Specify what resource(s) are needed to support the completion of the initiative.

General education funding

What is the anticipated outcome of completing the initiative?

Specify the anticipated result(s) of completing the initiative.

Better student success, retention and an increase in the number of degrees award in the Psychology program.

Provide a timeline and timeframe from initiative inception to completion.

Create a timeline and provide a timeframe that can be used to complete the initiative

Mirror the course offerings presented at NBC at LeJao, starting in Spring 2019, offer Introduction to Psychology and Lifespan Development at both locations. Then continue to building the traditional course offerings at both centers during the next semesters. The final completion of this initiative is unclear, as it may take awhile for the impact of the recruitment efforts to be reflected in the enrollment trends.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Ensure all psychology courses are meeting the 'satisfactory' based on the Psychology department RSI plan.	Approved Psychology Department RSI plan. Faculty to review courses; FSC to provide training; dept chairs to provide feedback.		On-going	No	Internal Research, External Research	Student Success, Completion, and Achievement; Access and Student Support	2019-20	1
Create universal SLO measurements.	Faculty research Psychology course measurements. Meet to discuss measurements and then implement measurements across the courses.	\$3,000	On-going	No	Internal Research, SLOs	Student Success, Completion, and Achievement	2020-21	2
Recruit more students for face to face/traditional Psychology courses	Student Services, STAR program and Student Life and Outreach	\$10,000	On-going	No	Internal Research	Student Success, Completion, and Achievement; Access and Student Support	2019-20	3
Improve success rates in courses.	Faculty may need training in Canvas, rubrics, or may need readers. Online tutoring Faculty may need training in equity-minded educational strategies.	\$7,000	On-going	No	Internal Research	Student Success, Completion, and Achievement; Access and Student Support	2019-20	4
Update 3 telecourse videos.	Faculty to assist with material acquisition for updates	\$45,000	One-time	No	Internal Research	Access and Student Support	2020-21	5

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.