2019-2020
Annual Program Review

Psychology and Human Services

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Section 1: Program Planning:

Internal Analysis: Human Services

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Human Services Enrollment	320	289	405
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Human Services Resident FTES	28.89	25.97	37.12
Sections	8	8	10
Fill Rate	92.4%	70.8%	64.6%
WSCH/FTEF 595 Efficiency	594	510	561
FTEF/30	0.8	0.9	1.1
Extended Learning Enrollment	152	96	64

The percentage change in the number of Human Services **enrollments** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Human Services credit courses showed a substantial increase from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Human Services courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Human Services courses showed a moderate decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Human Services courses in 2017-18 showed a moderate increase from 2016-17 and a moderate decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Human Services courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Human Services **Extended Learning enrollments** in 2017-18 from 2016-17and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Human Services Enrollment	320	289	405

Modality	2015-16	2016-17	2017-18
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2015-16	2016-17	2017-18
Female	74.1%	78.9%	77.5%
Male	25.3%	20.8%	21.0%
Unknown	0.6%	0.3%	1.5%

Ethnicity	2015-16	2016-17	2017-18
African American	20.0%	14.9%	21.7%
American Indian/AK Native	0.6%	1.0%	0.5%
Asian	25.9%	20.1%	13.1%
Hispanic	10.0%	12.5%	17.0%
Pacific Islander/HI Native	0.0%	0.3%	0.0%
White	29.1%	36.3%	32.1%
Multi-Ethnicity	13.8%	14.2%	15.1%
Other/Unknown	0.6%	0.7%	0.5%

Age Group	2015-16	2016-17	2017-18
19 or Less	0.9%	2.8%	5.2%
20 to 24	16.3%	24.6%	22.7%
25 to 29	15.3%	12.5%	16.5%
30 to 34	11.3%	11.4%	12.3%
35 to 39	12.2%	13.1%	11.4%
40 to 49	19.1%	18.7%	16.0%
50 and Older	25.0%	17.0%	15.8%

Human Services courses made up 0.7% of all state-funded enrollment for 2017-18. The percentage difference in Human Services course **enrollment** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. Enrollment in Human Services during 2017-18 showed 0.0% of courses were taught **traditional (face-to-fac**e), 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Human Services enrollment consisted of 77.5% **female**, 21.0% **male**, and 1.5% students of **unknown** gender. In 2017-18, Human Services enrollment consisted of 21.7% **African American** students, 0.5% **American Indian/AK Native** students, 13.1% **Asian** students, 17.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 32.1% **White** students, 15.1% **multi-ethnic** students, and 0.5% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Human Services revealed 5.2% aged **19 or less**, 22.7% aged **20 to 24**, 16.5% aged **25 to 29**, 12.3% aged **30 to 34**, 11.4% aged **35 to 39**, 16.0% aged **40 to 49**, and 15.8% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Human Services Degrees	11	14	9
College Awarded Certificates	600	602	628
Human Services Certificates	14	18	9

The percentage change in the number of Human Services **degrees** awarded in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from the number of degrees awarded in 2015-16.

The percentage change in the number of Human Services **certificates** awarded in 2017-18 showed a substantial decrease from 2016-17 and showed a substantial decrease in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Human Services

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Human Services Success Rate	61.9%	67.8%	60.6%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	61.9%	67.8%	60.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	60.8%	71.9%	64.7%
Male	64.2%	53.3%	47.0%
Unknown	100.0%	0.0%	33.3%

Ethnicity	2015-16	2016-17	2017-18
African American	57.8%	48.8%	41.4%
American Indian/AK Native	50.0%	33.3%	0.0%
Asian	77.1%	72.4%	64.7%
Hispanic	53.1%	61.1%	63.2%
Pacific Islander/HI Native	-	100.0%	-
White	61.3%	80.0%	65.4%
Multi-Ethnicity	50.0%	56.1%	73.8%
Other/Unknown	0.0%	100.0%	50.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	33.3%	62.5%	57.1%
20 to 24	53.8%	85.9%	73.9%
25 to 29	55.1%	50.0%	53.1%
30 to 34	47.2%	51.5%	62.0%
35 to 39	53.8%	73.7%	53.3%
40 to 49	72.1%	59.3%	55.6%
50 and Older	75.0%	71.4%	58.7%

The percentage difference in the **course success rate** in Human Services courses in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease from 2015-16. When comparing the percentage point difference in the Human Services 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Human Services **course success rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Human Services success rate for 2017-18, the success rate was not applicable for **traditional (face-to-face)** Human Services courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Human Services success rate for 2017-18, the success rate was slightly higher for **female** students in Human Services courses, substantially lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Human Services success rate for 2017-18, the success rate was substantially lower for **African American** students in Human Services courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, substantially higher 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 Human Services success rate for 2017-18, the success rate was slightly lower for students aged **19 or less** in Human Services courses, substantially higher for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Human Services Retention Rate	88.4%	88.6%	79.1%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	88.4%	88.6%	79.1%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	87.3%	88.2%	80.9%
Male	91.4%	91.7%	74.7%
Unknown	100.0%	0.0%	50.0%

Ethnicity	2015-16	2016-17	2017-18
African American	89.1%	95.3%	77.0%
American Indian/AK Native	100.0%	100.0%	50.0%
Asian	91.6%	87.9%	84.3%
Hispanic	90.6%	83.3%	77.9%
Pacific Islander/HI Native	-	100.0%	-
White	86.0%	92.4%	80.3%
Multi-Ethnicity	88.6%	75.6%	78.7%
Other/Unknown	0.0%	100.0%	50.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	87.5%	71.4%
20 to 24	88.5%	93.0%	83.7%
25 to 29	81.6%	80.6%	78.1%
30 to 34	91.7%	81.8%	78.0%
35 to 39	87.2%	94.7%	80.0%
40 to 49	90.2%	87.0%	73.0%
50 and Older	90.0%	89.8%	82.5%

The percentage difference in the **retention rate** in Human Services courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16. When comparing the percentage point difference in the Human Services 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Human Services **retention rate** was moderately lower than the **college average** and moderately higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Human Services retention rate for 2017-18, the retention rate was not applicable for **traditional (face-to-face)** Human Services courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Human Services retention rate for 2017-18, the retention rate was slightly higher for **female** students in Human Services courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Human Services retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Human Services courses, substantially lower for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different 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 Human Services retention rate for 2017-18, the retention rate was moderately lower for students aged **19 or less** in Human Services 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 slightly higher 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%

Internal Analysis: Psychology

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Psychology Enrollment	3,846	3,721	4,003
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Psychology Resident FTES	365.27	351.19	383.44
Sections	61	69	86
Fill Rate	84.0%	79.9%	74.8%
WSCH/FTEF 595 Efficiency	867	809	706
FTEF/30	7.0	7.3	9.0
Extended Learning Enrollment	1,047	833	576

The percentage change in the number of Psychology **enrollments** in 2017-18 showed a moderate increase from 2016-17 and a slight increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Psychology credit courses showed a moderate increase from 2016-17 and a slight increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Psychology courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Psychology courses showed a moderate decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Psychology courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Psychology courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Psychology **Extended Learning enrollments** in 2017-18 from 2016-17and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Psychology Enrollment	3,846	3,721	4,003

Modality	2015-16	2016-17	2017-18
Traditional	4.9%	4.0%	3.6%
Online	48.2%	54.2%	57.2%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	46.8%	41.8%	39.2%

Gender	2015-16	2016-17	2017-18
Female	42.2%	44.5%	45.7%
Male	57.0%	54.7%	53.0%
Unknown	0.9%	0.9%	1.3%

Ethnicity	2015-16	2016-17	2017-18
African American	15.0%	13.6%	13.0%
American Indian/AK Native	0.7%	1.2%	0.6%
Asian	15.8%	15.0%	16.3%
Hispanic	22.8%	23.5%	22.0%
Pacific Islander/HI Native	0.5%	0.2%	0.5%
White	29.2%	30.5%	31.1%
Multi-Ethnicity	13.9%	14.7%	15.6%
Other/Unknown	2.1%	1.3%	0.8%

Age Group	2015-16	2016-17	2017-18
19 or Less	9.4%	10.3%	11.5%
20 to 24	23.6%	23.6%	23.6%
25 to 29	19.2%	17.7%	17.7%
30 to 34	13.6%	13.4%	12.6%
35 to 39	10.9%	12.2%	11.4%
40 to 49	15.0%	14.9%	15.2%
50 and Older	8.3%	7.9%	8.0%

Psychology courses made up 6.5% of all state-funded enrollment for 2017-18. The percentage difference in Psychology course **enrollment** in 2017-18 showed a moderate increase from 2016-17 and a slight increase from 2015-16. Enrollment in Psychology during 2017-18 showed 3.6% of courses were taught **traditional (face-to-fac**e), 57.2% were taught **online**, 0.0% were taught in the **hybrid** modality, and 39.2% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Psychology enrollment consisted of 45.7% **female**, 53.0% **male**, and 1.3% students of **unknown** gender. In 2017-18, Psychology enrollment consisted of 13.0% **African American** students, 0.6% **American Indian/AK Native** students, 16.3% **Asian** students, 22.0% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 31.1% **White** students, 15.6% **multi-ethnic** students, and 0.8% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Psychology revealed 11.5% aged **19 or less**, 23.6% aged **20 to 24**, 17.7% aged **25 to 29**, 12.6% aged **30 to 34**, 11.4% aged **35 to 39**, 15.2% aged **40 to 49**, and 8.0% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Psychology Degrees	38	47	52
College Awarded Certificates	600	602	628
Psychology Certificates	0	0	0

The percentage change in the number of Psychology **degrees** awarded in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of degrees awarded in 2015-16.

The percentage change in the number of Psychology **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Psychology Success Rate	68.9%	70.9%	70.5%

Modality	2015-16	2016-17	2017-18
Traditional	84.7%	78.4%	76.6%
Online	69.9%	74.2%	73.4%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	66.1%	65.9%	65.7%

Gender	2015-16	2016-17	2017-18
Female	70.6%	74.4%	72.4%
Male	67.4%	68.2%	68.7%
Unknown	81.8%	68.8%	80.4%

Ethnicity	2015-16	2016-17	2017-18
African American	57.6%	56.2%	52.9%
American Indian/AK Native	61.5%	56.5%	57.7%
Asian	80.2%	81.1%	82.3%
Hispanic	64.6%	67.5%	61.8%
Pacific Islander/HI Native	63.2%	50.0%	42.1%
White	73.0%	78.6%	77.1%
Multi-Ethnicity	66.9%	66.6%	73.2%
Other/Unknown	68.3%	56.0%	78.8%

Age Group	2015-16	2016-17	2017-18
19 or Less	76.9%	77.9%	76.7%
20 to 24	69.2%	74.9%	72.6%
25 to 29	66.3%	69.4%	70.6%
30 to 34	68.9%	69.7%	68.4%
35 to 39	69.3%	71.1%	67.2%
40 to 49	66.0%	65.8%	68.6%
50 and Older	69.4%	65.0%	67.2%

The percentage difference in the **course success rate** in Psychology courses in 2017-18 showed a slight increase from 2016-17 and a minimal difference from 2015-16. When comparing the percentage point difference in the Psychology 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Psychology **course success 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 success rate for 2017-18, the success rate was moderately higher for **traditional (face-to-face)** Psychology courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and slightly 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 2017-18, the success rate was slightly higher for **female** students in Psychology courses, slightly lower for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Psychology success rate for 2017-18, 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, moderately lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, minimally different for **White** students, slightly higher for **multi-ethnic** students, and moderately higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Psychology success rate for 2017-18, the success rate was moderately higher for students aged **19 or less** in Psychology courses, slightly higher for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Psychology Retention Rate	85.2%	86.0%	86.1%

Modality	2015-16	2016-17	2017-18
Traditional	87.9%	88.5%	87.6%
Online	83.0%	84.7%	84.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	87.3%	87.5%	88.2%

Gender	2015-16	2016-17	2017-18
Female	83.7%	85.4%	84.3%
Male	86.3%	86.6%	87.4%
Unknown	90.9%	81.3%	94.1%

Ethnicity	2015-16	2016-17	2017-18
African American	83.5%	81.8%	79.1%
American Indian/AK Native	80.8%	82.6%	88.5%
Asian	87.0%	88.3%	91.0%
Hispanic	83.1%	86.6%	85.9%
Pacific Islander/HI Native	89.5%	87.5%	89.5%
White	88.2%	88.2%	86.3%
Multi-Ethnicity	82.2%	83.4%	86.2%
Other/Unknown	87.8%	76.0%	90.9%

Age Group	2015-16	2016-17	2017-18
19 or Less	88.9%	90.6%	90.0%
20 to 24	85.9%	87.8%	84.6%
25 to 29	83.7%	84.8%	86.8%
30 to 34	85.3%	85.3%	85.1%
35 to 39	86.9%	85.5%	87.7%
40 to 49	82.6%	84.5%	85.0%
50 and Older	85.3%	82.7%	84.7%

The percentage difference in the **retention rate** in Psychology courses in 2017-18 showed minimal difference from 2016-17 and minimal difference from 2015-16. When comparing the percentage point difference in the Psychology 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) 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 2017-18, 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 2017-18, the retention rate was slightly lower for **female** students in Psychology courses, slightly higher for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Psychology retention rate for 2017-18, the retention rate was moderately lower for **African American** students in Psychology courses, slightly higher for **American Indian/AK Native** students, slightly higher for **Asian** students, minimally different for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, minimally different for **White** students, minimally different for **multi-ethnic** students, and slightly higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Psychology retention rate for 2017-18, the retention rate was slightly higher for students aged **19 or less** in Psychology courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher 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)

Summarize SLOs, PSLO findings, dialog (including participants). Summarize your conversations related to course and programmatic change(s) and include anticipated outcomes. Note: if PSLO data is less than 10 students, identity an alternative method for direct assessment.

Table X *SLO Assessment and Plan*

SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
PSYC C260 Social Psychology SLO #1 - Analyze and explain how interpersonal, group, and cultural influences affect individual cognition and behavior.	Written assessment	Heather Moeck and Erin Johnson	
PSYC C260 SLO #2 - Explain how social psychological theories and research apply to behavior in social settings.	Written assessment	Heather Moeck and Erin Johnson	
PSYC C260 SLO #3 - Describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.	Written assessment	Heather Moeck and Erin Johnson	
PSYC C250 Psychobiology SLO #1 - Analyze and critically evaluate the biopsychosocial components of behavior.	Written assessment	Matt Quinlan and Erin Johnson	
PSYC C250 SLO #2 - Apply neurological concepts and theories as these relate to everyday life	Written assessment	Matt Quinlan and Erin Johnson	
PSYC C250 SLO #3 - Demonstrate knowledge of the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.	Not assessed	Matt Quinlan and Erin Johnson	Ensure this SLO is measured in the future.

Table X *PSLO Results*

PSLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
Apply major theories and principles to everyday life and determine the impact of these	2017-2018 post-graduate survey		-Provide an incentive for completing the survey.

theories on the individual and/or society as a whole.			-Instructors send out the survey or include in courses.
Apply the major theories, principles, and concepts of psychology to everyday life.	2017-2018 post-graduate survey		Provide an incentive for completing the survey.
Characterize the nature of psychology as a science.	2017-2018 post-graduate survey		-Instructors send out the survey or include in courses.
Follow directions and apply effective communication skills in a variety of settings.	2017-2018 post-graduate survey		Provide an incentive for completing the survey.
Support opinions/ideas using solid research principles.	2017-2018 post-graduate survey		-Instructors send out the survey or include in courses.
Utilize investigative methods to collect, interpret, and present scientific data on psychological topics.	2017-2018 post-graduate survey		Provide an incentive for completing the survey.

2017-2018 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.	3	33.3%	66.7%	0.0%	0.0%
Apply the major theories, principles, and concepts of psychology to everyday life.	3	33.3%	66.7%	0.0%	0.0%
Characterize the nature of psychology as a science.	3	100.0%	0.0%	0.0%	0.0%
Follow directions and apply effective communication skills in a variety of settings.	3	33.3%	33.3%	33.3%	0.0%
Support opinions/ideas using solid research principles.	3	66.7%	33.3%	0.0%	0.0%
Utilize investigative methods to collect, interpret, and present scientific data on psychological topics.	3	33.3%	33.3%	33.3%	0.0%

There were not enough respondents (less than 10) to the 2017-2018 post-graduate survey for the Psychology Program to produce meaningful data.

Student Learning Outcomes (SLOs) Data

During the 2018-2019 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 2018

PSYC C260 – Social Psychology
Total number of students assessed: 37
Total number of sections: 1

- SLO #1 - Analyze and explain how interpersonal, group, and cultural influences affect individual cognition and behavior.
  - 86% of the students met or exceeded the expectations. 14% of the students did not meet the expectations.
- SLO #2 - Explain how social psychological theories and research apply to behavior in social settings.
  - 97% of the students met or exceeded the expectations. 3% of the students did not meet the expectations.
- SLO #3 - Describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.
  - 78% of the students met or exceeded the expectations. 22% of the students did not meet the expectations.

Spring 2019
PSYC C250 – Psychobiology
Total number of students assessed: 31
Total number of sections: 1

- SLO #1 - Analyze and critically evaluate the biopsychosocial components of behavior.
  - 100% of the students met or exceeded the expectations.
- SLO #2 - Apply neurological concepts and theories as these relate to everyday life.
  - 100% of the students met or exceeded the expectations.
- SLO #3 - Demonstrate knowledge of the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
  - The third SLO was not assessed by the instructor.

Please note the Human Services and Psychology departments officially merged in 2019, therefore there is no SLO reporting on 2018-2019 Human Services courses.

In accord with plan proposed by the SLO Coordinator, the Psychology & Human Service 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						1st round				2nd round
PSYC C116: Child Development							1st round		2nd round	
PSYC C118: Lifespan Development					1st round				2nd round	
PSYC C165: Principles of Human Sexuality		1st round Complete				2nd round				

Course										
PSYC C170: Psychology of Aging	Working with Gerontology department (Laurie Runk)									
PSYC C250: Psychobiology				1st round complete				2nd round		
PSYC C255: Abnormal Psychology								1st round		2nd round
PSYC C260: Social Psychology			1st round complete				2nd round			
PSYC C280: Research Methods	1st round Complete				2nd round					
HSVC C100: Introduction to Human Services			1st round complete		2nd round					
HSVC C101: Helping Theories and Intervention Strategies				1st round complete		2nd round complete				
HSVC C102: Introduction in Crisis Intervention								1st round	2nd round	
HSVC C104: Treatment Issues in Substance Abuse								1st round	2nd round	
HSVC C273 Human Services Practicum									1st round	2nd 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. During the most recent department meeting, the department decided on the universal tools for PSYC C118 Lifespan Development. SLO #1 and #3 will be assessed with exam essay questions, while SLO #2 will be assessed with an online/face to face graded discussion. By the end of the Fall 2019 semester, the department chair will send out an email to all Psychology faculty, to discuss assessment methods for the PSYC C100 course. The PSYC C100 course has the largest number of sections in the 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	Title	Term Reviewed	Status
HSVC C100	Introduction to Human Services	2018	Course reviewed and approved on 4/26/19
HSVC C101	Helping Theories and Intervention Strategies	2018	Course reviewed and approved on 4/26/19

HSVC C102	Introduction to Crisis Intervention	2018	Course reviewed and approved on 4/26/19
HSVC C104	Treatment Issues in Substance Abuse	2018	Course reviewed and approved on 4/26/19, effective term Spring 2020
HSVC 105	Introduction to Case Management	2018	New course Course reviewed and approved on 4/20/18
HSVC 106	Cultural Diversity in Human Services	2018	New course Course reviewed and approved on 11/16/18
HSVC C115	Youth Mentoring	Suspended 9/11/18	Course suspended, Spring 2019
HSVC C273	Human Services Practicum	2018	Course reviewed and approved on 10/5/2018
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	Life Span Developmental Psychology	1/11/16	Approved at 3/18/16 Curriculum meeting
PSYC C165	Principles of Human Sexuality 1	1/11/16	Approved at 3/18/16 Curriculum meeting
PSYC C170	Psychology of Aging	1/13/16	Approved at 3/18/16 Curriculum meeting
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	Introduction to Research Methods in Psychology	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.

Course Additions: The department has discussed adding additional electives in Psychology. We discussed adding Psychology and Gender and Multicultural Psychology. The Psychology of Gender

course would be a 200-level course, which explores the meaning of gender. Research and theory in the areas of gender development, gender similarities and differences, and the nature and effects of gender roles and stereotypes is emphasized. The Multicultural Psychology course would also be a 200-level course, which is designed for students to explore multiculturalism from a psychological perspective. The psychology faculty has also discussed creating an honors program as well.

In regards to Human Services, we added two new courses, HSVC 105 Introduction to Case Management and HSVC 106 Cultural Diversity in Human Services.

Certificates: The department is constantly researching and discussing adding additional certificates to the program or certificates in conjunction with other departments. The department recently worked with the Health Sciences department to construct a Public Health Certificate. The certificate will include a conglomerate of courses in psychology and health sciences. Chair Laurie Runk recently created HLTH 220 – Introduction to Public Health. The course was recently approved in 2019.

> **Addiction Studies Certificate:** The department is also working on introducing an Addiction Studies certificate. The department chair of the Psychology and Human Services programs has been researching the course structure for an addiction studies certificate. This research and the creation of the necessary courses will take time. The certificate is not only a certificate of achievement, but the certificate program needs to be designed to meet the certification requirements of both the California Association of Alcohol and Drug Abuse Counselors and the Coalition of Program Standards. The department chair has a framework for the Addiction studies certificate. The certificate program must include 39 units consisting of behavioral, foundational, skill building and field study courses.

Progress on Initiative(s)

Fill in Table with the following elements.
Initiative: Short description
Status: Specify whether the initiative was Completed, In-Progress, Terminated or Not Started
Progress Status Description: Describe the progress made on the forward strategies.
Outcome(s): Provide a summary of the initiative from inception to completion, indicating associated outcomes.

Table X Progress on Forward Strategies

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.	On-going	December 2017 a Psychology Department Minimum Standards for RSI plan was created by the department chair. The	The department chair is not aware of any Psychology/Human Services faculty members who received an

Ensure all psychology courses are meeting the 'satisfactory' based on the Psychology department RSI plan.		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 a department meeting the department addressed making some minor revisions to the Psychology RSI plan. The revisions would clarify the requirements a bit more and take the Social Science RSI plan into consideration, since Human Services courses have merged with the Psychology department.	"unsatisfactory" during the most recent RSI review. The department continues to work on meeting, exceeding and clarifying the requirements of the RSI plan.
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.	Terminated	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.	The universal methods were created for PSYC 118. During fall 2019 semester the department will start working on the universal methods for PSYC C100 and the following semester, the department will work on PSYC C116. The department, as a whole,

			agrees that multiple choice assessments will not be used to measure SLOs.
Ensure all psychology courses are meeting the 'satisfactory' based on the Psychology & Human Services 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 a department meeting the department addressed making some minor revisions to the Psychology RSI plan. The revisions would clarify the requirements a bit more and take the Social Science RSI plan into consideration, since Human Services courses have merged with the Psychology department. In regards the revisions, the department chair will work with the department, to make minor revisions to the RSI plan., which would also include making minor revisions to the course outlines of record.	The department chair is not aware of any Psychology/Human Services faculty members who received an "unsatisfactory" during the most recent RSI review. The department continues to work on meeting, exceeding and clarifying the requirements of the RSI plan.
Create universal SLO measurements.	On-going	The department created 3 universal measures for the PSYC C118 – Lifespan Development course	The department will start working on the SLO measures for PSYC C100, during the fall 2019 semester.
Recruit more students for face to face/traditional Psychology courses	On-going	The department continues to work closely with Students Services and Student Life and Outreach to increase face to face enrollment. The department continues to work closely with the marketing department to	The face to face course offerings in Psychology are still low. Of the 6 face to face Psychology courses offered in Fall 2019, 2 of the courses were cancelled due to low enrollment. The low enrollment for face to face courses seems impact other departments as well.

		advertise the face to face course offering. The department is also working closely with the district-wide Umoja program. The recruitment to the Umoja program could impact the face to face enrollment for PSYC C100 Introduction to Psychology.	
Improve success rates in courses.	On-going	Continue to work with faculty to increase success rates in Psychology and Human Services courses.	Faculty members are continuing RSI in all courses.
Update 3 telecourse videos.	Terminated	There is a strong possibility that the traditional telecourses with videos could be replaced with online courses, particularly for the incarcerated student program. Telecourse videos may become obsolete in the near future. While the videos are no longer the primary focus, the department is ensuring that all telecourse assignments are updated.	Telecourse instructors are strongly encouraged to change exams and quizzes every 3 semesters. Some telecourse instructors in the department have started using weighted assignments. Therefore, assessments that have traditional experienced cheating, like exam and quizzes, are worth less than writing assignments.

Response to Program/Department Committee Recommendation(s)

Fill in Table with the following elements.
Recommendation #: Short description
Response Status: In-progress, Addressed, Not Addressed
Response Summary: Describe the progress made on the recommendation(s).

Table X 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. In regards to a college approved Master course, the department, as a whole is not satisfied with the quality of psychology OERS. An OER is required for a master 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. However, this development will take time and it will not occur overnight, if at all given the state of the free resources we locate.
Explore the Addiction Studies Certificate in partnership with Human Services	Addressed/ on-going	The department chair of the Psychology and Human Services programs has been researching the course structure for an addiction studies certificate. This research and the creation of the necessary courses will take time. The certificate is not only a certificate of achievement, but the certificate program needs to be designed to meet the certification requirements of both the California Association of Alcohol and Drug Abuse Counselors and the Coalition of Program Standards. The department chair has a framework for the Addiction studies certificate. The

		certificate program must include 39 units consisting of behavioral, foundational, skill building and field study courses. The college currently has 2-3 courses that meet the requirements. Therefore, this means about 10 courses need to be created to meet the foundational, skills building and field study course requirements. The department chair will seek advisement and input from faculty members with a human service background.

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program to discuss program-level planning, curriculum, SLOs, PSLOs, and institutional performance data.

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. The department chair also works closely with instructors in regards to the SLO data and evaluation.

Coastline Pathways

Describe the program's involvement in Coastline Pathways over the past year.

The Psychology and Human Services department has been involved with the Coastline's Pathway program.

Last year, the department faculty members worked on the academic persistence work group. The group created a pathway that addressed helping student persist. This year we have department members in two different work groups. There is a faculty member working with the Learner Journey proposal. While we also have a faculty member working with the Financial Stability and Health and Wellness pathways group. This group is working to identify at-risk students who are homeless, lacking food/supplies, etc. and then making it easy for them to attain the appropriate services via Coastline.

Implications of Change

Summarize the findings from the program analysis and outline areas of opportunity for change.

Awards and certificates:
Psychology

Despite high enrollments, the psychology program has a surprisingly low number of awards. Based on an enrollment of 4,003 and the number of awards at 52, a little more than 1% (1.3%) of students earned a psychology award. Nevertheless, in 2017-2018 the Psychology program awarded the highest number of degrees and certificates in the past 3 academic years. The psychology enrollment has increase by 4% since last year. To meet the enrollment needs in the psychology program, the number of course sections also increased since last year by 25% (2016-2017, 69 compared to 2017-2018, 86).

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.

There are no certificates in the Psychology program. The department has discussed introducing an Addiction Studies certificate within in the next few years.

Human Services
The enrollment in the human services program has steadily increase in the last 3 years. The human services enrollment increased 40% from 2016 – 2017 to 2017-2018. To meet this growing enrollment, the human services program increased the number of course offerings from 8 to 10, in the past two years. Despite the increase in enrollment, the number of degrees awarded slightly decreased since last year, by about a 36% increase. The number of awarded certificates also decreased since last year, by about 50%. The department will consider adding additional certificates to the human services program. The department has discussed adding Addiction Studies and Case Management.
The department chair has talked with the college manager in charge on partnerships. One of the college's partners the SEIU Education Fund is considering marketing the Human Services program. The department could see an increased demand.

Canvas:

All Psychology and Human Services courses are being offered in Canvas. All full-time faculty members have completed the Canvas training. 8 of the 9 part-time psychology faculty members and 4 of the 4 human services faculty members (one is also a psychology faculty member) have completed the Canvas training.

Online Education Initiative Courses:

The psychology program is proud of the accomplishments of psychology faculty members who have courses that approved as OEI courses. Since 2015, the number of OEI courses have increased by 200%. Currently, PSYC C100 Introduction to Psychology, PSYC C118 Lifespan Development and PSYC C280 Research Methods have been OEI approved.

Within the next couple of years, the psychology program would like to see all psychology degree related courses on the OEI exchange.

Student Learning Outcomes:

Psychology

The SLO data results are very promising. Since Fall 2018, the department has collected and assessed data for two courses, PSYC C260 Social Psychology and PSYC C250 Psychobiology; assessing about 68 students. Both of these courses are considered our upper level courses, both courses include the requirement of PSYC C100 – Introduction to Psychology.

The Social Psychology course yielded some promising SLO data, on average 87% of the students assessed either meet or exceeded the course expectations. There was noticeable difference in the percentage of students that met or exceeded the expectations of SLO #3. The instructor and the department chair have discussed some strategies for improving the performance on the 3rd course SLO. There is about a 40% increase in the percentage 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.

In Spring 2019, SLO data was collected for the Psychobiology course, the results yielded on average 100% of the students assessed either meet or exceeded the expectations. There is about a 21% increase in the percentage 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. For this course, SLO #3 was not assessed. The department will re-collect SLO data from the Spring 2019 course.

Course Modality:
Psychology
While the number of online Psychology courses has steadily increased over the last 3 years, from 48% to 57%, the number of traditional/face to face Psychology courses has slowly declined from 4.9% to 3.6%. 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. However, all of the hybrid courses were cancelled due to low enrollment. 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 a while until students become more familiar with the pattern of course offerings for traditional courses.
This area needs to be addressed.

Human Services
One hundred percent of the human services courses are offered online. And while the number of sections has increased, the fill rates in these courses has decreased from 71% two years ago to 65% last year. The merger of the human services department with the psychology department, could help promote the human services program a bit more.

Success Rates:
Psychology
The course success rates in psychology courses to a dip in the last year, but the overall success rate is still slightly higher than the overall college success rate (70.5% overall in psychology in 2017-2018 compared to the college average of 70.4%). Success rates for traditional courses declined over the last few years, from 85% in 2015- 2017 to 77% in 2017-2018. This decline is more than likely the result of the decrease in traditional, face to face course offerings in the last 3 years.

Success rates slightly decreased for online courses from 74.2% in 2016-2017 to 73.4% in 2017-2018. Success rate for correspondence courses has pretty much remained the same from 2015-2016 to 2016-2017.

Human Services

The course success rates in human services courses lower than the overall college success rate (60.6% overall in human services in 2017-2018 compared to the college average of 70.4%). The overall success rates are not shocking since all of the human services courses are administered online. However, the decrease of the internal, human services success rate needs to be addressed. The human services success rate for 2016-2017 was 68% and the success rate for 2017-2018 was 61%, about a 7% decline.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan – Psychology

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-2019	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 2019-2020	Position Title (# of positions) Dean (1)	Position Title (# of positions) 2.33 2@100% 1@33%	Position Title (# of positions) Instructors 9	0	0
1 year 2020-2021	Position Title (# of positions) Dean (1)	Position Title (# of positions) Instructors 13	Position Title (# of positions) Instructors 9	0	0
2 years 2021-2022	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
3 years 2022-2023	Position Title (# of positions) Dean (1)	Position Title (# of positions) 3.33 3@100% 1@33%	Position Title (# of positions) Project slight decrease in P/T Faculty	0	0

Table X Staffing Plan – Human Services

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-2019	Position Title (# of positions) Dean (1)	Position Title (# of positions) Instructors 0	Position Title (# of positions) Instructors 4	0	0
Current year 2019-2020	Position Title (# of positions) Dean (1)	Position Title (# of positions) Instructors 0	Position Title (# of positions) Instructors 4* *1 instructor also teaches P/T in Psychology 1 instructor F/T in Sociology	0	0
1 year 2020-2021	Position Title (# of positions) Dean (1)	Position Title (# of positions) Instructors 0	Position Title (# of positions) Instructors Hire additional HSVC instructors	0	0
2 years 2021-2022	Position Title (# of positions) Dean (1)	Position Title (# of positions) Instructors 0	Position Title (# of positions) Hire additional HSVC instructors	0	0
3 years 2022-2023	Position Title (# of positions) Dean (1)	Position Title (# of positions) Instructors **Add 1@100%**	Position Title (# of positions) Project slight decrease in P/T Faculty	0	0

Professional Development

Provide a description and associated outcomes of the program's 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 their discipline. The majority of all faculty members in the Psychology and Human Services department have completed the Canvas training and the FSC 50 RSI & Attendance training.

Table X Professional Development

Name (Title)	Professional Development	Outcome
10 hours of refresher training for Canvas	Training on Canvas, learning management system	Improve the skills of faculty in the department. Ideas and topics for future department workshops.
Course Accessibility training	Course Accessibility training	Improve the skills of faculty in the department.
Title IX & FERPA training	Title IX & FERPA training	Improve the skills of faculty in the department.
Student Engagement, and Equity and Inclusion training	Student Engagement, and Equity and Inclusion training	Improve the skills of faculty in the department. Ideas and topics for future department workshops.
Online Teaching Conference sponsored by California Community Colleges	Focus on online teaching pedagogy.	Improve the skills of faculty in the department.
Online Course Design Academy (OEI)	Training on course development and design.	Improve the skills of faculty in the department.
5 hours of online training administered by the National Institute for Staff and Organizational Development (NISOD), which focuses on professional development for community college teachers.	Training focusing on teaching and leadership.	Improve the skills of faculty in the department.

Section 3: Facilities Planning

Facility Assessment

Provide a description of the program facilities and specify any changes over the past year. Provide evidence of emerging needs for modifications or additions to the department facilities. In addition, specify how the changes support your initiatives and align to the Facilities Master Plan.

All courses can be held in traditional classrooms. The psychology and human services 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. In regards to facility needs, the college needs to provide storage for telecourse instructors. Instructors are required to keep student papers and communications for 2 years. This is a storage burden for a lot of the part time faculty that teach telecourses with almost 300 students. The department needs a centrally located storage facility where all instructors can store assignments and communications. This paperwork needs to be housed at the college in case the instructor separates from the college or dies. **This needs to be addressed.**
2. 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.
3. 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.

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Section 4: Technology Planning

Technology Assessment

Provide a description of the program's utilization of technology and specify any changes over the past year. Provide evidence of emerging needs for modifications or additions to the department technology. In addition, specify how the changes support your initiatives and align to the Technology Plan.

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, as a department, are worried that the free textbook may not be kept up to date with new information.]

Section 5: New Initiatives

Initiative: Develop certificates in the psychology and human services programs.

Describe how the initiative supports the college mission:
The development of additional psychology and human services certificates will meet the needs of the students. In meeting the needs of the students, the department should experience an increase in enrollment, especially in the human services courses. We are interested in adding an Addiction studies certificate and Case Management certificate. The department is also researching other certificates. Most of the human service-related certificates include a practicum. The practicums will need to occur at community-based organizations. Moreover, this partnership should foster community engagement.

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).

How does this initiative play a part in Coastline Pathways?
The new certificates will be presented and arranged in a manner that is clear and concise for students. Students will know exactly which course they need to take and when to take the course. We also will attempt to create certificates so students can start with the certificate and then build upon the certificate and work towards a degree (if the student desires). This initiative will support the principles of Coastline Pathways, by ensuring all steps of the student's life cycle are addressed.

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.
There is a growing demand for more skills related certificates among community college students.

Recommended resource(s) needed for initiative achievement:
Specify what resource(s) are needed to support the completion of the initiative.

General education funding

Specifically, the department will need to funding to pay instructors for assisting in the creation of courses. Some of the instructors in our department can act as experts and provide assistance with curriculum and practicum development.

What is the anticipated outcome of completing the initiative?
Specify the anticipated result(s) of completing the initiative.

Higher enrollment in psychology and human services courses and an increase in the number of certificates and degrees awarded.

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

Here is the following timeline:
1. Research - The department will do more research on the certificate that could be offered in the psychology and human services program. This will entail the department chair and full-time faculty members researching all of the possibilities. This research has already started but it needs to be extensive, therefore the research should be complete by January 2020.
2. Development – The department will start developing the certificate programs. Start with courses already offered by the college and then determine which courses need to be developed. The development stage should be complete by the end of Fall 2020.
3. Create Courses – The department will start creating the new courses. This will entail enlisting the assistance of faculty member experts in the field of human services. The creating stage will be on-going process until all of the courses required for the certificate are complete. The department will have a better idea, once the research phase is completed. Moreover, we anticipate being able to create at least two courses as semester.
4. Implementation – Roll out the certificate programs. The goal is to add at least one additional certificate program by Fall 2021.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Recruit more students for face to face/traditional Psychology courses	Student Services, Student Life and Outreach and the Marketing department	$10,000	On-going		College Research and enrollment	1 Success 2 Access	On-going	1
Ensure all psychology and human services courses are meeting the 'satisfactory' based on the Psychology & Human Services department RSI plan.	Approved Psychology & Human Services Department RSI plan. Faculty to review courses; FSC to provide training; dept chair to provide feedback.	unknown	On-going		Student surveys; new Accreditation and Federal Department of Education requirements	1 Success 2 Access	On-going	2
Create additional certificates in the program, in particular Addiction Studies and Case Management	Faculty research. Faculty experts to assist with developing curriculum	$5,000	On-going		Student surveys, college research	Success Instructional Partnerships and Community Engagement	Fall 2021 (for one certificate) But on-going for additional certificates	3
Find and secure centrally located storage space for student assignments and communications (especially for telecourse instructors)	Distance learning	$2,000	On-going		Faculty concerns	Growth and Efficiency	On-going	4
Create universal SLO measurements.	Faculty research Psychology course measurements. Meet to discuss measurements and then implement measurements across the courses.	$3,000	On-going		SLO Data; Faculty concerns	1 Success	Spring 2021	5
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		College research	1 Success	On-going	6

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 service 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