



2020-21

Annual Program Review

Psychology and Human Services

Table of Contents

Section 1: Program Planning	2
Internal Analysis and Program Effectiveness: Psychology	2
Success and Retention: Psychology	4
Program Awards.....	7
Internal Analysis and Program Effectiveness: Human Services	8
Success and Retention: Human Services	10
Program Awards.....	14
Equity	14
Achievement	15
Program Efficiency	15
Student (SLOs) and Program Student Learning Outcomes (PSLOs).....	15
Curriculum Review	16
Progress on Initiative(s)	17
Response to Program and Department Review Committee Recommendation(s).....	20
Program Planning and Communication Strategies	21
Coastline Pathways	21
Implications of Change.....	22
Section 2: Human Capital Planning.....	22
Staffing	22
Professional Development.....	22
Section 3: Facilities Planning.....	23
Facility Assessment	23
Section 4: Technology Planning	24
Technology Assessment.....	24
Section 5: Ongoing/New Initiatives	25
Section 6: Prioritization.....	27
Prioritization Glossary.....	28
Data Glossary	29

Section 1: Program Planning

Internal Analysis and Program Effectiveness: Psychology

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	3,719	3,881	3,721	3,989	3,996
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	347.90	365.91	350.40	387.11	390.21
Sections	58	61	69	86	82
Fill Rate	80.2%	84.0%	79.9%	74.6%	75.3%
WSCH/FTEF 595 Efficiency	945	867	809	706	696
FTEF/30	6.1	7.0	7.3	9.0	9.2
Extended Learning Enrollment	1,174	1,041	827	571	363

The percentage change in the number of Psychology **enrollments** in 2018-19 showed a minimal difference from 2017-18 and a moderate increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in Psychology credit courses showed a minimal difference from 2017-18 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Psychology courses in 2018-19 showed a slight decrease from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Psychology courses showed a minimal difference from 2017-18 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Psychology courses in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Psychology courses in 2018-19 showed a slight increase from 2017-18 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	3,719	3,881	3,721	3,989	3,996

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	5.3%	4.9%	4.0%	3.6%	3.8%
Online	46.8%	48.7%	54.2%	57.3%	57.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	47.9%	46.4%	41.8%	39.0%	39.2%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	42.0%	42.4%	44.5%	45.9%	45.2%
Male	57.2%	56.7%	54.7%	52.8%	53.0%
Unknown	0.8%	0.9%	0.9%	1.3%	1.8%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	17.0%	15.1%	13.6%	13.0%	11.6%
American Indian/AK Native	1.2%	0.7%	1.2%	0.7%	0.9%
Asian	16.5%	15.8%	15.0%	16.4%	16.6%
Hispanic	19.1%	22.7%	23.5%	22.0%	21.9%
Pacific Islander/HI Native	0.4%	0.5%	0.2%	0.5%	0.4%
White	30.9%	29.2%	30.5%	31.1%	30.7%
Multi-Ethnicity	12.9%	13.9%	14.7%	15.6%	16.1%
Other/Unknown	1.9%	2.1%	1.3%	0.8%	1.7%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	8.3%	9.3%	10.3%	11.5%	12.7%
20 to 24	23.3%	23.6%	23.6%	23.7%	23.3%
25 to 29	18.1%	19.3%	17.7%	17.7%	17.3%
30 to 34	13.4%	13.7%	13.4%	12.6%	12.3%
35 to 39	11.4%	10.8%	12.2%	11.4%	11.0%
40 to 49	15.5%	14.9%	14.9%	15.2%	14.3%
50 and Older	9.9%	8.4%	7.9%	8.0%	9.2%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Psychology courses made up 6.7% of all state-funded enrollment for 2018-19. The percentage difference in Psychology course **enrollment** in 2018-19 showed a minimal difference from 2017-18 and a moderate increase from 2014-15. Enrollment in Psychology during 2018-19 showed 3.8% of courses were taught **traditional (face-to-face)**, 57.0% 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 2018-19, Psychology enrollment consisted of 45.2% **female**, 53.0% **male**, and 1.8% students of **unknown** gender. In 2018-19, Psychology enrollment consisted of 11.6% **African American** students, 0.9% **American Indian/AK Native** students, 16.6% **Asian** students, 21.9% **Hispanic** students, 0.4% **Pacific Islander/HI Native** students, 30.7% **White** students, 16.1% **multi-ethnic** students, and 1.7% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Psychology revealed 12.7% aged **19 or less**, 23.3% aged **20 to 24**, 17.3% aged **25 to 29**, 12.3% aged **30 to 34**, 11.0% aged **35 to 39**, 14.3% aged **40 to 49**, 9.2% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Psychology

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	64.2%	68.8%	70.9%	71.4%	73.2%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	80.1%	84.7%	78.4%	76.6%	77.6%
Online	68.1%	69.9%	74.2%	73.5%	76.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	58.8%	66.1%	65.9%	67.9%	68.5%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	69.3%	70.6%	74.4%	72.5%	76.0%
Male	60.7%	67.4%	68.2%	70.2%	70.8%
Unknown	51.9%	81.8%	68.8%	80.4%	71.4%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	47.2%	57.6%	56.2%	54.6%	60.0%
American Indian/AK Native	51.2%	61.5%	56.5%	65.4%	70.3%
Asian	73.3%	80.2%	81.1%	82.3%	83.3%
Hispanic	61.0%	64.6%	67.5%	63.2%	63.9%
Pacific Islander/HI Native	31.3%	63.2%	50.0%	42.1%	56.3%
White	70.5%	73.0%	78.6%	77.7%	82.2%
Multi-Ethnicity	64.8%	66.8%	66.6%	73.8%	68.1%
Other/Unknown	80.3%	68.3%	56.0%	78.8%	73.9%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	71.6%	76.9%	77.9%	76.9%	78.1%
20 to 24	63.8%	69.2%	74.9%	72.8%	74.2%
25 to 29	65.0%	66.2%	69.4%	71.1%	72.8%
30 to 34	62.1%	68.9%	69.7%	69.3%	73.1%
35 to 39	63.1%	69.3%	71.1%	68.6%	68.2%
40 to 49	62.6%	66.0%	65.8%	70.5%	73.5%
50 and Older	64.4%	69.4%	65.0%	68.9%	69.8%
Unknown	-	-	0.0%	-	-

The percentage difference in the **course success rate** in Psychology courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Psychology 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Psychology **course success rate** was minimal to no difference 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 2018-19, the success rate was a slight increase for **traditional (face-to-face)**

Psychology courses, a slight increase for **online** courses, no comparative data for **hybrid courses**, and a slight decrease for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Psychology success rate for 2018-19, the success rate was a slight increase for **female** students in Psychology courses, a slight decrease for **male** students, and a slight decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Psychology success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Psychology courses, a slight decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a moderate decrease for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a moderate decrease for **multi-ethnic** students, and a minimal difference for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Psychology success rate for 2018-19, the success rate was a slight increase for students aged **19 or less** in Psychology courses, a slight increase for students aged **20 to 24**, a minimal difference for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a slight decrease for students aged **35 to 39**, a minimal difference for students aged **40 to 49**, a slight decrease for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	84.3%	85.3%	86.0%	86.1%	87.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	87.8%	87.9%	88.5%	87.6%	90.1%
Online	84.3%	83.0%	84.7%	84.6%	85.8%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	84.0%	87.3%	87.5%	88.2%	89.6%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	85.4%	83.7%	85.4%	84.4%	85.9%
Male	83.7%	86.3%	86.6%	87.5%	89.0%
Unknown	74.1%	90.9%	81.3%	94.1%	84.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	81.8%	83.5%	81.8%	79.0%	86.2%
American Indian/AK Native	86.0%	80.8%	82.6%	88.5%	83.8%
Asian	82.4%	87.0%	88.3%	91.0%	90.1%
Hispanic	84.3%	83.1%	86.6%	85.9%	86.6%
Pacific Islander/HI Native	68.8%	89.5%	87.5%	89.5%	68.8%
White	87.0%	88.2%	88.2%	86.5%	90.8%
Multi-Ethnicity	82.9%	82.3%	83.4%	86.2%	81.3%
Other/Unknown	91.5%	87.8%	76.0%	90.9%	87.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	88.2%	88.9%	90.6%	90.0%	89.7%
20 to 24	83.3%	85.9%	87.8%	84.7%	85.7%
25 to 29	84.0%	83.7%	84.8%	86.8%	86.1%
30 to 34	83.6%	85.3%	85.3%	85.1%	87.6%
35 to 39	87.7%	86.9%	85.5%	87.8%	88.3%
40 to 49	83.1%	82.6%	84.5%	85.0%	90.2%
50 and Older	83.1%	85.3%	82.7%	84.9%	86.1%
Unknown	-	-	0.0%	-	-

The percentage difference in the **course retention rate** in Psychology courses in 2018-19 showed a slight increase from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Psychology 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Psychology **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Psychology retention rate for 2018-19, the retention rate was a slight increase for **traditional (face-to-face)** Psychology courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Psychology retention rate for 2018-19, the retention rate was a slight decrease for **female** students in Psychology courses, a slight increase for **male** students, and a slight decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Psychology retention rate for 2018-19, the retention rate was a slight decrease for **African American** students in Psychology courses, a slight decrease for **American Indian/AK Native** students, a slight increase for **Asian** students, a minimal difference for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a minimal difference for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Psychology retention rate for 2018-19, the retention rate was a slight increase for students aged **19 or less** in Psychology courses, a slight decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight decrease for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	42	38	47	52	57
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of Psychology degrees awarded in 2018-19 showed a moderate increase from 2017-18 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Psychology certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Internal Analysis and Program Effectiveness: Human Services

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	288	320	290	406	365
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	25.97	28.89	27.25	37.21	33.42
Sections	8	8	8	10	12
Fill Rate	83.7%	92.4%	70.8%	64.8%	60.1%
WSCH/FTEF 595 Efficiency	540	594	510	561	435
FTEF/30	0.8	0.8	0.9	1.1	1.3
Extended Learning Enrollment	173	152	97	65	69

The percentage change in the number of Human Services **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in Human Services credit courses showed a substantial decrease from 2017-18 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Human Services courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Human Services courses showed a moderate decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Human Services courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Human Services courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a moderate increase in the number of Human Services **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	288	320	290	406	365

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	72.2%	74.1%	79.0%	77.6%	81.1%
Male	27.1%	25.3%	20.7%	20.9%	18.1%
Unknown	0.7%	0.6%	0.3%	1.5%	0.8%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	16.3%	20.0%	14.8%	21.7%	15.1%
American Indian/AK Native	0.0%	0.6%	1.0%	0.5%	0.3%
Asian	21.2%	25.9%	20.0%	13.1%	9.9%
Hispanic	12.5%	10.0%	12.4%	17.2%	21.6%
Pacific Islander/HI Native	0.0%	0.0%	0.3%	0.0%	0.0%
White	31.3%	29.1%	36.2%	32.0%	33.4%
Multi-Ethnicity	17.7%	13.8%	14.5%	15.0%	18.1%
Other/Unknown	1.0%	0.6%	0.7%	0.5%	1.6%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	3.1%	0.9%	2.8%	5.2%	6.8%
20 to 24	15.3%	16.3%	24.5%	22.7%	23.6%
25 to 29	14.6%	15.3%	12.4%	16.5%	18.1%
30 to 34	12.2%	11.3%	11.7%	12.6%	12.3%
35 to 39	13.5%	12.2%	13.1%	11.3%	11.0%
40 to 49	19.8%	19.1%	18.6%	16.0%	13.7%
50 and Older	21.5%	25.0%	16.9%	15.8%	11.8%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Human Services courses made up 0.6% of all state-funded enrollment for 2018-19. The percentage difference in Human Services course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial increase from 2014-15. Enrollment in Human Services during 2018-19 showed 0.0% of courses were taught **traditional (face-to-face)**, 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 2018-19, Human Services enrollment consisted of 81.1% **female**, 18.1% **male**, and 0.8% students of **unknown** gender. In 2018-19, Human Services enrollment consisted of 15.1% **African American** students, 0.3% **American Indian/AK Native** students, 9.9% **Asian** students, 21.6% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 33.4% **White** students, 18.1% **multi-ethnic** students, and 1.6% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Human Services revealed

6.8% aged **19 or less**, 23.6% aged **20 to 24**, 18.1% aged **25 to 29**, 12.3% aged **30 to 34**, 11.0% aged **35 to 39**, 13.7% aged **40 to 49**, 11.8% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Human Services

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	59.6%	61.9%	67.8%	60.7%	60.8%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	59.6%	61.9%	67.8%	60.7%	60.8%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	60.1%	60.8%	71.9%	65.3%	61.5%
Male	58.4%	64.2%	53.3%	45.9%	59.1%
Unknown	50.0%	100.0%	0.0%	33.3%	33.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	25.5%	57.8%	48.8%	42.0%	38.2%
American Indian/AK Native	-	50.0%	33.3%	0.0%	0.0%
Asian	72.1%	77.1%	72.4%	62.3%	77.8%
Hispanic	63.9%	53.1%	61.1%	62.3%	65.8%
Pacific Islander/HI Native	-	-	100.0%	-	-
White	65.6%	61.3%	80.0%	66.9%	69.7%
Multi-Ethnicity	62.0%	50.0%	56.1%	73.8%	53.0%
Other/Unknown	66.7%	0.0%	100.0%	50.0%	16.7%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	55.6%	33.3%	62.5%	57.1%	60.0%
20 to 24	61.4%	53.8%	85.9%	73.9%	67.7%
25 to 29	58.5%	55.1%	50.0%	53.7%	54.5%
30 to 34	54.3%	47.2%	51.5%	64.0%	55.6%
35 to 39	56.4%	53.8%	73.7%	52.2%	57.5%
40 to 49	66.7%	72.1%	59.3%	55.4%	54.0%
50 and Older	58.1%	75.0%	71.4%	59.4%	72.1%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Human Services courses in 2018-19 showed a minimal difference from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Human Services 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Human Services **course success rate** was substantially 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 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Human Services courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data 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 2018-19, the success rate was a minimal difference for **female** students in Human Services courses, a slight decrease for **male** students, and a substantial decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Human Services success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Human Services courses, a substantial decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a moderate increase for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Human Services success rate for 2018-19, the success rate was a minimal difference for students aged **19 or less** in Human Services courses, a moderate increase for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a moderate decrease for students aged **30 to 34**, a slight decrease for students aged **35 to 39**, a moderate decrease for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	87.5%	88.4%	88.6%	79.5%	71.8%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	87.5%	88.4%	88.6%	79.5%	71.8%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	88.9%	87.3%	88.2%	81.2%	73.0%
Male	84.4%	91.4%	91.7%	75.3%	66.7%
Unknown	50.0%	100.0%	0.0%	50.0%	66.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	89.4%	89.1%	95.3%	77.3%	52.7%
American Indian/AK Native	-	100.0%	100.0%	50.0%	0.0%
Asian	88.5%	91.6%	87.9%	84.9%	83.3%
Hispanic	88.9%	90.6%	83.3%	78.3%	77.2%
Pacific Islander/HI Native	-	-	100.0%	-	-
White	83.3%	86.0%	92.4%	80.8%	82.0%
Multi-Ethnicity	90.0%	88.6%	75.6%	78.7%	62.1%
Other/Unknown	100.0%	0.0%	100.0%	50.0%	16.7%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	88.9%	100.0%	87.5%	71.4%	76.0%
20 to 24	88.6%	88.5%	93.0%	83.7%	79.2%
25 to 29	97.6%	81.6%	80.6%	79.1%	65.2%
30 to 34	91.4%	91.7%	81.8%	78.0%	66.7%
35 to 39	89.7%	87.2%	94.7%	80.4%	70.0%
40 to 49	86.0%	90.2%	87.0%	73.8%	66.0%
50 and Older	77.4%	90.0%	89.8%	82.8%	76.7%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Human Services courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Human Services 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Human Services **course retention rate** was substantially lower than the **college average** and minimal to no difference than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Human Services retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Human Services courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data 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 2018-19, the retention rate was a slight increase for **female** students in Human Services courses, a moderate decrease for **male** students, and a moderate decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Human Services retention rate for 2018-19, the retention rate was a substantial decrease for **African American** students in Human Services courses, a substantial decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a moderate increase for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a substantial increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Human Services retention rate for 2018-19, the retention rate was a slight increase for students aged **19 or less** in Human Services courses, a moderate increase for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a moderate decrease for students aged **30 to 34**, a slight decrease for students aged **35 to 39**, a moderate decrease for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	16	11	14	9	10
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	9	14	18	9	9

The percentage change in the number of Human Services degrees awarded in 2018-19 showed a substantial increase from 2017-18 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Human Services certificates awarded in 2018-19 showed a minimal difference from 2017-18 and showed a minimal difference in comparison with the number of certificates awarded in 2014-15.

Equity

Although there were minimal differences in Psychology enrollment and fill rate, there has been a substantial decrease in Extended Learning enrollment for Psychology. It is possible that there may be inequities regarding access to Psychology classes within this particular branch of the college. In terms of gender, enrollment rates were very similar. However, American Indian/AK Native students and Pacific Islander/HI Native students appear to be under-represented among all students. Compared to White students (30.7%), there were lower numbers of African American (11.6%), American Indian Native (0.9%), Asian (16.6%), Hispanic (21.9%), and Pacific Islander/HI Native (0.4%) students.

In terms of course success rate, the rate in the Psychology department was not substantially different from the overall success rate of the college and was substantially higher than the institution-set standard. For instructional modalities, there were slight increases in face-to-face courses and online courses but a slight decrease for correspondence courses. The success rate for females exhibited a slight increase whereas there was a slight decrease in males. Regarding ethnicity, compared to the overall success rate for Psychology, African American and Pacific Islander/HI Native students exhibited substantial decreases and Hispanic and multi-ethnic students exhibited moderate decreases whereas Asian and White students exhibited increases. Therefore, the course success rates of African American, Hispanic, Pacific Islander/HI Native, and multi-ethnic students may be subject to inequity.

In terms of course retention rates, the rate in the Psychology department was slightly higher than the overall retention rate in the College and substantially higher than the institution-set standard. For instructional modalities, there were slight increases in traditional and correspondence courses and a slight decrease in online courses. The retention rate for females exhibited a slight decrease whereas there was a slight increase in males. Regarding ethnicity, there were slight decreases in the retention rates for African American and American Indian/AK Native students, a minimal difference in Hispanic students, a substantial decrease for Pacific Islander/Native HI students, and an increase for White and Asian students. Therefore, the retention rates of African American, American Indian/AK Native, and Hispanic students may be subject to inequity.

Achievement

Based on the above data for course success rates, males maybe at a slight disadvantage compared to females. In terms of ethnicity, African American, Hispanic, Pacific Islander/HI Native, and multi-ethnic students have lower course success rates than White and Asian students. Regarding the above data for course retention rates, African American, American Indian/AK Native, and Hispanic students have lower course retention rates than White and Asian students.

Program Efficiency

In terms of enrollment for Psychology, there was only a minimal decrease and a minimal difference in FTES. Although there was only a minimal difference in fill rate in Psychology, there was a slight decrease in the WSCH/FTEF ratio but this number remained substantially above the 595 threshold.

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

SLO Assessment and Plan

Course	SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
PSYC 116 (Fall 2020, first round)	Summarize how culture, economics, political, and historical contexts affect children's development.	Written assessment	FT and PT PSYC faculty	
	Summarize the major developmental milestones for children from conception through adolescence, including physical, psychosocial, cognitive, and language development.	Written assessment	FT and PT PSYC faculty	
	Compare and contrast various theoretical frameworks that relate to the study of human development.	Written assessment	FT and PT PSYC faculty	
PSYC 260 (Spring 2021, second round)	Analyze and explain how interpersonal, group, and cultural influences affect individual cognition and behavior	Written assessment	FT and PT PSYC faculty	
	Explain how social psychological theories and research apply to behavior in social settings	Written assessment	FT and PT PSYC faculty	
	Describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.	Written assessment	FT and PT PSYC faculty	

Aggregate Psychology Program Student Learning Outcomes (PSLOs), 2015-2016 through 2018-2019

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.	11	54.5%	36.4%	0.0%	9.1%
Apply the major theories, principles, and concepts of psychology to everyday life.	11	54.5%	45.5%	0.0%	0.0%
Characterize the nature of psychology as a science.	11	90.9%	0.0%	0.0%	9.1%
Follow directions and apply effective communication skills in a variety of settings.	11	63.6%	18.2%	18.2%	0.0%
Support opinions/ideas using solid research principles.	11	72.7%	18.2%	0.0%	9.1%
Utilize investigative methods to collect, interpret, and present scientific data on psychological topics.	11	54.5%	18.2%	18.2%	9.1%

The aggregate post-graduation survey results show that the majority of graduates of the Psychology Program were able and confident or somewhat confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence in characterizing the nature of psychology as a science was highest. In contrast, confidence and ability was lowest in utilizing investigative methods to collect, interpret, and present scientific data on psychological topics.

Aggregate Human Services Program Student Learning Outcomes (PSLOs), 2015-2016 through 2018-2019

Human Services PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Demonstrate intervention skills within fields of human services.	3	66.7%	33.3%	0.0%	0.0%
Utilize human services helping skills and resources to enhance career prospects.	4	50.0%	50.0%	0.0%	0.0%

There are not enough respondents (less than 10) to the aggregate post-graduation survey for the Human Services Program to produce meaningful data.

Curriculum Review

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

Course	Title	Term Reviewed	Status
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 C273	Human Services Practicum	2018	Course reviewed and approved on 10/5/2018 Course pending to be cross-listed with GERO273 for Spring 2021
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.

Progress on Initiative(s)

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.

<p>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.</p>	<p>On-going</p>	<p>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.</p> <p>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.</p>	<p>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.</p>
<p>Identify an office for Erin Johnson ASAP. Any new full-time psychology faculty will need offices, as well.</p>	<p>Completed</p>	<p>Erin Johnson moved into permanent office space at NBC in fall 2016. Matt Quinlan (hired 2017) also has a permanent office space at NBC.</p>	<p>Erin Johnson is able to effectively meet with students and conduct Psychology club meetings in the new office space.</p> <p>Matt Quinlan is able to effectively meeting students in his office space.</p>
<p>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.</p>	<p>Terminated</p>	<p>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.</p>	
<p>Over the next four years, create 8 different universal tools to measure course level SLOs. Currently, each course measures SLOs independently.</p>	<p>Completed On-going</p>	<p>Erin Johnson and Matt Quinlan continue to work on researching and adapting SLO tools for the</p>	<p>The universal methods were created for PSYC 118. During fall 2019 semester the department will start working on the universal</p>

		larger section courses, like PSYC C100, 118, and 116.	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	<p>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.</p> <p>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.</p> <p>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.</p>	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 created universal SLO measures for PSYC 100 that were implemented in Spring 2020
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 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

		<p>The department continues to work closely with the marketing department to advertise the face to face course offering.</p> <p>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.</p>	<p>to low enrollment. The low enrollment for face to face courses seems impact other departments as well.</p> <p>PSYC 100 (hybrid) in Spring 2020 began with an enrollment of 9 students.</p>
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	<p>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.</p> <p>While the videos are no longer the primary focus, the department is ensuring that all telecourse assignments are updated.</p>	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.
Develop certificates in the psychology and human services programs.			

Response to Program and Department Review 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. 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	<p>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.</p> <p>The department chair will seek advisement and input from faculty members with a human service background.</p>

Program Planning and Communication Strategies

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

Members of the Psychology and Human Services department have been involved with Coastline's Pathway program.

Over the last year, department faculty members worked on the academic persistence work group, which created a pathway that addresses helping students persist. Additionally, we have department members in two different work groups that are working on the Learner Journey proposal and with the Financial Stability and Health and Wellness pathways group. The latter 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

Based on the above data, there are some opportunities to address access to Psychology courses in the Extended learning program as well as to assess course success and retention rates in African American, Pacific Islander/Native HI, American Indian/Native AK, and Hispanic students. The department has made very good progress in terms of creating and implementing universal SLO measures, including for PSYC 100, and will continue to do so until all classes can be assessed in such a manner. Department members are very active in college-wide committees and activities, including Umoja, equity groups, and Pathway groups. Department members are also actively investigating opportunities to create new class offerings and certificate programs, including in Addiction Studies. Furthermore, department members continue to vet OER textbooks for all classes, including PSYC 100, but have yet to find appropriate materials.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1	3	9	0	0
Current year	1	3	10	0	0
1 year	1	3	10	0	0
2 years	1	3	10	0	0
3 years	1	3	10	0	0

(HSVC P/T Faculty – 4 for all years)

Professional Development

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.

Professional Development

Name (Title)	Professional Development	Outcome
Matt Quinlan, Instructor	CSU Basic Needs Conference	Identify equity gaps

Section 3: Facilities Planning

Facility Assessment

All courses can be held in traditional classrooms. The Psychology and Human Services department continues to have on-going discussions about facility needs (particularly once the College resumes normal classroom operations). The Psychology department 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 remains an issue and 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.

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

A majority of psychology instructors, including new PT 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 RSI requirements, such as rubrics and formative assessments. 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, including Proctorio (soon to be relying on Respondus), 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.] Additionally, two department members assessed six different free online resources for PSYC 100 and all were found to be outdated and lacking in terms of appropriate information.

Section 5: Ongoing/New Initiatives

Initiative: Continue to 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 Services-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?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

The development of these programs can help clarify the trajectory of a student and guide them through the necessary courses to gain a certificate and/or degree from Coastline. Additionally, a clear program in these certificates will encourage students to identify their career objectives while participating in this program. These certificate programs can also concurrently enhance student participation and engagement in degree programs at Coastline, including Psychology and Human Services. For example, 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).

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) 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:

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 as well as teach some of the courses.

What is the anticipated outcome 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.

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 possibilities. This research has already started but it needs to be extensive and should continue through January 2021.

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 will continue through 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 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 remains that at least one additional certificate program will be added by Fall 2021.

Section 6: Prioritization

List and prioritize initiative requests.

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 with several courses completed		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	\$7,000	On-going Several faculty members have engaged in equity and/or		College research	1 Success	On-going	6

	educational strategies.		Canvas training					
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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

Complete 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.