General Information

Important Information

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Submitter's First Name:	*Laura
Submitter's Last Name:	*Duvall
Submitter's Email:	*lduvall1@gwc.cccd.edu
Submitter's ID	*
Submitter's Phone Number:	*

Type of review? *
- ○ Administrative
- ● Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services))
- ○ Student Services

Who is your Dean/Supervisor?
- ○ Robyn Brammer
- ○ Joseph Dowling
- ○ Rick Hicks
- ○ Janet Houlihan
- ○ Danny Johnson
- ○ Claudia Lee
- ○ Alice Martanegara
- ○ Carla Martinez
- ● Alex Miranda
- ○ Kay Nguyen
- ○ Meridith Randall
- ○ Christina Ryan Rodriguez
- ○ Matthew Valerius
- ○ Tim Vu
- ○ Chris Whiteside

Are you the Department Chair? *
- ● Yes
- ○ No
- ○ Not applicable

Who is your Vice President? *
- ○ Lee, Claudia
- ○ Houlihan, Janet
- ● Randall, Meridith

If you experience any technical difficulties completing this form, please contact Damien Jordan.

Program Review
Purpose

"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices" **–Academic Senate for California Community Colleges, 2009**-

Program Review

Data Driven Decision Making

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review
Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021). Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

Important Update

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Program Information

Name of Program (Academic Programs should be listed per discipline)

*Psychology

Please provide a brief description and any significant change in your program since the last program review cycle.

*The Psychology Department officially became an independent department in 2019, so the changes since the last review cycle have been primarily personnel changes, major curriculum updates, and making the necessary adjustments as a newly independent department. In the current Fall 2021 semester we have 4 full-time faculty (2 tenured and 2 tenure track) and 16 part-time instructors. We also had a retirement in January 2021 that significantly impacted the department in a variety of ways.

As is apparent throughout this review, Psychology continues to be one of the most popular majors on the campus with the fourth highest unduplicated enrollment overall, and the highest number of ADTs awarded at GWC to date - with a total of 497 ADTs. Being one of the most competitive majors at the transfer institutions, the psychology department has been working diligently to create a cohesive program that supports students throughout their entire time at GWC in this major. From an OER adoption push in our introduction class, to the macro level curriculum updates, to the complete adaptation of our online offerings, we are doing the work needed to provide a comprehensive educational experience to meet the needs of a wide variety of learners.

In the last two years the psychology department has updated every single course in our curriculum, and we are currently updating our programs. As a department, we are having conversations and decisively creating a program that addresses questions such as what skills and knowledge should a student who comes through our program have? What skills and knowledge do they need to be competitive in the psychology programs that they are transferring to? How can we meet the needs of the students who are not looking to transfer?

Inevitably, the psychology department is working to design a program that results in students who are fully prepared to reach and exceed their educational goals.

What are your program's strengths?

*The Psychology Department's major strength is its cohesive and devoted faculty who care deeply about their classes, students, and the success of the program. We continuously strive to maintain the balance of preserving the rigor and standards necessary to prepare our students effectively, together with the support and flexibility that students often need during the more difficult classes or competing life circumstances.

The faculty in the psychology department work together incredibly well, with a shared vision and goals, to make our department successful and our students feel supported and prepared. Psychology generates more ADT degrees than any other department at GWC, and it is important that our students be well prepared to succeed at their transfer institutions. Each full-time faculty member in our department has their particular specialties that complement our program as well as our students' needs, and we work together to develop and hone a successful program.

Another major strength of the psychology program is the structure of the curriculum. We have a variety of classes to promote interest in the program and to encourage transfer. We have enthusiastic faculty who continue to refine and improve their classes and the content of those classes, as well as the methods of teaching sometimes difficult concepts.

The Psychology Department has concentrated on creating a program that focuses on the skills and knowledge base students need to be successful in the major. Students come out of the program with a working knowledge of discipline applicable statistics and research methods, a solid writing experience across our curriculum, critical thinking skills, and a comprehensive knowledge base that helps them discover their interests and direction. In addition, we have fully developed our online courses so that all our classes can be taught effectively, opening the opportunities to a fully-online ADT in psychology, as well as a wider variety of students who previously were not able to take our classes because of the limits of class offerings.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

*The number one challenge for our program is that we have so many more students currently in our program or interested in our program than we can fully support, and the interest is only growing. Most of the departments on our campus with similar student numbers, FTES, and degree awards, have double the number of full time faculty than we do. The psychology department simply needs more dedicated full-time faculty to continue to grow, and to meet student and campus needs.

Having more full-time faculty could also solve another challenge, which is a lack of diversity we are currently facing in our all-female department. Additional full-time faculty would also help solve the reliance on part-time faculty. It is incredibly difficult to maintain a cohesive program with the realities of our reliance on part-time faculty.

Another challenge in psychology that we need classrooms with current technology and software specific to this discipline. Much of our work necessitates a suitable computer lab, or at least access to Chromebook racks that could be brought into the classroom as needed. The psychology classes that have heavy writing and research components are especially in need of better access to computers in the classroom.

Further, we believe reducing class size for our courses would improve the success and retention of students. The students in our skills focused classes require more individuated instruction, which is difficult to provide with the current instructor to student ratios.

INSTRUCTIONAL PROGRAMS

Do any of the courses in your program have a CTE TOP code?

* ○ Yes
  ● No

What type of awards does your program offer?

- ☐ Certificates
- ☑ AA/AS Degree
- ☑ Associate Degree for Transfer

Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3-years ago	2-years ago	1-year ago
Certificates	*0	*0	*0

Associate Degrees	95	39	77
Associate Degrees for Transfer	81	118	123

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).

The psychology department is pleased with the upward trend of increasing the number of awards each year. As expected, more students are completing the AA for transfer (ADT) compared to the AA in Psychology. This is expected, with our focus on transfer the ADT psychology degree is more helpful to our students. It makes sense that the number of AA degrees would decrease as the number of ADTs in psychology increase. We expect this trend to continue, especially as enrollment rebounds after COVID.

The number of ADTs being awarded is likely going to continue to increase with improved communication about our ADT with students, improved faculty awareness, by working more closely with the counseling department to meet the needs of our majors, by offering psychology major workshops, and by growing and promoting our Psychology Club.

We also believe that having new psychology courses and courses with new and improved curriculum within the psychology department will help to increase the number of students who complete their ADT requirements before transferring. As we work to continuously improve and add to our curriculum, we expect to see the number of ADTs in psychology continue to grow. We also have planned revisions to our program requirements to help students complete their psychology degrees in a timely manner.

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.

Please note: For programs with earned credit, please use FTESr/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

FTES/FTEF ratio from 3 years ago
45

FTES/FTEF ratio from 2 years ago 42

FTES/FTEF ratio from last year 39

Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency

The average FTES/FTEF for psychology classes of 39 for 2020-2021 is significantly higher than the college-wide value of 35. This is also true for the average enrollment per section, which is 53.8 for psychology classes, compared to 35 GWC overall this year. These clear differences reflect longstanding trends. Psychology classes have been, and continue to be, among the most efficient on campus. Typically, in fall and spring terms about half of the classes we offer are in a large class format. This has allowed us to offer more of the smaller classes, particularly those that students traditionally find more challenging. While the numbers from the last 3 years may look like a decrease in our efficiency this change in average is largely due to the move online during COVID-19, and the loss of LCF classes in the Forum which often had 150-200 students per class.

The average enrollment per section in psychology classes has declined over the past two years, but much of this decline was intentional. To have high quality online courses, online course size was decreased in the psychology department (no longer offering online classes with 115 students that have no additional faculty support). In addition, there is a college-wide trend toward lower enrollments.

Another important trend to note - our average fill rate has increased to 87.1%, from 77.8% and 77.7% in the past two years. With smaller class sizes the psychology department is able to increase the quality of our courses, while maintaining high enrollment/fill rates, success, and retention/completion rates.

The decision to reduce online class sizes in the past few years was made for pedagogical reasons - more reasonably sized online classes, allow for better student engagement and richer interactive experiences, thereby improving learning outcomes. Analyses show that this is working as planned, as our success rates in psychology are on a significant upward trend, with an increase of approximately 5% in the last 3 years. We plan to continue to assess class size, and its relationship to success and retention; however, we do not anticipate reversing our class size reductions in the near future, as our success rates have dramatically increased, and our FTES/FTF trends remain substantially higher than the college-wide average.

Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?

The demographic and special population breakdown of psychology students is very similar to that of the college at large. One noteworthy demographic trend that differs is gender - women comprise 69.5% of psychology enrollments compared to only 53% overall for the college. Female students are our only upward trending group in terms of enrollment.

In reviewing the trends for unduplicated/headcount of student enrollment for this past year (2020-2021) for most demographic groups, genders, and special populations have declining data. We can see in our data an increase in the enrollments of female, Asian, and students from two or more races in our courses, while all other groups have a decrease in their enrollments. This fits with the experience of the college and other departments seeing decreases in enrollments during COVID-19 and the move to online classes. Enrollment is expected to increase again once COIVD-19 is no longer a concern, and more on campus classes are offered for students not interested in online education.

Specifically for enrollment, decreases can be seen in retention for American Indian/Alaska Native, Black or African American, Hispanic/Latinx, Native Hawaiian/Pacific Islander, and White students. This may initially look negative, but these decreases are all less than one percentage point, except for white students decreasing by approximately two percentage points.

When looking at the data for retention and success this past year (2020-2021) for all demographic groups, genders, and special populations in psychology courses we see many trending increases. Success and retention overall rates are increasing, and among the different groups overall there are more increases. For retention rates, decreases are only seen for Black or African American and Native Hawaiian/Pacific Islander students. Reviewing our success rates only one group had a declining trend, Native Hawaiian/Pacific Islander students.

Most special populations had increasing trends in enrollment, retention, and success rates in our courses.

Decreases were seen for veteran and international students in retention and success rates. Foster youth enrollment in our courses also decreased.

Many of these decreasing/declining trends in enrollment, retention, and success can be partly explained by the unusual circumstances of the past two years. Moving classes to be mainly online, the pandemic, and unstable economic situation, as well as issues with students dealing with increased family, work, and mental health struggles has given us much to work on in order to support our students.

As a department the psychology faculty are working to provide high quality courses while being kind and supportive to our students. Rather than directing special efforts to specific subgroups of students, psychology faculty are committed to making all students feel welcomed and respected in our classes no matter the format. We select inclusive texts and instructional materials and seek to engage all students in class activities. Our students are being encouraged to attend activities outside our classes, such as our Psychology Club and campus events. We will continue to closely monitor the demographic makeup of our student population and stay focused on inclusiveness.

Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.

Over the last three years the overall student success rates between online, on-ground, and hybrid courses in psychology has remained incredibly stable. Please see the attached 'Success Rates by Modality' data table, which is attached at the end of this form.

When looking at the attached Success Rate data table, it is clear that our Hybrid classes have the highest success rates - this is believed to be due to the types of psychology courses most offered in the Hybrid format. Nearly all of our PSY 280 Research Methods classes are offered in a Hybrid format, and this capstone class with many prerequisites has by far the highest success rates in the psychology department. Higher success in Hybrid courses is also a trend seen in the college-wide data.

In the psychology department online classes had a slightly higher success rate in 2 of the 3 years, with the exception being 2019-20 which may have been impacted by the pandemic and all courses suddenly going online in March.

The high success rates in online courses may also be attributed to the fact that all online faculty in the psychology department are both Level 1 and Level 2 Certified, and most have taken Level 3 or completed other professional development opportunities regarding best practices in distance education. Overall the psychology department success rates are similar to, or higher than, the college-wide success rates.

Program Review
Curriculum

After a thorough review of your courses, provided by CCI...

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?
* ○ Yes
  ● No

Do any of your SLOs use the exact wording as the course objectives?
(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)
* ● Yes
  ○ No

SLOs must use different wording than the Course objectives. SLOs should reflect the objectives without mirroring the language. You indicated that one or more of your courses needs to have a revision submitted to CCI within the next two academic years.
* ● I understand

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

* ○ Yes
  ● No

Do you have active courses that are not part of a degree or certificate?
* ○ Yes
  ● No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Once we finalize the above, we will make multiple options available for faculty to complete.

How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)

For the last 3 years the focus of the psychology department has been revising the COR for every course, including revising the Course SLOs and Course Outcomes. Across 2019 and 2020 all 11 psychology courses were updated, revised, and taken through CCI. At the end of our previous Program Review cycle most of our classes were at the edge of the 6 year CCI maximum, and we also needed to add a Distance Education addendum to many of our classes, to allow us to offer a fully-online ADT in Psychology. In addition, a new class was recently added to the psychology department, PSYC G167 The Psychology of Oppression & Racism, in order to meet the new Area F Ethnic Studies requirement of our CSU transfer students.

The psychology department is currently working on revising our AA and ADT degrees, which may involve revising our Program SAOs/SLOs. Once our degree updates are finalized we will begin mapping all of our new Course SLOs to our Program SLOs. At this time TracDat unfortunately does not provide data on Program SLOs, and how they correlate with the data inputted for the Course SLOs. Hopefully this is a feature that will be available in TracDat soon, which will improve our ability to evaluate our Program SLOs.

Program Review
Goals and Requests for Funding

Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.

Goal 1: Grow the psychology department, to better meet the needs of our students, and the college strategic goals
Outcomes:
From Fall of 2018 to Spring of 2021 GWC has seen consistent declines in enrollment, especially beginning in the Spring of 2020 with the sudden move to fully-online instruction. Despite the challenges of the pandemic and overall lower enrollment at the college, the psychology department has maintained steady enrollment. The FTES for each of the last 3 years in psychology are:
2018-19 = 431 FTES; 2019-20 = 427 FTES; and 2020-21 = 435 FTES.

The pandemic and the challenges of the last two years caused most departments at the college to show a significant decline in FTES, and while the psychology department did not increase as hoped, given the pandemic and declining college enrollments, this steady non-decreasing FTES in the psychology department across the last 3 years is a success.

Goal 2: Improve the quality of the online courses offered in psychology
Outcomes:
Over the last three years all of the online and hybrid instructors in psychology have become both Level 1 and Level 2 certified, and many have taken Level 3 or taken advantage of other professional development opportunities for online instruction, such as @One courses. The success rates in psychology online versus campus classes was the same in 2015-16, at 70%, and hybrid was one of the lowest at only 65%. In the following years success rates in online and hybrid psychology courses increased to, at 72% and 73% from 2017-2029, and staying above 80% for hybrid courses. Please see the attached data table at the end of this form, for a chart on student success rates by modality.

Goal 3: Increase student access, equity, student success, transfer rates, and number of ADTs awarded
Outcomes:
The psychology department has increased it's number of course offerings in order to meet the needs of students, and has decreased online class size to address equity concerns and increase student success. The impact of this can be seen in the psychology success rates going from 68% in 2016-17, up to a 75% success rate in 2020-21.

The psychology department is also #1 in awarding degrees at GWC, and the number of ADT degrees awarded in psychology has steadily increased each year. Over the last 3 years 322 students have received their ADT in Psychology, and 211 students have received their AA in Psychology.

In 2020-21 Psychology awarded more degrees than Business, or Criminal Justice, and also awarded more degrees than both Nursing and Cosmetology combined. Because the number of awards conferred is now part of the college's funding formula, the psychology department is especially proud of this accomplishment. Please see the attached data table at the end of this form, showing the number of ADTs awarded across the 6 biggest departments at GWC.

Goal 4: Improve learning and student success in our Research Methods class, and our new Statistics class
Outcomes:
The data indicate that we have made progress in achieving this goal. The PSY 280 student success have increased from 84.1% in 2017-2018 to 89.3% in 2019-2020. For PSY 140 more data is needed as the course only has data reported from Spring 2019 and the 2019-2020 academic year. Success rates are lower for PSY 140 than other psychology courses, which is why we have worked as a department to improve and refine the student learning outcomes and the COR. We have also hired new adjuncts to help teach these classes and are working to mentor and develop their skills for teaching these difficult classes. Having another full-time faculty to help teach PSY 140 and PSY 280 would help us continue to significantly improve learning and student success for these challenging capstone courses.

Goal 5: Promote student involvement in extra-curricular activities, as research shows that this improves student retention and success
Outcomes:
The Psychology Club at GWC is one of the biggest and most successful clubs on campus, second only to AGS in size and student involvement. While on campus the Psychology Club had regular meetings and activities, including events that invited students from across campus to participate, such as developing a haunted house activity during the month of October. After going remote in March of 2020 all student club involvement fell, but the Psychology club has maintained an active presence despite the challenges of being online. One of the main reasons for the success of our Psychology Club is the enthusiastic leadership of Dr. Amy Jennings, and how she ensures that attending club activities will be enriching and worthwhile for students. Others who have attended both clubs and honor societies have mentioned that our Psychology Club offers provides students with incredible opportunities that are more often seen in an honor society, such as resume building workshops, respected guest lectures, and attending regional conferences. The psychology department is very proud of it's successful Psychology Club, and is happy to see so many students continuing to enjoy it even as it remains remote.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Continue to grow the psychology department, to better meet the needs of our students, and the college strategic goals.

What actions will the program take to accomplish this goal?

The Psychology Department is requesting a new full-time hire that will bring stability, diversity, and increase student support for our majors. Steve Isonio retired in January 2021, leaving us struggling to staff our Statistics and Research Methods classes, and also leaving us with an all-female department and a priority with this hire would be to bring diversity to our department. In addition, an additional full-time faculty member is needed to lead the psychology department - without the time and commitment that is provided by full-time faculty it is difficult to do the work of the department, and to meet a variety of college goals and priorities.

In the current Fall of 2021, our psychology department is operating with 4 full-time faculty (2 tenured, 2 tenure-track) teaching 15 sections, and 16 part-time faculty teaching 20 sections. In our current Fall 2021 semester only 42% of our sections in psychology are being taught by full-time faculty.

In addiition, Psychology is the 4th largest department at GWC, and psychology serves a similar number of FTES each academic year to many of the other largest transfer-course departments at GWC. Please see the attached data table at the end of this form, showing the FTES and ADT rates for the 6 biggest departments at GWC.

What metric will you use to measure your goal?

Full-time to part-time faculty ratios in the psychology department.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☑ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

Please note: Indicating one of the following will create a form to appear on a subsequent page.

- ☑ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Goal 2 (Required)

Description of Program's Goal

Continue to strengthen and improve student retention and success.

What actions will the program take to accomplish this goal?

To help us continue to strengthen and improve student retention and success the psychology department will be working to consistently improve our courses through curriculum and program updates. We will work to improve our own teaching methods through attendance at professional development opportunities, and we will help our new FT and PT instructors to improve their teaching through mentoring and professional development. We will work to continue to decrease class sizes where possible, as smaller class size helps to foster student and faculty interactions and engagement. Working to reduce class size might be especially helpful with online courses. We hope to continue and increase the use of Embedded Tutors (ET) and Supplement Instructor Assistants (SIAs) for large classes, and also with important skill classes like our PSY 140 Statistics, and PSY 280 Research Methods, which students tend to struggle with. Increasing resources for students to use in their psychology courses such as computers, statistical software (SPSS), library databases, and resources for APA style would also be beneficial.

What metric will you use to measure your goal?

This goal will be measured by student success and retention rates as measured by our ORPIE academic year data: http://research.gwchb.net/research-projects-surveys/data-dashboards/ and data provided by ORPIE for program review.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☐ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- ☑ Faculty
- ☐ Facilities
- ☑ Technology

- ☑ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Goal 3 (Required)

Description of Program's Goal

*Continue to strengthen and improve the number of psychology degrees awarded.

What actions will the program take to accomplish this goal?

*The psychology department will continue to work towards strengthening and improving the number of psychology degrees awarded by working to improve our program, courses, faculty, instruction, and student support. We plan to continue to work to improve our courses, program requirements, increasing professional development communications for all department faculty, and providing more support for students. As stated in Goal 1, we would like to work towards having more FT faculty members to help support students and improve the diversity of our department. This will help support our diverse body of students at GWC and help students feel comfortable and included in our courses. We hope to improve persistence rates through our Psychology Club and Psi Beta Honor Society, where students learn information about transfer, degrees, and graduate school in psychology. We also plan to continue to participate in campus activities so students can see and be connected with the faculty in our department. We also hope to provide students with supportive materials such as books and online resources to help them learn about what they can do with a psychology degree.

What metric will you use to measure your goal?

*This goal will be measured by student completion and award rates as measured by our ORPIE academic year data: http://research.gwchb.net/research-projects-surveys/data-dashboards/ and graduation rate data provided by ORPIE for program review.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☐ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☑ Professional Development
- ☑ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- ☑ Faculty
- ☐ Facilities
- ☑ Technology
- ☑ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Please describe the type of Professional Development required.

*Currently the professional development needs of the psychology department are met through IPD funds, and we are happy to see the caps on IPD requests increase. As conferences move back to in-person we hope to see even higher caps on IPD funds, as travel requirements can quickly take up more than the current IPD allotment.

When do you plan to implement this Professional Development.

*Ongoing

What budget will this require?

*IPD

Goal 4 (Optional)

Description of Department's Goal

Meet the growing and changing technology needs of our students and faculty in the classroom.

What actions will the program take to accomplish this goal?

After 2 years of most psychology classes being online, both students and faculty need additional technology on campus to support the use of students using software during class, accessing Canvas while on campus, and taking exams online during class.

In order to meet these technology needs the Psychology department is requesting resources that can be used by our department, and if needed shared across our division. The technology we are requesting would serve as a mobile computer lab with Chromebooks, as well as non-Chromebook laptop computers which support other important software programs.

Our department has requested these items multiple times when various funding requests occur, but the available funding usually has specific criteria that our requests fail to meet in some way, so these repeated requests have not yet been fulfilled.

We plan to partner with other departments in our division, Liberal Arts & Culture and Social Sciences, because these other departments share our need to have computers for in-class exams and specific assignments. Multiple departments in the Social Sciences have statistics and research methods courses that would be pedagogically enhanced with the use of laptop computers and statistical software. The software we need is currently available at OCC but cannot be used on Chromebooks. Eventually we hope to have a physical space, possibly in a new building, but in the mean time Chromebook racks and laptops would greatly enhance many of our classes in the Social Sciences.

Eventually, the Social Science division hopes to create a space that could be a "Social Science Center," which could serve as a meeting space that could be used for students to meet and work with course specific embedded tutors, and a place for both full-time and part-time faculty could hold office hours. A resource library could be created with books students could review on issues such as transfer, careers, and discipline information. Workshops, club meetings, and college cultural events could be held in this space. Division and department meetings could be there as well, increasing the collaborative nature and communication within and among the departments in our division, while adding an excellent resource for our students. This would also aide equity among students who lack access to technology and a safe space to work on their course assignments.

What metric will you use to measure your goal?

This goal will be measured by the level of technology we are able to secure and implement in the next two years.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☑ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☑ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- ☐ Faculty
- ☐ Facilities
- ☑ Technology
- ☑ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Goal 5 (Optional)

Description of Department's Goal

OTHER INFORMATION

What additional information would you like to share about your program?

The psychology department prides itself on having full-time faculty members who go above and beyond in service and leadership at GWC. We have had two FT faculty members serve as the Chair of the Distance Education Advisory Committee (DEAC), three years of service as a Vice President on the Academic Senate, attendance and participation at every single campus and online Student Club event over the last three years, and at least one (or more) FT faculty member contributing to every campus or online recruitment event such as Goldchella.

Our three ongoing FT faculty members have participated on many GWC working groups, task forces, and search committees over the last three years, and current service includes Chair of DEAC, CCI and the Curriculum Support work group, Senate along with the Academic Integrity work group, and IPD along with the Professional Development Advisory Committee, IEPI work group, and the Flex Day committee.

Our three ongoing FT faculty are also all actively involved in supporting and mentoring our new part-time faculty, working together to observe, evaluate, and promote the professional development of every PT faculty member we bring on board. While we hope to add an additional full-time faculty member to our department, we also value our part-time faculty, and do everything we can to support and develop all who teach psychology for us.

Optional file upload (if desired)   FTES & ADT Data Table.JPG

Optional file upload (if desired)   Success Rates by Modality.JPG

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).
NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

Psychology

How many faculty requests would you like to submit?

* ○ 0
  ● 1
  ○ 2
  ○ 3
  ○ 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

* Psychology

Please post your job description (or upload below)

Job description is attached below.

If desired, please upload your job description Psychology Job Description.docx

Program Classification *(Check all that apply).*

- ☑ Instructor (Transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or Non-Credit)
- ☐ Counselor
- ☐ Librarian
- ☐ Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? *(Check all that apply and describe or leave all blank if none apply)*

- ☐ Untimely death or loss of faculty member due to health conditions
- ☐ Sudden unexpected retirement or resignation
- ☐ Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- ☐ Loss of Tenure-track faculty
- ☐ Legal/Mandatory requirements

Please describe what you checked above.

NA

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

 PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: *(Check all that apply and describe)*

- ☐ Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- ☐ Programs/departments with no or few full-time faculty
- ☑ Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- ☐ There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- ☑ The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- ☐ There are substantial problems of coordination/supervision of the program's/department's PT faculty.

(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)

☑ There is difficulty in finding and keeping qualified PT faculty.

☑ Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.

☐ New developments and/or trends in the service area that would influence a determination of need for the position.

☐ Supervision is required to reduce health and safety hazards.

☑ Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

Steve Isonio retired in January 2021, making it difficult to staff the PSYC G140 Statistics and PSYCH G280 Research Methods classes that Dr. Isonio taught for us. These are both capstone courses that are required for our majors and our ADT, and these courss are also needed by other programs at GWC. Psychology could offer more sections of both PSY 140 and PSY 280 than we currently do, but we cannot due to the lack of high quality faculty available to teach these core courses for us.

The loss of Steve also left us with an all-female department, and a new hire would hopefully bring more diversity to those who teach psychology for us. Both the psychology department and GWC see lower rates of success in male students, and research supports that student retention and success increase when students see themselves represented in the faculty who teach them.

As the psychology department continues to grow, it can be expected that the ratio of FT to PT faculty will continue fall to far less than desired; requiring even more part-time faculty than the current 16 part-time faculty that are needed to staff upcoming Spring 2022 semester.

It is difficult to find quality part-time instructors for all of our offered sections, and while the applicant pool for the District is large, there are few qualified psychology instructors. Many who apply for these positions have little to no teaching experience, and/or they are unfamiliar with the community college mission and our student population. The psychology department has significant turn-over of part-time faculty, and many instructors don't teach with us long enough to assess their students and then make effective teaching adjustments.

Adding an additional full-time faculty member in Psychology will enable us to continue to grow, develop, support our students, and adopt best practices in the classroom. The collaboration of multiple faculty members will facilitate curriculum development and refinement, development of effective instructional methods, as well as continually develop and support our growing number of part-time psychology faculty; all with the goals and benefits of improving student success.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

Long-term psychology faculty member Steve Isonio retired in January 2021, at which point and the psychology department lost one of our most experienced full-time faculty members, teaching some of our most difficult courses, including Statistics and Research Methods. In addition, the department also lost some much needed diversity.

Psychology is the 4th largest department at GWC, generates more degrees than any other department at the college, and psychology serves a similar number of FTES each academic year to many of the other largest transfer-course departments at GWC.

Please see the data table attached with the question below, for the exact FTES and ADTS generated by each of the 6 biggest departments at GWC.

COLLEGE-WIDE NEEDS (1 – 10 points)

    1 - 4 points: Little or no contribution or impact
    5 - 7 points: Some contribution or impact
    8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?
Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

☑ Coursework required or recommended for several degree/certificate programs,

☑ Significant general education requirements

☑ Serve substantial numbers of the student population

☐ Serve a special population of students not served by other programs

☐ Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs

☐ New programs the college wants to develop and support through resources, facilities

☐ Contributions to college and district goals including student equity

☐ Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

A high number of students require psychology to transfer into their desired major, and an additional full-time faculty in psychology can help increase students success in transferring to a 4-year university or other professional programs. All students who are going into any type of health care field at any institution, such as nursing or occupational therapy, require courses in psychology, and many other majors such as transfer criminal justice majors also require psychology for their ADT.

In addition, many of our psychology courses serve as required prerequisites for many other major programs at GWC, inlcuding our own Nursing program, Education, and GWC's Criminal Justice for Transfer Program. It is essential that we keep up with the demands of these other departments, and provide support to these students, in order to meet student demand and improve student retention and success.

The Psychology Department values college-wide involvement, and full-time faculty are needed to do the work of the department, develop curriculum, serve on college committees, and support students outside of the classroom. We are a large department, actively involved on campus, with 16 part-time faculty, and we are in need of an additional full-time faculty member to help us do the work of the college and the department.

Psychology is the fourth largest department at GWC, and as such the number of students taking psychology courses significantly impacts the number of campus FTES generated. Psychology is also #1 in the number of students who successfully complete their ADT, as well as achieving an an AA degree in Psychology, with a total of 200 students receiving a degree in 2020-21.

The number of students who receive a degree impacts the college funding formula, and the psychology

department generates more degrees for the college than the next two departments combined.

Please see the table attached below, for the date on the 6 largest departments at GWC.

Upload additional information (if desired)   FTES & ADT Data Table.JPG

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

The standrad Minimum Qualifications for an FSA in Psychology apply, most often a minimum of an M.A. in Psychology.

How does this position address stated long-term college plans and Vision 2030 Goals?

Enrollment and Completion:
Full-time faculty provide stable, familiar, and experienced mentoring, available to students throughout their entire educational path at GWC. Full-time faculty are also engaged in the college community beyond just the classroom. Unfortunately, with high turnover rates and intense outside demands, part-time faculty cannot provide the same level of support and guidance to students who take psychology, and our prospective majors. Because full-time faculty do not have the LHE limitations that part-time instructors do they can teach more classes across the Psychology curriculum, giving them more opportunities for meaningful interactions which helps students find clear educational goals and directions. According to a study in the Journal of Applied Psychology, students with clear goals are students who perform at higher levels of success and persist in their coursework to completion (Morisano et al., 2010)

Equity and Success:
Full-time hires at GWC must show through the application and interview process that they are individuals who embrace equity and inclusion, both as a mindset and a pedagogical approach. Our department fully supports and genuinely cares about these efforts, as we strive to represent and support the students we teach. We currently hope to diversify our full-time faculty, and a new hire will ideally bring a much needed diversity to our all-female department. When our full-time faculty more-accurately mirror our student population, research shows that this facilitates motivation, engagement, and interest in the field across our diverse student body.

Workforce Preparation:
Psychology is the 4th most common major declared by new incoming students, and psychology generates far more ADT degrees than any other department at GWC. Skills classes like our capstone research methods and statistics courses tend to be the classes that best prepare students for their higher level transfer courses, and are also the classes that students struggle with the most. These important but challenging classes require attentive, patient, and dedicated instructors - because the skills our majors learn in the classes will be used across their remaining academic career, and in their professional lives. Full-time faculty dedicated to teaching statistics and research methods are essential for preparing our students for their lifelong work.

Communication:
Adding a full-time faculty member will give us an additional voice to represent the psychology department, as well as the social science division, especially in our college service requirements. Currently, our faculty members are incredibly engaged in campus leadership and committee positions; however, we do not have enough faculty to cover all the representation opportunities that we need. We have terrific and lofty ideas for collaborations with other departments, outreach into the community, development of curriculum and certificates, and special projects to promote student success, but we need another full-time person before we can begin taking on anything more than what we are already doing.

You have more than 1 faculty request.
Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

How many funding requests would you like to submit?

*
- ○ 1
- ● 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8

1st Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

*
- ● Equipment (Technology)
- ○ Equipment (Non-Technology)
- ○ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
- ○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:
* $ 15,000

Does this request address a clear health and safety issue?
*
- ○ Yes
- ● No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

This request seeks to purchase 2 Chromebook racks, holding 70-75 Chromebooks each, for use across multiple Psychology courses. Chromebook racks could also be used together across multiple departments in the Social Sciences, including Anthropology, Economics, Geography, Global Studies, History, Philosophy, Political Science, Psychology, and Sociology - all together these departments accounts for the largest number of transfer level FTEs generated at GWC.

Across the entire Division we need more than just 2 Chromebook racks, but these racks will function for us as mobile computer labs that can travel classroom to classroom, but are obviously much more within reach than building an entire computer lab.

Currently, computer labs on campus are exceptionally limited, and the Social Sciences are unable to gain access to them even though many of our classes would greatly benefit from being in a lab which allows for hands-on learning, especially in classes with writing and research components. Further, using technology in the classroom adds pedagogical variety that can benefit diverse learners, particularly with students who have become accustomed to technology and an online component to their education.

Finally, these mobile computer labs will be tremendously useful for administering exams and would provide a cost savings to the college because they could eliminate the need for scantrons and the use of paper exams. To illustrate, a psychology class with three exams in a semester with 75 students, and each exam tends to be 7-8 pages roughly, equals around 1,800 pages - for just one class, and just for exams. With these Chromebook racks, faculty could give secure exams online in the classroom, as students could access Canvas and take their exams online in the classroom.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

Goal: Enrollment and Completion.
Chromebook racks will help us continue to increase enrollment and enhance student success by enhancing the classroom experience and variety of instruction, creating an engaging educational environment. Having the flexibility to use the computers when needed and removing them when not needed will be beneficial to both students and instructors. Having a dynamic learning experience at GWC will encourage persistence and help students to succeed at GWC and in their future. This will improve Key Performance Indicator of FTES; PACE-Student Focus; CCCSSE-Support for Learners

Goal: Equity and Success.
The student population in the Psychology Department reflects the diversity of students at GWC. Campus demographic data from 2019 indicates that approximately 35% of the students attending GWC are Hispanic and 10% are reported as Other (http://research.gwchb.net/wp-content/uploads/2020/01/2019-Quick-Facts-Poster.pdf). According to U.S. Census data estimates from 2019, only about 60% of Black and Hispanic households were likely to use the internet in their homes. Further the 2019 Census data estimates show a consistent trend in Orange County that is seen in Huntington Beach and Westminster that only approximately 84% of households have a computer and broadband internet (https://www.census.gov/quickfacts/orangecountycalifornia).

According to U.S. Census estimates (https://www.census.gov/quickfacts/orangecountycalifornia) poverty rates in Orange County were 12.1% overall, with Huntington Beach having a lower rate of 9.8%, and Westminster having a higher rate of 17.6%. The per capita income for 2007-2018 was $27,603 for Westminster. The data from 2019 is still being processed and after COVID-19 and the pandemic more recent number are likely much higher.

This data from 2018 demonstrate that students in our service area are likely to fall in low income brackets, and this could be a contributor to the lack of household access to computers for certain student populations. GWC students may have smartphones, but smartphones do not have the ability to access the Canvas LMS properly, the library databases, to use Respondus proctoring software, or even the Microsoft Office applications as efficiently as needed for their coursework; however, Chromebooks are more than capable of handling all of these student needs. Computer access in classes would benefit these students by helping them develop skills useful for transfer to 4-year colleges and the workplace. Having more access to computers in class would directly lead to helping us close achievement gaps and promote equity.

Goal: Student Success.
According to CSU Mentor "Social Science" majors are in the top five most popular majors at CSULB and CSUF. These sources indicate a high level of student interest in Psychology and a positive job outlook for students who want to transfer or just need a few classes in Psychology for CTE certificates and programs. Of the transfer degrees awarded in 2018-2019, 176 degrees in Psychology were awarded. Many other ADTs such as Sociology, Political Science, and other Social Science degrees have similar teaching needs. Access and continued Student Success will be met by having Chromebooks for our division to use since students are more engaged in classes that address a variety of diverse learners. When students feel more involved and engaged on a campus, their success and retention increase, which in turn improves the efficiency and effectiveness of not only Social Science programs but all disciplines that include our courses in their pathways. This then will improve the following key indicators: CCSSE – Active Learning; CCSSE – Academic Challenge; CCSSE- Support for Learners; and PACE-Student Focus

Goal: Facilities.
GWC seeks to provide a supportive learning environment to benefit students, faculty, staff, and the community, so having this additional classroom resource for psychology and social science courses will lead to a better, more enriching classroom environment. In addition, having mobile computer labs relieves the burden of the existing computer labs that are in such high demand.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

* The request for multiple Chromebook racks is being submitted in conjunction with other departments in the Social Science division, as this is a shared goal. It is through this collaboration that we hope to work together to create a dynamic and engaging Social Science hub with resources and space to fully support the students in our programs.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

* This request will provide long term cost savings by serving the needs of multiple programs and students. Using Chromebooks in classes will save paper and copy resources by allowing for digital materials and online classroom exams, rather than physical paper materials.

To illustrate, a psychology class with three exams in a semester with 75 students, and each exam tends to be around 7-8 pages, equals around 1,800 pages - for just one class, and just for exams. With these Chromebook racks, faculty could give secure exams online in the classroom, as it allows students to each access Canvas and take their exams online while in class.

Chromebook racks will directly benefit students and instructors by providing a better, more engaging learning environment, helping to close any possible achievement gaps, and increasing student success and efficiency. This will also help the Psychology department and other Social Science Departments with schedule conflicts and issues with classroom space. These Chromebooks can be shared across various courses, to fulfill a variety of needs in our division.

Especially now that the Humanities & Gen Ed Buildings are gone our Division does not have access to the scheduling of a computer lab for regular use. Multiple Chromebook racks will meet the need of more courses that are in need a computer lab, and more students can be successful because of the inclusion of technology resources within the classroom.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

* 1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

* ⦿ No concerns
   ◯ I have concerns

Comments:
* The request for technology is reported to be beneficial for PSYC and other disciplines within the Division. Several courses within the PSYC offerings require technology in the form of hardware and software.

2nd Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

* ⦿ Equipment (Technology)
◯ Equipment (Non-Technology)
◯ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
◯ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:
* $ 90,000

Does this request address a clear health and safety issue?
* ◯ Yes

○ No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

This request seeks to purchase laptop computers for psychology students enrolled in Statistics (PSY 140) and Research Methods (PSY 280) courses. We have approximately 180-200 GWC students that take PSY 140 and PSY 280 each semester (3-4 sections of each offered on average per semester) and an important part of these courses is using statistical software for data analysis. This is a part of the course outline of record and is an articulation requirement. These courses currently use a free downable statistical software, however because learning this software is a part of the course, these courses need to be scheduled in a computer lab. In the past it was difficult to schedule all these courses in a computer lab. Now with the current campus construction almost all computer labs are gone and the few remaining rooms with computers are not available for our classes to book.

Currently our PSY 140 and 280 courses are scheduled in a regular classroom and must work with the Facilities Department to book a computer lab on specific days to use the software. This is somewhat difficult because each course section has more than 30 students and many computer labs on campus do not have more than 30 computers. In the past semester this room change was somewhat difficult and stressful for the students. Also, in the semesters where these courses are taught in a computer lab during the class time for lecture the computers can be a resource of great distraction.

Psychology and other Social Science students are required to take Statistics and Research Methods courses for a variety of degrees, certificates, and for CSU and UC transfer requirements. At GWC we offer these courses in the Psychology Department to help student to meet their goals of transfer or degree attainment. However, historically Statistics (PSY 140) and Research Methods (PSY 280) courses are "difficult" classes for students. Psychology courses/students overall have high success, retention, and completion rates, but statistics courses have lower success and retention rates compared to other psychology courses. For PSY 140 specifically, the success rates are the lowest in our department and have declined from 61.8% to 51.1% from 2018 to 2020.

Also, our Psychology Statistics course PSYC G140 is a new course that counts the same as our GWC Math Statistics course, making it a very popular course - with laptop computers capable of using statistical software that can be used in a regular classroom, more sections of this high demand course could be offered.

With high enrollment in these courses we should be doing all we can to increase success and retention of the students enrolled in PSY 140 and PSY 280. By increasing these students' success and retention we will increase the number of degrees awarded and the number of transfer students from GWC each semester.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

Goal: Enrollment and Completion
We would like to request laptop computers be purchased for the use of PSY 140 and PSY 280 courses to help continue to increase enrollment and enhance student success. Our GWC students will be more successful after transferring with the experience doing a higher level of data analysis, with the statistical software used at OCC, which does not run on a Chromebook. After transfer at the CSUs and UCs our students will be expected to know how to use statistical software. Having a great learning experience at GWC will help them to succeed at GWC and in their future. Also, with these computers other instructors can be trained on how to use and teach PSPP/SPSS (most common software used at CSUs and UCs) statistical software in their classes.

Goal: Equity and Success
The student population in the Psychology Department reflects the diversity of students at GWC in that Campus demographic data from 2019, indicates that approximately 35% of the students attending GWC are Hispanic and 10% are reported as Other (http://research.gwchb.net/wp-content/uploads/2020/01/2019-Quick-Facts-Poster.pdf). According to U.S. Census data estimates from 2019, only about 60% of Black and Hispanic households were likely to use the internet in their homes. Further the 2019 Census data estimates show a consistent trend in Orange County that is seen in Huntington Beach and Westminster that only approximately 84% of households have a computer and broadband internet (https://www.census.gov/quickfacts/orangecountycalifornia).

According to U.S. Census estimates (https://www.census.gov/quickfacts/orangecountycalifornia) poverty rates in Orange County were 12.1% overall, with Huntington Beach having a lower rate of 9.8%, and Westminster having a higher rate of 17.6%. The per capita income for 2007-2018 was $27,603 for Westminster. The data from 2019 is still being processed and after COVID-19 and the pandemic more recent number are likely much higher.

This data from 2018 demonstrate that students in our service area could have a low income for their family and this could be a contributor to the lack of household access to computers for certain student populations. GWC students may have smartphones, but smartphones do not have the ability to run the sophisticated data analysis programs needed for Statistics, Research Methods, and other Social Science courses requiring data analysis. Students will be able to learn how to input data and conduct statistical analyses along with their instructors if they had access to laptop computers in class. Computer access in classes that require statistical analyses of data would benefit these students by helping them develop skills useful for transfer to 4-year colleges and the workplace. Having more access to computers in class would directly lead to helping us close achievement gaps and promote equity.

Goal: Student Success
According to CSU Mentor "Social Science" majors are in the top five most popular majors at CSULB and CSUF. These sources indicate a high level of student interest in Psychology and a positive job outlook for students who want to transfer or just need a few classes in Psychology for CTE certificates and programs. Of the transfer degrees awarded in 2018-2019, 176 degrees in Psychology were awarded. Many other ADTs such as Sociology, Political Science, and other Social Science degrees use PSY 140 and/or 280 as part of their degree requirement options. Access and continued Student Success will be met by having laptop computers for our division to use.

Additionally, according to IBM, most colleges already use their SPSS software, which will NOT run on a Chromebook, and requires a laptop or desktop computer:
• 80 percent of all U.S. colleges and universities
• All Ivy League schools
• All 25 of Forbes 2009 America's Top Best Colleges
• 97 percent of Forbes 2009 America's 100 Best Public Colleges
• 95 percent of Forbes 2009 America's 100 Best Private Colleges
• 9 out of the Top 10 Online Colleges

Locally, CSULB, CSUF, and UCI use the SPSS software for their statically and research courses. Most psychology majors at GWC have the goal of transferring to CSULB or CSUF, where they will be expected to know how to use SPSS in their upper division psychology courses. This is why we need to use the free version of this software (PSPP) in more classes to help students succeed after transfer. If this request is not funded,

the KPI of Access and Student Success might not be met in terms of course success and transfer rates.

Goal: Facilities
GWC seeks to provide a supportive environment to benefit students, faculty, staff, and the community, so having this additional classroom resource for psychology and social science courses will directly lead to a better, and more enriching classroom environment. The software that can be run on laptops (but not Chromebooks) will help students learn how to input and analyze data which will enhance their learning in courses required for degree and certificate programs. This would also lead to quantitative skills that could lead to new or better jobs for our students. Without using PSPP/SPSS regularly in our psychology and social science courses, students will not have the experience they need to succeed in these courses and later in their academic careers.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

This request will directly benefit students enrolling in PSYC G140 Statistics, and PSYC G280 Research Methods. It will also benefit other social science students by giving them a better learning environment, helping to close any possible achievement gaps, and increasing student success. This will also help the Psychology department and other Social Science Departments with schedule conflicts/issues with classroom space. These computers can be easily shared with other courses when not in use to fulfill a variety of needs in our division. With the Humanities & Gen Ed Building gone our division does not have access to scheduling a computer lab for regular use. So, this request will benefit the department and programs that require their students to take PSYC G140 and PSYC G280. With these laptop computers more sections can be offered, and more students can be successful. Additionally, this will benefit departments and divisions in requesting classroom space and scheduling courses. This will help us with scheduling, avoiding classroom conflicts, and work better with block scheduling.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

If funded these laptops will improve program efficiency and effectiveness by providing an important tool for faculty to use any classroom and teach these important skill classes (PSYC G140 and PSYC G280) in a more flexible way. This will lead to improving our department's enrollment, success, and completion for these courses and overall.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- ◉ No concerns
- ○ I have concerns

Comments:

As previously stated. The request for technology is beneficial for the Department and for other disciplines across the College.

General Information

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3339373532

Laura Duvall   11/15/2021, 9:15 PM
Signature   Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

Deans/Supervisors - If you would like to return this document to the originator, prior to IEC's review, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator.

If you sign the document, it will go forward to IEC.

You will get another chance to review the document after IEC, CCD (if instructional), and the Vice President have provided comments.

IEC: Please provide feedback on this Program Review
* All areas are satisfactory.

Dean's Second Review

Superuser final check ☐

CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

* ☑   I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review
Excellent review. Need for Chromebooks should be addressed.

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

☐ **Equity:** Help disproportionately impacted students outside the classroom
to either come to the college (access), stay in college (retention), complete transfer-level math or English,
complete their degree/certificate, or transfer to a 4-year institution.

☐ **Higher Education Emergency Relief Fund (HEERF II)**:
Assist students impacted by the COVID-19 pandemic

☐ **Lottery:**
Purchase of instructional materials to be used by students in the classroom.

☐ **State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than $5,000 that is used within the classroom.

☐ **Workforce Development:**
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

__Dean/Supervisor__: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which
funding request).

Dean / Supervisor Signature	Electronically signed by Alex Miranda on 10/25/2021 5:51:27 AM
IEC Signature	Electronically signed by Robyn Brammer on 11/15/2021 10:32:18 AM
Vice President Signature	Electronically signed by Meridith Randall on 01/14/2022 2:58:57 PM