LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: PSYCHOLOGY

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.) The current curriculum contains all the required courses for the Associate in Arts in Psychology for transfer. These requirements were set forth by the state. Since the requirements for the Associate in Arts in Psychology are set by the state, we are not anticipating changes to the degree.

1b. Please address the following enrollment data provided for your program.

   1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

Level 1	Level 2	Level 3	Current Enrollm..	Enrollment Cap..	Ftes	Ftef	Census Enrollm..	Census Fill Rate
	2016SP		8	32	1.3	0.33	8	25.0%
	2017SP		14	70	2.3	0.33	14	20.0%
PSYCH	2015FA		4,861	5,699	501.0	26.85	4,861	85.3%
	2015SU		1,127	1,555	116.0	7.45	1,127	72.5%
	2016FA		4,786	5,545	496.1	25.50	4,786	86.3%
	2016SP		4,921	5,753	511.7	27.05	4,921	85.5%
	2016SU		1,267	1,719	125.8	8.00	1,267	73.7%
	2017FA		4,779	5,229	499.3	24.55	4,779	91.4%
	2017SP		4,774	5,259	498.8	25.15	4,774	90.8%
	2017SU		1,161	1,497	117.2	7.20	1,161	77.6%
	2018FA		4,869	5,175	519.7	24.35	4,869	94.1%
	2018SP		4,763	5,226	497.0	24.85	4,763	91.1%
	2018SU		1,305	1,423	131.6	6.80	1,305	91.7%
	2019FA		4,827	5,194	509.4	23.95	4,827	92.9%
	2019SP		4,757	5,196	499.7	24.80	4,757	91.6%
	2019SU		1,619	1,778	157.9	8.40	1,619	91.1%

The census enrollment, census fill rate, and productivity numbers are excellent. There has only been a slight increase or decrease depending on the semester. Overall the numbers are excellent.
   1.b.2. What does the data suggest in terms of future needs/directions?

Please refer action steps in 2.a. The department will continue with the action steps addressed in 2.a. The continuance of these steps should increase these numbers.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022.   Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Incorporate information about student support services to increase equitable student learning and success.**	In progress.	1. Tutor hired for Psychology-011 and Psychology-010. 2. Emphasis counseling services especially when addressing adverse childhood experiences and psychological disorders. 3. Emphasis student support services to help in college success and completion.	Ongoing. Lead: Estelle Davi Adjunct faculty.
Goal 2: **Increase/update curriculum resources to improve and enhance student learning and success.**	In progress.	1. Updating Canvas material. 2. Helping adjunct faculty utilize Canvas to enhance student learning and success.	Lead: Estelle Davi Adjunct faculty.
Goal 3: **Provide information that will assist students in completing their AAT in Psychology.**	**In progress.**	1. Include a handout that lists the lower division requirements for the AAT in Psychology. 2. Work with students who have questions regarding psychology majors and careers in psychology.	Lead: Estelle Davi Adjunct faculty.

For CTE programs only:

1c.   Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)

   NA

1d.   Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

   NA

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.4%	1. Develop activities that will help with application of understanding course concepts. 2. Continue to recruit tutors for Psychology courses. 3. Develop additional practice tests to help students apply critical thinking skills to psychological concepts.	Present to Fall 2020.	Estelle Davi lead and all faculty members teaching psychology.	
Degrees (AA, AS, ADT)	AA—1 AAT—81.6	Distribute information regarding the careers in the field of psychology.	Present to Fall 2020.	Estelle Davi lead and all faculty members teaching psychology.	

		Distribute information regarding the AAT in Psychology degree.			
Certificates of Achievement	NA	NA	NA	NA	NA
Unit Reduction	NA	NA	NA	NA	NA
CTE Jobs	NA			NA	

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	61%	1. Refer students to student support services: Child Care Services, DSP&S, Employment Center, Student Retention and Support Services, Financial Aid, Transfer Center, LGBT Resources Center, Care/CalWORKS, and Counseling. These are just a small list of services. Handout material that specify the services that are offered. Also, integrate in course presentations services that can be utilized by students. Many of our students have experienced or are experiencing adverse experiences. This is an ideal	Present FA 2020.	Estelle Davi lead and faculty that teach Psychology.	

		opportunity to state the mental health services that are offered at Los Medanos College. 2. Continue to update and utilize Canvas. Adding practice application questions and video clips to introduce students to the concepts. 3. Continue to recruit student tutors.			
Low Income	69.1%	Refer to the above itemized steps.	Present-Fa2020.	See above.	
Foster Youth	54.1%	Refer to the above itemized steps.	Present-Fa2020.	See above.	

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

   All courses were assessed.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?
   Course assessments in progress.

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
COURSE 001	
COURSE 002	
COURSE 003	

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other [ ]	
Justification:			

Operating Resource Request		
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**	
Department/Unit Name	**Resource Type**	
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other	
General Description		**Est. Expense**
Justification:		

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense

Justification: