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Enter your data from your worksheet template.

Name

Dept - (SSH) Psychology

2018-19 Annual Program Review Update Submitted By

Shannon Hassett

APRU Complete for

2018-19 ?

Program Mission Statement

The Psychology Department at De Anza College is dedicated to providing a diverse set of course offerings and preparing students to transfer to four year universities and graduate schools. The strength of our program is rooted in the rigor of teaching based on the scientific method and in the diversity of the courses we offer. Besides preparing our students for transfer (General Psychology, Experimental Methods, Statistics and Psychobiology), we also prepare them for how to live to their fullest potential and to advocate for social and environmental justice on campus, in their communities and the world. This preparation includes courses to help cultivate intrapersonal (Psychology of Wellness and Abnormal Psychology) and interpersonal (Social Psychology, Psychology of Human Relationships and Normal Adjustment and Psychology Internship) skills.

I.A.1 What is the Primary Focus of Your Program?

Transfer ?

I.A.2 Choose a Secondary Focus of Your Program?

Career/Technical ?

I.B.1 Number Certificates of Achievement Awarded

I.B.2 Number Certif of Achievement-Advanced Awarded

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded

I.B.4 # AA and/or AS Degrees Awarded

I.B.5 Strategies to Increase Awards

Beginning in fall, 2019, we will be awarding ADT degrees for the first time. We will begin marketing the degree next quarter.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics

More study groups offered in class; attendance at student success center workshops; using Canvas for additional resources (such as Ted Talks, Youtube talks, videos, online discussions); our new ADT degree will help with organization of educational plans and class schedules.

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :

According to regional labor market data the need for qualified clinical psychologists in California will continue to grow in the next 10 years (by 12.5%). Beginning in fall, 2019, our department will be awarding ADT degrees for the first time. We continue to develop new course offerings to meet the demand and changes in the field, for example Psychology of Wellness, our department's first positive psychology course.



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I.D.1 Academic Services & Learning Resources: #Faculty served

Department General Information saved successfully.

?

I.D.2 Academic Services & Learning Resources: #Students served

?

I.D.3 Academic Services & Learning Resources: #Staff Served

?

I.E.1 Full time faculty (FTEF)

3

?

I.E.2 #Student Employees

?

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching

Full-time faculty taught 37.8% and Adjunct faculty taught 62.2% of courses over the last 3 years.

?

I.E.4 # Staff Employees

?

I.E.4 #Staff Employees

?

I.E.5 Changes in Employees/Resources

?

II.A Enrollment Trends

Overall enrollment is down 8.1% over the last 3 years.

?

II.B Overall Success Rate

Success rate has been hovering around 77% for the 3 last years but is up to 79% in the last year.

?

II.C Changes Imposed by Internal/External Regulations

We revised Psychology 2 and 3 in order to meet requirements to apply for the ADT degree.

?

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment

4.4% African American; 30.7% Latinx; 8.4% Filipinx; 1% Pacific Islander

?

III.A.2 Targeted Student Populations: Growth and Decline

Higher % of Latinx; lower white; African American and Filipinx is stable.

?

III.B.1 Closing the Student Equity Gap: Success Rates

African American is 67%; Asian is 85%; Filipinx is 79%; Latinx is 70%; Native American is 74%; Pacific Islander is 55%; White is 82%.

?

III.B.2 Closing the Student Equity Gap: Withdrawal Rates

African American is 11%; Asian is 6%; Filipinx is 8%; Latinx is 10%; Native American is 5%; Pacific Islander is 16%; White is 9%.

?

III.B.3 Closing the Student Equity Gap: 2017-18 Gap

Success rates for the targeted groups are as follows: 2013-2014: 65.25% vs. 80%; 2014-2015 69.75% vs. 82%; 2015-2016 64.25% vs. 80%; 2016-2017 70.25% vs. 82%; 2017-2018 67.75% vs. 83.5%.

?

III.C Action Plan for Targeted Group(s)

The most notable and successful strategy for improving success will continue to be study groups and tutorial services. We are using in class tutors and I have instituted instructor directed pre-exam study sessions. This plan will continue to be employed for all groups but outreach for Athletes will be increased by using early alert forms in the PE department. We will make a more concerted effort to publicize the services offered by the college that have become more diversified.

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III.D Departmental Equity Planning and Progress

Enhanced student support for basic skills, psychological services, availability of tutoring. Department General Information saved successfully.

III.E Assistance Needed to close Equity Gap

Yes ?

III.F Integrated Plan goals: current student equity data and action plan

- 1. Improve transfer and graduation rates for disproportionately impacted students.
2. Close the achievement gap for students in developmental (Basic Skills) courses...
3. Identify and update campus services, policies, procedures...
4. Engage faculty and staff in professional development...
5. Build on and broaden our existing relationships...
?

IV.A Cycle 2 PLOAC Summary (since June 30, 2014)

[Empty text box] ?

IV.B Cycle 2 SLOAC Summary (since June 30, 2014)

93% ?

V.A Budget Trends

As with all departments in the division, psychology has been asked to reduce sections as necessary, however we have been bolstered by higher enrollment in the last year as well as voluntary turnover so we have not had as many adverse effects on employment of adjuncts. ?

V.B Funding Impact on Enrollment Trends

We have had to cut late evening sections to serve non-traditional students. In addition, the overall decline in college enrollment has had an indirect effect on the department's ability to hire full-time replacement for retiring faculty. This could potentially stall the momentum the department has been building around the ADT degree. ?

V.C.1 Faculty Position(s) Needed

Replace due to vacancy ?

V.C.2 Justification for Faculty Position(s)

We will be losing one full-time faculty member beginning summer, 2019, so we are requesting a new full-time replacement position. Our current FTEF is 3 out of a total of 12.5 FTEF. This is dramatically lower than the often referenced 75% to 25% Full-time/part-time ratio. ?

V.D.1 Staff Position(s) Needed

None needed unless vacancy ?

V.D.2 Justification for Staff Position(s):

[Empty text box] ?

V.E.1 Equipment Requests

Over \$1,000 ?

V.E.2 Equipment Title, Description, and Quantity

Operant conditioning laboratory equipment and laboratory neuroscience equipment (biofeedback equipment). ?

V.E.3 Equipment Justification

To modernize the lab equipment for Experimental Methods and to include biofeedback equipment to supplement changing research in the field of Psychobiology. ?

V.F.1 Facility Request

\$3000 for biofeedback equipment. ?

V.F.2 Facility Justification

Those psychology faculty that teach Psych 2, 3, 24 and 51. ?

V.G Equity Planning and Support

[Empty text box] ?



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V.H.1 Other Needed Resources

Finding tutors to be funded by student success center. Department General Information saved successfully. ?

V.H.2 Other Needed Resources Justification

? ?

V.J. "B" Budget Augmentation

? ?

V.K.1 Staff Development Needs

? ?

V.K.2 Staff Development Needs Justification

? ?

V.L Closing the Loop

The ability of the Psychology department to purchase additional equipment would allow for a viable and functioning psychology lab, which would increase the applicability of the courses teach. ?

Last Updated

02/22/2019 ?

#SLO STATEMENTS Archived from ECMS

22 ?

* Required field