2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024   **PROGRAM(S): PSYCHOLOGY**
CLUSTER: SOCIAL & BEHAVIORAL SCIENCES & BUSINESS EDUCATION   **AREA OF STUDY: PSYCHOLOGY**
LAST YEAR CPPR COMPLETED: 2023   **NEXT SCHEDULED CPPR: 2028**   **CURRENT DATE: 2/12/2024**

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

AA Psychology; AA-T Psychology

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The Psychology AD-T degree has continued to grow in popularity and has become one of the largest degree programs at Cuesta College with about 500 Psychology AA and AD-T majors combined. To conform with the required courses of the AD-T, a new Psychology 200 Research Methods course was added to the curriculum and this course is now offered in multiple sections each semester. Psychology classes are offered at the SLO and NCC campuses and the California Men's Colony, as well as through the Dual-enrollment and CCAP programs that serve multiple SLO County High Schools. In order to further increase student access, all Psychology courses are now regularly scheduled in the distance education modality during each academic year, so that all courses of the Psychology degree programs may now be completed online.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

In looking at the change in enrollment between the Psychology Program and the College, there are some notable differences during the pandemic. Specifically, in the 2020-2021 academic year, the college's enrollments dropped by 12.5% while psychology enrollments grew 8.5%. However, this difference was corrected the following academic year (2021-2022) when the college dropped in enrollments by 4.7% and psychology dropped 15.8%. Enrollments went down again by 1.02% the following academic year (2022-2023), while enrollments increased for the college as a whole. These drops in enrollments for psychology are likely due to the cutting of classes in psychology in part due to declining enrollments campuswide, but also due to an insufficient number of faculty in the department. The demand for more psychology classes should be examined given the increase in enrollment campuswide.

2 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

Psychology Enrollments

Year	Enrollments
2016 - 2017	1,823
2017 - 2018	1,918
2018 - 2019	2,032
2019 - 2020	2,253
2020 - 2021	2,444
2021 - 2022	2,059
2022 - 2023	2,038

% Change - Overall College Enrollments

Year	% Change
2016 - 20..	1.85%
2017 - 20..	2.52%
2018 - 20..	0.49%
2019 - 20..	
2020 - 20..	-12.50%
2021 - 20..	-4.71%
2022 - 20..	3.23%

% Change - Psychology

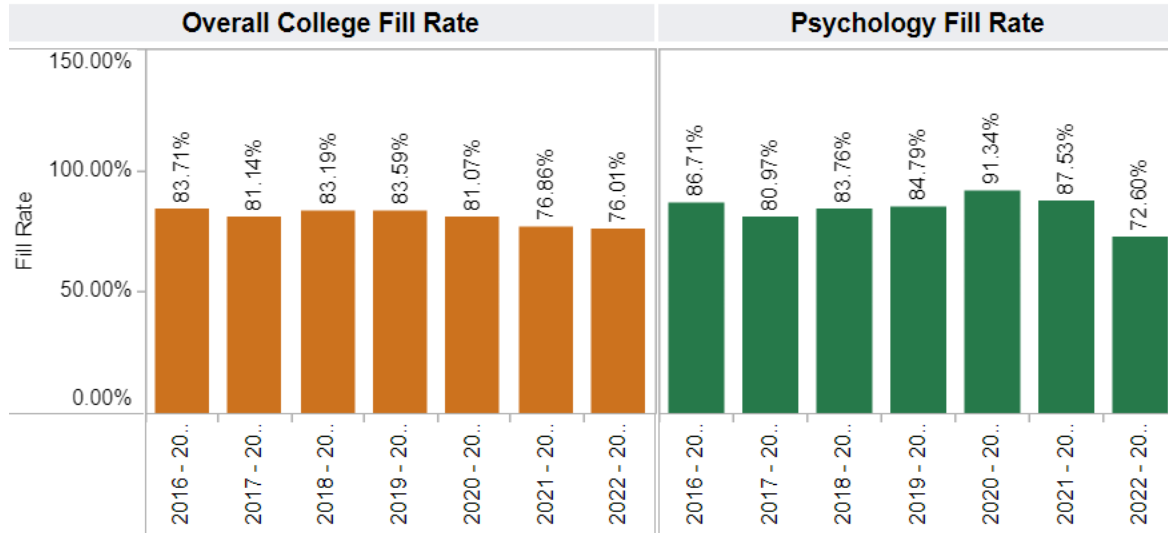| Year	% Change
2016 - 20..	
2017 - 20..	5.21%
2018 - 20..	5.94%
2019 - 20..	10.88%
2020 - 20..	8.48%
2021 - 20..	-15.75%
2022 - 20..	-1.02%

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

The Psychology course fill rates are distorted by that fact that enrollment data for any courses taught in the Forum room 6304 are recorded as having a class capacity of 110 students, although a single section of a Psychology course has a cap of 42 students per section and classes in 6304 have load increases at enrollments 45, 55, 65, 75 and 85 students where the load becomes two sections. Therefore room 6304 when filled to maximum capacity yields two sections with fill rates of 131% each. Beginning in Fall 2020 and later there were multiple Psychology classes scheduled in 6304 that are shown as having lower fill rates because of this data error and if fill rates were calculated correctly as the ratio of enrollments to section capacity (42), the average fill rate for all psychology classes would have remained at about 90%.

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.71%
2017 - 20..	81.14%
2018 - 20..	83.19%
2019 - 20..	83.59%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.01%

Psychology Fill Rate

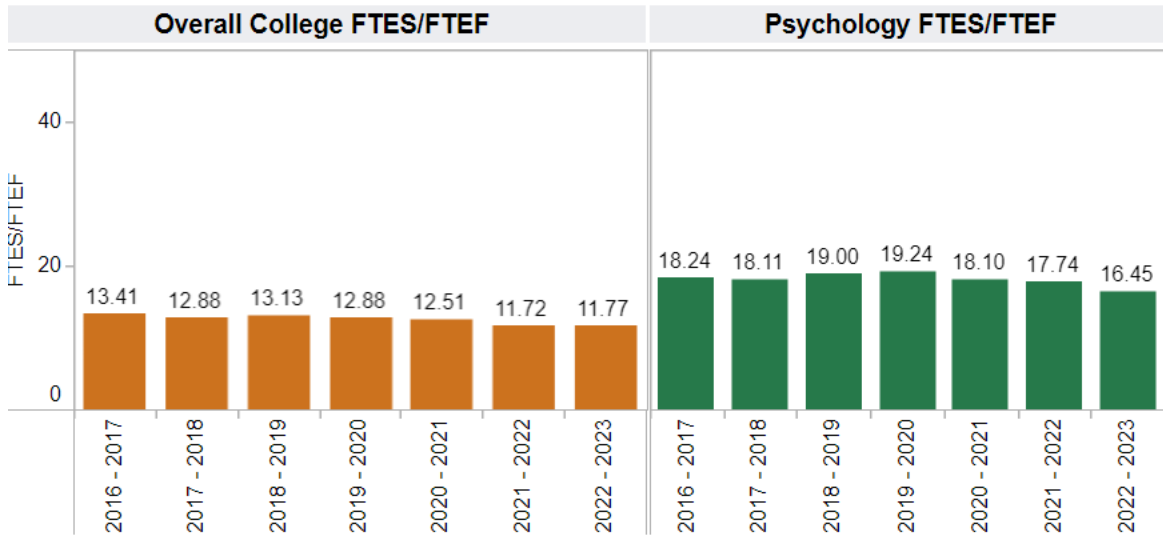| Year	Fill Rate
2016 - 20..	86.71%
2017 - 20..	80.97%
2018 - 20..	83.76%
2019 - 20..	84.79%
2020 - 20..	91.34%
2021 - 20..	87.53%
2022 - 20..	72.60%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Click here to enter text.

Overall College FTES/FTEF

Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.88
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77

Psychology FTES/FTEF

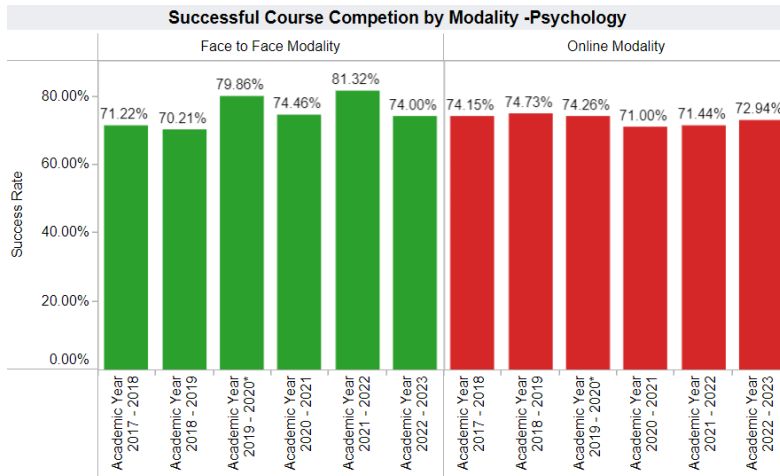| Year	FTES/FTEF
2016 - 2017	18.24
2017 - 2018	18.11
2018 - 2019	19.00
2019 - 2020	19.24
2020 - 2021	18.10
2021 - 2022	17.74
2022 - 2023	16.45

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Overall, it is clear to see that Psychology has greater efficiency than the college as a whole at substantially higher rates. Again, this is due to the both the appeal of course content to students and the work of the Division Chair in limiting the offerings of low enrolled class sections.

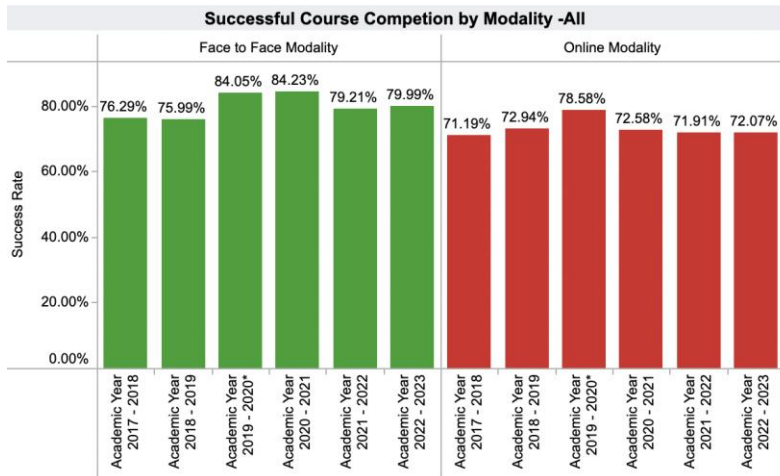D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Click here to enter text.

5 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
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Successful Course Competion by Modality -Psychology

	Face to Face Modality	Online Modality

Face to Face Modality:
- Academic Year 2017 - 2018: 71.22%
- Academic Year 2018 - 2019: 70.21%
- Academic Year 2019 - 2020*: 79.86%
- Academic Year 2020 - 2021: 74.46%
- Academic Year 2021 - 2022: 81.32%
- Academic Year 2022 - 2023: 74.00%

Online Modality:
- Academic Year 2017 - 2018: 74.15%
- Academic Year 2018 - 2019: 74.73%
- Academic Year 2019 - 2020*: 74.26%
- Academic Year 2020 - 2021: 71.00%
- Academic Year 2021 - 2022: 71.44%
- Academic Year 2022 - 2023: 72.94%

Successful Course Competion by Modality Table - Psychology

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	71.22%	70.21%	79.86%	74.46%	81.32%	74.00%
	Total Department Enrollm..	1,537	1,541	1,569	245	476	602
Online Modality	Department Success Rate	74.15%	74.73%	74.26%	71.00%	71.44%	72.94%
	Total Department Enrollm..	499	566	710	2,219	1,604	1,468

Successful Course Competion by Modality -All

	Face to Face Modality	Online Modality

Face to Face Modality:
- Academic Year 2017 - 2018: 76.29%
- Academic Year 2018 - 2019: 75.99%
- Academic Year 2019 - 2020*: 84.05%
- Academic Year 2020 - 2021: 84.23%
- Academic Year 2021 - 2022: 79.21%
- Academic Year 2022 - 2023: 79.99%

Online Modality:
- Academic Year 2017 - 2018: 71.19%
- Academic Year 2018 - 2019: 72.94%
- Academic Year 2019 - 2020*: 78.58%
- Academic Year 2020 - 2021: 72.58%
- Academic Year 2021 - 2022: 71.91%
- Academic Year 2022 - 2023: 72.07%

In looking at the data for face-to-face relative to online modalities for both the program and the college, a couple of trends emerge. One is that online modalities success rates appear to be slightly lower for both the college and the program relative to face to face courses. This discrepancy in success rates is of no surprise to anyone as it has been well established at both the statewide and national level that face-to-face modalities seem to facilitate student success in a broader swath of students than online modalities. It is notable, however, that the FTF success rates fell in the 2022-2023 academic year (74%) and are now closer to the success rates of our online courses (72.93%). It is also notable that more than twice as many of our students are enrolled in online classes (n = 1,468) as opposed to FTF class (n = 602). Without knowledge of the standard deviations, it is
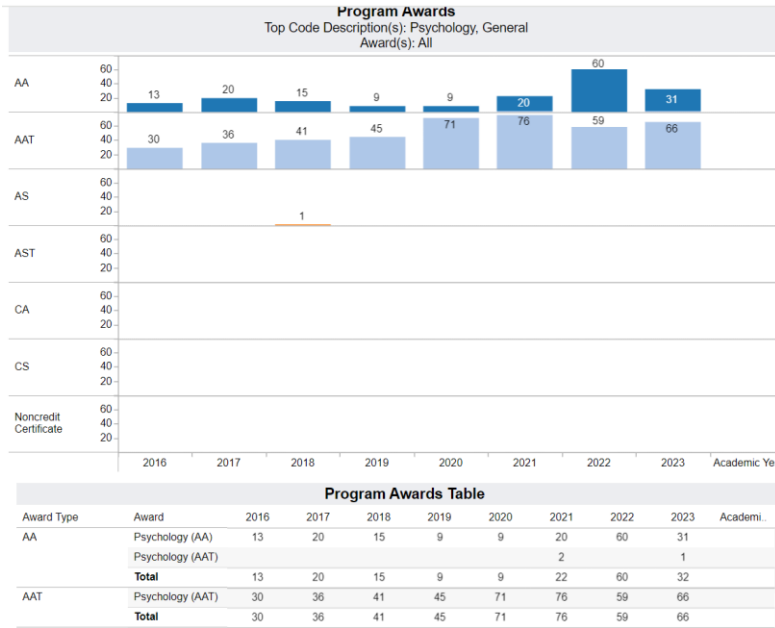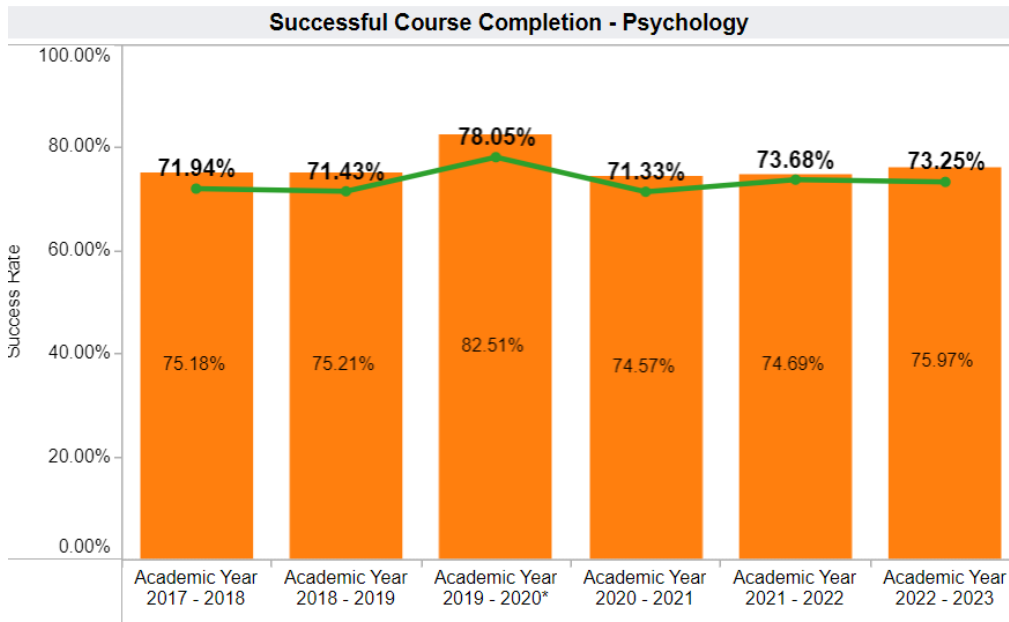
unclear how well these averages are distorted by variation in student success within these different modalities.

The second trend in success rates is that the success rates in Psychology courses are very similar to the college as a whole (slightly lower for our FTF classes and slightly higher for our online courses). These discrepancies are too small to speculate why they occur.

E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Click here to enter text.

Program Awards
Top Code Description(s): Psychology, General
Award(s): All

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023	Academi..
AA	Psychology (AA)	13	20	15	9	9	20	60	31	
	Psychology (AAT)						2		1	
	Total	13	20	15	9	9	22	60	32	
AAT	Psychology (AAT)	30	36	41	45	71	76	59	66	
	Total	30	36	41	45	71	76	59	66	

Program Awards: The number of degress and certificates awarded by program type

The data quantified in the above chart indicate that the number of degrees produced in Psychology has decreased since the previous academic year. However, the number of degrees awarded for the Psychology program is still higher than it was prior to the pandemic. In 2022, more AA degrees were awarded than AA-T degrees and that trend has reversed in 2023 with more than twice as many AAT degrees awarded than AA degrees. Possibly more of our students were working toward career advancement or transfer to non-CSU schools during the 2022 academic year and now more of our students are working toward transfer to CSU schools. The high number of AA degrees does point to the importance of continuing to offer both degrees.

7 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
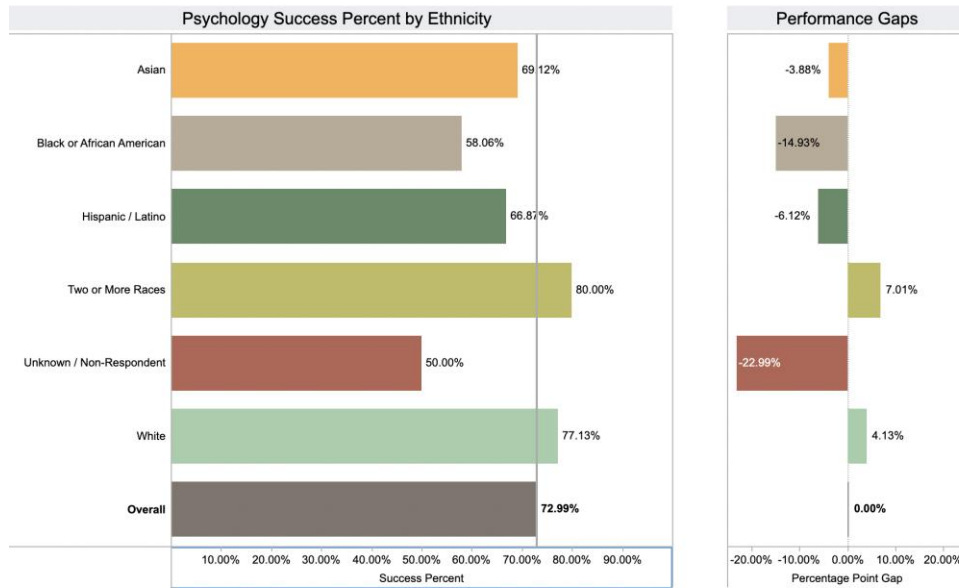
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Successful Course Completion - Psychology

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
(line - green)	71.94%	71.43%	78.05%	71.33%	73.68%	73.25%
(bar - orange)	75.18%	75.21%	82.51%	74.57%	74.69%	75.97%

Psychology Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	71.94%	71.43%	78.05%	71.33%	73.68%	73.25%
Total Enrollments	2,036	2,107	2,279	2,464	2,080	2,070

Successful course completion in Psychology is slightly less than that of the overall college. Again, it is possible that it is due to the nature of the discipline and the rigor of the material. Without knowledge of standard deviations, it is also not clear whether the differences between psychology and the college is due to amount of deviation within psychology versus the college as a whole. It should be noted, however, that successful course completion in Psychology has been increasing over the years, with only a slight decrease in 2023.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Psychology Success Percent by Ethnicity

Ethnicity	Success Percent
Asian	69.12%
Black or African American	58.06%
Hispanic / Latino	66.87%
Two or More Races	80.00%
Unknown / Non-Respondent	50.00%
White	77.13%
Overall	**72.99%**

Performance Gaps

Ethnicity	Percentage Point Gap
Asian	-3.88%
Black or African American	-14.93%
Hispanic / Latino	-6.12%
Two or More Races	7.01%
Unknown / Non-Respondent	-22.99%
White	4.13%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

The data above from academic year 2022/2023 suggest an equity gap. Specifically, BIPOC students have lower success rates. It is the goal of the Psychology Program to work to reduce these equity gaps by focusing on equity-minded teaching and curriculum.

Faculty in the Psychology department have looked to address these equity gaps through flexible deadlines, improving the transparency of their assignments and expectations of students, considering representation of minoritized students in the course content, using messaging and other activities to facilitate a sense of belonging for all students in the classroom, and ensuring that their course policies and syllabus take into consideration equitable language and practices.

Faculty in the Psychology department have attended webinars and professional development activities designed to reduce equity gaps. Furthermore, full-time Psychology faculty, Katy Dittmer, has co-facilitated the JEDI (Justice Equity Diversity and Inclusion) Curriculum Academy for the past four years and full-time Psychology faculty, Fionnuala Butler will complete the JEDI Academy in spring 2024.

The Psychology Program asks for funding to support the cost of attendance to discipline specific conferences related to equitable teaching and cultural relevant content in psychology to continue to reduce the equity gaps in student success.

Click here to enter text.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the _2024___ year in the 5-year calendar of the Curriculum Review Worksheet.

NONE; SEE CURRICULUMREVIEWWORKSHEET_PSYC_APPW_2_24

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the _'23-24___ year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the '23-24 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST
- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE.

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

11 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
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A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

Faculty in the Psychology department have looked to address equity gaps through flexible deadlines, improving the transparency of their assignments and expectations of students, considering representation of minoritized students in the course content, using messaging and other activities to facilitate a sense of belonging for all students in the classroom, and ensuring that their course policies and syllabus take into consideration equitable language and practices.

Faculty in the Psychology department have attended webinars and professional development activities designed to reduce equity gaps. Furthermore, full-time Psychology faculty, Katy Dittmer, has co-facilitated the JEDI (Justice Equity Diversity and Inclusion) Curriculum Academy for the past four years and full-time Psychology faculty, Fionnuala Butler will complete the JEDI Academy in spring 2024.

The Psychology Program asks for funding to support the cost of attendance to discipline specific conferences related to equitable teaching and cultural relevant content in psychology to continue to reduce the equity gaps in student success.

B. Anticipated changes in curriculum, scheduling or delivery modality

We will continue to schedule our classes both face-to-face, and distance education, using schedules that vary (18-week, 12-week, 9-week, and so on) to be effective in catching a wide range of students while preventing schedule glut. We will examine whether a demand exists for more psychology class offerings given the increase in enrollment campuswide.

C. Levels, delivery or types of services
The Psychology Program hopes to maintain its position as one of the college's most successful and efficient programs while effectively adapting to the changing trends of student demographics and demand in the future.

For Research Methods in particular, assistance from the writing center will continue to be required by students who struggle with syntax, organization, and expression. Thus, the writing center will need continued support.

D. Facilities changes

The Psychology program supports changes to facilities as requested by the Division.

E. Staffing projections

We plan on hiring a FT Tenure-Track Psychology Faculty in spring 2024 due to the retirement of Psychology Faculty, Brent LaMon. We also continue to engage in ongoing outreach to obtain adjunct faculty to serve students online and on various campuses. We also continue to address any turnover amongst the part-time faculty preemptively. Through these efforts we hope to maintain and expand a strong part-time faculty pool.

The Psychology Program currently has one the highest departmental efficiencies of the Social Sciences Division, which has consistently had one of the highest efficiency ratios of any Division at Cuesta College. We anticipate that the scheduling of psychology classes will continue to support degree successful completion at our campuses, by a combination of DE and face-to-face classroom instruction that will be continually adjusted to match student demand.

F.   Other

A new FT Faculty member will be hired in Spring 2024 and one current FT faculty member will retire in May 2024. We request an iPad and laptop for the new faculty member.

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.