The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021
Annual Program Update

PSYCHOLOGY

I.   Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the SLOAC webpage, or contact the SLOAC committee member for your division:

> *Division 1 - Evan Nichols (anichols@peralta.edu)*
> *Division 2 – Laura Forlin (lforlin@peralta.edu)*
> *Division 3 – Heather Casale (hcasale@peralta.edu).*

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the Curriculum Committee.

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the Peralta Faculty & Staff Portal.

You will need the following items in order to complete the Annual Program Update document at the colleges:

- Program Review or APU document from AY 2019-20.
- Budget Information for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- Institution Set Standards.
- College 2018 Educational Master Plan Update.
- Guided Pathways Plan
- Student Equity Plan.
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the	Macro-Region Employment

	year after graduation.	Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

Includes 'EW' grades

II. <u>Program Overview</u>

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Program Mission: The mission of the psychology program at Merritt College is threefold. To transmit knowledge to students in order that they may become competent in core skills like critical thinking, communication, and information literacy. To assist students in gaining a firm foundation of psychological principles, research methods, and applications, and to enhance student interpersonal tolerance and understanding of oneself and others through competency in Psychology.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT

Anthony Powell   Faculty Full time
Kim Murphy   Faculty Part Time
Palmis Jones   Faculty Part time
Frank Mofiti   Faculty Part Time
Athena Carapanos Faculty Part time
Tanya Illarde   Faculty Part time

Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

Peralta District Strategic Goals
P1.   Advance student access, equity, and success. P2.   Engage and leverage partners. P3.   Build programs of distinction. P4.   Strengthen accountability, innovation, and collaboration. P5.   Develop and manage resources to advance our mission.

Merritt College Strategic Goals
M1. **Completion** - Increase number of degrees and certificates by 20% over the next 5 years. M2. **Transfer** - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years). M3. **Time to Completion** - Reduce the number of excess units earned by students. M4. **Employment** - Maintain at least 82% of students attaining employment in the field of study. M5. **Equity** - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
One main goal from our last APU was to focus on Student Success and Student Equity by integrating OER materials for our Intro to Psych 1A course as well as the incremental introducing of	This goal has been partially completed And ongoing. (C and IP)	M1, M5	P1,P3,P4.	Evidence will be clearly shown in curricunet as well as published and electronic course material.

OER material into all of the Psychology courses.	At this time all psychology IA classes use OER material, psych 12 human sexuality also has adopted no cost material. We are still working on psych 28 and psych 6 and hope to have adopted no cost material for our students by late summer 2021			

III.   Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

Current utilization of facilities include rooms in the P and R building.

IV. **Program Update Data**

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- *Course Completion and Retention Rates Dashboard – Instruction*

- *Course Completion and Retention Rates Dashboard – Student Services*

- *Enrollment Trend and Productivity Dashboard*

- *Degrees and Certificates Dashboard*

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. IPEDS or Launchboard).   Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for Windows and Mac)

Significant changes and impact program: Looking back to data from 2107 up to 2020
Productivity: in Psychology is the lowest it has been (19.0) The productivity standard is FTES/FTEF = 17.5 so the psychology department as a whole meets the state standard for productivity (17.5 or greater). If I break down the department current offerings I have psych 12 at 18.3, psych 1A at 19.5, psych 28 at 20.0, and psych 6 at 18.9 productivity.

Degree and Certificate: The Psych Department has shown significant positive changes with regard to degrees conferred from 4 degrees in 2016-17, 14 in 2017-18, and 21 in 2018-19, to 30

in 2019-20. A total of 74 degrees in 4 years, with 2020 surpassing some of our more established sister colleges. Our main goal at his point as a department will be to continue the upward trend and continue to make our program accessible to our most vulnerable.

The overall **course completion rates in the program** could always be better, by race our department total % if 75% with retention being 91%, African American students represent 65% at the lowest end of the scale. As a college and a District we have worked tirelessly to increase the completion rate of our most vulnerable students. The present environment is having a definite impact. However, these numbers are not new and cannot be blamed on the present state of affairs (such as the pandemic).

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

It is the goal that all the areas in psychology assess their programs every semester through pre and post testing embedded in the courses, the department's PLOs :Students who complete the degree will be able to: Communicate with clarity and precision using oral, nonverbal, and/or written language, regarding the theatrical, research, knowledge base and applied practice of the field of psychology. Show understanding of how the brain and body are related to the psychological functioning of the individual. Apply their knowledge of psychology to understanding the psychological development of multicultural populations. Program learning outcome data is gathered each semester, through examination and pre/post testing embedded in the program. The program was updated last in Spring 2019. The goal at this point is to update Student Learning Outcomes and input assessment into the campus system by spring 202.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the ILOs.

Discussion took place in 2019 based on student feedback from psych 1A and data collected by Instructional faculty Kim Murphy, Anthony Powell and Palmis Jones. This discussion showed that there is a clear demand for Life Span Psychology at Merritt College. This would better complete our program offering and keep students at Merritt College who presently have to leave the campus to complete this requirement for our Nursing program. Discussion is on-going.

<mark>The following item is for instructional programs only</mark>
Discuss how your PLOs align with the ILOs.

PLO's: students who complete the degree will be able to:

1. Communicate with clarity and precision using oral, nonverbal, and/or written language, regarding the theatrical, research, knowledge base and applied practice of the field of psychology.
2. Show understanding of how the brain and body are related to the psychological functioning of the individual.
3. Apply their knowledge of psychology to understanding the psychological development of multicultural populations.

The department PLO's align with the ILO's

COMMUNICATION (Align with # 1)
Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

CRITICAL THINKING (Align with # 2,3)
Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

QUANTITATIVE REASONING (Align with # 2, 3)
Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.

CULTURAL AWARENESS (Align with # 2, 3)
Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

CIVIC ENGAGEMENT AND ETHICS (Align with # 3)
Internalize and exhibit ethical values and behaviors that address self- respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

INFORMATION AND COMPUTER LITERACY (Align with # 1)
Use appropriate technology to identify, locate, evaluate and present information for personal,

educational and workplace goals.

V.   Curriculum

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the State Chancellor's Office Program and Course Approval Handbook (7th Edition), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in California Education Code § 66010.4)
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD Board Policy 4020 and Administrative Procedure 4020 require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by California Education Code § 78016(a), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult CurriQunet and the Course Curriculum Review Status or Program Curriculum Review Status spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer

Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies**, **delivery methods/modalities**, or **educational resources and technologies**.

Discussion took place in 2019 based on student feedback from psych 1A and data collected by Instructional faculty Kim Murphy, Anthony Powell and Palmis Jones. This discussion showed that there is a clear demand for Life Span Psychology at Merritt College. This would better complete our program offering and keep students at Merritt College who presently have to leave the campus to complete this requirement for our Nursing program. Discussion is on-going.

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Lifespan Human Development • Course Number: PSYCH 21 Units: 3 • Class: 3 hours lecture (GR) • Acceptable for credit: CSU, UC	Description: Human development from conception to death: Theories of development, research methods; physical, cognitive, social, and emotional changes of the life span with developmental issues; nature vs, nurture, continuity vs. discontinuity, stability vs. instability. 2001.00	The justification is based on all of the following points listed: 1. Student demand or need. 2. Academic/occupational knowledge or skills not taught in existing curricula, 3. Program requirements for the Merritt Nursing program.	Fall 2022

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VI. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
N/A No Resources requested				

VII. <u>Resource Requests</u>

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table (how to add rows).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals

- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)

VIII. <u>Participants</u>

Please provide the list of members who participated in completing this program review.

Anthony Powell

With data gathered through meetings with Adjunct faculty, specifically Kim Murphy and Palmis Jones.

Thank you for your time and effort in completing the Annual Program Update!