



# Program Review - Overall Report

Instructional: Psychology

## 2021 - 2024

### Overall Trends

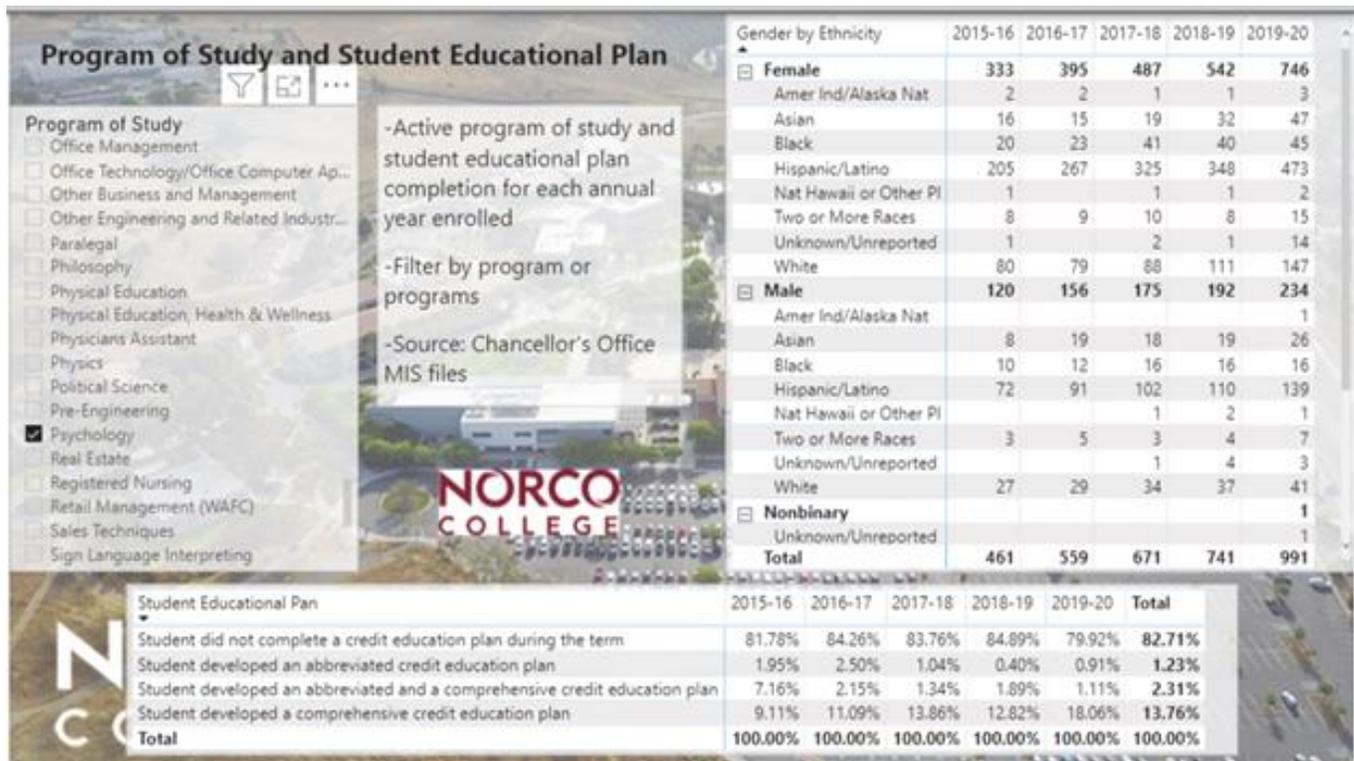
#### What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Over the last three academic years, success rates in Psychology courses have maintained (from 77.2% to 77.5%) while retention rates have slightly decreased (from 90.5% to 88.5%).

As a result of this overall pattern, the rate of receiving less than passing grades (DF) during this time also decreased slightly (from 13.3% to 11%).

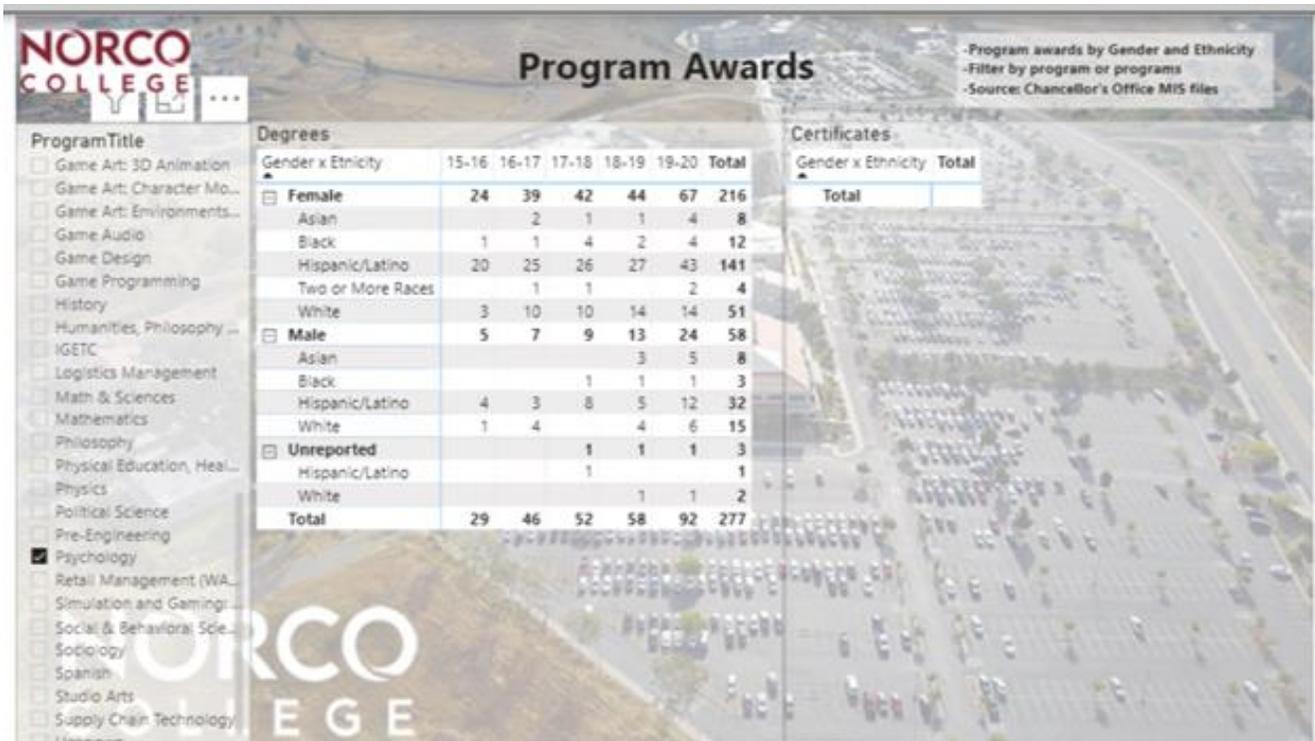
In comparison to the overall college rates, Psychology courses achieve success rates that are about six percentage points higher than average and retention rates that are about five percentage points higher than average.

The number of students who have declared a major in Psychology increased from 461 to 991 in 5 years. This represents substantially increased growth for this program. Of these students, 17.29% have met with a counselor and developed an educational plan.



The number of students who have completed a degree or certificate in the Psychology ADT program went from 29 to 92 in 5 years. This represents substantially increased growth for this program. In the most recent year, 92 students graduated. The expected number of students who should get a degree would be approximately 198. The gap in the pipeline is approximately 106 more students to graduate with a degree or certificate.

# Data Review



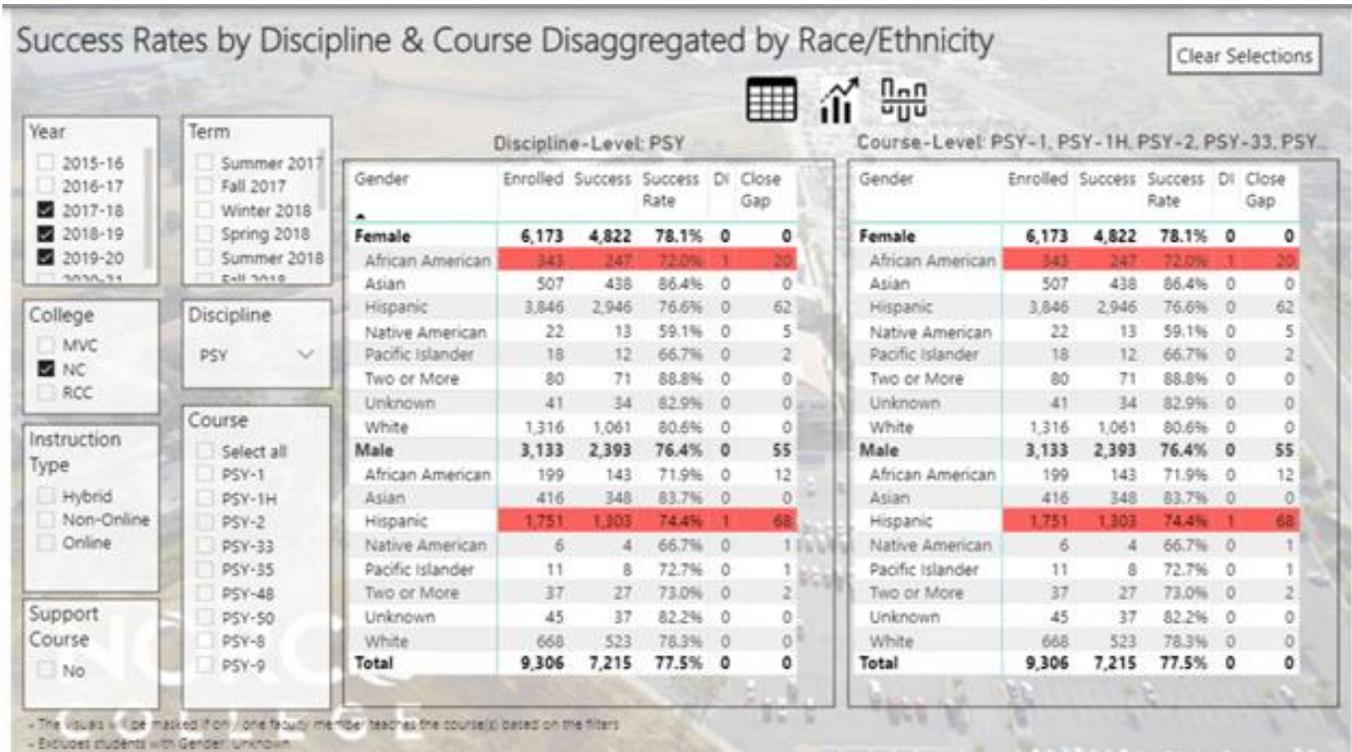
## Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

**Equity Gap #1: Black women and Hispanic men are experiencing gaps in success that are concerning.**

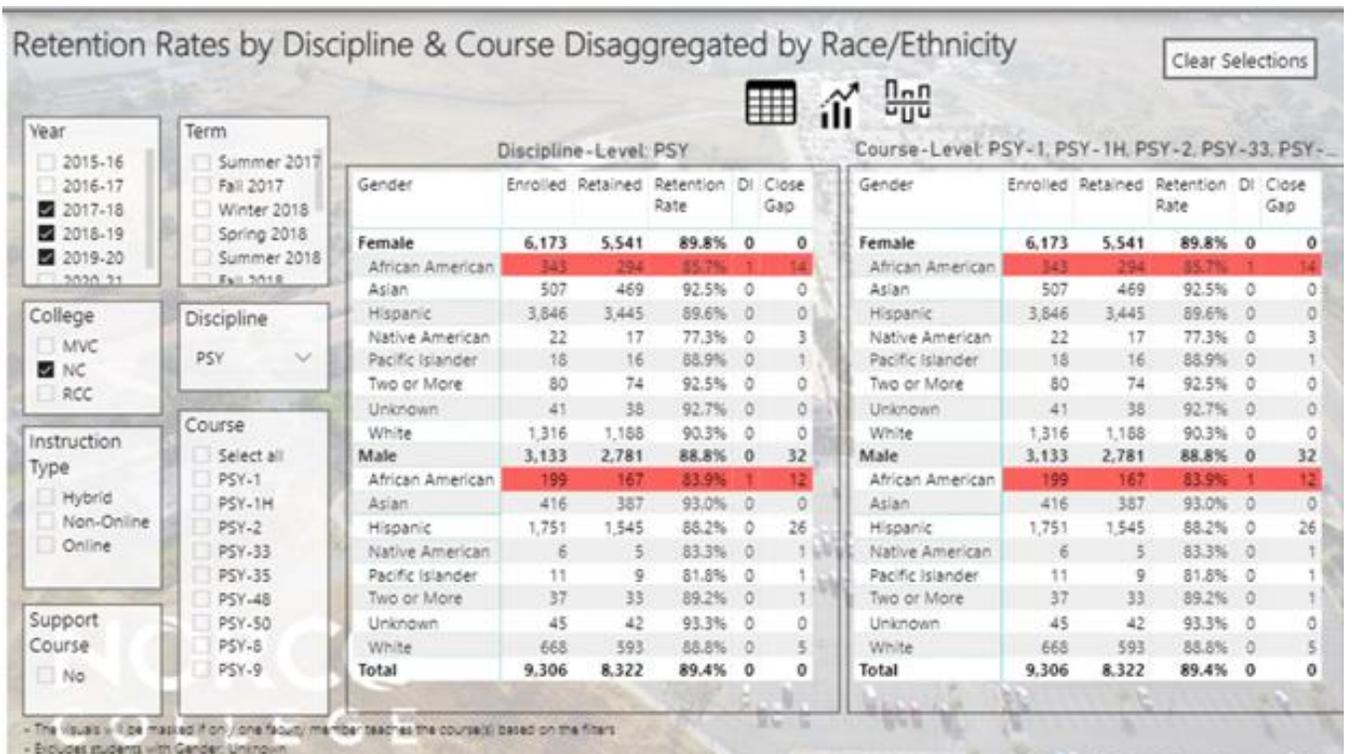
More specifically, Black women and Hispanic men experienced disproportionate impact in their success rates for Psychology courses in the Fall 2017-Spring 2020 semesters.

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## Equity Gap #2: Black women and Black men are experiencing gaps in retention that are concerning.

More specifically, Black women and Black men experienced disproportionate impact in their retention rates for Psychology courses in the Fall 2017-Spring 2020 semesters.



## Equity Gap #3: Significantly fewer men than women are involved in the Psychology program at every level of analysis (declared Program of Study, Program Awards, student enrollment in Psychology courses).

Over the last five academic years, men earned 21% of Psychology ADTs. In contrast, men earned 43% of all degrees earned during that time period at Norco College. Similar trends are seen in the number of students who

# Data Review

declared a Program of Study in Psychology (see dashboard screenshots below). This gender ratio is similar to national trends, with men earning just 23.5% of associate degrees in Psychology nationally in the 2018-2019 academic year.

### Program of Study and Student Educational Plan

**Program of Study**

- Office Management
- Office Technology/Office Computer Ap...
- Other Business and Management
- Other Engineering and Related Industr...
- Paralegal
- Philosophy
- Physical Education
- Physical Education, Health & Wellness
- Physicians Assistant
- Physics
- Political Science
- Pre-Engineering
- Psychology
- Real Estate
- Registered Nursing
- Retail Management (WAFC)
- Sales Techniques
- Sign Language Interpreting

**Student Educational Plan**

- Student did not complete a credit education plan during the term
- Student developed an abbreviated credit education plan
- Student developed an abbreviated and a comprehensive credit education plan
- Student developed a comprehensive credit education plan

**Total**

**Gender by Ethnicity**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Female</b>	333	395	487	542	746
Amer Ind/Alaska Nat	2	2	1	1	3
Asian	16	15	19	32	47
Black	20	23	41	40	45
Hispanic/Latino	205	267	325	348	473
Nat Hawaii or Other PI	1		1	1	2
Two or More Races	8	9	10	8	15
Unknown/Unreported	1		2	1	14
White	80	79	88	111	147
<b>Male</b>	120	156	175	192	234
Amer Ind/Alaska Nat					1
Asian	8	19	18	19	26
Black	10	12	16	16	16
Hispanic/Latino	72	91	102	110	139
Nat Hawaii or Other PI			1	2	1
Two or More Races	3	5	3	4	7
Unknown/Unreported			1	4	3
White	27	29	34	37	41
<b>Nonbinary</b>					1
Unknown/Unreported					1
<b>Total</b>	<b>461</b>	<b>559</b>	<b>671</b>	<b>741</b>	<b>991</b>

Student Educational Plan	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Student did not complete a credit education plan during the term	81.78%	84.26%	83.76%	84.89%	79.92%	82.71%
Student developed an abbreviated credit education plan	1.95%	2.50%	1.04%	0.40%	0.91%	1.23%
Student developed an abbreviated and a comprehensive credit education plan	7.16%	2.15%	1.34%	1.89%	1.11%	2.31%
Student developed a comprehensive credit education plan	9.11%	11.09%	13.86%	12.82%	18.06%	13.76%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

### Program Awards

**Program Title**

- Game Art: 3D Animation
- Game Art: Character Mo...
- Game Art: Environments...
- Game Audio
- Game Design
- Game Programming
- History
- Humanities, Philosophy ...
- IGETC
- Logistics Management
- Math & Sciences
- Mathematics
- Philosophy
- Physical Education, Heal...
- Physics
- Political Science
- Pre-Engineering
- Psychology
- Retail Management (WA...
- Simulation and Gaming...
- Social & Behavioral Scie...
- Sociology
- Spanish
- Studio Arts
- Supply Chain Technology

**Degrees**

Gender x Ethnicity	15-16	16-17	17-18	18-19	19-20	Total
<b>Female</b>	24	39	42	44	67	216
Asian		2	1	1	4	8
Black	1	1	4	2	4	12
Hispanic/Latino	20	25	26	27	43	141
Two or More Races		1	1		2	4
White	3	10	10	14	14	51
<b>Male</b>	5	7	9	13	24	58
Asian				3	5	8
Black			1	1	1	3
Hispanic/Latino	4	3	8	5	12	32
White	1	4		4	6	15
<b>Unreported</b>			1	1	1	3
Hispanic/Latino			1			1
White				1	1	2
<b>Total</b>	<b>29</b>	<b>46</b>	<b>52</b>	<b>58</b>	<b>92</b>	<b>277</b>

**Certificates**

Gender x Ethnicity	Total
<b>Total</b>	

## Data Review

### If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

For Equity Gaps #1 & 2 (disproportionate impacts on success and retention rates for Black women, Black men, and Hispanic men), our action plan centers around Professional Development in Equity-Mindedness and Cultural Competency (EM&CC) for all Psychology faculty. This equity work was already a unit goal, informed by our support for Norco College's Core Commitments of Inclusiveness & Equity, in addition to Educational Master Plan Goal 3 (Close all student equity gaps.) and Goal 4 ("Implement Professional Development around Guided Pathways and equity framework.").

In particular, we will work to:

1. Have 100% of PSY faculty complete the CORA Teaching Men of Color in the Community Colleges training module.
1. Have 100% of PSY faculty complete the CORA Microaggressions training module.
1. Encourage PSY faculty attendance at Flex sessions centered on EM&CC, along with the upcoming full-day events planned by the Racial Justice Taskforce.
1. Form a community of practice centered on EM&CC with faculty from similar disciplines (Anthropology, Political Science).

For Equity Gap #3 (significantly fewer men than women declare Psychology as a Program of Study or graduate with degree in Psychology), while we plan to follow this trend to make sure we don't see the gap widening, we don't plan specific actions to address the gap at this time. Although concerning, our gaps mirror national trends in graduation rates for men and women in Psychology. The American Psychological Association (<https://www.apa.org/workforce/data-tools/degrees-psychology>) reports IPEDS data from 2019 showing that at all degree levels (Bachelor's, Master's, Doctorate), men make up only 20-25% of Psychology graduates (see screenshot below).

**Number of Psychology Degrees Awarded by Gender**  
Use scroll bar at the bottom to see the full table.

		2012	2013	2014	2015	2016	2017	2018	2019
<b>Bachelor's</b>	Men	27,242	28,647	29,216	28,592	28,098	27,277	26,301	25,938
	Women	88,912	93,301	95,871	96,544	97,025	97,220	98,065	98,042
	All	116,154	121,948	125,087	125,136	125,123	124,497	124,366	123,980
<b>Master's</b>	Men	5,614	5,875	5,839	5,632	5,671	5,678	5,622	5,683
	Women	22,014	22,528	22,661	21,679	22,555	22,376	22,749	23,899
	All	27,628	28,403	28,500	27,311	28,226	28,054	28,371	29,582
<b>Doctorate</b>	Men	1,568	1,664	1,714	1,657	1,710	1,734	1,757	1,647
	Women	4,545	4,835	5,101	5,137	5,075	5,181	4,999	4,756
	All	6,113	6,499	6,815	6,794	6,785	6,915	6,756	6,403

### Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

# Assessment Review

2021 - 2024

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## Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

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**Which Disciplines are included in this Assessment?**

PSY

**What percent of SLOs in the disciplines you identified above have been assessed?**

100%

**Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).**

N/A

## Section 2: Mapping Status (Based on Dashboard - Mapping Status)

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**Are all SLOs mapped to at least one PLO?**

Yes

**If all SLOs are not mapped to at least one PLOs, please explain why.**

N/A

**Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)**

Yes

**If the appropriate SLOs are not mapped to GELOs, please explain why.**

N/A

## Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

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**Which Programs are included in this Assessment?**

ADT-PSY

**Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.**

ADT PSY PLO 1, PLO 2, & PLO 3

**To what to you attribute this success?**

The Psychology discipline coordinated with colleagues across the district to revise our PLOs, so that they were assessable and aligned with the APAs goals for undergraduate education in psychology. As a result, our course SLOs are fully mapped to PLOs, leading to greater cohesion across the program.

Despite our overall success, there is room for improvement. The percentage of aligned SLOs meeting benchmark was considerably lower for PLO 1 (55.6%) and PLO 3 (50%), than for PLO 2 (72.7%). PLO 1 is focused on understanding key concepts in psychology while PLO 3 requires students to use APA style to communicate the results of research in written reports and oral presentations.

Ideally, we want our program to serve as a scaffold, with each course allowing students to incrementally build skills needed to achieve the Program Learning Outcomes. We want to create stronger links between skills built in more introductory courses and the challenges faced in PSY-50, which serves as a capstone course for the

## Assessment Review

discipline. More specifically, we would like to create and embed common assignments that require students to find articles, discuss research results, and use APA style throughout our courses. This should better prepare students for PSY-50 and to meet the challenges of PLO 3.

**Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.**

N/A

**If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?**

N/A

### Section 4: Alignment to Career and Transfer

**Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.**

The PLOs for the Psychology ADT are aligned with the American Psychological Association's Guidelines for the Undergraduate Psychology Major. These Guidelines propose five broad goals, each of which has multiple linked objectives:

1. Knowledge Base in Psychology
2. Scientific Inquiry & Critical Thinking
3. Ethical & Social Responsibility in a Diverse World
4. Communication
5. Professional Development

Psychology faculty across the district analyzed each goal and objective and aligned them to our course SLOs. We used this process to derive our three PLOs, which align with APA Goals 1, 2, and 4. The benefit of alignment to the APA Guidelines is that they are created by psychologists, recognized broadly by transfer institutions, and designed to develop workforce preparedness.

<https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

**Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).**

Three courses are required for Psychology majors: PSY-1 General Psychology, PSY-2 Biological Psychology, and PSY-50 Research Methods. Psychology majors are also strongly encouraged to take PSY-48 Statistics for the Behavioral Sciences as a prerequisite for PSY-50. PSY-48 (Statistics) and PSY-50 (Research Methods) are both courses that have been carefully designed as project-based courses. Students generate original research questions and investigate them using data. PSY-48 uses the Passion-Driven Statistics curriculum, funded by the National Science Foundation, in which students learn to code in SAS statistical analysis software to investigate large data sets and answer their own research questions about human behavior. At the end of the semester, they create a poster to communicate their results. In PSY-50, students carry out three research projects in which they work in groups to design and carry out investigations that make observational, correlational, and causal claims. They write the results up in APA style research reports and also create a poster presentation.

<https://passiondrivenstatistics.wescreates.wesleyan.edu/>

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**Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).**

Program outcomes that would help students continue on their path towards workforce and transfer goals include:

- " Subject matter expertise
- " Scientific & Quantitative Reasoning, including Data Analysis Skills
- " Ability to find, read, and understand scientific journal articles
- " Ability to communicating the results of scientific research in written and oral formats and APA style
- " Service learning
- " Knowledge about careers in psychology
- " Ethical responsibility & equity-mindedness

**Review current PLOs. Do the outcomes listed above align with the current program outcomes?**

Yes, to a large extent.

- " PLO 1 is focused on developing subject matter expertise.
- " PLO 2 aligns with the need to develop scientific inquiry, critical thinking, and quantitative reasoning skills.
- " PLO 3 asks students to communicate the results of research in oral and written forms, which requires them to find and engage with empirical papers and use APA style.

However, there are areas for improvement. Our PLOs don't address professional development in psychology, such as helping students understand the educational pathways and career opportunities linked to the field. While our program has rich opportunities for students to develop and test hypothesis, building their research skills, we do not provide explicit opportunities for service learning. This is concerning given that many of our students plan to enter the helping professions at some point after transfer.

Finally, our PLOs do not address ethical concerns, diversity, social responsibility, or equity-mindedness. These principles can be found in some of our course SLOs, but aren't explicit goals of the Psychology ADT. It will be useful for Psychology faculty around the district to carefully consider the Psychology PLOs and evaluate them now that they have been in use for multiple years. We want to ensure that these PLOs are setting our students up for success on the career and transfer journeys.

## Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

The Psychology discipline also contributes to access by offering courses for targeted groups identified in EMP Objective 1.3: “Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc).” We have participated actively in both Dual Enrollment and the Prison Education Program, offering multiple course sections in these targeted settings per semester.

However, there is room for improvement, particularly in our online offerings. We have historically offered only a few sections of PSY-1 and PSY-9 in the online format each semester. We have even fewer hybrid sections. However, we have received feedback from students who are unable to complete the psychology degree because they could not take required courses for the major (particularly PSY-48, PSY-50 or PSY-2) during evening time slots or online.

The psychology faculty at RCCD has long planned to offer the psychology ADT in an online format. As a result of our efforts, all psychology courses are approved for distance education in both hybrid and online formats. We need to create a rotation that ensures that all psychology courses will be offered online within a two-year cycle to allow timely completion of the degree for online students.

Finally, the schedule of course offerings in Psychology has a persistent gap on Tuesday and Thursday afternoons. This reduces access for students who may need to schedule classes on those days. The only psych courses offered from 1:00-4:00pm on TTH are PSY-48 and PSY-50. As we look to increase access, building out offerings during this time slot will support students.

#### **What are your plans/goals (3-year) regarding this goal?**

1. Increase the percentage of online and hybrid courses offered in Psychology, so that all courses are offered in the online format at least once during a two-year-cycle.
1. Work with department chairs and Dean of Instruction to close scheduling gaps (TTH afternoons) during Fall and Spring semesters.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Expanding online offerings has been a long-term goal for the Psychology discipline at Norco College and at the RCCD. This goal has been explicitly included in Program Reviews submitted in previous years ( as evidence, see prior submissions for [2017-2021](#), [2016](#), or [2015](#)).

Additional evidence includes our Fall 2021 Scheduling Grid (see below), which demonstrates the gaps in our TTH afternoon scheduling. The scheduling grid also shows that we do not offer all psychology courses in the online format – our major electives (PSY-8, PSY-35) and PSY-48 are missing from the list.

# Program Review: Part 1

Fall 2021 Schedule							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Online
7:30-10:40							PSY-1 37770
7:35-9:00	PSY-9-37796		PSY-9-37796				PSY-1 37779
8:00-9:25		PSY-9-37794		PSY-9-37794			PSY-1-37776
8:00-11:10					PSY-9-37789	PSY-9-	PSY-9-37797
9:15-10:40	PSY-1-37778		PSY-1-37778				PSY-2-37961
	PSY-9-37788		PSY-9-37788				PSY-50-37965
9:40-11:05		PSY-1-37777		PSY-1-37777			PSY-9-37801
		PSY-35-37783		PSY-35-37783			
11:00-2:10					PSY-1-37769		
11:10-12:35							
11:15-12:40		PSY-2-37781		PSY-2-37781			
		PSY-9-37791		PSY-9-37791			
12:30-2:25	PSY-50-37785		PSY-50-37785				
12:45-2:10	PSY-2-37780		PSY-2-37780				
			PSY-50-37785				
	PSY-9-37790		PSY-9-37790				
	PSY-8-37787		PSY-8-37787				
2:30-3:55	PSY-1-37773	PSY-50-37786	PSY-1-37773				
	PSY-48-37784		PSY-48-37784				
	PSY-50-37966		PSY-50-37966				
3:00 - 4:25	PSY-9-37798		PSY-9-37798				
	PSY-9-37799		PSY-9-37799				
4:05-5:55		PSY-50-37786		PSY-50-37786			
4:10-5:35	PSY-1-37771	PSY-1-37774	PSY-1-37771	PSY-1-37774			
		PSY-48-37963		PSY-48-37963			
		PSY-48-37964		PSY-48-37964			
6:00-9:10	PSY-1-37772	PSY-9-37794		PSY-1-37775			
				PSY-1-37960			

## RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

## EMP GOAL 2. Implement Guided Pathways framework.

### GOALS AND ACTIVITIES

#### What are you doing now in support of this goal?

The Psychology ADT is large and growing. In the 2019-2020 academic year, Psychology was the second largest ADT, with 92 graduates with an ADT in Psychology, making up 17.15% of all ADTs earned at Norco College.

Perhaps even more remarkable are the growth trends in the number of students earning Psychology ADTs. In the 2019-2020 academic year, 58 students earned the psychology degree, compared to 92 students in 2019-2020.

This is a 58.62% increase in graduates.

## Program Review: Part 1

The growth in our number of graduates was in large part a result of scheduling improvements over the last three years, particularly increasing sections of PSY-50: Research Methods and PSY-48: Statistics in the Behavioral Sciences to our schedule. As student demand for the major has increased, so has the need for these two courses, which have previously served as bottlenecks for our students. In past semesters, we have often needed to send students to other schools in the district or even outside of the district to complete the needed coursework to earn the Psychology ADT. In other cases, students were unable to complete their ADT degree and transfer because they could not enroll in PSY-50. Some were delayed for a semester, others for a year or more. And of course, we fear that still others may have fallen off of their educational pathway altogether.

Despite our overall improvements in degree awards, we must remain vigilant to monitor our growth trend to ensure that our offerings of key courses for the ADT, including PSY-2, PSY-48, and PSY-50 are sufficient. Our analysis in the Data Review portion of this Program Review revealed a gap in the pipeline with about 106 fewer students graduating in 2019-2020 than would be expected based on the number of students who have declared psychology as their program of study. This indicates that we still need to increase our sections of PSY-50 and PSY-48 in particular to eliminate the gap. Furthermore, if the number of students declaring psychology as their program of study continues increasing, we may need to expand even further.

Another approach to decreasing the gap in the pipeline for psychology majors is to increase the effectiveness of our current program, ensuring that we have a clear pathway that allows students to build the knowledge, skills, and experiences needed for career and transfer. We have identified a number of different areas to improve the pathway and to make explicit links to career and transfer. These are described in detail in the next section.

### **What are your plans/goals (3-year) regarding this goal?**

1. Optimize the PSY schedule to meet the needs of current and future students, eliminating the gap in the pipeline for psychology majors.
  - Add sections of PSY-48 and PSY-50 to close the gap in the pipeline, allowing 100+ additional students to graduate per academic year, meeting demonstrated need.
  - Continue to monitor psychology program declarations and waitlists for PSY-2, PSY-8, and PSY-50. Add more sections of each course as needed to meet growing student demand.
  - Increase the percentage of online and hybrid courses offered in Psychology. We are proposing adding sections to meet student need. Because of the lack of physical space and resources on campus, we will need to explore creative schedule solutions, including online, hybrid, and short-term courses.
2. Increase psychology student success in courses, degree achievement, and transfer by strengthening the pathway to the ADT.
  - Improve outcomes in PSY-48: Statistics for the Behavioral Sciences.
    - Monitor success, retention, and SLO attainment.
    - Work with curriculum to transition from a 3-unit to a 4-unit course.
    - Work with counselors to more effectively advertise the course to students.
    - Work to secure articulation agreements with our major transfer institutions.
    - Implement a peer mentor model for all sections of PSY-48.
  - Create an undergraduate research focus for the PSY ADT.

## Program Review: Part 1

- Our capstone course, PSY-50: Research Methods builds several advanced skills for students, including designing original data collections, conducting literature reviews, analyzing data, and using APA style. We want to break those skills down into building blocks and embed them throughout earlier courses in our program, so that students arrive more prepared for PSY-50 and with a clearer understanding that research is the foundation of this field of study.
- Collaborate with faculty at RCC and MVC to create an RCCD Psychology Research Symposium.
- Increase the number of faculty and students attending and presenting at regional and national conferences.
- Increase the number of students completing volunteer work, fieldwork, or internships related to the behavioral sciences.
  - Identify relevant volunteer opportunities within our region.
  - Build a service-learning project or assignment that can be embedded within courses.
  - Connect students with NSF and HACU internship opportunities,
  - Collaborate with Early Childhood Education faculty as they build the Child Development Center. Find opportunities for psychology students to observe within the facility.
- Create explicit links to career skills developed in the PSY program and build professional development into psychology courses.
  - Identify career skills that are gained through each Psychology course and align these skills with course content, objectives, and outcomes. Explicitly state these skills on syllabi.
  - Encourage students to create resumes and update them every semester, adding on skills built from their coursework.
  - Create an assignment for PSY-1 that involves researching careers in psychology using resources like ONET Online, BLS Occupational Outlook Handbook, etc.
  - Consider creating a badging system within Canvas so students can receive reinforcement for building skills needed for transfer and career-readiness.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Much of the evidence for this analysis comes from the dashboards provided for this Program Review and is discussed in the Data Review section. Screenshots are included below for reference purposes. Another piece of data to consider is the below table, based on data pulled by Caitlin Welch, Research & Assessment Manager, from the CCC Chancellor's Office DataMart. The table displays the degree awards for ADTs at Norco College from 2017-2018 through 2019-2020. The growth in awarded degrees can be clearly seen, along with the dramatic increase in awards during the 2019-2020 academic year as a result of increasing sections of PSY-48 and PSY-50.

# Program Review: Part 1

California Community Colleges Chancellor's Office  
 Program Awards Summary Report

Associate Degree for Transfer (ADT)	2017-18	2018-19	2019-20	Total
Administration of Justice	5	22	31	58
Anthropology	4	5	6	15
Art	4	10	12	26
Biology	3	4	7	14
Business Administration	79	99	107	285
Chemistry	1	2	8	11
Child & Adolescent Development			22	22
Communication Studies	21	26	31	78
Computer Science	3	7	10	20
Early Childhood Education	9	12	18	39
English	15	9	22	46
History	13	18	10	41
Kinesiology			3	3
Math	26	28	43	97
Music			2	2
Philosophy	3	3	3	9
Physics	15	17	21	53
Political Science	9	10	6	25
Psychology	52	58	92	202
Sociology	23	37	37	97
Spanish	5	14	16	35
Total	290	381	507	1,178

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# Program Review: Part 1

## Program of Study and Student Educational Plan

**Program of Study**

- Office Management
- Office Technology/Office Computer Ap...
- Other Business and Management
- Other Engineering and Related Industr...
- Paralegal
- Philosophy
- Physical Education
- Physical Education, Health & Wellness
- Physicians Assistant
- Physics
- Political Science
- Pre-Engineering
- Psychology
- Real Estate
- Registered Nursing
- Retail Management (WAFC)
- Sales Techniques
- Sign Language Interpreting

-Active program of study and student educational plan completion for each annual year enrolled

-Filter by program or programs

-Source: Chancellor's Office MIS files

Gender by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Female</b>	<b>333</b>	<b>395</b>	<b>487</b>	<b>542</b>	<b>746</b>
Amer Ind/Alaska Nat	2	2	1	1	3
Asian	16	15	19	32	47
Black	20	23	41	40	45
Hispanic/Latino	205	267	325	348	473
Nat Hawaii or Other Pl	1		1	1	2
Two or More Races	8	9	10	8	15
Unknown/Unreported	1		2	1	14
White	80	79	88	111	147
<b>Male</b>	<b>120</b>	<b>156</b>	<b>175</b>	<b>192</b>	<b>234</b>
Amer Ind/Alaska Nat					1
Asian	8	19	18	19	26
Black	10	12	16	16	16
Hispanic/Latino	72	91	102	110	139
Nat Hawaii or Other Pl			1	2	1
Two or More Races	3	5	3	4	7
Unknown/Unreported			1	4	3
White	27	29	34	37	41
<b>Nonbinary</b>					<b>1</b>
Unknown/Unreported					1
<b>Total</b>	<b>461</b>	<b>559</b>	<b>671</b>	<b>741</b>	<b>991</b>

Student Educational Plan	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Student did not complete a credit education plan during the term	81.78%	84.26%	83.76%	84.89%	79.92%	82.71%
Student developed an abbreviated credit education plan	1.95%	2.50%	1.04%	0.40%	0.91%	1.23%
Student developed an abbreviated and a comprehensive credit education plan	7.16%	2.15%	1.34%	1.89%	1.11%	2.31%
Student developed a comprehensive credit education plan	9.11%	11.09%	13.86%	12.82%	18.06%	13.76%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## Program Awards

**ProgramTitle**

- Game Art: 3D Animation
- Game Art: Character Mo...
- Game Art: Environments...
- Game Audio
- Game Design
- Game Programming
- History
- Humanities, Philosophy ...
- IGETC
- Logistics Management
- Math & Sciences
- Mathematics
- Philosophy
- Physical Education, Heal...
- Physics
- Political Science
- Pre-Engineering
- Psychology
- Retail Management (WA...
- Simulation and Gaming...
- Social & Behavioral Scie...
- Sociology
- Spanish
- Studio Arts
- Supply Chain Technology

-Program awards by Gender and Ethnicity

-Filter by program or programs

-Source: Chancellor's Office MIS files

Degrees	15-16	16-17	17-18	18-19	19-20	Total
<b>Female</b>	<b>24</b>	<b>39</b>	<b>42</b>	<b>44</b>	<b>67</b>	<b>216</b>
Asian		2	1	1	4	8
Black	1	1	4	2	4	12
Hispanic/Latino	20	25	26	27	43	141
Two or More Races		1	1		2	4
White	3	10	10	14	14	51
<b>Male</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>13</b>	<b>24</b>	<b>58</b>
Asian				3	5	8
Black			1	1	1	3
Hispanic/Latino	4	3	8	5	12	32
White	1	4		4	6	15
<b>Unreported</b>			1	1	1	3
Hispanic/Latino			1			1
White				1	1	2
<b>Total</b>	<b>29</b>	<b>46</b>	<b>52</b>	<b>58</b>	<b>92</b>	<b>277</b>

## RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

## Program Review: Part 1

### EMP GOAL 3. Close all student equity gaps.

---

#### **GOALS AND ACTIVITIES**

##### **What are you doing now in support of this goal?**

Like all instructional faculty, members of the psychology discipline play a key role in closing student equity gaps through our work in the classroom. In alignment with the Core Commitments of Equity and Inclusiveness, we are working to create supportive and equitable learning experiences for our students.

Psychology faculty are very active in equity work at the campus level (for example, serving on the [Racial Justice Taskforce](#), participating in the development of the [Student Equity Plan](#), joining the Academic Senate [LGBTQ+ Advocates Committee](#), presenting Flex sessions on issues of equity, creating the [Professional Development Plan](#) for Norco College centered on supporting student success from an equity framework, etc.).

However, despite these efforts, our disaggregated data reveal concerning equity gaps that we must work to address, particularly in regard to success rates for Black women and Hispanic men and retention rates for Black men and women. Closing these gaps will require the work of all psychology faculty and should begin with professional development on equity-mindedness and cultural competency (EM & CC).

##### **What are your plans/goals (3-year) regarding this goal?**

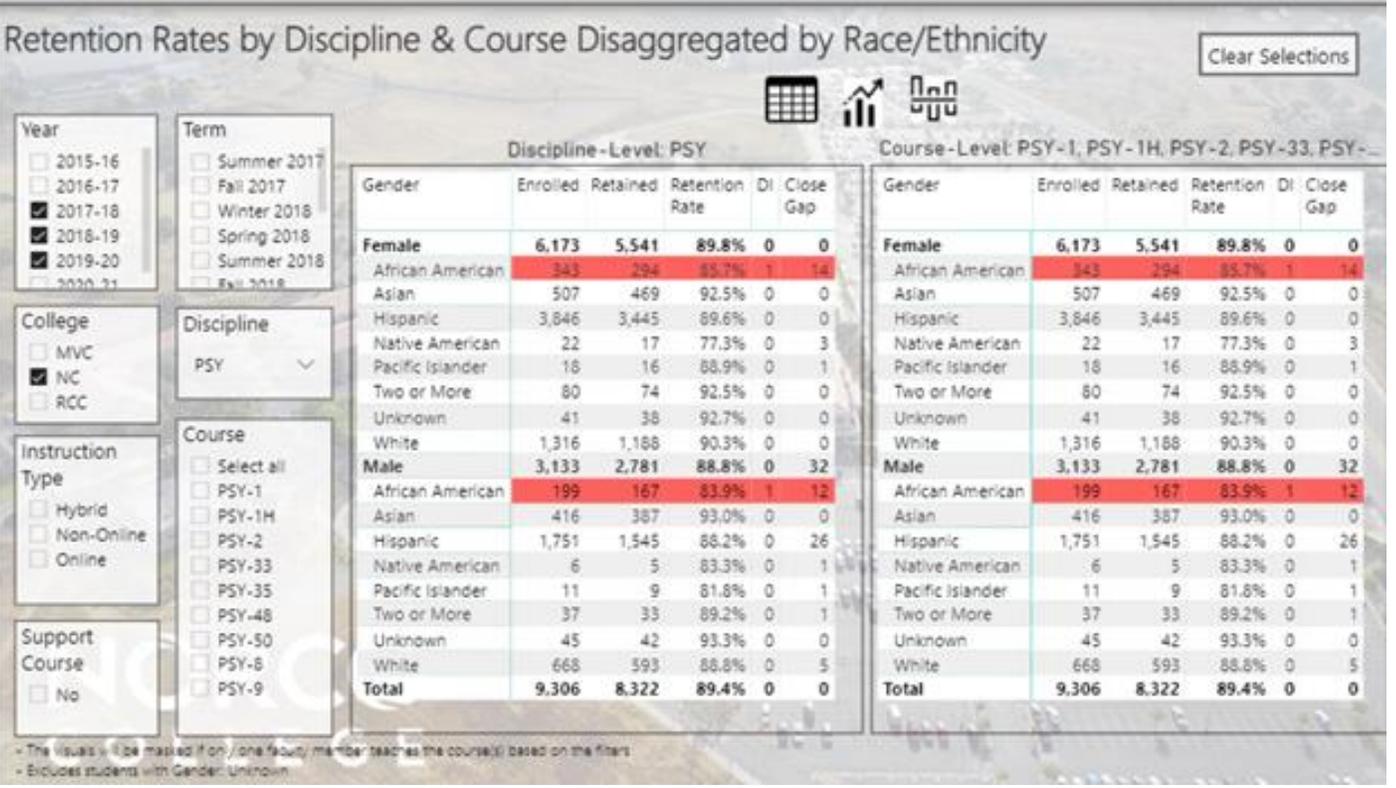
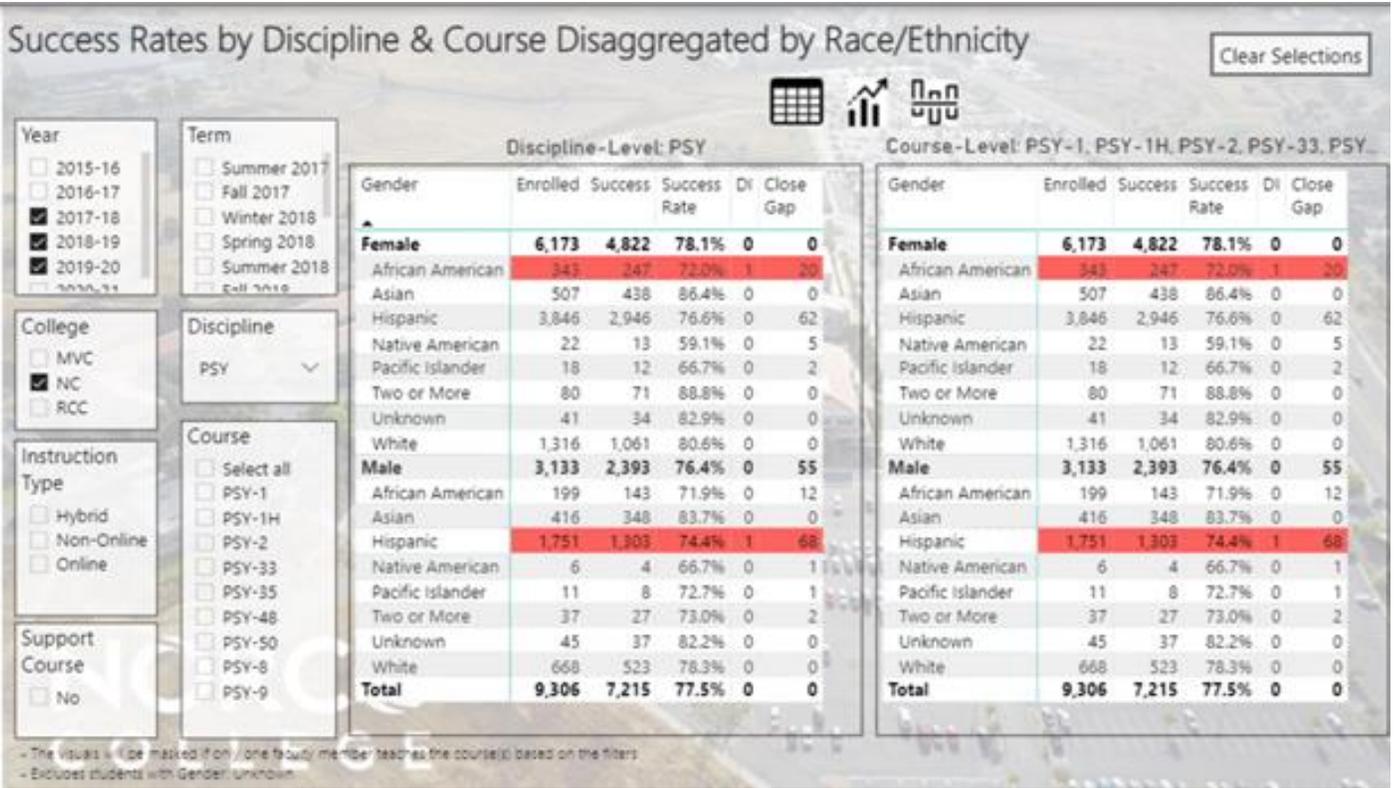
1. Have 100% of PSY faculty complete the CORA Teaching Men of Color in the Community Colleges training module.
1. Have 100% of PSY faculty complete the CORA Microaggressions training module.
1. Encourage PSY faculty attendance at Flex sessions centered on EM&CC, along with the upcoming full-day events planned by the Racial Justice Taskforce.
1. Form a community of practice centered on EM&CC with faculty from similar disciplines (Anthropology, Political Science).

#### **EVIDENCE**

##### **Do you have assessment data or other evidence that relates to this goal?**

Our evidence for this goal comes from the disaggregated success and retention rates discussed in the data review section and screenshot here for reference.

# Program Review: Part 1



## RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)  
 No

## Program Review: Part 1

### EMP GOAL 9. Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.

---

#### **GOALS AND ACTIVITIES**

##### **What are you doing now in support of this goal?**

In the Spring 2021 semester, the psychology discipline included three full-time and ten part-time faculty members. As our program has grown, so too have the number of faculty. We've reached a point where we will need to make concerted efforts to make sure that all faculty are supported in their teaching efforts, are included in interpretation of and decision-making about assessment results, and have opportunities to actively participate. We also want to give part-time faculty opportunities to participate in or even lead assessment and curriculum efforts, so they can build skills needed to gain full-time positions.

Another area of concern for psychology faculty is our ratio of part-time to full-time faculty. As an example, consider the Spring 2021 semester. Only three out of thirteen total faculty (23%) were full-time. Similarly, only 14 out of 17 total sections (45%) were taught by full-time faculty. Keep in mind that several full-time faculty members took on overloads to ensure staffing coverage and that our offerings were reduced this semester in response to enrollment reductions as a result of the COVID-19 pandemic. Our ratios would be even further away from the 75/25 ratios in a more typical semester. Furthermore, evidence presented earlier, in response to EMP Goals 3 and 4 highlights a need to add sections of PSY-48 and PSY-50 to our schedule to eliminate bottlenecks in scheduling for our students.

##### **What are your plans/goals (3-year) regarding this goal?**

1. Increase collaboration with all psychology faculty at Norco College, inclusive of part-time faculty.
  - Create a Norco Psychology Canvas page, which will serve as a home base for Psychology faculty at Norco College. We can link to relevant information, create training modules, highlight professional development opportunities, and increase discussion through Canvas discussion boards and the announcements feature.
  - Host one psychology faculty meeting per semester. This meeting can be used to share assessment results, teaching strategies, and discipline plans.
1. Request additional full-time faculty positions to bring us closer to the 75/25 ratio for faculty.

#### **EVIDENCE**

##### **Do you have assessment data or other evidence that relates to this goal?**

The data to support these goals primarily come from our Data Review section, highlighting the size of the Psychology program and the growth in the program. The data are copied below for your review. Another important source of data are the class schedules offered each semester by Norco College, which can be found here:

<https://www.norcocollege.edu/schedules/Pages/schedules.aspx>

In particular, the numbers of part-time faculty in psychology were taken from the [Spring 2021 Class Schedule](#).

For background information on the 75:25 ratio, this [ASCCC Rostrum article](#) provides a good overview.

# Program Review: Part 1

California Community Colleges Chancellor's Office  
 Program Awards Summary Report

Associate Degree for Transfer (ADT)	2017-18	2018-19	2019-20	Total
Administration of Justice	5	22	31	58
Anthropology	4	5	6	15
Art	4	10	12	26
Biology	3	4	7	14
Business Administration	79	99	107	285
Chemistry	1	2	8	11
Child & Adolescent Development			22	22
Communication Studies	21	26	31	78
Computer Science	3	7	10	20
Early Childhood Education	9	12	18	39
English	15	9	22	46
History	13	18	10	41
Kinesiology			3	3
Math	26	28	43	97
Music			2	2
Philosophy	3	3	3	9
Physics	15	17	21	53
Political Science	9	10	6	25
Psychology	52	58	92	202
Sociology	23	37	37	97
Spanish	5	14	16	35
Total	290	381	507	1,178

Report Run Date As Of : 4/27/2021 12:41:32 PM

# Program Review: Part 1

## Program of Study and Student Educational Plan

**Program of Study**

- Office Management
- Office Technology/Office Computer Ap...
- Other Business and Management
- Other Engineering and Related Industr...
- Paralegal
- Philosophy
- Physical Education
- Physical Education, Health & Wellness
- Physicians Assistant
- Physics
- Political Science
- Pre-Engineering
- Psychology
- Real Estate
- Registered Nursing
- Retail Management (WAFC)
- Sales Techniques
- Sign Language Interpreting

-Active program of study and student educational plan completion for each annual year enrolled

-Filter by program or programs

-Source: Chancellor's Office MIS files

Gender by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Female</b>	333	395	487	542	746
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<b>Total</b>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

## Program Awards

**Program Title**

- Game Art: 3D Animation
- Game Art: Character Mo...
- Game Art: Environments...
- Game Audio
- Game Design
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- Pre-Engineering
- Psychology
- Retail Management (WA...
- Simulation and Gaming...
- Social & Behavioral Sde...
- Sociology
- Spanish
- Studio Arts
- Supply Chain Technology

**Degrees**

Gender x Ethnicity	15-16	16-17	17-18	18-19	19-20	Total
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Hispanic/Latino	20	25	26	27	43	141
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Hispanic/Latino	4	3	8	5	12	32
White	1	4		4	6	15
<b>Unreported</b>			1	1	1	3
Hispanic/Latino			1			1
White				1	1	2
<b>Total</b>	29	46	52	58	92	277

**Certificates**

Gender x Ethnicity	Total
<b>Total</b>	

-Program awards by Gender and Ethnicity  
 -Filter by program or programs  
 -Source: Chancellor's Office MIS files

## RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

## Program Review Part 2

2021 - 2024

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### Curriculum

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**Are all your courses current (within four years)?**

Yes

**What percentage of your courses are out of date?**

0%

**If you have courses that are not current, are they in the curriculum process?**

N/A

**For out of date courses that are not already in progress of updating, what is your plan?**

All psychology courses are currently up to date.

**Do you have proposals in progress for all the DE courses you intend to file?**

Yes

**Do you require help to get your courses up to date?**

No

### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

While I appreciate the way starting with EMP goals ensures alignment with the college mission and strategic plan, I found myself wishing for a specific place where I could list the goals developed by the faculty in my unit that was separate from the EMP goals (though informed by and aligned with those goals).

I also found it difficult, at times, to fit specific plans under one single goal. Listing lots of planned activities under a single EMP also seemed bury the lede, in a sense. I found myself wanting to detail our goals and the substeps needed to achieve them, but there was no clear place to do so.

**What questions do we need to ask to understand your program plans, goals, needs?**

The questions asked are good. I especially appreciated the addition of the assessment question linked to Guided Pathways. I would have liked to see questions in the Assessment Area asking programs to map out their assessment plans for the next three years. That was included, but only for those who were out of compliance.

I also would have liked to see more emphasis on the meaning of assessment results, rather than checking boxes to ensure that all SLOs and PLOs were aligned and assessed. For those of us who are up to date on assessment, there wasn't much here to encourage us to think about the practice as much more than staying off the naughty list.

**What types of data do you need to support your program plans, goals, needs?**

We need access to the data used by APC to rank faculty requests. Because those data are important for faculty ranking, we need to be able to craft program reviews making our arguments for additional faculty bolstered by the relevant data.

## Program Review Part 2

In the current process, we request a new faculty member, then receive the rubric used by APC (along with the relevant data) AFTER program reviews are submitted, then construct an argument for our discipline's ranking at an APC meeting. This seems backward. We need to start with the relevant data first and reviewing it should be part of the Program Review process.

**If there are any supporting documents you would like to attach, please attach them here.**

## Resource Requests

2021 - 2024

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**What resources do we already have?**

We currently have three full-time faculty members in Psychology.

**What resources do you need?**

A new full-time faculty member in Psychology.

**Request related to EMP goal or Assessment?**

EMP Goal 1,EMP Goal 2,EMP Goal 9,Achievement Data

**\$ Amount Requested**

163,568

**Resource Type**

FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

**Potential Funding Source(s)**

Other/None

**The evidence to support this request can be found in:**

Data Review,Program Review: Part 1

**This request for my area is Priority #:**

1

2021 - 2024

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**What resources do we already have?**

We do not currently have any resources related to this request.

**What resources do you need?**

Funding for refreshments for two psychology all-faculty meetings per academic year

**Request related to EMP goal or Assessment?**

EMP Goal 9

**\$ Amount Requested**

300

**Resource Type**

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

**Potential Funding Source(s)**

Other/None

**The evidence to support this request can be found in:**

Program Review: Part 1

**This request for my area is Priority #:**

2

# Resource Requests

2021 - 2024

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## What resources do we already have?

We do not currently have any funding to pay for conference attendance, registration, travel, or costs for presenting materials. Undergraduate research is a high-impact educational practice and presenting at conferences is excellent professional development for psychology majors. The experience will make students more competitive for transfer and help them build skills that can lay the building blocks for work at four-year and graduate institutions.

<https://www.aacu.org/node/4084>

## What resources do you need?

Funding for Psychology Students to Attend & Present at Undergraduate Research Conferences, such as UCLA's Psychology Undergraduate Research Conference (PURC). This money could be used to pay for submission and registration fees, travel to the conference, and printing costs for posters.

## Request related to EMP goal or Assessment?

EMP Goal 2

## \$ Amount Requested

2,000

## Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

## Potential Funding Source(s)

Other/None

## The evidence to support this request can be found in:

Program Review: Part 1, Assessment Review

## This request for my area is Priority #:

3

## Submission

2021 - 2024

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**All parts of my Program Review have been completed and it is ready for review**

Yes