



# **Program Review - Overall Report**

2024 - 2027

Instructional: Psychology

## Overall Trends

Please add any relevant documents here.

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

Overall, students in Psychology courses have been **holding steady from 74.2% to 74.3% in success** and **increasing from 87.5% to 90.5% in retention** over the past three years. We are pleased to note that success rates remained the same despite an increase in retention. Psychology success and retention rates exceed the overall rates for the college (70.6% and 87.0%, respectively).

### Discipline-Level: PSY

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>5,726</b>	<b>5,093</b>	<b>88.9%</b>	<b>0</b>	<b>24</b>
African American	292	254	87.0%	0	7
Asian	568	532	93.7%	0	0
Hispanic	3,524	3,085	87.5%	1	93
Native American	14	13	92.9%	0	0
Pacific Islander	12	11	91.7%	0	0
White	1,081	985	91.1%	0	0
Two or More	204	183	89.7%	0	0
Unknown	31	30	96.8%	0	0
<b>Male</b>	<b>2,693</b>	<b>2,404</b>	<b>89.3%</b>	<b>0</b>	<b>0</b>
African American	169	147	87.0%	0	4
Asian	364	332	91.2%	0	0
Hispanic	1,427	1,270	89.0%	0	2
Native American	Masked Data			0	
Pacific Islander	11	9	81.8%	0	1
White	536	481	89.7%	0	0
Two or More	79	69	87.3%	0	2
Unknown	98	89	90.8%	0	0
<b>Unknown</b>	<b>67</b>	<b>62</b>	<b>92.5%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	
Asian	13	13	100.0%	0	0
Hispanic	27	25	92.6%	0	0
Native American	Masked Data			0	
Pacific Islander				n	
<b>Total</b>	<b>8,486</b>	<b>7,559</b>	<b>89.1%</b>	<b>0</b>	<b>0</b>

Data Review

Discipline-Level: PSY

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>5,726</b>	<b>4,241</b>	<b>74.1%</b>	<b>0</b>	<b>0</b>
African American	292	206	70.5%	0	9
Asian	568	500	88.0%	0	0
Hispanic	3,524	2,490	70.7%	1	165
Native American	14	8	57.1%	0	3
Pacific Islander	12	9	75.0%	0	0
White	1,081	846	78.3%	0	0
Two or More	204	154	75.5%	0	0
Unknown	31	28	90.3%	0	0
<b>Male</b>	<b>2,693</b>	<b>1,933</b>	<b>71.8%</b>	<b>1</b>	<b>64</b>
African American	169	102	60.4%	1	23
Asian	364	306	84.1%	0	0
Hispanic	1,427	1,016	71.2%	1	38
Native American	Masked Data			0	
Pacific Islander	11	6	54.5%	0	3
White	536	384	71.6%	0	10
Two or More	79	52	65.8%	0	7
Unknown	98	61	62.2%	1	12
<b>Unknown</b>	<b>67</b>	<b>53</b>	<b>79.1%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	
<b>Total</b>	<b>8,486</b>	<b>6,227</b>	<b>73.4%</b>	<b>0</b>	<b>0</b>

The number of students who have declared a **major in Psychology** decreased from **869 to 857** in three years. Similarly, the number of students who **completed a degree in Psychology** decreased from **79 to 68** in three years.

## Data Review

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
<b>Female</b>	<b>691</b>	<b>665</b>	<b>631</b>	<b>643</b>
African-American	40	41	41	50
American Indian		1	2	2
Asian	44	51	50	45
Hispanic	446	419	398	409
Pacific Islander	2	1	1	1
Two or More	26	26	28	33
Unreported	11	5	5	8
White	122	121	106	95
<b>Male</b>	<b>223</b>	<b>199</b>	<b>186</b>	<b>204</b>
African-American	12	17	16	21
Asian	24	18	24	20
Hispanic	137	122	105	116
Pacific Islander	1			
Two or More	5	4	8	6
Unreported	2	2		
White	42	36	33	41
<b>Non-Binary</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>
African-American		1		1
Asian		1	1	1
Hispanic		1	1	2
Two or More	1	1		
White	3		3	1
<b>Unreported</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>5</b>
Asian				1
Hispanic	2	1	3	3
White	1		1	1
<b>Total</b>	<b>921</b>	<b>869</b>	<b>826</b>	<b>857</b>

## Data Review

### Degrees

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
<b>Female</b>	<b>44</b>	<b>67</b>	<b>61</b>	<b>62</b>	<b>52</b>	<b>286</b>
Asian	1	4	7	2	7	21
Black or African American	2	4	3	3	2	14
Hispanic/Latino	27	43	28	33	33	164
Two or More Races		2	1	2		5
Unknown/Unreported			1		1	2
White	14	14	21	22	9	80
<b>Male</b>	<b>13</b>	<b>24</b>	<b>18</b>	<b>14</b>	<b>16</b>	<b>85</b>
Asian	3	5	2	2	2	14
Black or African American	1	1	2		1	5
Hispanic/Latino	5	12	13	10	10	50
Two or More Races					1	1
Unknown/Unreported					1	1
White	4	6	1	2	1	14
<b>Unreported</b>	<b>1</b>	<b>1</b>				<b>2</b>
White	1	1				2
<b>Total</b>	<b>58</b>	<b>92</b>	<b>79</b>	<b>76</b>	<b>68</b>	<b>373</b>

It is important to note that the first year in this period of time is 2020-2021, which coincides with the first full academic year that occurred during the **COVID-19 pandemic**. All psychology classes were offered online for this first year. The decrease in students reflects the enrollment drop experienced by the college as a whole. However, we need to continue to monitor these numbers to make sure the trend steadies or increases over the next Program Review Cycle.

The number of **Psychology majors with a Student Educational Plan is 62.05%**. This is below the rate for Norco College as a whole, which stands at 67.99%.

Student Educational Plan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	3.16%	3.32%	4.14%	3.83%	3.59%
Abbreviated Ed Plan	3.95%	6.79%	8.72%	4.17%	5.74%
Comprehensive Ed Plan	32.29%	20.90%	19.87%	16.49%	22.69%
No Ed Plan	60.60%	68.99%	67.28%	75.50%	67.99%

## 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?**

1. **Lower rates success and retention for students taking in person Psychology classes.** Retention rates for students in in-person classes is lower (87.4%) than for students in online classes (89.9%). The same pattern is seen for success, with in-person students succeeding at lower rates (69.4%) than online students (74.8%). The college as whole shows the opposite pattern, with in-person students outperforming online students in success and retention. It also represents a shift for the Psychology program. In the 18-19 academic year, in-person students had a success rate of 80.6%, compared to 72.1% for online students. Those rates are pre-COVID, so it is no surprise they are higher than the rates from the last three years.

## Data Review

2. **Hispanic women have lower retention and success rates in Psychology classes.** Hispanic women represent the largest disaggregated group taking psychology courses, yet are experiencing disproportionate impact in this program.
3. **Hispanic and African American men have lower success rates in Psychology classes.** The number of men taking psychology classes and majoring in Psychology is typically significantly lower than the number of women. Because they are also experiencing disproportionate impact, this means that the men of color who do enroll in Psychology classes are less likely to succeed than other students.

Data Review

Discipline-Level: PSY

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Pacific Islander				0	
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## 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?**

Our action plan is made up of three components.

1. **Professional development specifically for teaching in-person classes.** We want to eliminate the equity gap for in-person students. We realize that much of our training during and post-COVID has focused on online teaching and learning. It is time to balance that with strategies specific for in-person modalities. We also recognize that many of our students have now been learning primarily in a remote format for anywhere from 1-3 years. The shift to education in the remote format may mean students need additional support to succeed in classroom settings.
2. **Professional development and outreach for part-time faculty.** Full-time faculty members have completed significant professional development on DEI efforts, antiracist teaching practices, culturally responsive practices, and online education. Our colleagues who teach part-time may not have had the same access to this professional development. We want to promote this type of professional development to PR faculty and make sure they know how to be compensated for professional development.
3. **Implementing teaching practices that are culturally-responsive, inclusive, and designed to be universally effective for all students.** We would like to select 2-3 high impact, evidence-based strategies to implement over the next program review cycle. We are considering the TILT framework, Universal Design, and explicit techniques to increase growth mindset and belongingness. We are primarily in the brainstorming phase, but our hope is select one focus per year, develop resources to create a shared understanding amongst all faculty teaching psychology, and measure the impact of the changes that are made.

**Please add any relevant documents here.**

# Program/Unit Goals

## Increase Access

### Program/Unit Goal

Increase access to psychology courses for students across special programs, instructional modalities, and courses.

### Goal Cycle

2024 - 2027

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

1. Psychology continues to face issues that impact student access to courses that are required to earn the ADT in Psychology. In particular, we have a bottleneck in the number of sections of PSY-50 Research Methods we are able to offer. There is clear, unmet student need for additional sections of this course, particularly in the online format. Our students are often directed to take this class at other community colleges when our online sections are invariably full.
2. Psychology has been an active participant in the Next Phase program. We currently offer the following courses within the program:
  - PSY-1: General Psychology
  - PSY-2: Biological Psychology
  - PSY-8: Social Psychology
  - PSY-9 Developmental Psychology
  - PSY-35: Abnormal Psychology.

However, Next Phase students cannot complete an ADT in Psychology because one of our required courses, PSY-50: Research Methods in Psychology has not been offered at the CRC. This course presents particular challenges because it requires the use of statistical software. We believe this challenge can be overcome.

1. Similarly, Psychology has been an active participant in the Dual Enrollment program, offering in person and online classes at multiple sites throughout CNUUSD. We want to continue this partnership and explore ways to continue to develop these partnerships.
2. We currently offer very few courses in the hybrid format. We have seen increasing enrollment in PSY-50 hybrid and would like to try the hybrid format with other courses, particularly PSY-48 and PSY-2. Our success and retention rates tend to be higher in online classes, so adding an online component for students taking in-person classes may provide a benefit.

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

1. Offer additional sections of online PSY-50: Research Methods. Consider adding sections of PSY-50 to Winter and Summer schedules.
2. Offer PSY-50 in the Next Phase program.
3. Increase participation in the Dual Enrollment program.
4. Increase the number of hybrid courses offered in Psychology.
5. Hire a new faculty member to help meet the demand for PSY-50, to offer PSY-50 at the CRC, and to assist in the range of courses offered at the CRC.

**Please add any relevant documents here.**

## Mapping

4/3/2026

Generated by Nuventive Improvement Platform

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## Program/Unit Goals

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 6.4 (Academic Affairs):** Work toward reducing recidivism through incarcerated student education (✓)
- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)

### Progress and Evidence

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#### Evidence Date

03/18/2024

**What progress have you made toward this goal?**

**How do you measure your progress?**

**Discuss your evidence/results.**

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

Our increased need for PSY-50 online sections is evidence by our fill rates for this course in this modality. Our online sections fill very rapidly. In the past we've tried to add additional online sections to meet this demand, but we are not always able to do that with our current staffing levels. We resort to helping students find online research methods courses at other institutions so they can complete their program and transfer.

PSY-50 has been requested by the Next Phase program. Once this course is offered at the CRC, students will be able to choose Psychology as a major, which is requested by students.

To increase sections of PSY-50 so that it can meet demand for online, CRC, and intersession offerings will require additional staffing. We cannot meet these important program needs without a fifth psychology faculty member.

Increasing the number of hybrid classes will increase our ability to teach more sections in the times that tend to be preferred by students: M-Th, 9-2. Our discipline plan is to use the hybrid format to teach classes designed so that lecture is recorded and occurs for the online portion of the course and in-class time is spent on active learning strategies and applications of concepts. This is typically referred to as a "flipped" class structure. The flipped classroom model is an evidence-based strategy to increase student engagement and success rates. Because we see higher success and retention rates in our online versus in person classes, the hybrid model has potential to increase outcomes for in-person students.

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

New Faculty Request

**Please add any relevant documents here.**

# Program/Unit Goals

## ZTC PSY ADT

### Program/Unit Goal

Offer ZTC sections of each PSY course every semester to create a ZTC ADT for Psychology students

### Goal Cycle

2024 - 2027

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

We have increased offering of ZTC and LTC courses across the Psychology discipline. We currently offer ZTC sections of General Psychology, Social Psychology, Psychology of Human Sexuality, Abnormal Psychology, and Lifespan Development.

To make the entire pathway ZTC, we need to curate, edit, and create ZTC resources for Biological Psychology, Statistics for the Behavioral Sciences, and Research Methods in Psychology.

We also need to develop an outreach strategy for part-time faculty. To create a truly ZTC pathway for PSY students, we need to increase the number of sections using ZTC across the entire program.

We are committed to this goal because of the impact of textbook costs on student success. We've noticed fill rates are higher for ZTC sections of courses compared to those using traditional textbooks. Students from historically underresourced populations are the most likely to benefit from ZTC. We hope that reducing textbook costs will help us decrease equity gaps in success and retention. If everyone has the book they need on the day the course begins, it increases the likelihood that students will stay enrolled and succeed in the course.

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

1. Review ZTC options for PSY-2, PSY-48, and PSY-50. If adequate resources are found, create LibreText books that are designed specifically for Norco College students.
2. If ZTC resources for a particular course are inadequate, we will request funding for course sets of textbooks.
3. Develop Canvas shells for our most commonly taught courses that integrate ZTC materials. These can be shared with all faculty who teach that particular course, reducing the workload needed by PT faculty to convert their courses.
4. Converting courses to zero cost takes time and requires expertise, particularly in courses that don't have existing ZTC resources. We offer a broad range of courses in Psychology, and several are not consistently taught by full-time faculty (Abnormal Psychology, Personal & Social Adjustment, Theories of Personality, Developmental Psychology). We need additional full-time faculty members to take on this process.

Please add any relevant documents here.

### Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

## Program/Unit Goals

### Progress and Evidence

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#### Evidence Date

03/22/2024

**What progress have you made toward this goal?**

**How do you measure your progress?**

**Discuss your evidence/results.**

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

The impact of ZTC pathways has been demonstrated through many case studies throughout the nation and within California Community Colleges. These demonstrated impacts include positive effects on:

- Cost savings
- Flexibility
- Access
- Equity
- Retention
- Success

One of the most striking findings is that the benefits of ZTC pathways are stronger for students who are members of historically underrepresented and underserved groups based on race, ethnicity, and socioeconomic status.

The largest barrier to making this transition is time. Our current staffing is maxed out attempting to meet the needs of the program. Our ability to engage in this local and statewide effort is limited until we can hire additional psychology faculty members.

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

New Faculty Hiring Request

**Please add any relevant documents here.**

## Decrease Equity Gaps

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### Program/Unit Goal

Decrease equity gaps in success and retention based on race/ethnicity and course modality.

### Goal Cycle

2024 - 2027

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

Psychology faculty have consistently and deeply engaged in DEI relevant professional development. However, stubborn equity gaps remain. In particular, we see disproportionate impact on success and retention rates for students who are Hispanic and students who are African American.

In the last three years a new equity gap has developed - students taking classes in-person have decreased success and retention in Psychology classes.

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

1. We need professional development linked to student needs post-pandemic. The higher education system and society as a whole have changed as a result of COVID-19. Student needs and concerns have likely changed. We need to adjust instruction to meet the challenges of post-pandemic education.

## Program/Unit Goals

2. Measure and increase the number of part-time faculty members completing equity related professional development.
3. All FT faculty will complete the Teaching Men of Color in the Community College and Racial Microaggressions certificates offered by CORA.
4. Implement evidence-based high impact practices to increase engagement and belongingness, particularly for in-person classes.
5. Address concerns about academic honesty for online classes. It is possible that what look like equity gaps for in-person students could be a result of inflated success rates in online classes, driven by recent technology (artificial intelligence, use of social media for cheating, sharing test questions/answers on websites such as Chegg, etc).
  - o Develop an AI policy for the Psychology discipline at Norco College.
  - o Incorporate online proctoring for all online Psychology classes.
  - o Outreach to PT faculty about artificial intelligence and academic honesty, including strategies to prevent and address it.

Please add any relevant documents here.

### Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 4.2 (Planning and Development):** Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees) (✓)
- **2025 Objective 4.3 (Academic Senate):** Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty) (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

### Progress and Evidence

#### Evidence Date

03/22/2024

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

This goal is based directly on the equity gaps that were detailed in the disaggregated student groups data review section of this Program Review, which are copied here.

1. **Lower rates success and retention for students taking in person Psychology classes.**

Retention rates for students in in-person classes is lower (87.4%) than for students in online classes

## Program/Unit Goals

(89.9%). The same pattern is seen for success, with in-person students succeeding at lower rates (69.4%) than online students (74.8%). The college as whole shows the opposite pattern, with in-person students outperforming online students in success and retention. It also represents a shift for the Psychology program. In the 18-19 academic year, in-person students had a success rate of 80.6%, compared to 72.1% for online students. Those rates are pre-COVID, so it is no surprise they are higher than the rates from the last three years.

2. **Hispanic women have lower retention and success rates in Psychology classes.** Hispanic women represent the largest disaggregated group taking psychology courses, yet are experiencing disproportionate impact in this program.
3. **Hispanic and African American men have lower success rates in Psychology classes.** The number of men taking psychology classes and majoring in Psychology is typically significantly lower than the number of women. Because they are also experiencing disproportionate impact, this means that the men of color who do enroll in Psychology classes are less likely to succeed than other students.

Discipline-Level: PSY

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
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Asian	568	532	93.7%	0	0
Hispanic	3,524	3,085	87.5%	1	93
Native American	14	13	92.9%	0	0
Pacific Islander	12	11	91.7%	0	0
White	1,081	985	91.1%	0	0
Two or More	204	183	89.7%	0	0
Unknown	31	30	96.8%	0	0
<b>Male</b>	<b>2,693</b>	<b>2,404</b>	<b>89.3%</b>	<b>0</b>	<b>0</b>
African American	169	147	87.0%	0	4
Asian	364	332	91.2%	0	0
Hispanic	1,427	1,270	89.0%	0	2
Native American	Masked Data			0	
Pacific Islander	11	9	81.8%	0	1
White	536	481	89.7%	0	0
Two or More	79	69	87.3%	0	2
Unknown	98	89	90.8%	0	0
<b>Unknown</b>	<b>67</b>	<b>62</b>	<b>92.5%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	
Asian	13	13	100.0%	0	0
Hispanic	27	25	92.6%	0	0
Native American	Masked Data			0	
Pacific Islander				0	
<b>Total</b>	<b>8,486</b>	<b>7,559</b>	<b>89.1%</b>	<b>0</b>	<b>0</b>

## Program/Unit Goals

### Discipline-Level: PSY

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>5,726</b>	<b>4,241</b>	<b>74.1%</b>	<b>0</b>	<b>0</b>
African American	292	206	70.5%	0	9
Asian	568	500	88.0%	0	0
Hispanic	3,524	2,490	70.7%	1	165
Native American	14	8	57.1%	0	3
Pacific Islander	12	9	75.0%	0	0
White	1,081	846	78.3%	0	0
Two or More	204	154	75.5%	0	0
Unknown	31	28	90.3%	0	0
<b>Male</b>	<b>2,693</b>	<b>1,933</b>	<b>71.8%</b>	<b>1</b>	<b>64</b>
African American	169	102	60.4%	1	23
Asian	364	306	84.1%	0	0
Hispanic	1,427	1,016	71.2%	1	38
Native American	Masked Data			0	
Pacific Islander	11	6	54.5%	0	3
White	536	384	71.6%	0	10
Two or More	79	52	65.8%	0	7
Unknown	98	61	62.2%	1	12
<b>Unknown</b>	<b>67</b>	<b>53</b>	<b>79.1%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	
<b>Total</b>	<b>8,486</b>	<b>6,227</b>	<b>73.4%</b>	<b>0</b>	<b>0</b>

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Chegg membership for FT faculty

**Please add any relevant documents here.**

## Create a Robust Culture of Learning Outcome Assessment

### Program/Unit Goal

Streamline and improve assessment processes to ensure that SLOs and PLOs are regularly assessed, results are discussed among faculty, and loops are closed.

### Goal Cycle

2024 - 2027

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

Psychology faculty have been consistently completing SLO assessment. However, our efforts have not been coordinated or systematic. We do not have established mechanisms for discussing assessment results, brainstorming improvements, and closing loops as a discipline.

In part, this reflects the massive change in SLO assessment processes that occurred over the last three years. Now that we've moved completely into tracking assessments within Canvas, we need to rebuild our culture of assessment.

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

1. Establish an assessment cycle for all SLOs and PLOs.
2. Provide outreach to our PT faculty members to make sure everyone knows how to complete SLO assessment and how to be compensated for their work.

## Program/Unit Goals

3. Create a bi-annual forum for FT and PT faculty to discuss disaggregated assessment results, brainstorm solutions, and design loop-closing activities.
4. Perform PLO assessment for the Psychology discipline.

Please add any relevant documents here.

### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

### Progress and Evidence

---

#### Evidence Date

03/22/2024

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

The majority of assessment is currently conducted by FT faculty using Canvas to track SLO attainment. We would like to increase PT faculty involvement to at least 50%.

We have not conducted a PLO assessment in the last three years, because of the fragmentation of assessment data collection and processes. We still have three years left in this assessment cycle, but it will take most of that time to get organized, collect the needed data, and assess the program.

This goal is aligned with college and district goals. It also allows us to ensure that we are meeting the standards required for accreditation of our program.

**Is there a resource request associated with this Goal?**

**If yes, please provide a short description.**

**Please add any relevant documents here.**

## Curriculum

---

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

No

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

25% - 11%

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

Yes

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

- PSY-48 was updated with a major modification on 12/3/23 and the new COR is active.
- PSY-2 was updated with a minor modification. BOT approval was 12/12/23. The new COR should be live soon.
- PSY-9 was updated with a major modification. BOT approval was 12/3/23. The new COR should be live soon.

**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

**Please add any relevant documents here.**

## Credit for Prior Learning

## Equity Related Professional Development Questions

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### 1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Psychology faculty have engaged deeply with a rich array of equity related professional development, including webinars, courses, and conferences.

Here is a list representing some of these activities over the last three years.

#### 2020-2021

- USC Alliance presentation “Understanding and Addressing Implicit Bias”
- Equity in Practice, One Student at a Time: Emotional Support in the Lives of Marginalized Students
- Bringing Anti-Racism to the Classroom
- Learning Lab Equity Conversation Series: The Syllabus as an Equity Practice
- Dr. Larry Sherman – Neuroscience of Prejudice: Racism & the Brain
- A2MEND Conference
- ACCJC Symposium: Equity, Quality, & Innovation through Action
- The ADT Journey for African American Students
- o Equity & Black Representation in Higher Education Leadership
- o A Legislative Briefing: Actively Advocating for Black Student Success
- Friday SLO Talk: Equity in Assessing Learning. Disrupting Legacy Practices for Antiracist, Inclusive Practices.
- o Unpacking Dating, Relationship, and Intimate Partner Violence in the LGBTQ+ Community
- o We're Queer, We've Always Here
- o The Voices, Lives, and Experiences of Current and Alumni RCCD Students

#### 2021-2022

- Teaching and Learning Committee Brown Bag #2 – A Primer on Intercultural Communications
- FALL FLEX: Disrupting Inequity in the Academy
- Bringing Pride to the Classroom and Affirming our LGBTQ+ Students - Ammanda Moore (Fall Flex 2021)
- Friday SLO Talk: Pedagogy of Equity and Impact on Classroom Practices
- Friday SLO Talk: Learning Assessment for Racial Equity
- @ONE Course: Equity & Culturally Responsive Online Teaching
- 2022 SPRING FLEX Becoming Equity Minded Practitioner
- Spring Flex 2022: Equity Audit Results
- RJTF Sawubona: Our Black and African American Students
- o RJTF Latinx Students
- Ethnic Studies and the New CSU GE Requirement & Results of the Racial Justice Taskforce Survey & Focus Group.
- Ungrading for Learning and Equity
- Meeting Students' Diverse Needs: Universal Design for Learning
- Amplifying Student Stories as an Equity-Minded Practice
- ACCJC Social Justice Policy and Enhancing Racial Equity in our Accreditation Work
- Get the 'F' Outta Here: Challenging the Oppressive Status Quo by Equitizing Our Grading Practices
- Guided Pathways & Equity Lunch and Learn
- Norco Town Hall Equity Audit
- Black Student Success Week
- o No Leaks: Securing the Pipeline for Black Students
- o The Path to Transfer Success: A Clear Highway or a Traffic Jam
- o Using Radical Action: Showing Up as Your Authentic Self
- GP & Equity Lunch & Learn

#### 2022-2023

- PsychTERMS Conference - Equity sessions

## Equity

- A Community Cultural Weal Approach at Riverside Community College District
- Fall Flex:
  - o Steps on the Path: Creating a Pro-Black Culture at Norco College
  - o Bearing Witness as an Act of Love, Resistance, Hope & Healing
- Ask-Connect-Inspire-Plan (ACIP) Model
- Distance Education Peralta Online Equity Rubric Series at MVC (Fall 2022)
- Holistic Student Support Survey (HSSS) Student Analysis
- Student Equity Plan 2022-2025
- Guided Pathways & Equity Updates
- TLC Brown Bag Session - Intercultural communication
- RJTF: Sawobona Black African American Alumni Panel
- OER for Psychology
- Digital Storytelling to Center Student Voices
- Equitable Grading Strategies for Online Teaching
- Advocates Speaker Series:
  - o Student Panel on LGBTQ+ Experiences
  - o Deconstructing Gender: Trans & Nonbinary Identities
- Teaching Inclusively & Effectively: Highlights from the Science of Learning

### **2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

Highlight 1: Distance Education Peralta Online Equity Rubric Series at MVC: Incorporating student services information into online course assignments, including images and representations in online courses that reflect broad diversity, and addressing human biases in online courses.

Highlight 2: Intercultural communications sessions: Communications Studies faculty Ana-Marie Olaerts and Mark Lewis presented a fascinating exploration on the theory and practice of intercultural communications, with a focus on the classroom and pedagogy. Lessons learned from these sessions resulted in improved listening and communication with students from diverse backgrounds. For example, understanding how students' expectations and cultural background may influence their approach to and communication with professors, and aiding them in feeling more comfortable to communicate more authentically.

Highlight 3: @ONE course Equity & Culturally Responsive Online Teaching. This course took a deep dive into DEI related issues at the California Community Colleges and the need for culturally responsive online teaching. This particular offering was facilitated by DJ Hawkins and Torria Davis. As a result, many elements of online courses have been redesigned, including syllabus redesign, equitable design strategies, creating a welcome package, creating a welcome video, and including a teaching policy and a DEI statement in the courses. We continue to refer back to the resources and strategies learned in this course.

### **3. What additional equity-related professional development/trainings do you seek to better support your area?**

1. We realize that our students have changed as a result of the COVID-19 pandemic. Similarly, our society, college and district have changed. We've noticed a new trend in our disaggregated data showing that our in person students have lower success and retention rates than our online students. We need professional development to help us understand the impact of COVID-19 on students in in-person classes.

2. Explicit professional development for teaching hybrid classes. These classes increase access and flexibility for our students, but we have not received training in course design for the hybrid format.

3. As can be seen above, we've completed significant and intense professional development on DEI issues. We are dedicated to created inclusive learning experiences and want to directly address our equity gaps, particularly for students who are Black and Latinx. We are eager to move on to evidence-based specific strategies we can implement in our classes. We would love to see professional development that specifically targets pedagogy/andragogy for our student population that addresses our institutional equity gaps.

4. Finally, we need to assess the impact of the many hours of professional development that have been completed. Have we seen changes in our equity gaps? We need discipline, school, and campus wide conversations about the effects of the last 3-4 years of equity related professional development. Have we seen changes in student success,

## Equity

retention, or outcome mastery? This information and conversations can help us make informed decisions about our next steps in the process and where there is room for more improvement.

**Please add any relevant documents here.**

# Assessment

## All SLOs exceed benchmark

### Date

03/22/2024

### Observation

#### What did you notice?

All SLOs at above the discipline set standard of 70%

#### Course(s)

PSY-1, PSY-10, PSY-2, PSY-35, PSY-48, PSY-50, PSY-9

#### SLO(s)

PSY-1 (1, 2, 3), PSY-10 (1, 3), PSY-2 (1, 2, 3), PSY-35 (1, 2, 3), PSY-48 (1, 2, 3, 4), PSY-50 (1, 5), PSY-9 (1, 2, 3)

#### Discussion/Analysis

Based on the current data reported on the Norco College Outcomes Dashboard - College Defined SLOs, every SLO reported exceeds the psychology discipline benchmark of 70%. We recognize that this data set only represents the last few semesters of SLO assessment, hasn't been implemented in every class, and includes few data from PT faculty instructors. But we are pleased to start off strong on these initial assessments in the new system.

#### Please paste any relevant screenshots here.



#### Please add any relevant documents here.

## Lower Outcome Mastery for Students 50+

### Date

03/22/2024

### Observation

#### What did you notice?

Students who are over 50 or older have lower outcome mastery (71.3%) than students in other age groups.

#### Course(s)

All

#### SLO(s)

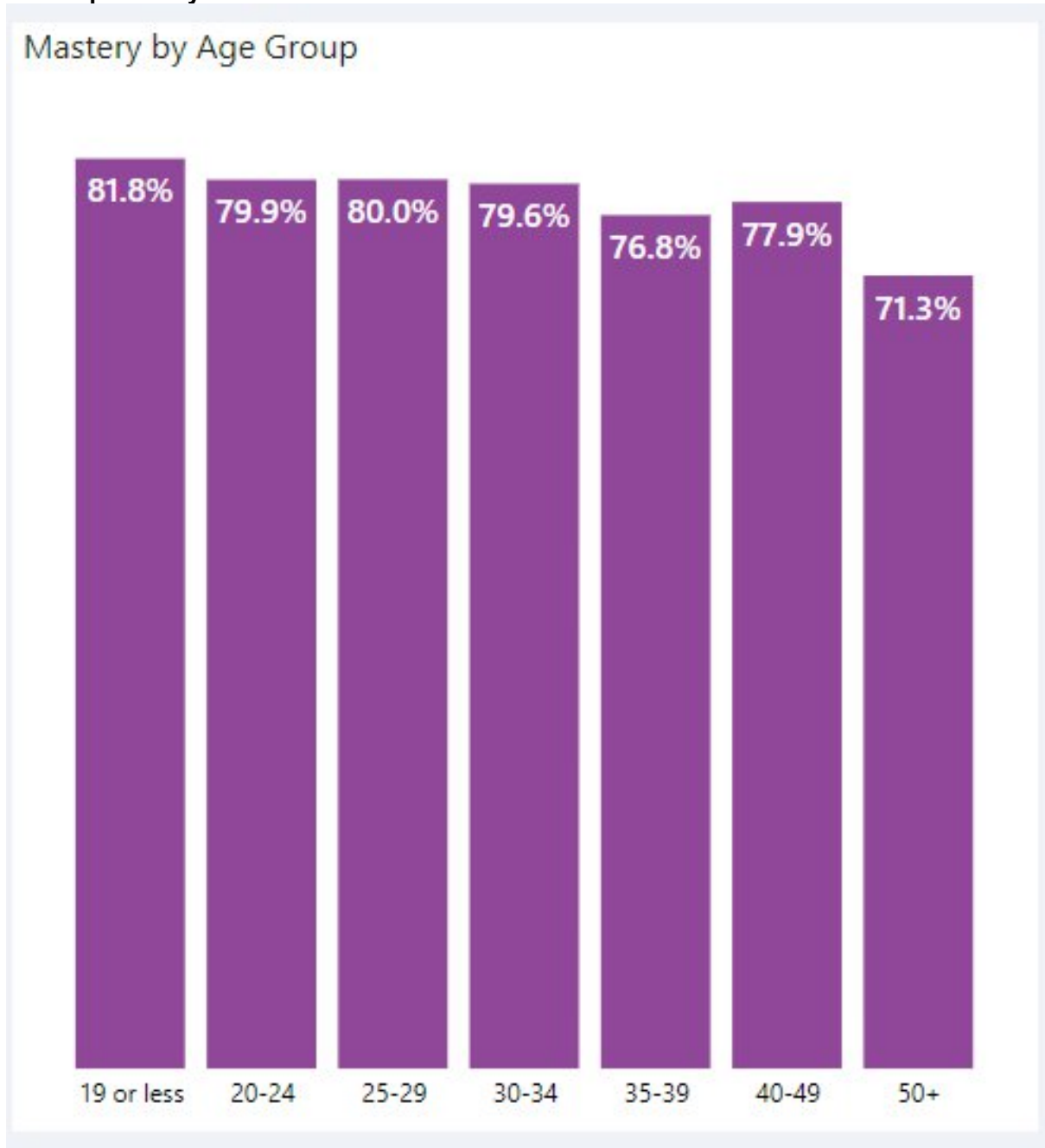
All

#### Discussion/Analysis

## Assessment

We see a general decrease in outcome master in students who are of non-traditional ages, particularly those over 50. It is difficult to know how meaningful this trend is, because the data feeding in from Canvas are incomplete, not representing all SLOs in all classes, and have only been collected for a few semesters. We will continue to monitor this trend over the next three years to decide whether specific action is needed.

**Please paste any relevant screenshots here.**



**Please add any relevant documents here.**

## Race/Ethnicity Equity Gaps

### Date

03/22/2024

### Observation

4/3/2026

## Assessment

### What did you notice?

Students who are Asian, Pacific Islander, Filipino, or White had higher outcome mastery rates (82.4% and higher) than students who are African American, Hispanic, or American Indian/Alaskan Native (scores below 78.5%).

### Course(s)

All

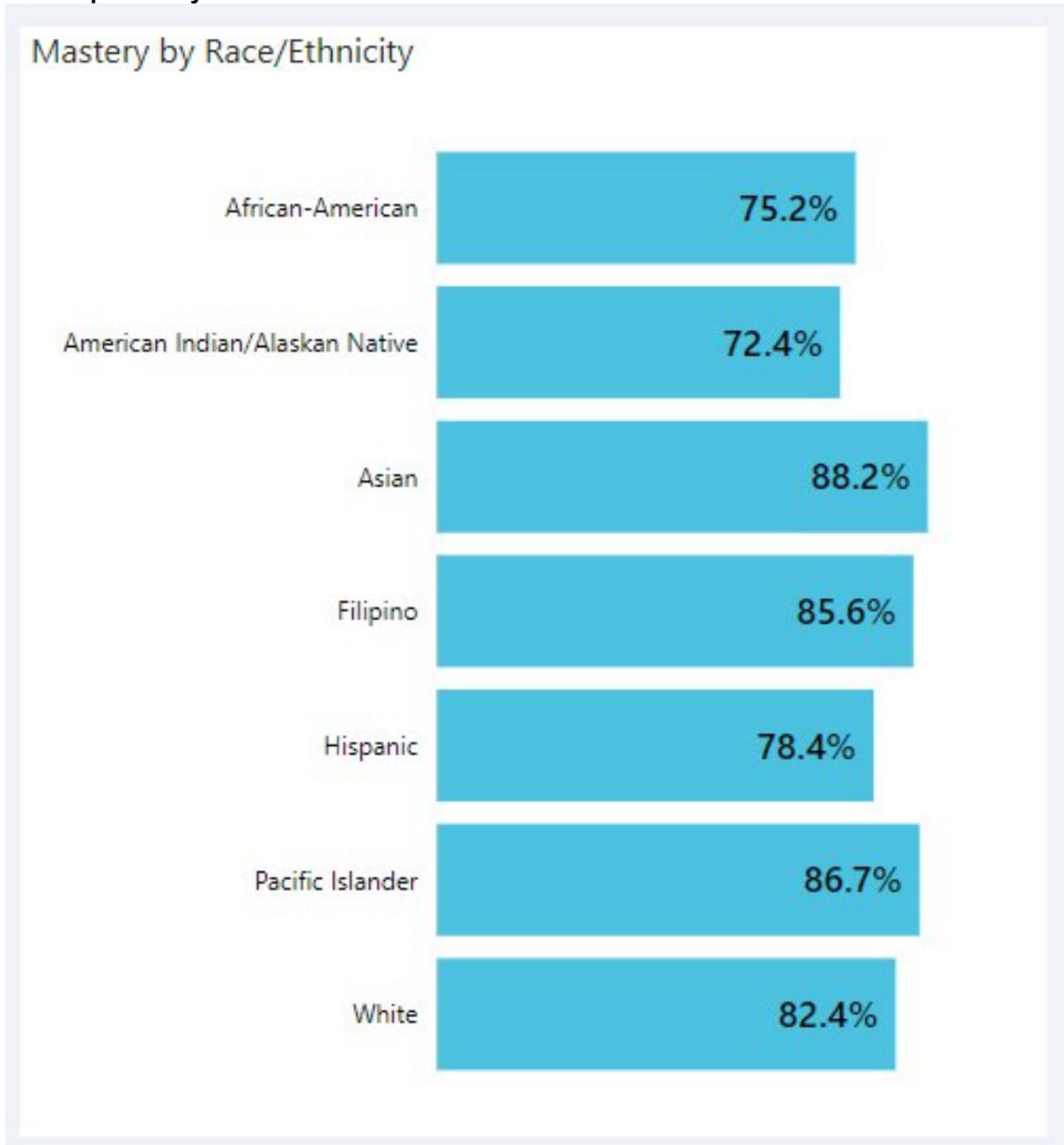
### SLO(s)

All

### Discussion/Analysis

We are encouraged to see that mastery rates for all race/ethnic groups exceeds the discipline set benchmark of 70%. However, outcome mastery rates demonstrate the same equity gaps that were observed for retention and success. We recognize that our SLO data for this cycle are incomplete at best (not all courses/SLOs are included, data from classes taught by PT faculty are underrepresented, etc.). However, we want to monitor this trend and will include efforts to increase SLO attainment in our overall program goal to decrease equity gaps for Black and Hispanic students.

Please paste any relevant screenshots here.



Please add any relevant documents here.

# Assessment

# Resource Requests

## Kahoot Memberships

---

### Resource Year

2025 Update

### What resources do we already have?

None

### What resources do you need?

Annual memberships to Kahoot+ Max for 5 FT instructors (\$120 annually for each faculty member)

### \$ Amount Requested

600

### Resource Type

ITEM: Instructional Supplies

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request is in support of EMP Goal 2: Success, Goal 3: Equity, and our program goal to decrease equity gaps. Kahoot is an all-in-one engaging, teaching, assessment, and review toolkit. We plan to use it to create more opportunities for informal assessment in all classes and to increase engagement and collaborative learning for in person classes. We have lower success and retention rates for in person classes and hope using Kahoot will help us address this equity gap. We also hope increasing engagement and giving students more opportunities to test themselves will improve success and decrease equity gaps more broadly.

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

2

### Is this request

Revised

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

1

### 2025-26 Council Ranking

### Mapping

Instructional: Psychology: *undefined*

- **Create a Robust Culture of Learning Outcome Assessment:** Streamline and improve assessment processes to ensure that SLOs and PLOs are regularly assessed, results are discussed among faculty, and loops are closed. (✓)
- **Decrease Equity Gaps:** Decrease equity gaps in success and retention based on race/ethnicity and course modality. (✓)
- **Increase Access:** Increase access to psychology courses for students across special programs, instructional modalities, and courses. (✓)

## Backyard Brains Neuroscience Experiment Kits

---

### Resource Year

2025 Update

### What resources do we already have?

None

### What resources do you need?

## Resource Requests

Hands-on instructional aids used to teach about electrophysiology in PSY-2: Biological Psychology. The specific materials requested work together to allow students to develop hypotheses and collect electrophysiological data to test those hypotheses. It is important that all components are funded together so they can work as a unit.

**Human-Human Interface:** This product allows you to share muscle movement commands between two people. For example, the electrical impulses sent from Person A to their forearm muscles can be shared to Person B and they will experience their muscles contracting, due to Person A's electrical signals overriding Person B's nervous system.

**Human SpikerBox:** Product allows you to reveal and record electricity activity in muscles, and other areas. A notable aspect of this Box is that you can link it to other attachments.

**Game Controller:** Works directly with Human SpikerBox to control movements on a computer game using electrical signals from your body!

**Reaction Timer:** Works directly with Human SpikerBox to test reaction times participants. Can test reactions with visual or auditory cues.

**The Claw!:** The claw allows muscle activation to control an external plastic claw that can grip cups and/or small objects.

### **\$ Amount Requested**

869.95

### **Resource Type**

ITEM: Instructional Supplies

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

This request supports our program goal focused on decreasing equity gaps. More specifically, we found a surprising gap in success rates for our students in face-to-face classes. A specific outcome related to our equity goal was to implement evidence-based high impact practices to increase engagement and belongingness, particularly for our in-person students.

These tools will empower students to develop their own hypotheses in Biological Psychology, as well as collect and share real data with their peers. By incorporating these resources, we are mirroring essential research components that help students translate their in-class skills into research opportunities upon transfer.

This request also aligns with EMP goal #2 (success) and goal #3 (equity).

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

2

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

Completed/Funded

**Notes**

Funded outside of the typical process, using money from STEM grants.

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Psychology: undefined

- **Decrease Equity Gaps:** Decrease equity gaps in success and retention based on race/ethnicity and course modality. (✓)

# Resource Requests

## Human Brain Models

---

### Resource Year

2025 Update

### What resources do we already have?

None

### What resources do you need?

Life-size Human Brain Models. We are requesting 2 at a cost of \$179 each. These models will facilitate accurate description of the brain and structure via practicum style examination.

### \$ Amount Requested

358

### Resource Type

ITEM: Instructional Supplies

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request supports our program goal focused on decreasing equity gaps. More specifically, we found a surprising gap in success rates for our students in face-to-face classes. A specific outcome related to our equity goal was to implement evidence-based high impact practices to increase engagement and belongingness, particularly for our in-person students.

These model brains will allow in-person students to manipulate a physical model of the brain. This will help them develop more accurate understanding of brain anatomy and physiology, which will be particularly important for students who struggle to build mental models of three-dimensional structures. The model brains will also open up new strategies for testing and assessment. Rather than labeling two-dimensional diagrams, they can identify structures on the physical model. This gives them alternative routes to demonstrate their achievement of course learning outcomes.

This request also aligns with EMP goal #2 (success) and goal #3 (equity).

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

3

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

### 2025-26 Council Ranking

### Mapping

Instructional: Psychology: *undefined*

- **Create a Robust Culture of Learning Outcome Assessment:** Streamline and improve assessment processes to ensure that SLOs and PLOs are regularly assessed, results are discussed among faculty, and loops are closed. (✓)
- **Decrease Equity Gaps:** Decrease equity gaps in success and retention based on race/ethnicity and course modality. (✓)
- **Increase Access:** Increase access to psychology courses for students across special programs, instructional modalities, and courses. (✓)

# Resource Requests

## American Psychological Association (APA) Gold Database Membership

### Resource Year

2026 Update

### What resources do we already have?

Psychology faculty and their students have limited access to scholarly articles through the databases subscribed to by the library.

### What resources do you need?

Access to APA journal articles, books, and tests & measurement instruments. These materials are required to maintain subject matter expertise in psychology and to assist students designing research projects in PSYC-48 (Behavioral Science Statistics) and PSYC-50 (Research Methods in Psychology).

### \$ Amount Requested

1,095

### Resource Type

ITEM: Instructional Supplies

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Access to these resources will allow students to more comprehensively survey the scholarly literature as they design research projects. Faculty and students will be able to use validated tests and measurement instruments in their research projects. The majority of community college students come from historically under resourced backgrounds, with limited access to technology and intellectual resources. Funding access institution wide is cost prohibited, but faculty can use their resources to help students find necessary materials. This will allow us to better prepare students for transfer and close equity gaps, aligning with EMP Goal 2 (Success) and Goal 3 (Equity). These memberships will also give faculty access to professional opportunities to help maintain subject matter expertise, which aligns with Goal 4 (Professional Development)

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

1

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

### 2025-26 Council Ranking

### Mapping

EMP-Objectives (2025-2030): *undefined*

- **2030 Objective 2.1 – KPI 4 (Academic Affairs):** Increase course success rate across all course modalities by 5% by 2030 (✓)
- **2030 Objective 3.1 – KPI 9 (Planning & Development):** Eliminate equity gaps for Black/African American students (✓)
- **2030 Objective 3.2 – KPI 10 (Planning & Development):** Eliminate equity gaps for Hispanic/Latinx students (✓)
- **2030 Objective 4.1 (Planning & Development):** Provide opportunities for professional learning that support equitable student outcomes in a variety of modalities (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)
- **Goal 4: Professional Development :** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement (✓)

# Resource Requests

Instructional: Psychology: undefined

- **Decrease Equity Gaps:** Decrease equity gaps in success and retention based on race/ethnicity and course modality. (✓)

## CopyLeaks AI Detection Memberships

### Resource Year

2026 Update

### What resources do we already have?

None

### What resources do you need?

Annual subscriptions for faculty members to detect AI use in student work.

### \$ Amount Requested

840

### Resource Type

ITEM: Instructional Supplies

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

AI use has become a national crisis in higher education. Although no AI detection software is a perfect solution, faculty need tools that systematically evaluate AI generated work. CopyLeaks is an industry leader in this field. Using this tool means allows us to communicate our program standards transparently and to apply them uniformly to all students. This aligns with our program goal to create a robust culture of student learning outcome assessment. Because online and written work cannot be verified with any existing institutional tools we currently cannot guarantee that our students are meeting course student learning outcomes.

In addition, Psychology courses show a gap in outcome data based on modality. Students in online classes have success rates that are often 10-20% higher than students in face-to-face classes. Tools like CopyLeaks help us ensure that students are held to the same academic integrity standard regardless of course modality.

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

2

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

### 2025-26 Council Ranking

### Mapping

EMP-Objectives (2025-2030): undefined

- **2030 Objective 2.1 – KPI 4 (Academic Affairs):** Increase course success rate across all course modalities by 5% by 2030 (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)

Instructional: Psychology: undefined

- **Create a Robust Culture of Learning Outcome Assessment:** Streamline and improve assessment processes to ensure that SLOs and PLOs are regularly assessed, results are discussed among faculty, and loops are closed. (✓)

## Resource Requests

- **Decrease Equity Gaps:** Decrease equity gaps in success and retention based on race/ethnicity and course modality. (✓)

## Resource Request

---

**What resources do we already have?**

**Potential Funding Source(s)**

FPDC

**What resources do you need?**

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

**\$ Amount Requested**

1,437.61

**Resource Type**

FACULTY: Professional Development

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

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

## Professional Development Activity Funding Request Application

---

### **Attendee and Activity Information**

**Has this professional development request been discussed and approved by your department chair?**

Yes

**Date of Request**

02/27/2026

**Activity Date(s)**

June 23-25, 2026

**Attendee Name**

Cody Jensen

**Position**

Full-time Faculty

**Discipline**

Psychology, SBS

**Name of Activity and Organization/Sponsor**

Online Teaching Conference 2026

**Link to Activity Website**

<https://onlineteachingconference.org/>

**Location**

In state

**City, State**

Anaheim, Ca

**Have you sought any other co-sponsorship (other internal and/or external funding)?**

No

**If yes, list source and total dollar amount.**

## Faculty Professional Development Requests

### Estimated Costs (\$)

#### Registration

549

#### What is included with Registration?

Registration Fee only

#### Air Travel or Mileage (65.5 cents/mile)

40.61

#### Hotel (tax included)

500

#### Airport Parking

0

#### Ground Transportation

0

#### Meals (\$75/day maximum)

225

#### Hotel Parking

123

#### Incidentals

0

#### Total Costs

1,437.61

### Justification for Funding Request

**Select the categories of professional development that best support your request. (Check all that apply)**

Improvement of teaching

Development of innovations in instructional and administrative techniques & program effectiveness

Courses and training implementing equity minded practices

Maintenance of current academic/technical knowledge & skills

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

This conference will help me learn about the future of online learning. The conference is focused on bringing a human element in our online courses during times of rampant AI use. It will address the intersection of human touches and AI by providing new tools to fundamentally rethink how we foster creativity, cultivate engagement, and build inclusive communities in digital spaces. This will help me in my online courses by learning innovative ways to handle AI in these courses and how to move forward as a department and institution as we navigate the use of AI in academia. Also, I hope to gain new skills on how to ensure RSI with a human touch and make my online courses more engaging to thwart the use of AI by students. Lastly, I hope to identify barriers that effect students in online courses and see how I can mitigate those barriers to advocate for equitable practices in my online courses.

**How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.**

Facilitate a conversation

Change something in your classroom

Share at a department meeting

Provide adjunct training

**Briefly explain your selection above.**

This conference will allow me to better engage with faculty and students on the ethical use of AI as it's use is rapidly expanding. It is important to know the most up to date capabilities that AI has in order to understand it better. This knowledge from the conference will allow me to change and update my online courses, similar to what I mentioned above. I will be sharing my knowledge gained with my department within Psychology and SBS, and communicate to adjunct faculty. The department would be better equipped to train adjuncts on how to humanize their online courses and navigate the use of AI in their classrooms.

## Faculty Professional Development Requests

### Is there anything else you would like to add?

I am a new full time faculty member and I would love to be more involved by presenting workshops or Flex activities. By going to this conference, I would feel more confident, knowledgeable, and ready to participate in one of these activities or workshops in the future about AI use and how to humanize online courses. Also, I may join the DE committee in my second year and this conference will help me be more knowledgeable about DE to help with that group.

### Approve and Submit

#### Proof of approval is uploaded, ready to submit?

Yes

Please upload proof of approval for travel from your department chair or Dean.

[OTC Approval.pdf](#)

## For Administrative Use Only

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### Funding Status

### Notes

2026 Update

## Resource Request

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### What resources do we already have?

#### Potential Funding Source(s)

FPDC

### What resources do you need?

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

EMP Goal 3

EMP Goal 4

#### \$ Amount Requested

1,293.59

#### Resource Type

FACULTY: Professional Development

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

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

## Professional Development Activity Funding Request Application

---

### Attendee and Activity Information

#### Has this professional development request been discussed and approved by your department chair?

Yes

#### Date of Request

02/27/2026

#### Activity Date(s)

June 23-25, 2026

## Faculty Professional Development Requests

**Attendee Name**

Melissa Wilson

**Position**

Full-time Faculty

**Discipline**

Psychology

**Name of Activity and Organization/Sponsor**

Online Teaching Conference

**Link to Activity Website**

<https://onlineteachingconference.org/>

**Location**

In state

**City, State**

Anaheim, CA

**Have you sought any other co-sponsorship (other internal and/or external funding)?**

No

If yes, list source and total dollar amount.

**Estimated Costs (\$)****Registration**

539

**What is included with Registration?**

Lunch on Wednesday, Refreshment and snack break on Tuesday afternoon and Thursday morning

**Air Travel or Mileage (65.5 cents/mile)**

30.13

**Hotel (tax included)**

492.46

**Airport Parking**

0

**Ground Transportation**

0

**Meals (\$75/day maximum)**

150

**Hotel Parking**

82

**Incidentals****Total Costs**

1,293.59

**Justification for Funding Request**

Select the categories of professional development that best support your request. (Check all that apply)

Improvement of teaching

Courses and training implementing equity minded practices

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

The conference theme is Designing the Future of Online Learning: Human Element, Ethics, Innovations, and AI. As a member of the DE committee, it would be beneficial for me to attend the conference to learn about best practices

## Faculty Professional Development Requests

in online teaching in the age of AI. Session topics will focus on equitable teaching practices, fostering engagement and inclusive communities, and maintaining academic integrity in online courses.

**How do you plan to share the information gained from the activity to your department/division? See “Dissemination Plan Ideas” document for ways to disseminate information and check all that apply.**

Facilitate a conversation

Change something in your classroom

Share at a department meeting

Host a Workshop or “Brown Bag” discussion

**Briefly explain your selection above.**

I plan to share conference information with my department, DE committee, and accessibility subcommittee. I will use the knowledge gained to improve my own online courses and add my voice to college conversations about academic integrity and AI use. One goal of the conference is to introduce AI tools that instructors can use to save time with repetitive tasks, allowing us to focus on the human element of teaching. I can provide a brown bag session through the TLC committee to relay information about any useful AI tools presented to us at the conference.

**Is there anything else you would like to add?**

### **Approve and Submit**

**Proof of approval is uploaded, ready to submit?**

Yes

**Please upload proof of approval for travel from your department chair or Dean.**

[OTC Conference Approval.pdf](#)

## For Administrative Use Only

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**Funding Status**

**Notes**

2026 Update

## Resource Request

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**What resources do we already have?**

**Potential Funding Source(s)**

FPDC

**What resources do you need?**

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

EMP Goal 3

EMP Goal 4

**\$ Amount Requested**

1,341.14

**Resource Type**

FACULTY: Professional Development

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

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

## Faculty Professional Development Requests

### Professional Development Activity Funding Request Application

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#### **Attendee and Activity Information**

Has this professional development request been discussed and approved by your department chair?

Yes

#### **Date of Request**

03/03/2026

#### **Activity Date(s)**

June 23-25, 2026

#### **Attendee Name**

Kara Zamiska

#### **Position**

Full-time Faculty

#### **Discipline**

Psychology

#### **Name of Activity and Organization/Sponsor**

Online Teaching Conference

#### **Link to Activity Website**

<https://onlineteachingconference.org/>

#### **Location**

In state

#### **City, State**

Anaheim, CA

Have you sought any other co-sponsorship (other internal and/or external funding)?

No

If yes, list source and total dollar amount.

#### **Estimated Costs (\$)**

##### **Registration**

539

##### **What is included with Registration?**

Lunch on Wednesday, Refreshment and snack break on Tuesday afternoon and Thursday morning

##### **Air Travel or Mileage (65.5 cents/mile)**

36.68

##### **Hotel (tax included)**

492.46

##### **Airport Parking**

0

##### **Ground Transportation**

0

##### **Meals (\$75/day maximum)**

150

##### **Hotel Parking**

123

##### **Incidentals**

## Faculty Professional Development Requests

### Total Costs

1,341.14

### Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Improvement of teaching

Courses and training implementing equity minded practices

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

The conference theme is Designing the Future of Online Learning: Human Element, Ethics, Innovations, and AI. As a member of TLC and the newly formed Student Academic Integrity Committee, this is incredibly relevant to the work we are doing regarding best practices in online teaching in the age of AI. Session topics will focus on equitable teaching practices, fostering engagement and inclusive communities, and maintaining academic integrity in online courses.

**How do you plan to share the information gained from the activity to your department/division? See “Dissemination Plan Ideas” document for ways to disseminate information and check all that apply.**

Facilitate a conversation

Change something in your classroom

Share at a department meeting

Host a Workshop or “Brown Bag” discussion

**Briefly explain your selection above.**

I plan to share conference information with APC, my department, TLC, and Student Academic Integrity Subcommittee. The knowledge gained at this conference will be used to improve my own courses and inform conversations about AI and online teaching at the college. A topic of the conference is reducing time spent on repetitive tasks by utilizing AI tools, freeing up time to humanize our courses and interactions with students. I am already scheduled to give a brown bag on this subject in April, so after the conference I can give a Part 2 of the brown bag.

**Is there anything else you would like to add?**

### Approve and Submit

**Proof of approval is uploaded, ready to submit?**

Yes

**Please upload proof of approval for travel from your department chair or Dean.**

[Dean approval for OTC - KZ.pdf](#)

## For Administrative Use Only

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### Funding Status

### Notes

### Resource Request

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**What resources do we already have?**

3 full-time faculty + 1 full-time faculty hiring search currently underway.

**Potential Funding Source(s)**

General Fund

**What resources do you need?**

Additional full-time faculty position

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

EMP Goal 1

EMP Goal 2

EMP Goal 3

**\$ Amount Requested**

152,936

**Resource Type**

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

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

Data Review

Program/Unit Goals

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

1

### Faculty Hiring Resource Request Form

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**Department Information**

**Department Chair Email:**

alexis.gray@norcocollege.edu

**Faculty Requesting Email:**

kara.zamiska@norcocollege.edu

**Faculty Position Requested:**

Assistant Professor of Psychology

**This request is for:**

Growth position in existing program

**In what sections of your program review can the objectives and justifications for a new faculty hire be found?**

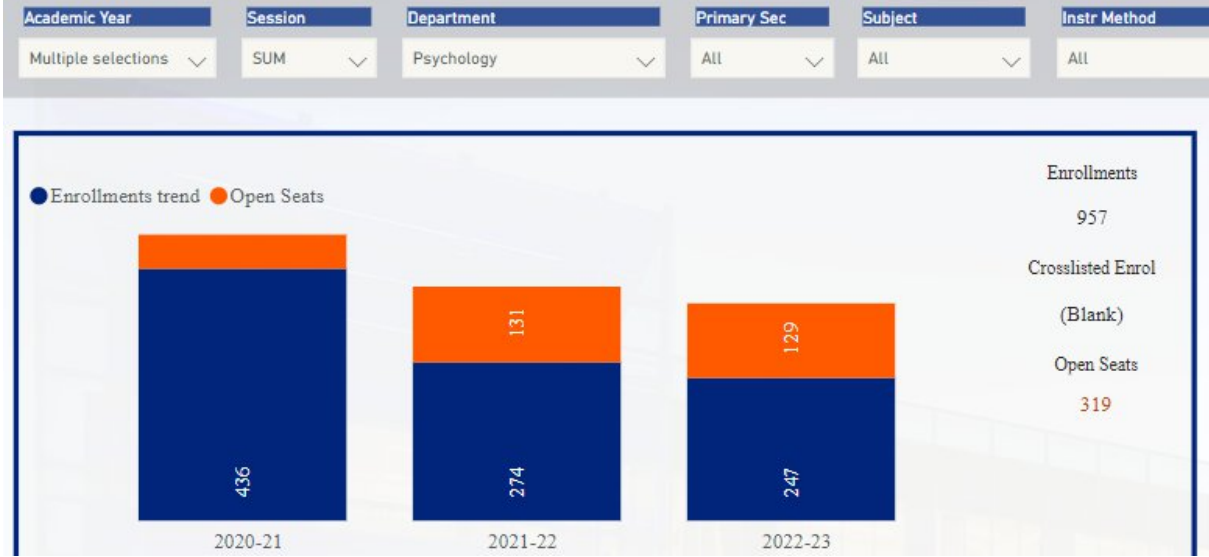
Data Review

## Faculty Hiring Resource Requests

**Statistical Data - Please email [Research@norcocollege.edu](mailto:Research@norcocollege.edu) to request assistance with completing questions requesting data, dashboards are under development.**

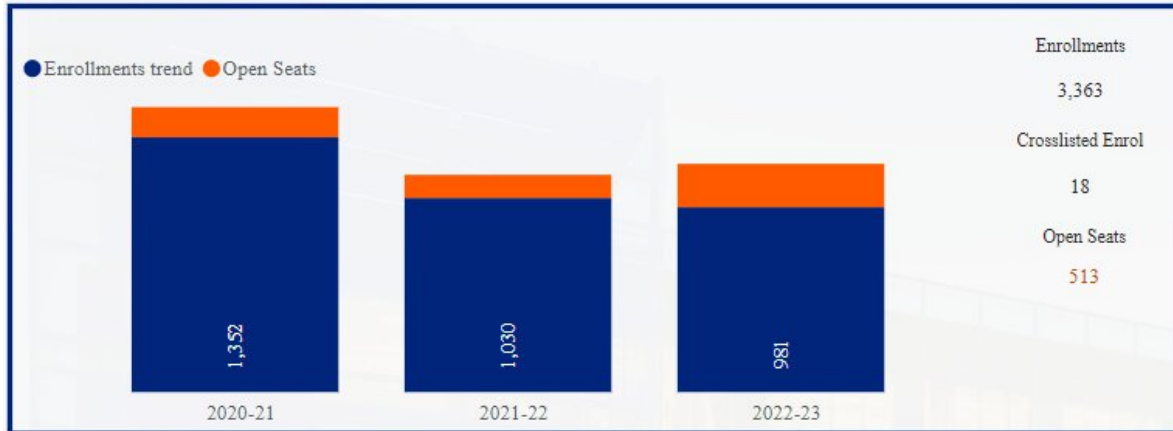
### Student Enrollment

**Provide the total number of students enrolled in the discipline for each term in the last three years:**

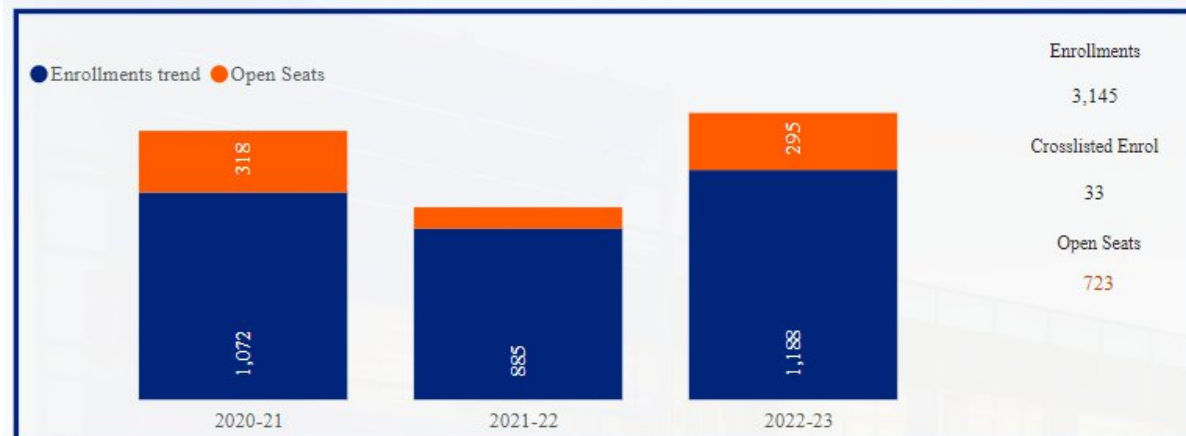


# Faculty Hiring Resource Requests

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections	FAL	Psychology	All	All	All



Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections	SPR	Psychology	All	All	All



Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections	WIN	Psychology	All	All	All

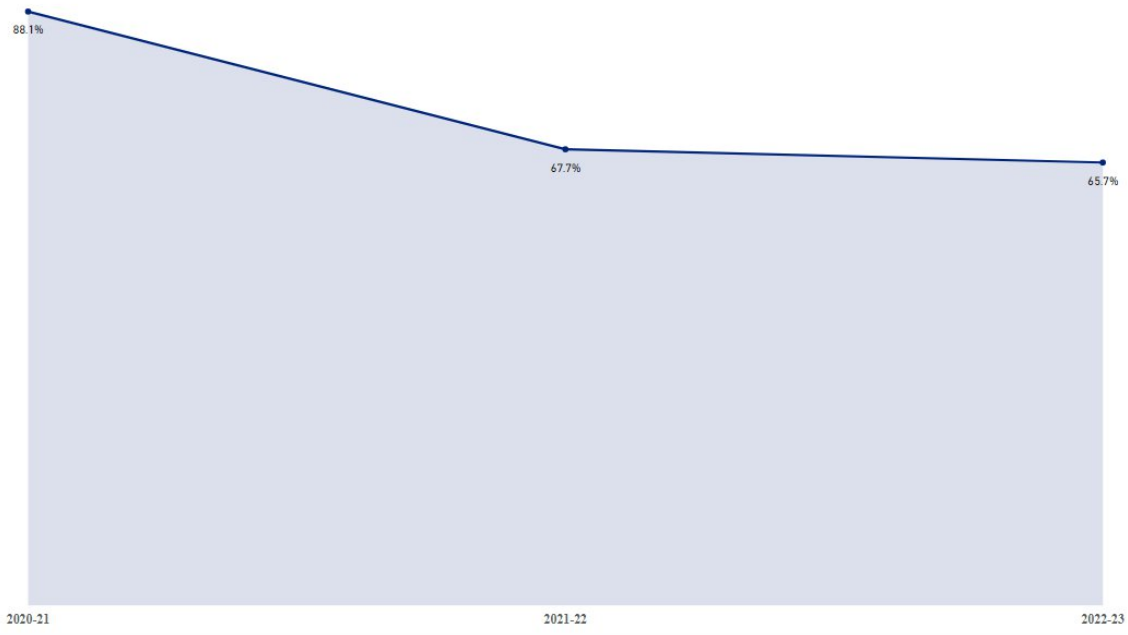


## Faculty Hiring Resource Requests

Provide the percent capacity/fill rate for each semester in the discipline for the last three years:

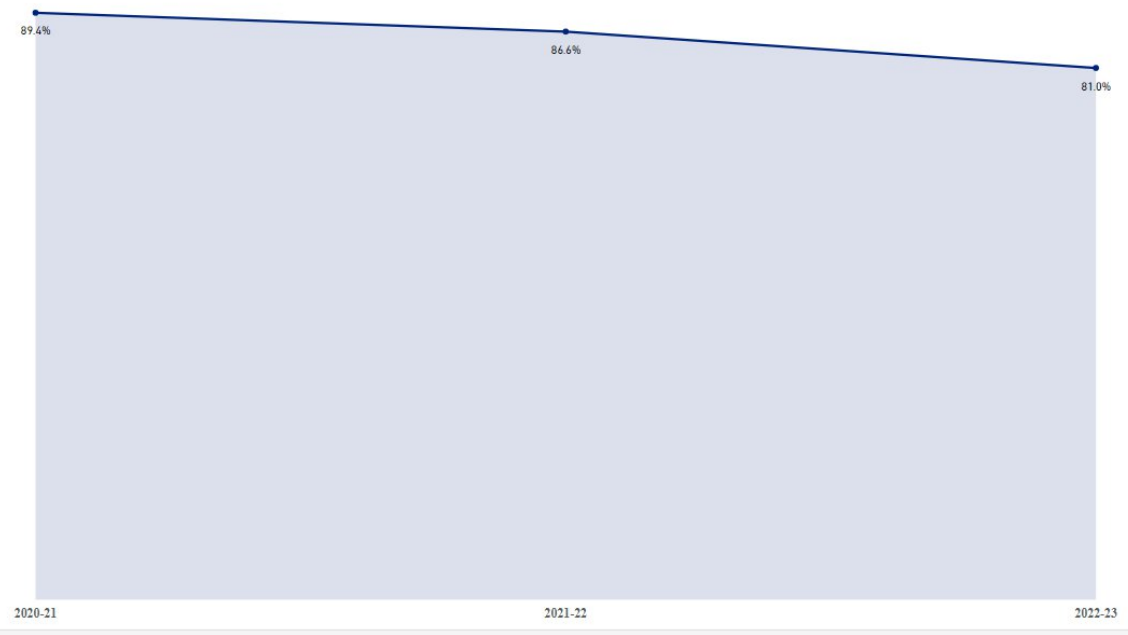
Session	Department	Primary Sec	Subject	Instr Method	Instr Method Maj	Division/School	Term
SUM	Psychology	All	All	All	All	All	All

Success Rate	Retention Rate	Section Count	Faculty Headcount	<b>Fill Rate</b>
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Session	Department	Primary Sec	Subject	Instr Method	Instr Method Maj	Division/School	Term
FAL	Psychology	All	All	All	All	All	All

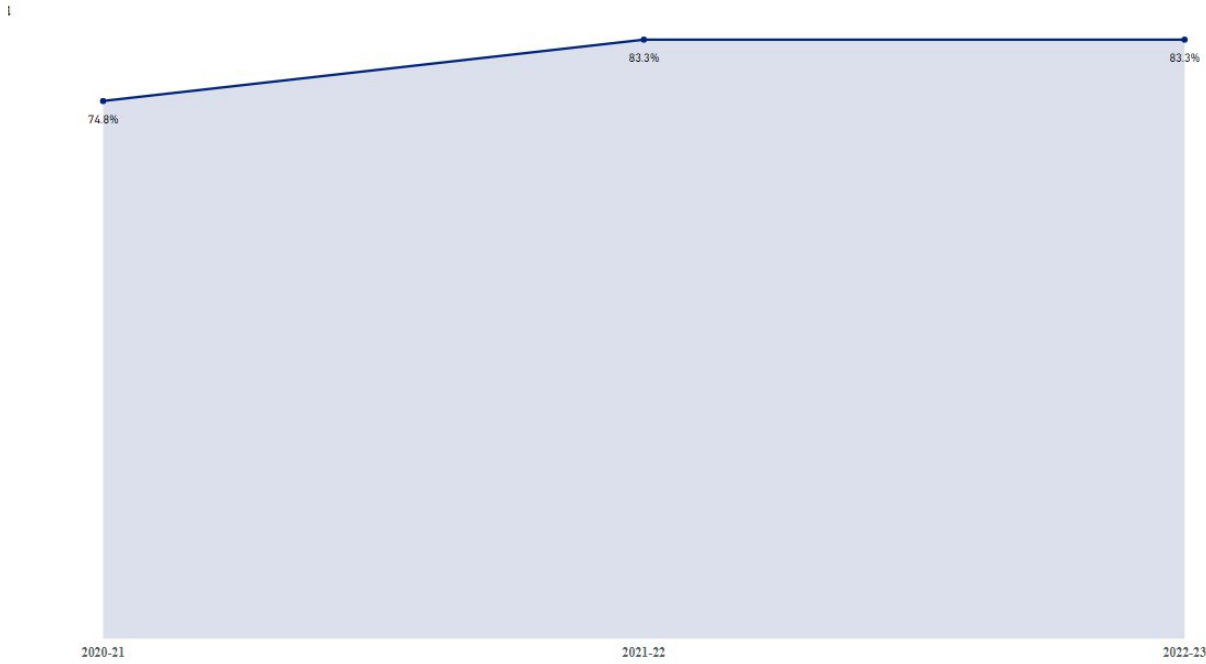
Success Rate	Retention Rate	Section Count	Faculty Headcount	<b>Fill Rate</b>
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# Faculty Hiring Resource Requests

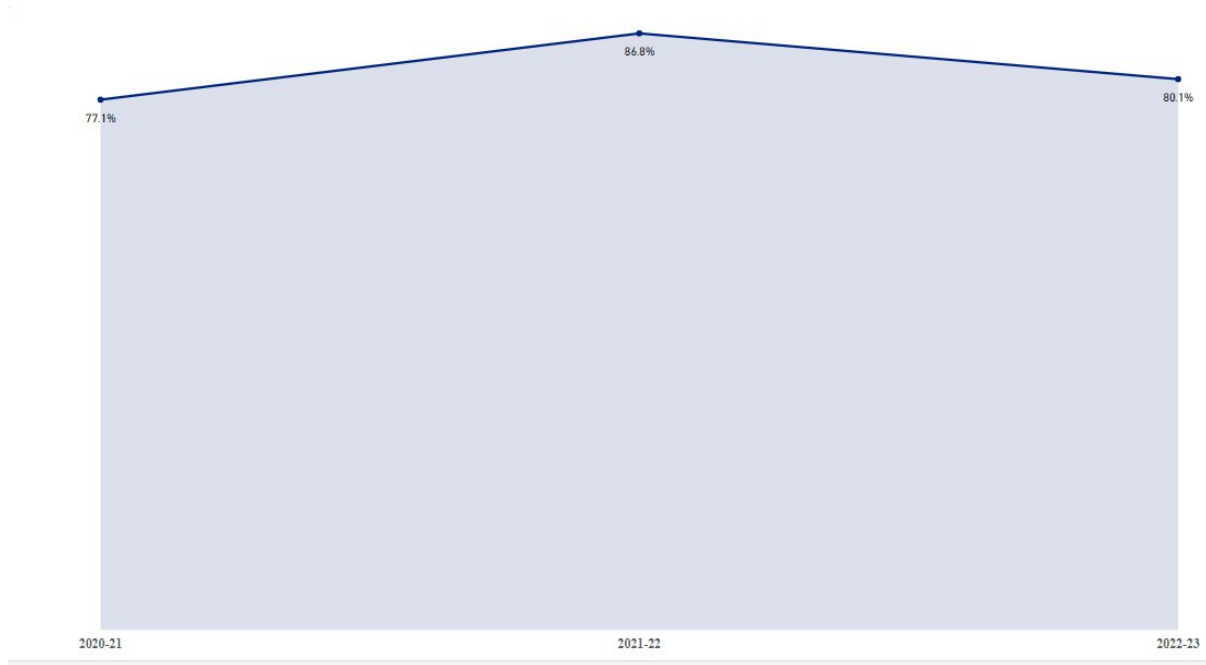
Session: WIN | Department: All | Primary Sec: All | Subject: PSY | Instr Method: All | Instr Method Maj: All | Division/School: All | Term: All

Success Rate | Retention Rate | Section Count | Faculty Headcount | **Fill Rate**



Session: SPR | Department: All | Primary Sec: All | Subject: PSY | Instr Method: All | Instr Method Maj: All | Division/School: All | Term: All

Success Rate | Retention Rate | Section Count | Faculty Headcount | **Fill Rate**



**Provide the average class size at Census for each semester for the last three years:**

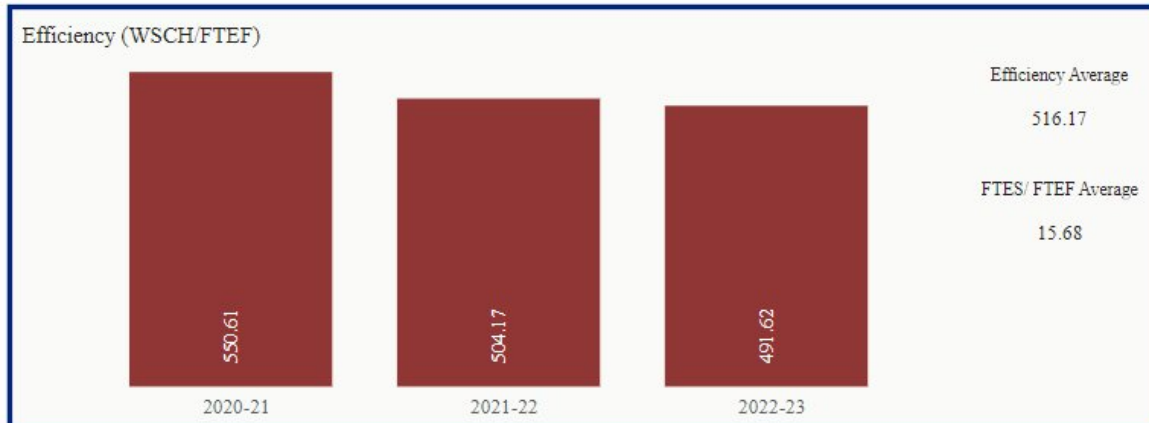
Year	2020-21	2021-22	2022-23
SUM	39.64	27.40	27.44
FAL	37.56	32.19	31.65
WIN	32.09	32.78	33.18

## Faculty Hiring Resource Requests

SPR	31.53	29.50	30.46
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Provide the efficiency (WSCH/FTEF) for the last three years:

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections	All	Psychology	All	All	All



### Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

Fall 22: 28 sections, Spring 23: 36 sections

Are any of the sections cross-listed?

No

If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:

Fall 87 + Spring 113 = 200

### Proportion of full-time vs adjunct instruction

Full-time instructors by headcount currently in the discipline:

3

Full-time instructors by FTEF:

6.0

Associate faculty instructors by headcount currently in the discipline:

14

Associate faculty instructors by FTEF:

12.40 PT FTEF + 4.00 Overload = 16.40

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

0

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

2.85

**Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already**

## Faculty Hiring Resource Requests

included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

**Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...**

**Goal 1: ACCESS.** Historically, the Psychology ADT has been one of the fastest growing programs at Norco College and throughout RCCD. In the 2014-2015 academic year, the first year the PSY ADT was awarded, we had 2 graduates. By the 2018-2019 academic year, 58 students were awarded the PSY ADT, by the 2019-2020 academic year, 92 students were awarded the PSY ADT. Since then, we have seen a slight decline in ADTs awarded (academic year '20-21: 79 ADTs, academic year '21-22: 76 ADTs, academic year '22-23: 68 ADTs). Some of this decline may be attributed to the COVID-19 pandemic, which resulted in the transition to online and vaccine mandates for students returning to face-to-face classes. However, psychology is also experiencing an extreme bottleneck for degree earners – PSY-50 Research Methods in Psychology. Students show a strong preference for PSY-50 online, and we are not able to offer a sufficient number of sections. For the current semester, 17 students were on the waitlist and an additional 16 students not on the waitlist contacted the instructor asking to add, with waitlists of 24+ across the district. If students cannot take PSY-50 at RCCD in the modality that they want, then they may leave to take it elsewhere. We have not been able to offer enough OL PSY 50 sections because 1) FT faculty are covering breadth courses (e.g., PSY 10, 11, 8, etc.), and 2) FT faculty cannot always fit more OL sections in their schedule, due to the F2F requirement, 3) PSY 50 requires advanced expertise in research methods, and most of our PT faculty are not well-prepared to teach this course. We are currently engaged in a search for a 4th FT faculty member, who will have a focus on research methods and statistics. We hope that this will result in greater coverage for PSY 48 Statistics in the Behavioral Sciences and PSY 50 Research Methods in Psychology, thus boosting our ADT completions to the trajectory that we observed before the pandemic. However, the psychology discipline could benefit greatly an additional FT faculty member.

For this faculty request, we would like to hire a person who 1) is a generalist, and 2) is prepared to teach at the California Rehabilitation Center or other off-campus sites. Recently, new elective courses have been added to the ADT (PSY-10 Personal and Social Adjustment, PSY-11 Psychology of Sexuality, and PSY-35H Honors Abnormal Psychology), and our FT and PT faculty are at their limits for teaching assignments to cover the wide range of courses that we offer. All PT faculty members who asked for classes this semester received the full number of classes in their request. If one more section had been offered, we would have had to hire new faculty. Last, we continue to have difficulty staffing PSY-1H Honors General Psychology, which would be easier to do with additional full-time faculty in the discipline. Psychology now offers 11 courses (1, 1H, 2, 8, 9, 10, 11, 35, 35H, 48, 50), and aims to offer all courses online and as many face-to-face and hybrid as can meet our students' demands. Hiring another faculty member qualified to teach a wide range of courses is necessary to ensure that we can continue to teach all courses that PSY offers, and in modalities that students prefer.

An increasing number of psychology sections have been requested by Rising Scholars program at the California Rehabilitation Center (CRC) and Dual Enrollment. We currently offer 1, 2, 8, 9, and 35 at the CRC, all taught by one part-time faculty member. If this person were no longer available, we would have to cancel all sections at the CRC, greatly impacting our students. We have attempted to hire additional instructors to teach at the CRC, but because of the unique setting we have been unsuccessful. A new FT hire could help ensure that our students at the CRC continue to complete the psychology courses they need. Ideally, we would like to offer the full ADT at the CRC, which means also offering PSY 50 (PSY 48 would also be beneficial, but MAT 12 can also fulfill the requirement). A new FT faculty member can help us establish the resources we need to teach this course at the CRC and give us our first graduates in psychology from the Rising Scholars program.

The Psychology discipline also plays a major role in providing general education transfer requirements. Large numbers of non-major students enroll in PSY-1: General Psychology and PSY-9: Developmental Psychology each semester. As the college grows to increase headcount and FTES, we will see increasing demand for those courses. As the PSY ADT has grown, these courses have become almost entirely taught by associate faculty members and staffing has been a struggle. An additional full-time faculty member would allow us to fully staff courses needed for our program and continue to provide large numbers of our service courses.

## Faculty Hiring Resource Requests

**Goal 2: SUCCESS** Hiring a full-time faculty member who is prepared to teach at the California Rehabilitation Center will ensure that our students at that facility can complete their ADT. We are unable to staff all of the courses that they are requesting, so this is preventing students from finishing. Additionally, our current faculty are spread thin and often take on overload, leadership roles, and extra service work to meet the needs of students and the college. Adding an additional faculty member would help to prevent the burnout of our full-time faculty, thus allowing them to be more effective teachers and more supportive and available advisors to students. Ideally, we would like to find someone prepared to take the lead on Psychology Club and Psi Beta, which play a key role in increasing student engagement and feelings of belonging for students, which are linked to increased success. Additionally, by hiring a generalist in psychology, we ensure that they can step in to cover a wide range of courses, which is important to ensure that we can staff all of our courses, and potentially have a replacement ready if an associate faculty member should resign with little notice. Avoiding the cancellation of courses ensures that students have the opportunity to take the required and elective courses in the discipline, and thus succeed in earning their ADT.

**Goal 3: EQUITY** To create an equitable pathway for students, we need to ensure that we are offering courses in sufficient numbers and at times that work for student schedules. As it currently stands, we are unable to offer many courses required for our major during the intersessions, in alternative delivery formats, and at times that are most appropriate for our students. For example, online students are unable to earn the PSY ADT, because PSY-50 online is a bottleneck, due to an insufficient number of sections. Hiring an additional full-time faculty member would allow us to diversify the times and formats in which we offer courses, space permitting. This would allow us to meet the diverse needs of all students pursuing this pathway.

**Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.**

Most importantly, this new faculty member will have the preparation to teach for the Rising Scholars program, and the breadth in experience to teach the range of courses that are needed to make a full program at the CRC. Additionally, we hope that they would take the lead for Psychology Club and Psi Beta, which our current faculty struggle to maintain due to having a significant amount of service work and overload.

**Explain the impact this hire will have on other disciplines, programs, and the college.**

As noted earlier, this new hire will have a significant impact on the Rising Scholars program, allowing us to offer the full Psychology ADT at the California Rehabilitation Center. Additionally, as a generalist they will be able to offer courses (PSY-1 General Psychology, PSY-9 Developmental Psychology) that serve as general education requirements for numerous ADTs in other disciplines (e.g., Nursing).

**Explain the impact if this faculty position is NOT hired.**

Our Psychology offerings for the Rising Scholars program are hanging on by a thread. We have only one instructor available to teach at the CRC, and if that person were to resign we would have to cancel all courses at the CRC. We need a dedicated person to teach some courses at the CRC and take the lead in developing our program there. If this person is not hired, then we will not be able to meet our goals of offering the full ADT at the CRC, and we run the risk of having to cancel all classes.

**Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.**

**Please add any relevant documents here.**

## Instructional Summary - Complete this section for Instructional Faculty only

---

**1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?**

2.85

**2. How many approved hires within this discipline are currently unfilled?**

1

**3. How many growth positions in this discipline are being requested and prioritized before this position?**

0

**4. Complete the calculation = (1-2-3) =**

1.85

## Faculty Hiring Resource Requests

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

3

6. Department Relative need total:

.46

## Counseling Summary - Complete this section for Counseling Faculty only

---

1. The number of students for the most recent Fall term relevant to your program.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. Please provide a state-mandated or institutional set student per faculty target ratio.

6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$

7. Relevant Need:  $(6/4) =$

## Library Summary- Complete this section for Library Faculty only

---

1. The number of FTES for the most recent Fall term.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$

7. Relevant Need:  $(6/4) =$

## Submit

---

Ready to Submit?

Yes

## For Administrative Use Only

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Funding Status

Completed/Funded

APC Ranking

8

## Faculty Hiring Resource Requests

### Notes

Funded and in the hiring process Spring 2025

### Program Review Reflections

---

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

We recognize and appreciate the many improvements made to the Program Review process over the last three years. Thank you to everyone who put in a lot of hard work to make this happen.

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

We are concerned about the changes to the assessment portion of program review. This process has undergone major changes since the last round of Program Review. Many of these changes are positive, such as the ability to collect standardized SLO attainment data within Canvas and to disaggregate outcome mastery by race/ethnicity, gender, and age.

That said, in this year's cycle we found that we needed:

- A dashboard of some sort to indicate which SLOs and courses have been assessed.
- A way to make a plan to complete assessment of all SLOs and all courses before the end of the 6-year assessment cycle. We are at the mid-way point, so need to make concrete plans to finish the cycle before the next program review and the end of the current accreditation cycle.
- A meaningful way to conduct PLO assessment and reflect on it in the program review. We used to use the "roll-up" method so that SLO results were used to assess PLO outcomes, but that was missing entirely this cycle.

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

1. We need to have access to the District IR Power BI dashboards that contain the information needed for new faculty hiring requests. This would be helpful for Program Review beyond just providing the required info for hiring requests. To fully evaluate our program we need to be able to explore the data with the use of all slicers that are present on the dashboard. This information would also be incredibly helpful to have as part of our scheduling and planning processes more generally, even during semesters that don't involve program review. Ideally, these dashboards could be integrated in Nuventive in exactly the same way other dashboards are incorporated.
2. We need clarity and standardization on how to calculate the information needed for new faculty hiring requests. In ideal world, this information would be automatically populated and calculated for each discipline. This would allow for meaningful, data driven decisions about faculty hiring prioritization and program needs. Without standardization we end up with a fragmented system that does not allow meaningful comparisons or evaluations of program needs.

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

### Submission

---

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

Yes

## Program Review Reflections

---

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

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

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

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

## Submission

---

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

Yes

## Program Review Reflections

---

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

We need a more robust area to make equity related goals and plans that go beyond professional development. We're looking forward to being able to log our SLO discussions and plans in Nuventive.

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

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

Disaggregated data for course, program, and institutional learning outcomes. This access should go to the course and semester level.

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

## Submission

---

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

Yes