Academic Program Review (Psychology) Latest Version

Academic Program Review: (1) Overview of the program Final Submission: Version by **McPatchell, David** on **02/28/2025 22:34**

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
The psychology program is designed to provide students with a foundation in the science of psychology. Psychology majors will acquire the ability to survey theories critically, research the major areas of psychology, use descriptive and inferential statistics, design and conduct research, and write reports using analysis, argumentation, and proper psychological style. This major prepares students for career opportunities in fields such as teaching, research, and/or clinical practice. Competencies will be assessed regularly by evaluating student performance on exams, essays, and reports.

Relation to College Mission and Strategic Initiatives
In our psychology program, our goal is to establish a solid foundation in psychology for all students, regardless of their prior learning background, to support their academic or vocational pursuits. The program focuses on essential competencies, including content knowledge, critical and creative thinking, analytical skills, effective communication, professional and personal growth, community collaboration, and information and technology literacy. The psychology department's goal is delivering high-quality psychology education, employing various support tools and ensuring equitable pedagogy. As part of our ongoing commitment, the department is currently developing a comprehensive Zero Textbook-Cost (ZTC) degree pathway, and we are leading in the adoption of open educational resources (OER) across a diverse range of our psychology courses.

Mission Statement for the Psychology Program
The mission of the psychology department at Compton Community College is to prepare students with knowledge and applications to psychology majors, as well as other students who take psychology courses as a requirement, prerequisite, or elective for other majors, basic knowledge of psychological principles that they can apply in their chosen careers and to everyday life situations. The goals and mission of the department align with the mission of the college, which is to offer a quality, comprehensive educational program with supplementary student support services which aim to ensure the educational and professional success of the students in our diverse community.

Describe the degrees and/or certificates offered by the program.
The psychology program leads to an AA-T degree an Associate of Arts for Transfer (AA-T) degree in psychology. This degree is intended for students who plan to complete an undergraduate degree in a similar major at a CSU campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn an AA-T degree, students must complete: 1. 60 semester units or 90 quarter units of degree applicable courses that are eligible for transfer to the California State University system. 2. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. 3. A minimum of 18 semester units in the major or area of emphasis, as determined by the community college district. 4. The obtainment of a minimum overall grade point average of 2.0. 5. A grade of "C" (or "P") or better in all courses required for the major or area of emphasis. Students who have completed the AA-T will have an academic foundation in psychology and will be prepared for undergraduate study. The coursework will satisfy most of the lower-division requirements at many institutions within the California State University system. Students transferring to a UC, private, or out-of-state university, should consult with a counselor when planning to complete the degree, since transfer requirements may be different than those required for the AA-T.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.
The mission of Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

In support of this mission the psychology department seeks to provide instruction and support for students learning psychology at all levels, in compliance with the strategic initiatives (S.I.) of the College:
GOAL 1: Improve recruitment, enrollment, retention, and completion rates for our students.

Objective 1. Tailor degree and certificate programs to meet the needs of our students. See above description of our degree and certificate programs.

Objective 2. Educate students about pathways to graduation.

Objective 3. Enhance student preparation for academic success and completion. We offered many workshops throughout the semester on several topics in research methods and statistics. These were open to all students in PSYC 120 and PSYC 122 courses. They were taught by psychology faculty. The workshops can be offered through the student success center in the future.

Objective 4. Provide a student-centered environment that leads to student success. Faculty always invite and answer student's questions when presenting a lesson. Students are also encouraged to attend office hours. Free workshops in statistics are available throughout the semester, as well as free tutoring, Monday through Saturday in the Library- Student Success Center (L-SSC).

GOAL 2: Support the success of all students to meet their education, and career goals.

Objective 1. Attract and retain traditional students and focus on retaining non-traditional students. In Psychology we offer classes Monday through Saturday, from 8:00 am through 9:10 pm. In addition, we offer short term and hybrid classes. We encourage students to participate in the F.I.S.T. program, and the food pantry.

Objective 2. Minimize the equity gap for access, retention, and graduation rates.

Our support programs mentioned above contribute to closing the equity gap in access, retention and graduation rates.
There are also future plans in Statistics to provide SI (supplemental instruction) coaches, who attend lectures with the students, then provide follow-up sessions with students immediately after the lecture to review and augment the material just covered in class.

We provide teaching strategies to accommodate the various styles of learners:
The Seven Learning Styles:
• Visual (spatial): You prefer using pictures, images, and spatial understanding.
• Aural (auditory-musical): You prefer using sound and music.
• Verbal (linguistic): You prefer using words, both in speech and writing.
• Physical (kinesthetic): You prefer using your body, hands and sense of touch.
• Logical (mathematical): You prefer using logic, reasoning and systems.

• Social (interpersonal): You prefer to learn in groups or with other people.
• Solitary (intrapersonal): You prefer to work alone and use self-study.
From http://www.learning-styles-online.com/overview/

Grasha and Reichmann Student Learning Style Scales
This scale is used in some of our psychology sections.
Anthony Grasha and Sheryl Reichmann developed the Grasha-Reichmann Learning Style Scales (GRSLSS) in 1974 to determine college students' styles of classroom participation. Grasha became interested in learning style as a psychology teaching assistant at the University of Cincinnati.

We also work closely with counselors, the FYE staff, DSPS, EOP&S, coaches, and others on campus,

Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.

This is a work in progress as we are now in the direction of guided pathways. However, we do have a four-semester plan that we encourage our students to utilize. The program map is also a tool assisting in our individual guided pathway for psychology.

Discuss the status of recommendations from your previous program review.

Previous Recommendations	Met?	Strategic Initiative
Increase the full-time faculty from 2-3 in 1-2 years.	No	A,B
Purchase classroom clickers set.	No	A,B,E,F
Coordinate with the library to add American Psychological Association data base to the library offerings.	Yes	A,B,E,F
Consider adding more weekend sections of courses that are high in demand, such as PSYC 116.	Yes	A,B
Encourage faculty teaching online to pursue opportunities for enhancing their knowledge of "best practices" in online pedagogy.	Yes	A,B
Seek additional support for Psychology students, such as the Writing Center and other Student Success Programs.	Yes	A,B
Encourage faculty to increase both interdisciplinary (e.g. brown bags, information/material sharing.)	Yes	A,C
Develop Psychology 99, Independent Study.	No	A,B
Encourage faculty to explore increasing the number of courses which include service-learning activities.	No	A,B,D
To continue the upward trend in the number of psychology AA-T degrees awarded	Yes	B
Encourage individual faculty members who are preparing course reviews to request Input from all other psychology faculty members.	Yes	A,B,C,E
Encourage faculty to include course guidelines that explicitly outline valid and reliable online resources. (e.g. pseudo scientific (or faulty) reference sites.)	Yes	A,B
Continue departmental discussion regarding assessing SLOs and PLOs.	Yes	A,C
Explore avenues for students to gain research and presentation experience.	No	A,B,C
Add a supplementary questionnaire to collect data on the specific needs and interests of students in our department for the next Program Review.	No	A,B,E

The psychology faculty decided not to proceed with an additional full-time faculty at this time. The enrollment and sections are adequate for two faculty members at this current time. It was decided not to purchase classroom clickers at this time since we are able to do surveys through zoom platform. Students now have access to APA data base through the library. Face to face weekend sections in psychology has made enrollment numbers. Students are using the writing center to improve in APA writing style. Several areas continue not to be met in the psychology department due to COVID -19 interruptions. Our goal is to meet the following areas:
Add a supplementary questioner for student's specific needs and interest. Develop an independent study course so that students can explore specific topics in psychology. Focus on a research program so students can share ideas from various psychology department sections/instructors.

Academic Program Review: (2) Analysis of Research Data Final Submission: Version by **McPatchell, David** on **02/28/2025 22:35**

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.

Student Counts

Gender	Spring '17	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
Female	71%(495)	66%(549)	74%(510)	71%(577)	73%(552)	76%(525)	71%(399)	74%(427)
Male	29%(204)	34%(284)	26%(183)	29%(230)	27%(200)	23%(163)	28%(159)	24%(141)
Unknown/non-resp..						1%(7)	1%(5)	2%(9)
Grand Total	100%(699)	100%(833)	100%(693)	100%(807)	100%(752)	100%(695)	100%(563)	100%(577)

Ethnicity	Spring '17	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
American Indian or..	0%(<5)	0%(<5)		0%(<5)		0%(<5)	0%(<5)	0%(<5)
Asian	3%(20)	3%(25)	5%(34)	6%(49)	8%(59)	3%(20)	4%(21)	3%(19)
Black or African A..	24%(165)	24%(200)	26%(179)	23%(186)	22%(163)	23%(163)	28%(157)	22%(129)
Latinx	67%(466)	68%(565)	64%(443)	65%(526)	62%(463)	64%(444)	60%(340)	66%(379)
Native Hawaiian o..	1%(7)	0%(<5)	1%(<5)	0%(<5)	1%(5)	1%(5)		0%(<5)
Two or More Races	4%(26)	3%(23)	3%(19)	3%(26)	3%(25)	2%(17)	3%(17)	3%(16)
Unknown/Non-Res..	0%(<5)	0%(<5)			1%(8)	6%(39)	4%(20)	4%(21)
White	2%(13)	2%(14)	2%(14)	2%(15)	4%(29)	1%(5)	1%(7)	2%(10)
Grand Total	100%(699)	100%(833)	100%(693)	100%(807)	100%(752)	100%(695)	100%(563)	100%(577)

From Spring 2017 through Fall 2020, total head count has ranged from 563 to 833 per semester, trending higher in fall relative to spring semesters, and lowest during the most recent year available (2020, coinciding with the onset of the pandemic). The balance of gender and ethnicity has remained stable across the time period (typically 70-75% female; approximately 3% Asian, 25% Black, 65% Latinx, 0-1% Hawaiian or Pacific Islander, 3% Two- or more races, 2% White, 1-4% Unknown).

Student Counts

Age Group	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
Under 18	13%(110)	1%(5)	22%(175)	2%(13)	15%(107)	2%(12)	18%(101)
18-19	22%(186)	19%(133)	15%(123)	21%(155)	18%(125)	20%(114)	14%(82)
20-21	20%(167)	25%(173)	15%(124)	22%(166)	17%(120)	22%(124)	15%(85)
22-24	18%(152)	24%(165)	19%(151)	22%(168)	13%(91)	17%(97)	13%(75)
25-29	13%(112)	17%(118)	14%(116)	14%(109)	15%(102)	15%(86)	17%(97)
30-34	5%(41)	6%(42)	8%(62)	8%(61)	10%(68)	10%(55)	11%(62)
35-39	3%(22)	3%(22)	3%(26)	5%(36)	6%(39)	4%(24)	6%(37)
40-49	3%(29)	3%(21)	3%(23)	5%(34)	4%(28)	7%(41)	5%(28)
50-64	2%(13)	2%(12)	1%(7)	1%(8)	2%(13)	2%(9)	2%(9)
65 and over	0%(<5)	0%(<5)		0%(<5)	0%(<5)	0%(<5)	0%(<5)
Grand Total	100%(833)	100%(693)	100%(807)	100%(752)	100%(695)	100%(563)	100%(577)

Class Load	Spring '17	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring
Full-time	38%(269)	37%(310)	35%(240)	27%(214)	34%(256)	38%(262)	
Part-time	62%(430)	63%(523)	65%(453)	73%(593)	66%(496)	62%(433)	
Grand Total	100%(699)	100%(833)	100%(693)	100%(807)	100%(752)	100%(695)	

Education Goal	Spring '17	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20
Basic Skills	0%(<5)	0%(<5)	0%(<5)	2%(19)	0%(<5)	0%(<5)	0%(<5
Degree/Cert Only	7%(48)	5%(45)	7%(50)	6%(47)	7%(50)	4%(29)	2%(9
Enrichment	2%(14)	3%(22)	3%(21)	8%(61)	2%(18)	68%(475)	77%(431
Intend to Transfer	54%(374)	50%(414)	55%(383)	47%(383)	45%(336)	22%(150)	16%(92
Retrain/Recertify	1%(5)	1%(11)	2%(15)	1%(12)	2%(15)	1%(<5)	0%(<5
Undecided/Unstated	37%(257)	41%(339)	32%(222)	35%(285)	44%(332)	5%(36)	5%(27
Grand Total	100%(699)	100%(833)	100%(693)	100%(807)	100%(752)	100%(695)	100%(563

Enrollments	Spring '17	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '2
Day	52%(372)	66%(554)	45%(324)	61%(495)	41%(310)	52%(369)	46%(266)	
Evening	23%(163)	13%(113)	17%(117)	13%(109)	15%(117)	10%(74)	12%(73)	
Unknown	25%(183)	21%(176)	38%(273)	25%(208)	44%(348)	38%(267)	42%(243)	

Program
Psychology

Term
Multiple values

Gender
All

Ethnicity
All

Age Group
All

Class Load
☑ Full-time
☑ Part-time

Education Goal
All

Age demographics remained stable across this time period: ages 18-19, 20-21, 22-24, and 25-29 were roughly equivalent proportions of students, typically 15-20% each as a proportion of all age groups. Age groups 30-34, 35-39, and 40-49 each should an upward trend across time (from 5% to 11%, from 3% to 6%, and from 3% to 5% respectively). Ages 50-64 remained stable at 2% per semester, and 0% were 65 or older. The primary fluctuation was in the under 18 group, which tended toward 15-20% in Fall semesters but 1-2% in the Spring semesters.

Educational goals showed two patterns. From Spring 2017 through Spring 2019, The plurality was Intend to Transfer (45-55%), followed by Undecided (32-44%), Degree/Cert Only (5-7%), Enrichment (2-8%), Retrain (1-2%), and Basic Skills (0-2%). But from Fall 2019 through Fall 2020, the large majority was Enrichment (68-77%), followed by Intend to Transfer (16-22%), Undecided (5%), Degree Only (2-4%), and Retrain and Basic Skills (both 0-1%).

In terms of class load, Full-time students typically made up about one third (27-48%), and Part-time students about two thirds (52-73%) in any given semester across the time period.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

Grade Distribution

Program	Academic Year	Course ID	Grade
Psychology	Multiple values	All	Multiple values

		Grade						
Academic Y..	Course ID	A	B	C	D	F	W	Grand Total
2016-17	PSYC-101	346(27%)	289(23%)	228(18%)	54(4%)	187(15%)	171(13%)	1275(100%)
	PSYC-108	22(33%)	10(15%)	16(24%)	<5(6%)	7(10%)	8(12%)	67(100%)
	PSYC-110	13(50%)	<5(8%)	<5(12%)	<5(8%)	<5(12%)	<5(12%)	26(100%)
	PSYC-112	19(27%)	17(24%)	14(20%)	<5(4%)	6(9%)	11(16%)	70(100%)
	PSYC-115	32(47%)	19(28%)	8(12%)		<5(3%)	7(10%)	68(100%)
	PSYC-116	169(48%)	96(27%)	41(12%)	<5(0%)	10(3%)	36(10%)	353(100%)
	PSYC-120	26(58%)	5(11%)	<5(4%)	<5(7%)	5(11%)	<5(9%)	45(100%)
	PSYC-122	38(41%)	18(20%)	16(17%)	7(8%)	<5(4%)	9(10%)	92(100%)
2017-18	PSYC-101	413(33%)	273(22%)	207(17%)	49(4%)	169(14%)	129(10%)	1240(100%)
	PSYC-108	26(35%)	17(23%)	16(22%)	<5(3%)	8(11%)	5(7%)	74(100%)
	PSYC-110	7(54%)				<5(15%)	<5(31%)	13(100%)
	PSYC-112	32(40%)	24(30%)	14(18%)	<5(4%)	<5(5%)	<5(4%)	80(100%)
	PSYC-115	26(46%)	15(26%)	5(9%)	<5(7%)	<5(5%)	<5(7%)	57(100%)
	PSYC-116	237(55%)	79(18%)	47(11%)	<5(0%)	19(4%)	46(11%)	430(100%)
	PSYC-120	23(48%)	10(21%)	<5(6%)	<5(2%)	5(10%)	6(13%)	48(100%)
	PSYC-122	40(41%)	25(26%)	18(19%)	<5(1%)	6(6%)	7(7%)	97(100%)
2018-19	PSYC-101	436(40%)	213(20%)	137(13%)	46(4%)	135(12%)	118(11%)	1085(100%)
	PSYC-101H	6(32%)	<5(5%)	<5(21%)		<5(21%)	<5(21%)	19(100%)
	PSYC-108	27(47%)	14(25%)	5(9%)		<5(5%)	8(14%)	57(100%)
	PSYC-110	45(42%)	21(20%)	11(10%)	<5(4%)	12(11%)	13(12%)	106(100%)
	PSYC-112	35(48%)	14(19%)	8(11%)	<5(4%)	5(7%)	8(11%)	73(100%)
	PSYC-115	69(70%)	12(12%)	7(7%)	<5(2%)	<5(3%)	6(6%)	99(100%)
	PSYC-116	371(65%)	107(19%)	44(8%)	<5(0%)	16(3%)	34(6%)	574(100%)
	PSYC-120	18(49%)	7(19%)	<5(11%)	<5(8%)	<5(8%)	<5(5%)	37(100%)
	PSYC-122	60(50%)	27(23%)	13(11%)	<5(3%)	5(4%)	11(9%)	120(100%)

* Academic Year 2020-21 only includes Summer and Fall 2020

Grade Distribution

Program	Academic Year	Course ID	Grade
Psychology	Multiple values	All	Multiple values

		Grade							
Academic Y..	Course ID	A	B	C	D	F	W	EW	Grand Total
2019-20	PSYC-101	456(47%)	161(16%)	106(11%)	21(2%)	79(8%)	84(9%)	71(7%)	978(100%)
	PSYC-108	10(31%)	10(31%)	<5(13%)	<5(3%)	<5(9%)		<5(13%)	32(100%)
	PSYC-110	47(59%)	5(6%)	8(10%)	6(8%)	5(6%)	8(10%)		79(100%)
	PSYC-112	16(62%)	<5(8%)	<5(8%)	<5(8%)	<5(4%)		<5(12%)	26(100%)
	PSYC-115	33(53%)	14(23%)	8(13%)	<5(5%)	<5(2%)	<5(2%)	<5(3%)	62(100%)
	PSYC-116	316(64%)	73(15%)	51(10%)	<5(1%)	19(4%)	24(5%)	<5(1%)	490(100%)
	PSYC-120	14(74%)	<5(16%)	<5(5%)		<5(5%)			19(100%)
	PSYC-122	42(82%)	6(12%)	<5(4%)		<5(2%)			51(100%)
2020-21*	PSYC-101	209(46%)	69(15%)	41(9%)	18(4%)	52(11%)	69(15%)		458(100%)
	PSYC-101H	<5(33%)		<5(33%)			<5(33%)		<5(100%)
	PSYC-108	13(52%)	9(36%)				<5(12%)		25(100%)
	PSYC-110	24(69%)	<5(6%)		<5(6%)	<5(3%)	6(17%)		35(100%)
	PSYC-115	15(52%)	6(21%)	<5(10%)	<5(3%)	<5(3%)	<5(10%)		29(100%)
	PSYC-116	188(66%)	40(14%)	22(8%)		18(6%)	18(6%)	<5(0%)	287(100%)
	PSYC-122	23(79%)	<5(3%)	<5(10%)			<5(7%)		29(100%)

* Academic Year 2020-21 only includes Summer and Fall 2020

Grade distributions appear relatively stable across the available time period (2017-2020). The typical breakdown across courses listed and across semesters (excluding outliers due to small sample sizes per cell for PSYC-101H), was about 40-60% A's, 15-20% B's, 10-15% C's, 5% D's, 5-10% and F's, with 5-10% W's. The most notable trend was a slight increase in A's as a percentage of all grades, in PSYC 101, across time.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.

Overall Success and Retention

Success Rate by Course

Course ID	2016-17	2017-18	2018-19	2019-20	2020-21*
PSYC-101	68%(1291)	72%(1244)	72%(1089)	74%(981)	70%(458)
PSYC-101H			58%(19)		67%(<5)
PSYC-108	72%(67)	80%(74)	81%(57)	75%(32)	88%(25)
PSYC-110	69%(26)	54%(13)	73%(106)	76%(79)	74%(35)
PSYC-112	71%(70)	88%(80)	78%(73)	78%(27)	
PSYC-115	87%(68)	81%(57)	89%(99)	89%(63)	83%(29)
PSYC-116	87%(353)	84%(430)	91%(575)	89%(493)	87%(288)
PSYC-120	74%(46)	75%(48)	76%(38)	95%(19)	
PSYC-122	78%(92)	86%(97)	83%(121)	98%(52)	93%(29)
Grand Total	**73%(2013)**	**76%(2043)**	**79%(2177)**	**80%(1746)**	**77%(867)**

Unique Students

Academic Year	
2016-17	1761
2017-18	1800
2018-19	1907
2019-20	1491
2020-21*	796
Grand Total	**6607**

Overall Success Rate

Academic Ye..	
2016-17	73% (2013)
2017-18	76% (2043)
2018-19	79% (2177)
2019-20	80% (1746)
2020-21*	77% (867)
Grand Total	**77% (8846)**

Overall Retention Rate

Academic Year	
2016-17	87% (2013)
2017-18	90% (2043)
2018-19	91% (2177)
2019-20	88% (1746)
2020-21*	88% (867)
Grand Total	**89% (8846)**

Program
Psychology

Academic Year
All

Course ID
All

Gender
All

Ethnicity
All

Age Group
All

Class Load
- [x] Full-time
- [x] Part-time

Education Goal
All

* Academic Year 2020-21 only includes Summer and Fall 2020

Success Rates

Gender	Spring '17	Fall '17	Spring '18	Fall '18
Female	72%(524)	73%(562)	79%(543)	77%(589)
Male	66%(208)	65%(294)	77%(192)	74%(235)

Ethnicity	Spring '17	Fall '17	Spring '18	Fall '18
American Indian o..	0%(<5)	100%(<5)		0%(<5)
Asian	90%(21)	88%(26)	80%(35)	92%(50)
Black or African A..	64%(174)	63%(203)	74%(187)	70%(189)
Latinx	72%(487)	72%(583)	80%(475)	78%(539)
Native Hawaiian o..	43%(7)	67%(<5)	0%(<5)	67%(<5)
Two or More Races	70%(27)	79%(24)	90%(20)	62%(26)
Unknown/Non-Re..	0%(<5)	0%(<5)		
White	93%(14)	71%(14)	71%(14)	87%(15)

Age Group	Spring '17	Fall '17	Spring '18	Fall '18
Under 18	68%(19)	59%(110)	100%(5)	82%(175)
18-19	63%(159)	76%(187)	72%(137)	68%(124)
20-21	73%(195)	75%(179)	82%(189)	77%(132)
22-24	65%(130)	68%(158)	81%(177)	67%(154)
25-29	76%(124)	72%(113)	76%(122)	82%(119)
30-34	73%(48)	71%(42)	68%(47)	76%(63)
35-39	84%(25)	64%(22)	91%(23)	89%(27)
40-49	71%(17)	63%(30)	76%(21)	87%(23)
50-64	85%(13)	64%(14)	75%(12)	100%(7)
65 and over	50%(<5)	100%(<5)	100%(<5)	

Class Load	Spring '17	Fall '17	Spring '18	Fall '18
Full-time	68%(280)	78%(322)	77%(261)	73%(219)
Part-time	72%(452)	66%(534)	79%(474)	78%(605)

Program
Psychology

Term
Multiple values

Gender
All

Ethnicity
All

Age Group
All

Class Load
- [x] Full-time
- [x] Part-time

Education Goal
All

Success Rates

Gender	Spring '19	Fall '19	Spring '20	Fall '20
Female	74%(590)	79%(541)	80%(422)	75%(455)
Male	82%(211)	74%(165)	68%(165)	74%(144)
Unknown/non-res..		100%(7)	80%(5)	67%(9)

Ethnicity	Spring '19	Fall '19	Spring '20	Fall '20
American Indian o..		100%(<5)	0%(<5)	100%(<5)
Asian	87%(62)	95%(20)	100%(22)	89%(19)
Black or African A..	68%(174)	69%(169)	70%(167)	68%(139)
Latinx	78%(493)	80%(452)	80%(354)	76%(398)
Native Hawaiian o..	60%(5)	80%(5)		0%(<5)
Two or More Races	73%(30)	94%(18)	63%(19)	88%(17)
Unknown/Non-Re..	50%(8)	76%(42)	76%(21)	64%(22)
White	83%(29)	100%(5)	75%(8)	90%(10)

Age Group	Spring '19	Fall '19	Spring '20	Fall '20
Under 18	85%(13)	95%(107)	100%(12)	63%(102)
18-19	73%(160)	71%(126)	68%(119)	64%(83)
20-21	72%(180)	67%(125)	75%(135)	79%(94)
22-24	78%(186)	78%(93)	81%(102)	76%(78)
25-29	75%(116)	81%(106)	74%(87)	83%(106)
30-34	84%(64)	79%(70)	84%(58)	70%(64)
35-39	78%(37)	75%(40)	72%(25)	87%(39)
40-49	89%(35)	74%(31)	93%(43)	81%(31)
50-64	88%(8)	92%(13)	60%(10)	90%(10)
65 and over	50%(<5)	50%(<5)	100%(<5)	100%(<5)

Class Load	Spring '19	Fall '19	Spring '20	Fall '20
Full-time	73%(285)	73%(271)	79%(289)	80%(211)
Part-time	78%(516)	81%(442)	75%(303)	72%(397)

Program
Psychology

Term
Multiple values

Gender
All

Ethnicity
All

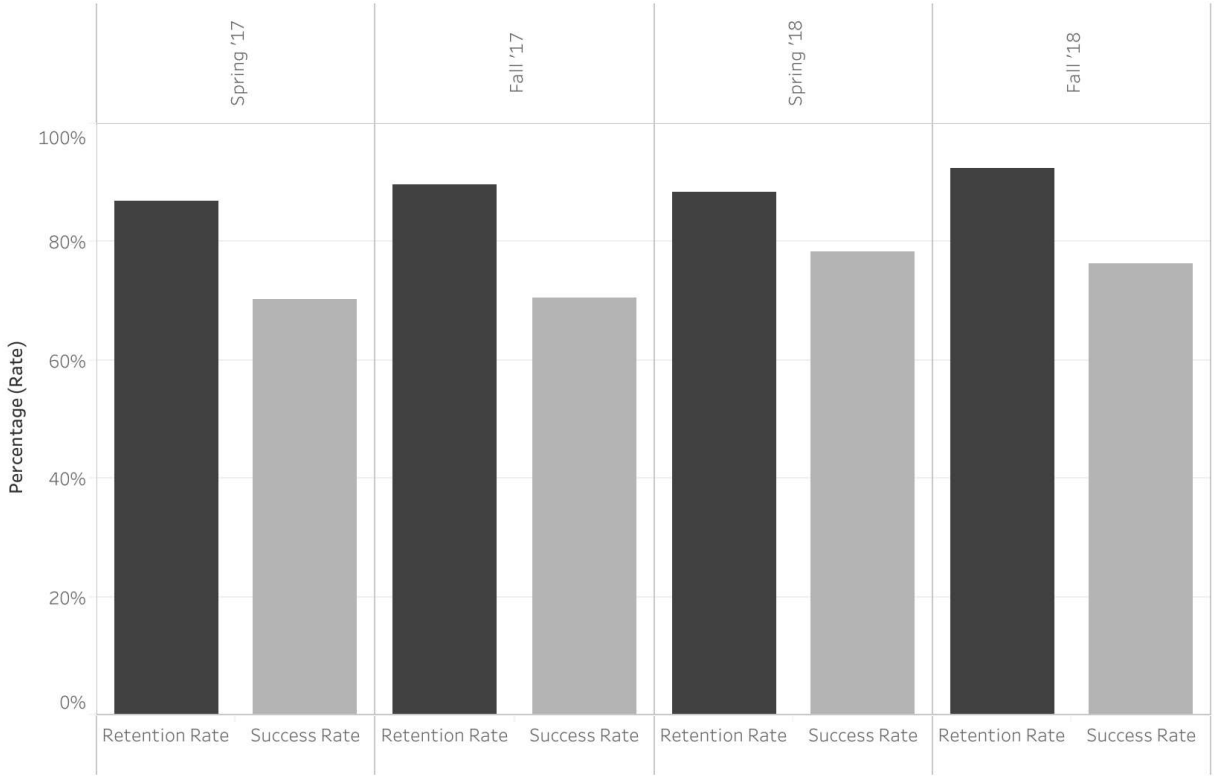
Age Group
All

Class Load
- [x] Full-time
- [x] Part-time

Education Goal
All

Success Rates

Education Goal	Spring '17	Fall '17	Spring '18	Fall '18
Basic Skills	0%(<5)	0%(<5)	50%(<5)	63%(19)
Degree/Cert Only	75%(48)	69%(45)	75%(51)	71%(48)
Enrichment	50%(14)	70%(23)	81%(21)	77%(61)
Intend to Transfer	69%(399)	74%(433)	77%(414)	72%(396)
Retrain/Recertify	80%(5)	55%(11)	87%(15)	58%(12)
Undecided/Unstated	73%(265)	68%(342)	81%(232)	85%(288)



Program
Psychology

Term
Multiple values

Gender
All

Ethnicity
All

Age Group
All

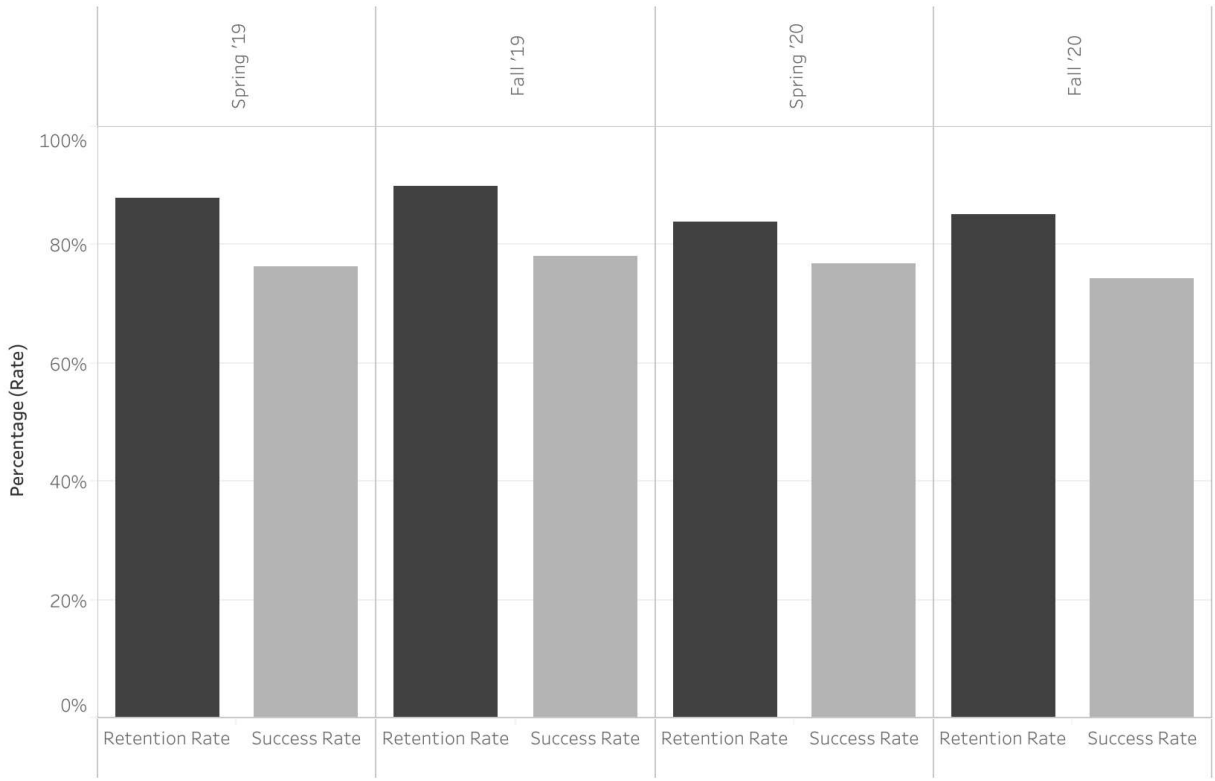
Class Load
- [x] Full-time
- [x] Part-time

Education Goal
All

Color Legend
- Retention Rate
- Success Rate

Success Rates

Education Goal	Spring '19	Fall '19	Spring '20	Fall '20
Basic Skills	0%(<5)	100%(<5)	100%(<5)	88%(8)
Degree/Cert Only	78%(51)	97%(29)	78%(9)	83%(23)
Enrichment	75%(20)	75%(486)	73%(445)	76%(449)
Intend to Transfer	74%(367)	81%(156)	88%(102)	65%(97)
Retrain/Recertify	87%(15)	100%(5)	100%(<5)	100%(<5)
Undecided/Unstated	78%(347)	89%(36)	97%(32)	70%(30)



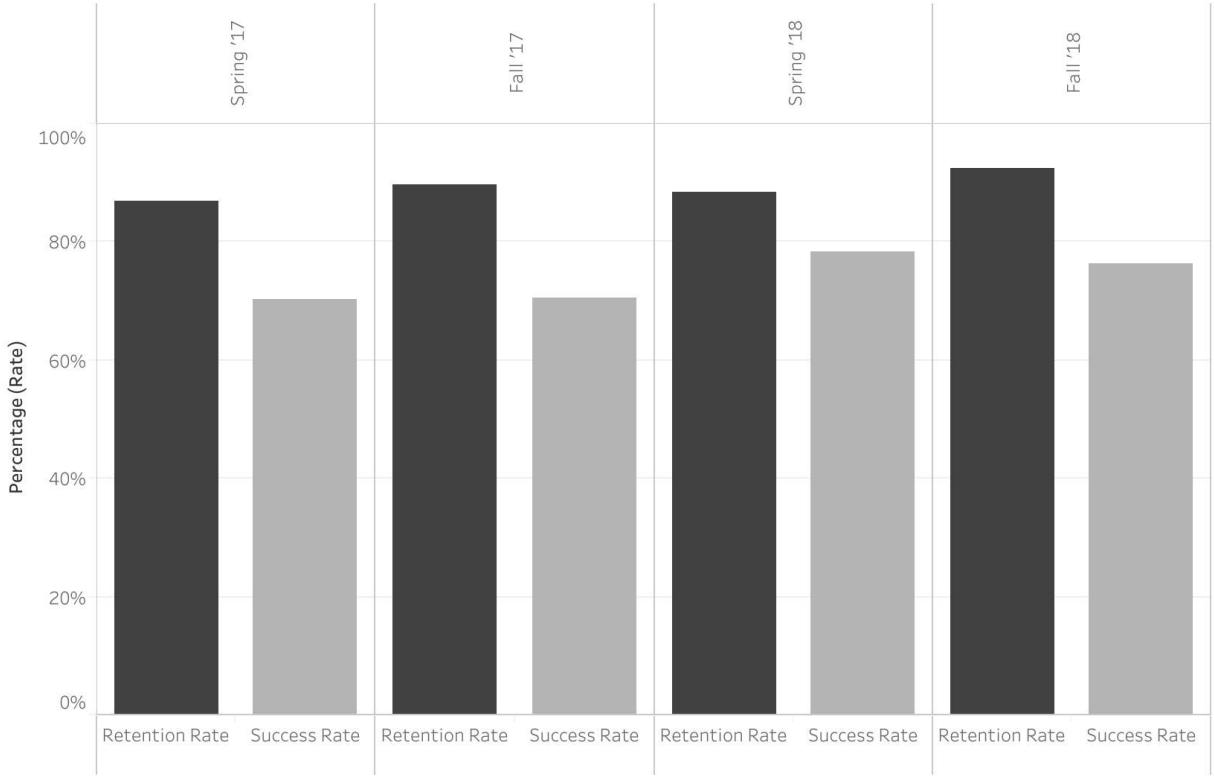
Success rates overall remained stable across the available time period (2017- Fall 2020), ranging from 73-80% per year with a slight upward trend across time. Consistent with the preceding grade distribution data, success rates were slightly lower for the largest introductory course (PSYC 101) and also PSYC 110, relative to the other courses offered.

Subdividing demographically, success rates by gender were comparable, ranging from about 70- 80% for females and 65-80% for males, each around 75% in the most recent semester available. By ethnicity, success rates ranged from 80-100% for Asians, 63-74% for Black, 72-80% for Latinx, 43-80% for Hawaiian/ Pacific Islander, 62-94% for Two or More Races, 71-100% for White, and 50-76% for Unknown. No clear patterns or trends emerged based on age groups.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

Success Rates

Education Goal	Spring '17	Fall '17	Spring '18	Fall '18
Basic Skills	0%(<5)	0%(<5)	50%(<5)	63%(19)
Degree/Cert Only	75%(48)	69%(45)	75%(51)	71%(48)
Enrichment	50%(14)	70%(23)	81%(21)	77%(61)
Intend to Transfer	69%(399)	74%(433)	77%(414)	72%(396)
Retrain/Recertify	80%(5)	55%(11)	87%(15)	58%(12)
Undecided/Unstated	73%(265)	68%(342)	81%(232)	85%(288)



Program
Psychology

Term
Multiple values

Gender
All

Ethnicity
All

Age Group
All

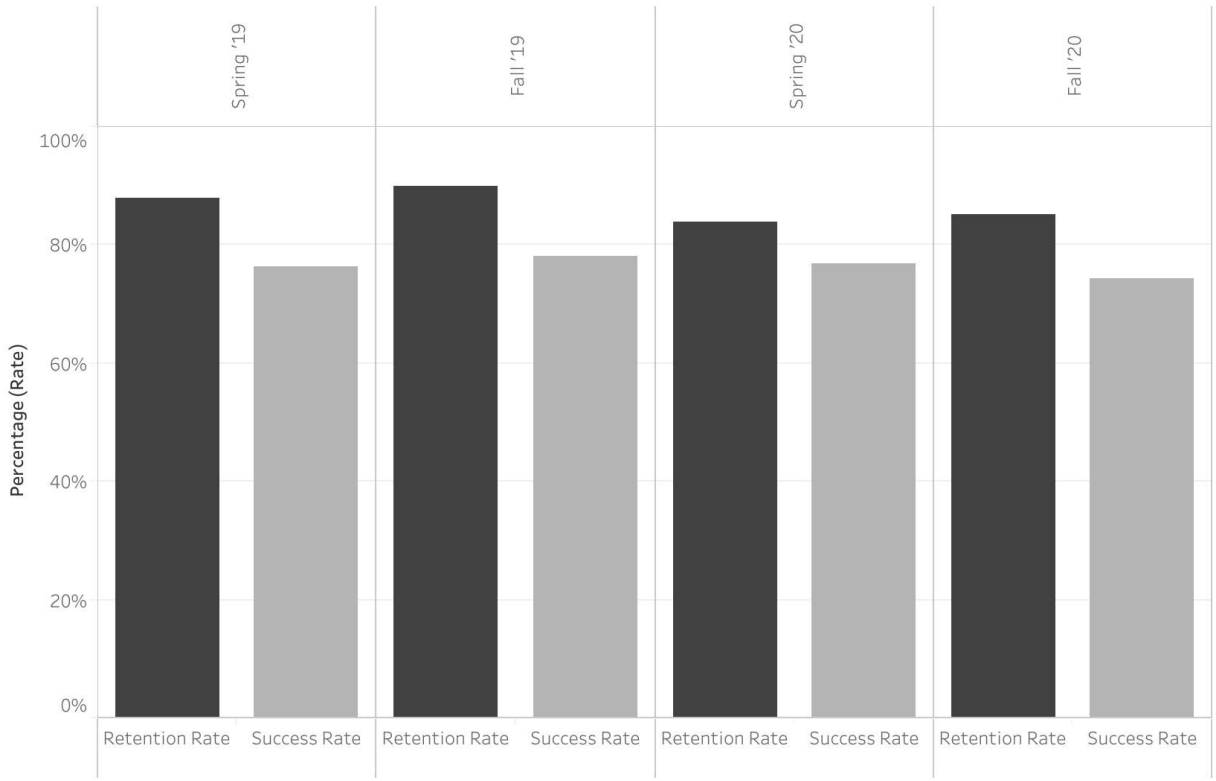
Class Load
- [x] Full-time
- [x] Part-time

Education Goal
All

Color Legend
- Retention Rate
- Success Rate

Success Rates

Education Goal	Spring '19	Fall '19	Spring '20	Fall '20
Basic Skills	0%(<5)	100%(<5)	100%(<5)	88%(8)
Degree/Cert Only	78%(51)	97%(29)	78%(9)	83%(23)
Enrichment	75%(20)	75%(486)	73%(445)	76%(449)
Intend to Transfer	74%(367)	81%(156)	88%(102)	65%(97)
Retrain/Recertify	87%(15)	100%(5)	100%(<5)	100%(<5)
Undecided/Unstated	78%(347)	89%(36)	97%(32)	70%(30)



Program
Psychology

Term
Multiple values

Gender
All

Ethnicity
All

Age Group
All

Class Load
- [x] Full-time
- [x] Part-time

Education Goal
All

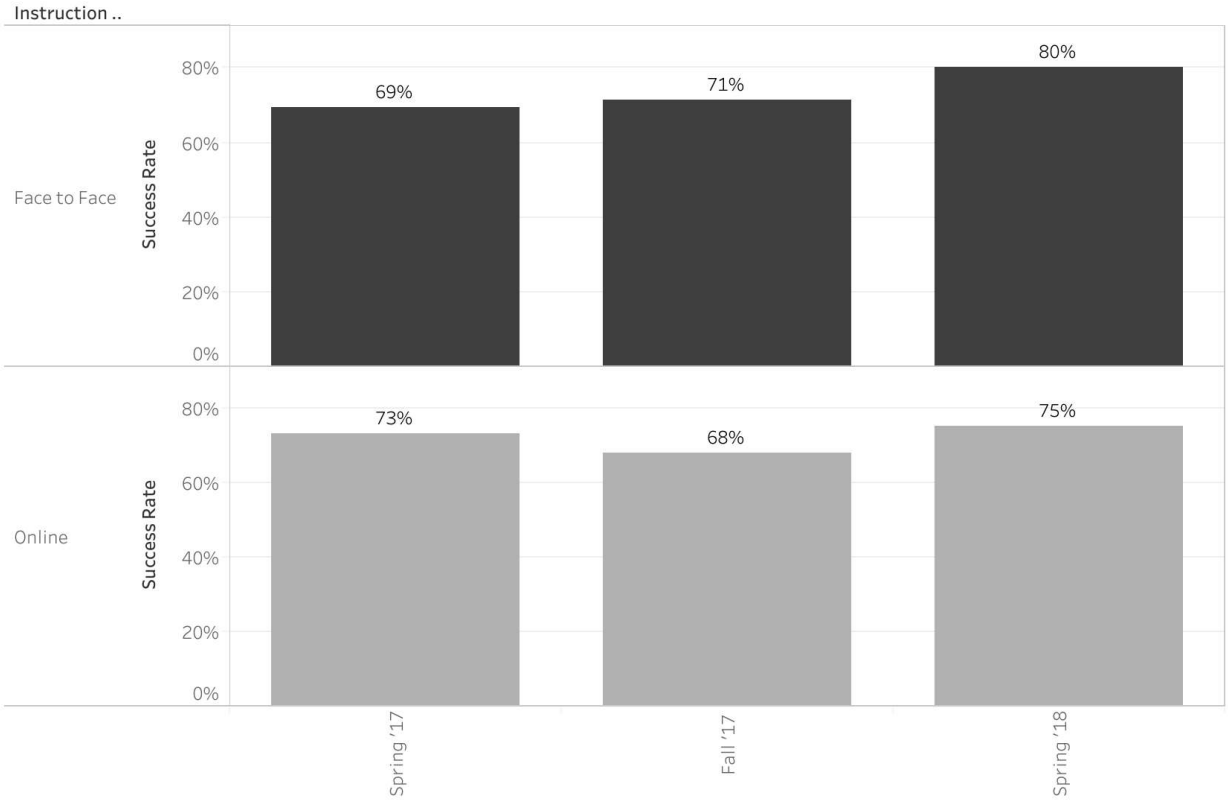
Color Legend
Retention Rate
Success Rate

Retention rate appears very stable, ranging from 87% to 91% per academic year, with an overall average of 89% for the time period. No equity gaps were identifiable in the available data.

Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.

Success by Modality

Instruction Method	Spring '17	Fall '17	Spring '18
Face to Face	69%(548)	71%(680)	80%(457)
Online	73%(184)	68%(176)	75%(278)



Program
Psychology

Term
Multiple values

Course ID
All

Gender
All

Ethnicity
All

Age Group
All

Class Load
- [x] Full-time
- [x] Part-time

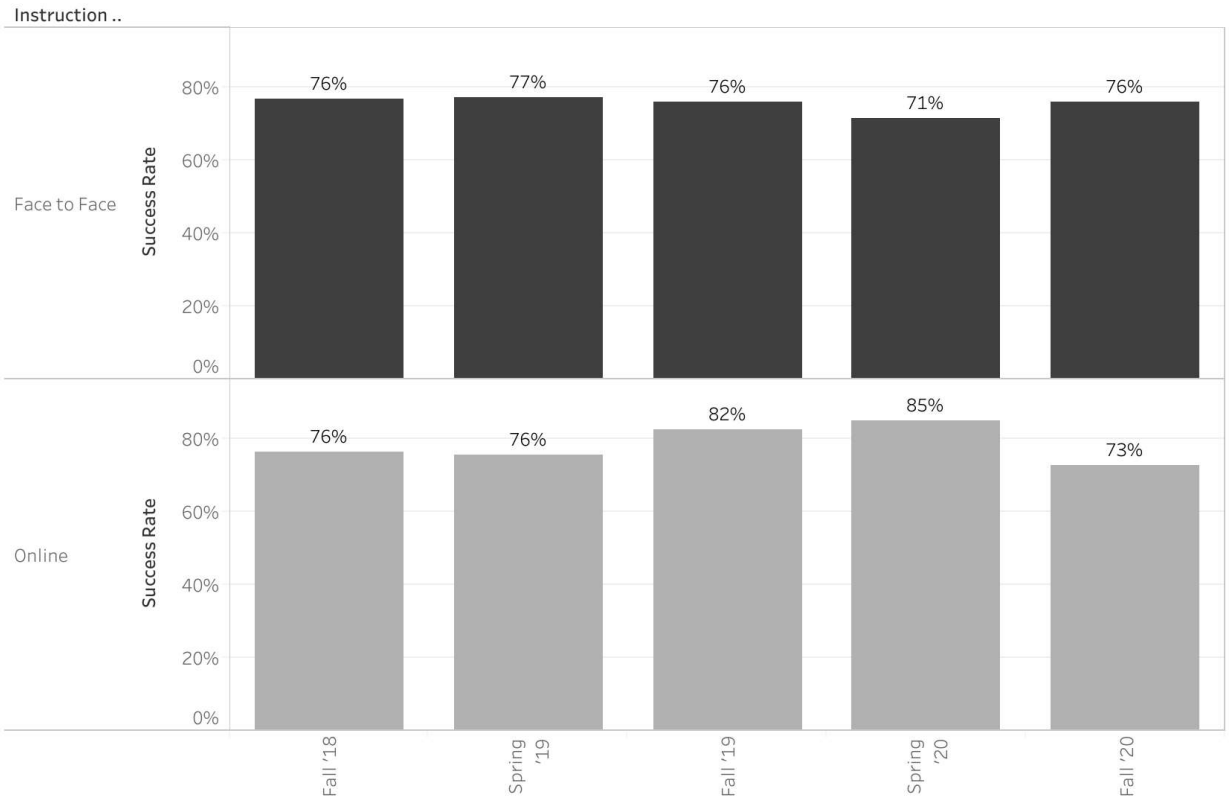
Education Goal
All

Instruction Method
- Face to Face
- Online

Note: "Independent Study" and "Other Method" have been omitted from the bar chart due to lack of data points for comparison

Success by Modality

Instruction Method	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
Face to Face	76%(615)	77%(445)	76%(469)	71%(345)	76%(338)
Online	76%(209)	76%(356)	82%(244)	85%(247)	73%(270)



Program
Psychology

Term
Multiple values

Course ID
All

Gender
All

Ethnicity
All

Age Group
All

Class Load
- [x] Full-time
- [x] Part-time

Education Goal
All

Instruction Method
- Face to Face
- Online

Note: "Independent Study" and "Other Method" have been omitted from the bar chart due to lack of data points for comparison

Success/retention rates appear comparable across modalities during the available time period. Specifically, Face to Face ranged from 69-80% success, and Online ranged from 68-85% success. Each averaged about 75% per semester, with the greater variability in Online percentages reflecting a relatively smaller sample compared with Face to Face.

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

Fill Rates

Course Id	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20	Winter '21	Spring '21
PSYC-101	65%(163)	73%(339)	87%(74)	61%(252)	66%(149)	57%(240)	58%(49)	57%(265)
PSYC-101H						40%(<5)		
PSYC-108		26%(11)		43%(17)		52%(22)		
PSYC-110		54%(70)				58%(29)		20%(18)
PSYC-112		17%(7)		43%(17)				69%(31)
PSYC-115		40%(17)		98%(44)		58%(26)	47%(21)	
PSYC-116	61%(92)	81%(161)	89%(80)	97%(131)	102%(97)	75%(172)	78%(70)	51%(91)
PSYC-120		76%(19)						
PSYC-122		57%(17)		117%(35)		90%(27)		73%(51)

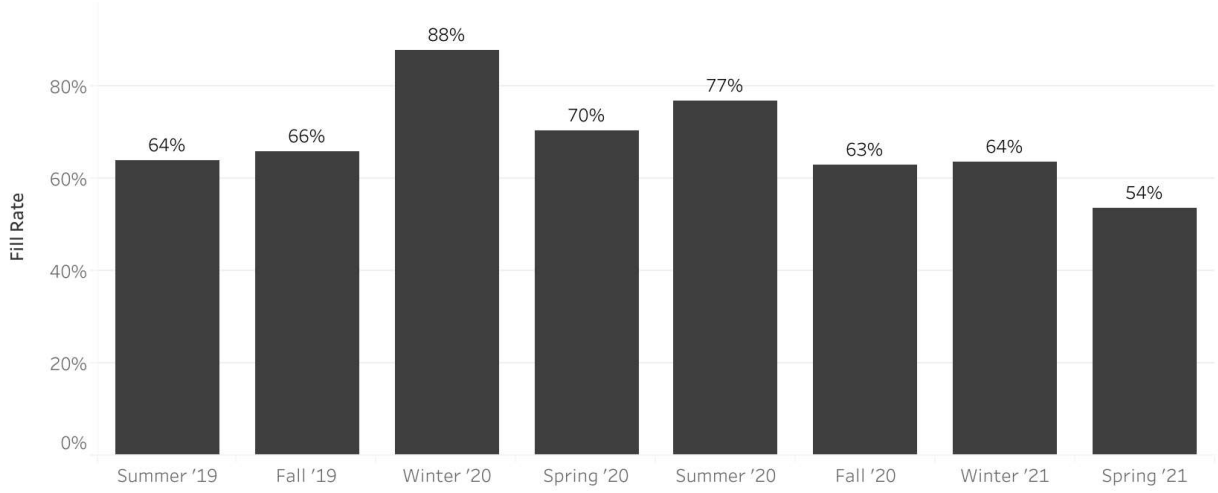
Program
Psychology

Term
All

Course ID
All

Instructor Name
All

GPD
All



Overall fill rates ranged from 54-88% per semester across all available data (Summer 2019- Spring 2021: typically in the 60%'s for Spring and Fall semesters), with a slight trend upward pre-pandemic, and a slight trend downward thereafter, likely reflecting a variety of broader social & economic trends. Courses with consistently higher fill rates & total demand (e.g. PSYC 101, 116) were offered more frequently than those with more variable demand (e.g. PSYC 108, 112).

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?
Choices for course offerings and their scheduling reflect the intersection of program/ degree contents, past student demand, and funding & infrastructure availability, including the need to make different times & modalities available for a diverse student body with a variety of needs & goals. One likely trend to consider going forward is the increasing preference & demand for online options, particularly among current & future generations of college students.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

Degrees and Certificates Awarded 2015-16 through 2019-20

This interactive dashboard provides information about program completion at Compton College for all academic years between 2015-16 and 2019-20. Program awards are represented by the bar graph below, and totals based on the selected characteristics are provided to the right of the graph.

Use the drop-down menus to the right to select characteristics you would like to use to filter the data (e.g., looking at awards for specific programs or demographics). You can also click the "Award Type" in the legend below to highlight those awards on the graph. Selecting "Breakout by Program" will show the individual awards conferred by each program rather than the default aggregate view.

Raw data for the number of awards by type, program, and academic year are presented in a table beneath the graph, and these values can also be changed by selecting filters from the drop-down menus to the right...

Award Filters

Guided Pathway Division (GPD)
All

Program
Psychology

Award Type
All

Year
Multiple values

Award Type
(Click to Highlight)
ADTs
Degrees

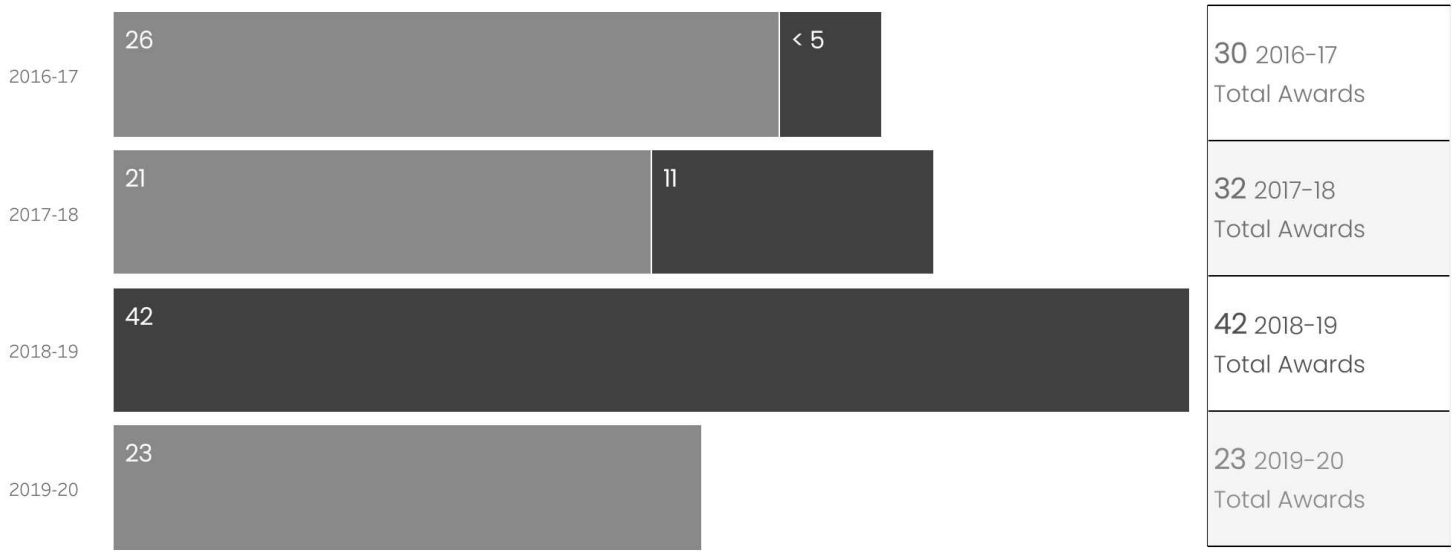
Demographic Filters

Age Group
All

Gender
All

Ethnicity
All

Breakout by Program
Yes



	2016-17		2017-18		2018-19	2019-20	Grand Total
	ADTs	Degrees	ADTs	Degrees	Degrees	ADTs	
Psychology	26	< 5	21	11	42	23	127

As shown above, approximately 20 to 40 degrees & certificates were awarded in psychology per academic year. Notably, 2016-17 and 2017-18 included both ADTs and Degrees awarded; in 2018-19, all 42 awards were degrees, whereas in 2019-20, all 23 awards were ADTs.

List any related recommendations

(1) Add a psychology supplemental instructor program.
(2) Add more psychology courses linked with the First Year Experience (FYE) program (which provides additional counseling, support and accountability).
(3) Add back the all-male cohort(s) in the FYE program.

Academic Program Review: (3) Curriculum Final Submission: Version by **McPatchell, David** on **02/28/2025 22:35**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
The following courses are currently offered in the Psychology Program:

Compton Community College 6-Year Course Review Cycle Worksheet													
Division: SocSci/BIS	Department: Psychology												
Total # of Courses	11	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Courses	Last Course Review	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26	FA26	SP27	FA 27	SP28
PSYC-101	Spring 2020						x						
PSYC-101H	Spring 2020						x						
PSYC-102	Fall 2020							x					
PSYC-107	Fall 2021							x					
PSYC-108	Fall 2021							x					
PSYC-110	Fall 2021							x					
PSYC-112	Fall 2020							x					
PSYC-115	Fall 2020							x					
PSYC-116	Spring 2021								x				
PSYC-120	Spring 2021								x				
PSYC-122	Fall 2021									x			

Explain any course additions to current course offerings.
PSYC 101H has been added for the Honors Program.

Explain any course deletions and inactivations from current course offerings.
No course deletions or inactivation's during this program cycle.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
Since COVID19, the following courses are currently being offered in the Psychology Program Hybrid and Online :

Psychology 101 General Psychology (4 sections per semester) (2 sections per Winter) (3 sections per Summer)
Psychology 107 Physiological Psychology (2 sections per semester)
Psychology 108 Social Psychology (1 section every Fall)
Psychology 110 African American Psychology (1-2 sections per semester)
Psychology 112 Human Sexuality (1 section every Spring)
Psychology 115 Abnormal Psychology (1 section every Spring)
Psychology 116 Lifespan Development (4 sections per semester) (2 sections per Winter) (3 sections per Summer)
Psychology 120 Introduction to Elementary Statistical Methods for the Study of Behavior (1 section per semester)
Psychology 122 Experimental Methods in the Study of Behavior (1 section per semester)

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

The Compton College psychology department aims:
1. To prepare students for successful careers in psychology and other occupations.
2. To deliver curricula for seeking degrees in nursing and other allied health areas.
3. To prepare students with critical thinking skills to support studies in psychology and other majors such as sociology, business, and liberal studies.
4. To provide a general research methods in each of the courses in psychology.

Our courses, degrees, and certificates are meeting students' needs. Most of the students who take our classes are psychology majors. We also offer an AA-T degree in psychology for students wanting to transfer to 4-year schools. This degree gives students who wish to transfer into psychology or similar majors an advantage over their classmates with more general degrees. To support this degree, we have created program maps that provide students with a clear roadmap through our program and the course offerings they need to earn the AA-T degree in a timely manner.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.
The psychology program goal is to ensure that course offerings align with student needs. Based on degree requirements, we have structured our courses so that students can fulfill the requirements for the Psychology AA-T degree within two years. PSYC 101 courses are offered every semester and during intersession. Elective courses are offered at least once per year, with PSYC 107 and PSYC 110 being offered twice per year. In 2018-2019 - 42 degrees awarded in psychology. In the past 3 years, the number of Psychology AA-T degrees awarded are as follow: 2019-2020 - 24 ADTs, 2020-2021 - 41 ADTs and 2021-2022 - 38 ADTs.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.
There are no licensure/certification exams required for Psychology.

List any related recommendations.
1. Offer all interested full-time faculty to become POCR (Peer Online Course Review) certified, so that their courses will be offered through the California Virtual Campus.
2. Convert all psychology courses to ZTC. Currently, there has not been an adopted OER textbook for PSYC 107 and PSYC 115, though one is being developed.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) Final Submission: Version by **McPatchell, David** on **02/28/2025 22:35**

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
Behavioral and Social Sciences
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Psychology **Number of Courses** **Updated** **11/8/13** **Submitted by** Richard Mascolo Ext. 3581

ILO Rating Rubric
4 - A major focus of the course. Direct instruction is provided. Students are evaluated multiple times (and possibly in various ways) throughout the course.
3 - An important part of the course. Some direct instruction is provided and students are evaluated on the concepts once or twice within the course.
2- Only a minor focus of the course. Some instruction is given in the area but students are not formally evaluated on the concepts.
1- May be tangentially part of the class, but is not directly taught or evaluated or is not part of the course at all.

Institutional Learning Outcomes (ILOs)	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy
Overall Program Rating	**4**	**4**	**4**	**3**	**2**	**3**

Program Level SLOs	**Institutional SLOs to PLO Alignment** (Rate 1-4) I	II	III	IV	V	VI
PLO # 1 Logic of the Scientific Method. Students who graduate with an ECC Psychology major will be able to identify elements of the scientific method and critique their application to the explanation, prediction, and control of mental processes and behavior.	4	4	4	4	2	2
PLO #2.Fundamental Principles Students who graduate with an ECC Psychology major will be able to differentiate and compare fundamental principles of psychology.	4	4	4	3	2	2
PLO #3 Everyday Application Students who graduate with an ECC Psychology major will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.	4	4	3	4	2	2

Course Level SLOs	**Course to PLO Alignment** P1	P2	P3	**Institutional SLOs to Courses Alignment** (Rate 1-4) I	II	III	IV	V	VI
Psychology 2 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness). Students will be assessed by essay exams & oral presentations.	X	X	X	3	3	3	4	4	1
Psychology 2 SLO #2 Fundamental Principles Students who finish this course with a grade of A, B, or C will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self- regulation, personal development). Students will be assessed by essay exams & oral presentations	X	X	X	3	3	3	4	4	1
Psychology 2 SLO #3 Everyday Application Students who finish this course with a grade of A, B, or C will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences. Students will be assessed by essay exams & oral presentations.	X	X	X	3	3	3	4	4	1
Psychology 3 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to describe the hallmark characteristics of the scientific method and contrast it with other forms of inquiry. Students will be assessed by essay exams & oral presentations.	X	X		3	4	4	4	2	1
Psychology 3 SLO #2 Fundamental Principles Students who finish this course with a grade of A, B, or C will be able to differentiate and compare fundamental critical thinking concepts (e.g., premises, conclusions, & qualifiers; inductive versus deductive, valid versus sound arguments). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.	X	X		3	4	4	4	2	1
Psychology 3 SLO #3 Everyday Application Students who finish this course with a grade of A, B, or C will be able to apply principles of critical thinking (e.g., logical fallacies, rhetorical devices) in their daily decision-making (product purchase, school selection, medical treatment). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.	X	X		3	4	4	4	2	1

Course Level SLOs	**Course to Program SLO Alignment** P1	P2	P3	**Core Competencies Mark rankings of 3 or 4 in red.** I	II	III	IV	V	VI

Psychology 5 SLO #1 Logic of the Scientific Method. Students who pass this course with a grade of A, B, or C will be able to identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	2	2	1
Psychology 5 SLO #2 Fundamental Principles. Students who pass this course with a grade of A, B, or C will be able to explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	3	1	1
Psychology 5 SLO #3 Everyday Application. Students who pass this course with a grade of A, B, or C will be able to apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.	X	X	X	4	4	3	3	1	2
Psychology 7 SLO #1 Logic of the Scientific Method. Students who finish this course with a grade of A, B, or C will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus nonexperimental, human versus infrahuman, basic versus applied). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	3	1	2
Psychology 7 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify and explain basic nervous system structures (e.g., neural and glial cells; brain stem and forebrain; meninges and blood-brain barrier) and functions (e.g., resting and action potentials; excitatory and inhibitory postsynaptic potentials; sensory transduction; agonistic and antagonistic drug effects). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	3	1	1

Psychology 7 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply fundamental psychophysiological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

XXX443311

Course Level SLOs	**Course to Program SLO Alignment**			**Core Competencies Mark rankings of 3 or 4 in red.**					
	P1	P2	P3	I	II	III	IV	V	VI
Psychology 8 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to explain and evaluate historical and contemporary perspectives on social psychology. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	3	2	3	2
Psychology 8 SLO #2 Fundamental Principles. Students who pass this course with a grade of A, B, or C will be able to explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression). Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	3	2	3	2
Psychology 8 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions). Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	3	2	3	2
Psychology 9A SLO #1 Logic of the Scientific Method. Students who finish this course with a grade of A, B, or C will be able to identify and differentiate research methodology versus statistics/data analysis. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	4	4	1	4

Psychology 9A SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

XXX444314

Psychology 9A SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to evaluate the external validity (generalizability) of research data in their efforts to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or against a proposition). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

XXX443421

Course Level SLOs	**Course to Program SLO Alignment**			**Core Competencies Mark rankings of 3 or 4 in red.**					
	P1	P2	P3	I	II	III	IV	V	VI

Psychology 9B SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to explain and critique essential components of the scientific method in psychological research. Students will be assessed by multiple choice exams, essay exams, or oral presentations,

X X X 4 4 4 4 1 4

Psychology 9B SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to explain and apply essential elements of the scientific method in psychological research. Students will be assessed by: a) APA formatted paper presenting the rationale and results of an individual research project and b) multiple choice exams, essay exams, or oral presentations.

X X X 4 4 4 4 1 4

Psychology 9B SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply fundamental principles of psychological research in their efforts to understand everyday life experiences such as evaluating media reports of a new diet, food warning, or cure for depression. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

X X X 4 4 4 4 1 4

Psychology 10 SLO #1 Logic of the Scientific Method African American Perspectives Students who finish this course with a grade of A, B, or C will be able to examine and assess African American psychological research pertaining to such as these: cognitive attributes (e.g., intelligence, Black English), noncognitive attributes/behaviors (e.g., nonverbal behavior, racial socialization and identity). Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.

X 323121

Psychology 10 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify and explain the major theoretical perspectives of African American psychology.
Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.

X 323121

Psychology 10 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply the major theoretical perspectives of African American psychology in their efforts to promote both ethnic identity and a strong self-concept among African Americans.

X 323121

Course Level SLOs	**Course to Program SLO Alignment** P1 P2 P3	**Core Competencies Mark rankings of 3 or 4 in red.** I II III IV V VI
Psychology 12 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X X	3 3 2 2 2 2
Psychology 12 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify and explain major theories, perspectives, and facets of human sexuality. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X X	3 3 2 2 2 2
Psychology 12 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply fundamental principles in the development of a personal sexual philosophy. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X X	3 3 2 4 2 2

Psychology 15 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to explain and evaluate various sources of data focusing on mental disorders (e.g., epidemiology, efficacy, effectiveness). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

XX 442221

Psychology 15 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive- behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

XX 442221

Psychology 15 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

XX 332222

Course Level SLOs	**Course to Program SLO Alignment** P1 P2 P3	**Core Competencies Mark rankings of 3 or 4 in red.** I II III IV V VI
Psychology 16 SLO #1 Logic of the Scientific Method. Students who finish this course with a grade of A, B, or C will be able to describe and contrast specific research methods in the study of lifespan development (e.g., longitudinal, cross-sectional, sequential designs) as well as assess the strengths and weaknesses of each. Students will be assessed through essay exam questions, multiple choice exam questions, or writing assignments.	X	3 3 2 1 1 2

Psychology 16 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

X 3 3 2 1 1 2

Psychology 16 SLO #3 Everyday Application. Students who pass this course with a grade of A, B, or C will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.

X 332112

Psychology 21 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to identify and evaluate basic elements of research in consciousness. Students will be assessed through essay exam questions, multiple choice exam questions, writing assignments or projects

XX 333331

Psychology 21 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify and describe the various theories and concepts of consciousness, including altered states of consciousness. Students will be assessed through essay exam questions, multiple choice exam questions, writing assignments or projects.

XX 333331

Psychology 21 SLO #3 Students who finish this course with a grade of A, B, or C will be able to explain how to apply the various theories and concepts of consciousness to their everyday lives. Students will be assessed through essay exam questions, multiple choice exam questions, writing assignments or projects.

XX 333331

Provide a timeline for your course and program level SLO assessments.
The psychology faculty have been inputting SLO's into eLumen for the past several years. Below is a breakdown when psychology courses get an assessment per semester.
Psychology 101 General Psychology (3 SLO's) (All sections per semester)
Psychology 108 Social Psychology (3 SLO's) (1 section every Fall)
Psychology 120 Introduction to Elementary Statistical Methods for the Study of Behavior (3 SLO's) (1 section per semester)
Psychology 122 Experimental Methods in the Study of Behavior (3 SLO's) (1 section per semester)
Psychology 110 African American Psychology (3 SLO's) (1-2 sections per semester)
Psychology 112 Human Sexuality (3 SLO's) (1 section every Spring)
Psychology 115 Abnormal Psychology (3 SLO's) (1 section every Spring)
Psychology 116 Lifespan Development (3 SLO's) (All sections per semester)

State the percent of course and program SLO statements that have been assessed.
From Spring 2019 to Spring 2022, 91% of the Student Learning Outcome (SLO) Statements have undergone assessment. The breakdown per semester is as follows: Spring 2019: 90% Fall 2019: 84% Spring 2020: 86% Fall 2020: 93% Spring 2021: 97%
It is noteworthy that the assessment percentage has consistently increased, and our goal is 100% assessment rate by the upcoming semester.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
During COVID-19 pandemic, different learning strategies for some of the psychology courses had to be adjusted for ONLINE learning, Again, the SLO's remained the same, for example, additional worksheets/activities with YouTube illustrations were implemented for PSYC 101 General Psychology, PSYC 120 Statistics and PSYC 122 - Research Methods.

Several key themes have been observed during the assessment of Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO):
1. APA Writing Challenges: A significant challenge identified is the struggle students face in APA writing. The Purdue Owl Activities is a great benefit for student writing references. Additional APA format examples have been put into CANVAS. This has been a success and SLO assessments support the testing assessments.

2. Number Sense Issues in Statistics: A significant challenge identified is the struggle students face in connecting decimals, percentages, and fractions within the context of statistics. Enhancing students' proficiency in number sense is crucial to overcoming this challenge. Strategic interventions and instructional approaches may be explored to integrate this gap effectively.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.
Student Learning Outcomes (SLOs) are systematically evaluated according to a predetermined schedule, marking a regular and integral part of our educational assessment process. The outcomes of these assessments are thoroughly examined and deliberated upon through both email correspondence and department meetings. Faculty members actively engage in the SLO evaluation process by utilizing the Elumen platform, where they contribute to the creation, viewing, and discussion of comprehensive SLO reports. This collaborative approach ensures a comprehensive and transparent evaluation of our educational objectives, fostering a culture of continuous improvement within our academic community. Through this structured assessment framework, we aim to enhance the overall quality of education and facilitate ongoing dialogue among faculty members to optimize student learning experiences.

List any related recommendations.
No Recommendations

Academic Program Review: (5) Analysis of Student Feedback Final Submission: Version by **McPatchell, David** on **02/28/2025 22:36**

Describe the results of the student survey in the area of student support.

Please rate how much you agree or disagree with the following statements about the Psychology program:

#Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1I've been able to register for the classes I need within this program.	69%	3524%	124%	24%	251
2There is an appropriate range of courses offered in this program.	49%	2437%	188%	46%	349
3The courses in this program have helped me meet my academic goals.	58%	2938%	190%	04%	250
4Instructors in this program have helped me achieve my academic goals.	65%	3229%	140%	06%	349
5Instructors in this program provide opportunities to actively participate in my classes.	60%	3032%	162%	16%	350
6I have felt a sense of community within this program.	53%	2635%	174%	28%	449
7I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program.	64%	3230%	152%	14%	250

As shown above, the vast majority of respondents agreed with all measured aspects of student support satisfaction, including:
'Instructors helped me achieve my academic goals' (94% agreement),
'Instructors provide opportunities to actively participate in my classes' (92% agreement),
and 'I have felt a sense of community within this program' (88% agreement).

Regarding what skills respondents reported needing more help with, a plurality chose:
'test anxiety management' (43%), followed by 'critical thinking techniques' (28%), 'note taking techniques' (19%), 'reading for learning & comprehension' (17%), 'other' (17%), and 'study groups' (11%). (see chart below).

Using the assignments/examinations that were administered in Psychology courses, what skills are essential to succeed in these classes? Check all that apply.

#Answer	%	Count
1Reading for learning and comprehension	31%	37
2Note taking techniques	22%	26
3Test anxiety management	15%	18
4Study groups	8%	9
5Critical thinking techniques	23%	28
6Other	2%	2
Total	100%	120

Lastly, in response to the question 'When thinking about your studies at Compton College, what challenges do you face in successfully completing your studies?' 28% chose the support option 'Need help with academics (e.g. tutoring, writing support)'. See below for full chart of this item's responses:

When thinking about your studies at Compton College, what challenges do you face in successfully completing your studies?

#Answer	%	Count
1Basic needs (e.g., need more money for food, housing, or transportation)	18%	13
2Need help with academics (e.g., tutoring, writing support)	18%	13
3I wish I felt more connected to the campus (e.g., more friends, teachers who I feel close to)	10%	7
4Technology needs (e.g., computer, internet, printer access)	11%	8
5Child care	11%	8
6None	21%	15
7Other	10%	7
Total	100%	71

Describe the results of the student survey in the area of curriculum.

#Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1I've been able to register for the classes I need within this program.	69%	3524%	124%	24%	251
2There is an appropriate range of courses offered in this program.	49%	2437%	188%	46%	349
3The courses in this program have helped me meet my academic goals.	58%	2938%	190%	04%	250
4Instructors in this program have helped me achieve my academic goals.	65%	3229%	140%	06%	349
5Instructors in this program provide opportunities to actively participate in my classes.	60%	3032%	162%	16%	350
6I have felt a sense of community within this program.	53%	2635%	174%	28%	449
7I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program.	64%	3230%	152%	14%	250

As shown above, the vast majority of respondents agreed with all measured aspects of course offerings being satisfactory. In particular:
'I've been able to register for the classes I need within this program' (93% agreement),
'There is an appropriate range of courses offered in this program' (86% agreement),
and 'The courses in this program have helped me meet my academic goals' (96% agreement).

The majority of respondents were taking psychology courses for a major requirement (55%), followed by GE requirement (23%), personal enrichment (17%), elective (2%), and other (2%).

In response to the question, "Do you know which courses you have to take to complete your goal?", a majority chose 'yes, I know exactly which courses to take to complete my goal' (64%), followed by 'yes I know some of the classes I need to take to complete my goal' (21%), 'no, I need to see a counselor to figure out which classes I need to take' (11%), 'I don't know' (2%), and 'other' (2%).

Describe the results of the student survey in the area of facilities, equipment and technology.

In response to the question 'what challenges do you face in successfully completing your studies?', 17% chose 'technology needs (e.g. computer, internet, printer access)' as a challenge faced.

Regarding preferred teaching method, a majority chose 'online' (59%), followed by 'hybrid' (24%), 'on campus' (10%), and 'no preference' (8%).

Time of day preferences for taking courses were roughly equally distributed across categories: 29% preferred 'mid-day (11-2 PM)', 27% 'morning (8-11 AM)', 27% 'evening (after 5 PM)', and 16% 'Afternoon (2-5 PM)'.

Of those who enrolled in an online course, a plurality did so because 'my schedule does not allow me to attend on-campus classes' (38%), followed by 'did not want to come to the campus' (25%), 'other' (19%), 'thought it would be easier than the campus course' (13%), and 'wanted a new experience' (6%).

In retrospect, respondents were divided over whether online vs. on campus courses required more work: a plurality rated them as equivalent in workload (40%), followed by 'online courses require more work than on campus courses' (20%), 'don't know' (20%), 'on campus courses require more work than online courses' (10%), and 'cannot make comparison' (10%).

Describe the results of the student survey in the area of program objectives.
For reference, Program Learning Outcomes (PLO's) include "Logic of the Scientific Method", "Fundamental Principles", and "Everyday Application", all of which support and align with the broader institutional emphasis on critical thinking.

Based on available student feedback data, the vast majority of respondents (94%) agreed with the statement 'I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program".

In response to the question, "Using the assignments/examinations that were administered in psychology courses, what skills are essential to succeed in these classes?", a majority of respondents chose "reading for learning and comprehension' (79%), followed by 'critical thinking techniques' (60%), and 'note taking techniques' (55%) (other responses included 'test anxiety management' at 38%, 'study groups' at 19%, and 'other' at 4%).

In response to the question "Using the psychology course(s) that you are currently enrolled in as your measure, how knowledgeable are you about the subject then before you took the class?", 72% reported being 'much more knowledgeable', followed by 23% 'somewhat more knowledgeable', and 4% 'I don't know' (none chose the option 'not more knowledgeable'). See chart below:
Using the Psychology course(s) that you are currently enrolled in as your measure, how knowledgeable are you about the subject than before you took the class:

#Answer	%	Count
1Much more knowledgeable	72%	34
2Somewhat more knowledgeable	23%	11
3Not more knowledgeable	0%	0
4I don't know	4%	2
Total	100%	47

Discuss the implications of the survey results for the program.
In general, the survey results suggest that students are very satisfied overall with course content, instruction, student support, and curriculum. In addition, the vast majority report gaining knowledge and skills from coursework that is in alignment with program objectives. The most frequently reported needs and challenges involved academic support (tutoring and test anxiety management), basic needs (food, housing, or transportation), and academic/career guidance (career plans, exact course requirements to complete goals). There appears to be a large and growing preference for online over hybrid or on-campus teaching modalities.

Discuss the results of other relevant surveys (if applicable).
N/A. The PSYC Program Review 2021-22 Student Survey Report comprised the available data for this analysis. It was based on a sample size of 51, which represented a 13% response rate.

List any related recommendations
As noted above, students were most likely to report a need for assistance with academic support (such as tutoring or test anxiety management) and basic needs (food or transportation), and a strong preference for online and hybrid courses per semester. Providing these resources, and/or increasing communications to direct students to existing campus resources, is recommended. Consider making use of computer labs in IB-1 for training or projects, such as reports, scholarly database training, simple experiments using Excel (as this will also translate into workforce training). Offer psychology community events through documentary screenings or lectures.

Academic Program Review: (6) Facilities and Equipment Final Submission: Version by **McPatchell, David** on **02/28/2025 22:36**

Describe and assess the existing program facilities and equipment.
The Instructional Building 1 (IB1) just opened a few months ago. Psychology classes as well as psychology faculty offices are currently housed in IB1. Once Instructional Building 2 (IB2) is complete, the Psychology department is supposed to move into IB2. The latest technology in the classroom is brand new with no complications.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
Since we are in a New Building with all the latest technology in the classroom, we have no estimated cost or needs. Students are using their laptops to currently utilize free statistical engines for Statistics. The psychology department has no immediate needs related to facilities and equipment.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
The psychology program is not technology driven, the department has no immediate needs related to facilities and equipment.

List any related recommendations.
No Recommendations

Academic Program Review: (7) Technology and Software Final Submission: Version by **McPatchell, David** on **02/28/2025 22:36**

Describe and assess the adequacy and currency of the technology and software used by the program.

Psychology faculty within the program actively participate in utilizing campus technology and software effectively. Our current building, Instructional Building 1, is equipped with classrooms that feature computers, projectors, and quality sound systems. Additionally, our campus provides access to Microsoft Enterprise apps, the Canvas Learning Management System, and other tech integrations for online instruction, including Canvas Studio, Perusall, and plagiarism detection tools.

Currently the Statistics and research methods psychology classes are using Vassar Stats and JASP. JASP (Jeffreys's Amazing Statistics Program) is a free and open-source program for statistical analysis supported by the University of Amsterdam. It is designed to be easy to use, and familiar to users of SPSS.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
The psychology program has not identified any instructional technology or software specific to its needs and, at present, does not employ any equipment other than what has been listed above. There are no immediate or long-term plans to adopt or procure any technology or software unique to instruction or student success. All needs of this kind are met.

The psychology program will continue to use the no-cost online psychology statistical software at no-cost to the college. Students are able to download the program for free. The APA journals search is not in the no-cost to the students. We have no immediate needs.

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
The psychology program has not identified any instructional technology or software specific to its needs and, at present, does not employ any equipment other than what has been listed above. There are no immediate or long-term plans to adopt or procure any technology or software unique to instruction or student success. All needs of this kind are met.
The related technology and software will be provided by the college. The college issues faculty and student computers. This is a no-cost to the psychology department.

List any related recommendations.
No Recommendations

Academic Program Review: (8) Staffing Final Submission: Version by **McPatchell, David** on **02/28/2025 22:36**

Describe the program's current staffing, including faculty, administration, and classified staff.

The current psychology program is as follows: 1 Guided Pathway Dean,1 Instructional Division Coordinator, 1 Senior Administrative Assistant, to Dean of Student Learning, 1 Guided Pathway Counselor, 2 Full-Time Psychology Faculty and 6 Adjunct Faculty

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.
At this time, the two psychology Full-Time faculty is adequate for the students and department needs. Staffing will be re-evaluated at the next program review.
The psychology program has no immediate or long-term staffing needs.

List any related recommendations.
No recommendations.

Academic Program Review: (9) Direction and Vision Final Submission: Version by **McPatchell, David** on **02/28/2025 22:37**

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
Since the COVID -19 Pandemic, Academic learning is becoming more online learning. Psychology faculty are having to learn the online teaching methodologies to reach out to student learning styles. More OER psychology online materials will be developed for the changing online learning instruction. Online psychology degrees are currently existing and more higher education institutions will be offering online psychology degrees to meet the latest learning progression.

The academic field of psychology is experiencing significant changes motivated by the expanding shift for Open Educational Resources (OER), the expansion of distance education, and the growing need to understand and interact with emerging technologies like artificial intelligence (AI). Over the next four years, these changes will impact our psychology program. 1. The encouragement to using OER is transforming how educational materials are accessed and utilized. As more institutions and faculty members incorporate OER, there will be a greater emphasis on ensuring that our program's resources are not only accessible but also of high quality and relevance. The college is currently implementing complete OER/ZTC pathways and psychology will largely be a part of many paths for students. This shift will likely increase the availability of cost-effective materials, but it will also require us to be observant in maintaining the rigor and credibility of our sources. 2. The expansion of distance education continues to reshape how we deliver our courses. With more students opting for online learning, our program must adapt by developing more robust online course offerings and enhancing the overall digital learning experience. This includes integrating new technologies that can facilitate online learning, such as video, projects, and other software while ensuring that we maintain high academic standards. 3. The rise of AI in education presents both opportunities and challenges. While AI can offer innovative tools for learning and research, it also brings concerns regarding the accuracy and credibility of AI-generated content. As AI becomes more prevalent, it will be crucial for our program to emphasize the importance of using scholarly sources and to educate students on the potential pitfalls of relying on AI-generated content, which may suffer from inaccuracies of information. In response to these changes, our program must prioritize the development of OER resources, expand and improve our distance education offerings, and promote a critical understanding of new technologies like AI. By doing so, we can ensure that our students are well-prepared for the latest academic overview and that they continue to engage with credible, scholarly content in their studies.

Explain the direction and vision of the program and how you plan to achieve it.
The psychology department will have all of our psychology courses online by Fall 2022. We will still have face-to face class instruction; however, we are also meeting the demands of the students to offer our classes online or by zoom. As mentioned, online no-cost materials will be provided to our students.
As a fully accredited institution, Compton Community College offers an AA-T in Psychology. The college is equipped to provide students with the full course list needed to complete the 60 credits required for transfer to any CSU campus. The psychology program faculty has thoroughly reviewed, revised, and augmented our course offerings to ensure that the minimum 18 transferable units in the major are available on a consistent four-semester cycle. Psychology program faculty have collaborated with the curriculum committee to ensure transferability of course outlines of record, as well as obtaining approval from the Chancellor's Office, establishing articulation agreements, and ensuring C-ID compliance. The Psychology program is sustainable in its current form, and our vision is to continue building student interest in the subject while increasing success and retention rates in our courses.

List any related recommendations.
No Recommendations

Academic Program Review: (10) Prioritized Recommendations Final Submission: Version by **McPatchell, David** on **02/28/2025 22:37**

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

Recommendation	Strategic Initiative	Cost Estimate
Add a psychology supplemental instructor program	2	$10,000
Add psychology courses as part of the FYE program (add an all male cohort)	2	?
Offer all interested full-time faculty to become POCR certified	3	?
Convert all psychology courses to ZTC	2	None
Offer additional online and hybrid classes per semester	2	None
Increase communications to direct students to existing campus resources	2	None
Offer some psychology community events (documentary screening/lecture/etc.)	2	$5,000