

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

4

2. Number of part-time faculty in the program.

13

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

Yes, we reduced our fulltime instructors by one faculty member, from five to four fulltime instructors.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

In our most recent comprehensive program review, the psychology department outlined the goal to increase our FTES. From 2022-2023 to 2023-2024 we increased our FTES from 22,826 to 24,359. During this period we also increased our productivity from 498 to 506. Our course success rates have remained relatively consistent over the past 5 years, across all demographic student groups. Encouragingly, from 2018-2019 to 2023-2024, there has been a uptick in success rates of Black, Latinx, and Filipinx students from 71% in 2018-2019 to 75% in 2023-2024. The psychology department wishes to continue to reduce the gap in success rates between student groups. In addition to enrollment and success rates, the psychology department also outlined several goals for improvements and additions to the department. Please see our comments in the closing thoughts for a detailed update on our strategic goals.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

The psychology department outlined several short and long-term goals for additions and improvements to the department. Please see our comments in the closing thoughts for a detailed update on our strategic goals.

7. Explain your implementation timeline and if there have been any changes or updates.

Please see our comments in the closing thoughts for a detailed update on our strategic goals.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

The program used the program review data to assess enrollment numbers and success rates. In addition, with other goals there are tangible outputs, such as students presenting research at Western Psychological Association, updates to the [department website](#), and revisions to the CORs for Psyc 4 and Psyc 25.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUxLknHriXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

Groups experiencing disproportionate impact:

Black: -16%, 33 students

Native American: -26%, 3 students

Latinx: -12%, 123 students

Pacific Islander: -17%, 8 students

Low-income students: -12%, 179 students

Notable, Filipinx students exceeded the target group by +9%

The psychology department is committed to encouraging instructors to implement equity-minded pedagogical practices to reduce the disproportionate impact among student groups.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

- **Develop a "careers in psychology class"**
 - Ben Stefonik plans to begin developing a careers in psychology class some time between 2024-2026.
- **Develop a resource (website or Canvas page) to help connect students to job opportunities**
 - The Foothill psychology webpage now includes links to two organizations with which the department partners. It also includes links to general information about how to find entry level jobs in psychology.

- **Revise the psychology department website to make it more student friendly.**
 - The verbiage on the website has been revised to make it more student-centered. In addition, additional resources have been added, such as listing the instructors who offer the REP in their classes. Students who are interested in becoming a Research Intern through the Social Science RA Internship Program will now more easily be able to schedule their classes to meet the minimum qualification of having completed the REP program.
- **Revise CORs and SLOs to include a more explicit equity angle.**
 - We revised the title of PSYC 25 to give students a clearer idea of what the course covers and to reduce mental illness stigma
 - We revised the course description and course objectives for the PSYC 04 COR to better align with the program's equity goals
- **Support and expand the Research Experience Program and Social Science Internship Program with Stanford.**
 - We are continuing to work closely on these programs with Dr. Ybarra and her assistant at IRiSS at Stanford University. Due to the increased interest of graduate students in the areas of Economics and Political Science at Stanford, we have worked with the economics and political science instructors at Foothill to provide a nuanced requirement for students in these majors to fulfill the Social Science RA Internship Program requirements. The Executive Director of IRiSS also provided stipends for our intern of the year and two runner-up nominees.
- **Develop a class to train students in how to use SPSS or R-Studio**
 - This is a work-in-progress "possibility," and first we need to assess the need. BSS instructors and students will also be asked about their interest in these classes. Eta Lin will reach out to the articulation officer about the possible articulation of these classes to CSUs and UCs. Training of faculty in R-Studio is also necessary. Eta Lin also needs to follow up with faculty in STEM fields about possible collaboration for R-Studio.
- **Continue to have embedded tutors for our classes.**
 - Faculty would like to have embedded tutors for classes; however, it has been difficult to identify students. The greatest challenge is the requirement for these potential embedded tutors to enroll in the 1-unit tutoring class.
- **Development of internships outside of Social Science RA Internship Program, particularly in mental health field.**
 - This is a longer-term project that has already been put in motion. We collaborate with the Pacific Autism Center for Education. Their representative is scheduled to come to speak with the Psych Club members in December. Some of our students are already involved with the program. We also collaborate with Active Minds and are in the process of creating connections with other organizations in the community. A new collaboration with Skyline College is in the developing stage as well.
- **Develop a certificate program *Mental Health and Wellness Aide Certificate (3-4 year goal)*.**
 - This is a long-term project. 2-3 courses need to be added and secure internships for the students.
- **Collaborations with community organizations that can provide mentorship programs and internships for students**
 - We currently collaborate with Pacific Autism Learning Services and Pacific Autism Center for Education to help place students in entry-level positions as ABA therapists to children with Autism.
- **Mentorship program for students who are interested to transfer to 4-year universities and apply for TA positions**
 - As a pilot this program is still under development and being tested. We need to assess the students' interest in learning instructional support skills.
- **Continue to mentor and support student research and encourage presentations at professional conferences and symposiums**
 - Faculty from the psychology department regularly provide mentorship to students completing original research projects. Faculty help students present at conferences such as the Western Psychological Association, Bay Honors Symposium, and the Foothill College Research and Service Leadership Symposium.
- **Intro to Cog Psyc**
 - A new course PSYCH F045 was proposed and submitted in Courseleaf.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9Iv1KkGyWdLuZkbg?e=CifFMU

End of Annual Program Review Template 2024

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

- Meets Expectations
- Needs Improvement

Feedback

The Psychology Department exceeded expectations. The department has tangible and attainable goals as well as timelines for completion. They have shown great progress on decreasing performance gaps among target populations. The department's enrollment growth should also be commended.

This form is completed and ready for acceptance.