

Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Foothill Psychology department supports student-centered learning opportunities grounded in ethical and evidence-based practices. We value the lived experiences of both students and faculty in the exploration of how we learn and know, how the brain and nervous system function, and what it is that motivates us. Our psychology program offers degrees and access to research internships, professional conferences, and peer clubs that prepare students to advance social and mental health justice in the field of psychology.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends						
Business & Social Sciences - Psychology-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	3,389	3,329	3,251	2,438	2,354	-30.5%
Enrollment	4,334	4,300	4,317	3,238	3,077	-29.0%
Sections	109	109	110	93	87	-20.2%
WSCH	6,906	6,908	6,908	5,228	4,919	-28.8%
FTES (end of term)	460	460	460	348	328	-28.7%
FTEF (end of term)	11.0	11.7	11.4	9.4	9.0	-18.2%
Productivity (WSCH/FTEF)	628	589	604	555	547	-12.9%

B.1 - FTES

Goals: What is your program’s goal with respect to FTES?

The primary goal of the Psychology Department at Foothill College concerning Full-Time Equivalent Students (FTES) is to stabilize and then gradually increase our FTES numbers. Recognizing the downward trend over the past five years, our objective is to reverse this decline and achieve sustainable growth. We aspire to steadily increase FTES by enhancing our program's appeal and accessibility to a broader student demographic. This includes offering diverse courses that meet our students' evolving interests and needs, attracting more enrollments. Additionally, we plan to focus on retention strategies, ensuring that once students enroll in our program, they find the support and engagement needed to continue their education with us. Our ultimate aim is to align our FTES growth with the college's overall student enrollment and success goals, contributing positively to the institutional objectives.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

The data from the past five years reveals a notable decline in Full-Time Equivalent Students (FTES) in the Psychology Department at Foothill College. This trend raises concerns and calls for strategic interventions. The decrease from 460 FTES in 2018-19 to 328 in 2022-23 indicates challenges in maintaining student enrollment and engagement. This trend is likely reflective of broader issues, such as changes in student interests, external economic factors, or the competitiveness of our program offerings. The data underscores the need for revitalizing our program through curriculum updates, targeted marketing, and enhanced student support services. Addressing

these challenges is crucial for the sustainability and growth of the Psychology Department, aligning with the college's overall mission to provide quality education and support student success.

Action: What actions does your program plan to take in order to achieve your goals?

In response to the declining FTES trend, the Psychology Department at Foothill College plans to implement a multi-faceted action plan. Firstly, we intend to revitalize our curriculum, introducing new, relevant courses and updating existing ones to align with current psychological research and student interests. This effort includes integrating more practical, hands-on experiences and digital learning tools. Secondly, we will enhance our outreach and recruitment strategies, targeting potential students through digital platforms and community engagement, emphasizing our program's unique value and career opportunities. Additionally, we plan to strengthen student support services, including student advising, mentorship programs like the Psychology Club, and mental health resources, to improve retention rates. These actions and regular feedback from students and faculty, will be pivotal in increasing FTES and ensuring our psychology program's long-term success and relevance.

Needs: What does your program need to execute this action plan?

To effectively execute our action plan for increasing FTES, the Psychology Department at Foothill College requires several key resources, excluding additional staffing. First and foremost, we need a budget allocation for curriculum development, allowing us to create and update courses with relevant content and technology. This includes resources for digital learning tools and materials that facilitate interactive, online learning experiences. Secondly, we require support for enhanced marketing and outreach efforts, such as funds for digital marketing campaigns and community engagement events. Additionally, strengthening our existing student support services and allocating resources toward expanding our mentorship programs, academic advising, and mental health resources are crucial. Finally, regular access to data analytics tools is essential for monitoring the effectiveness of our strategies and making data-driven decisions. These resources will be pivotal in achieving our goal of stabilizing and increasing FTES in our department.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

The Psychology Department at Foothill College aims to optimize the number and variety of sections offered to meet student needs and interests better. Our goal is to balance the number of sections with student demand, ensuring that each class is at an optimal size for effective learning. This includes offering a mix of foundational and specialized courses, catering to a broad range of student interests and academic pathways. Additionally, we aim to provide flexible scheduling with in-person, online, and hybrid sections to accommodate diverse student schedules and learning preferences. Through these efforts, our goal is to enhance student engagement and satisfaction and improve overall enrollment in our program. Our focus is on quality and relevance in course offerings, ensuring that each section contributes meaningfully to our students' educational and career goals.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

The data indicates a 20.2% reduction in the sections offered by the Psychology Department at Foothill College over the past five years. This decline reflects not just a response to decreasing enrollment but also highlights a potential mismatch between the types of sections offered and student needs. The college must understand that while reducing sections might align with current enrollment trends, it may also limit student options and access to diverse learning opportunities. Our observation suggests a need for a more dynamic approach in section offerings that is responsive to changing student interests and educational demands. By carefully analyzing enrollment patterns and student feedback, we can identify which types of sections are most in need and adjust our offerings accordingly. This strategy will help ensure that our sections are not only efficiently filled but also effectively meet our students' evolving academic and professional aspirations.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve our goals regarding sections, the Psychology Department at Foothill College plans to take several key actions. First, we will thoroughly review our current course offerings, identifying areas for new course development and updates to existing courses. This will ensure that our sections remain relevant and appealing to students. We also plan to increase the variety of teaching formats, including more hybrid and online options, to provide greater flexibility for students. Additionally, we aim to enhance our scheduling strategies, ensuring that popular courses are offered at times that are most convenient for our student body. Engaging in regular feedback collection from students will also be a priority, allowing us to adjust our course offerings in real time based on student needs and preferences. These actions are designed to make our section offerings more responsive, diverse, and aligned with the educational goals of our students.

Needs: What does your program need to execute this action plan?

The Psychology Department at Foothill College requires specific resources and support to execute our plan for optimizing section offerings. Firstly, we need access to robust and detailed data analytics tools to monitor enrollment trends and student feedback closely. This will enable us to decide which courses to offer and when. Secondly, there's a need for curriculum development, allowing us to create new courses and revise existing ones to keep them current and engaging. Lastly, we require enhanced marketing support to effectively communicate our improved and diversified course offerings to potential and current students. These resources are essential to successfully adapt and strengthen our section offerings in line with student needs and interests.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

To successfully execute our action plan for improving productivity and student engagement, the Psychology Department at Foothill College needs to optimize and slightly enhance our existing resources. Along with maximizing the efficiency of our current faculty through peer-to-peer learning and knowledge sharing, we also request funding for specific classroom improvements. This includes acquiring desks with wheels for room 3106 to facilitate easier group work and collaboration among students, replacing the current tables and chairs. Additionally, we seek funds for creating and displaying posters of psychology presentations, which will aid in improving student engagement and retention. These resources, coupled with the effective utilization of existing data for intelligent course scheduling and streamlining our administrative processes, are key to improving our teaching efficiency and enhancing the overall learning experience for our students.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

The data from the past five years shows a gradual decrease in the Psychology Department's productivity, indicated by the WSCH (Weekly Student Contact Hours) per FTEF (Full-Time Equivalent Faculty) ratio. Despite decreasing student enrollment and faculty numbers, the productivity ratio has not been optimal, dropping from 628 in 2018-19 to 547 in 2022-23. This suggests that while we have adjusted faculty numbers in response to decreasing student numbers, the balance between teaching capacity and student engagement needs further refinement. The college needs to understand that our productivity is not just a measure of efficiency but also a reflection of our ability to provide quality education. The data underscores the need for strategic adjustments in course offerings and faculty utilization to enhance engagement and learning outcomes.

Action: What actions does your program plan to take in order to achieve your goals?

To enhance productivity, the Psychology Department at Foothill College plans several targeted actions. Firstly, we aim to refine our course scheduling, ensuring that classes are offered at times that maximize student attendance and engagement. This involves analyzing student preferences and optimizing class timings accordingly. Secondly, we will continue to focus on professional development for faculty, providing training in effective online and hybrid teaching methods. This will enable us to offer a wider variety of course formats, thus attracting more

students while utilizing faculty time efficiently. Additionally, we plan to increase collaborative efforts with other departments and programs, fostering interdisciplinary courses that can draw a broader student audience. These actions are intended to improve our WSCH/FTEF ratio and enrich our educational experience, ensuring that productivity improvements are aligned with high-quality teaching and learning outcomes.

Needs: What does your program need to execute this action plan?

To execute our action plan for improving productivity, the Psychology Department at Foothill College needs to optimize our existing resources. This includes maximizing the efficiency of our current faculty by encouraging peer-to-peer learning and knowledge sharing within the department. By fostering an environment where faculty can informally exchange teaching strategies and best practices, we can enhance the quality of our instruction without additional formal development time. We also require effective utilization of existing data for intelligent course scheduling, ensuring classes are offered at times that best suit student demand. Streamlining our administrative processes to reduce bureaucratic overhead can also free up faculty time to focus more on teaching and student engagement.

C. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Business & Social Sciences - Psychology-FD

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	2,865	66%	2,805	65%	2,810	65%	2,102	65%	1,919	62%
Male	1,436	33%	1,467	34%	1,473	34%	1,087	34%	1,080	35%
Non-Binary	2	0%	7	0%	2	0%	0	0%	0	0%
Unknown gender	31	1%	21	0%	32	1%	49	2%	78	3%
Total	4,334	100%	4,300	100%	4,317	100%	3,238	100%	3,077	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	1,160	27%	1,166	27%	1,192	28%	784	24%	738	24%
Black	279	6%	311	7%	198	5%	192	6%	207	7%
Filipinx	254	6%	243	6%	229	5%	161	5%	152	5%
Latinx	1,320	30%	1,229	29%	1,356	31%	1,107	34%	1,034	34%
Native American	16	0%	19	0%	18	0%	12	0%	11	0%
Pacific Islander	50	1%	61	1%	71	2%	91	3%	44	1%
Unknown ethnicity	56	1%	175	4%	108	3%	77	2%	115	4%
White	1,199	28%	1,096	25%	1,145	27%	814	25%	776	25%
Total	4,334	100%	4,300	100%	4,317	100%	3,238	100%	3,077	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

The goal of the Psychology Department at Foothill College concerning enrollment by gender is to achieve a more balanced and representative gender distribution among our students. Recognizing the importance of diverse perspectives in the field of psychology, we aim to attract and support students of all genders equally. This includes maintaining strong enrollment numbers among genders currently well-represented in our program and actively encouraging participation from less-represented groups. Our objective is to create an inclusive

educational environment where students of all genders feel equally welcomed, valued, and supported, thereby enriching the learning experience for everyone. This balanced gender representation in our student body is vital for fostering a more comprehensive understanding of psychological topics across different gender perspectives.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The enrollment data for the Psychology Department at Foothill College indicates a significant gender imbalance, with a notably higher representation of one gender over the others. This trend reflects a broader issue that extends beyond mere numbers; it suggests potential underlying factors such as societal norms, perceived relevance of the subject to different genders, or even unconscious biases in recruitment and retention strategies. The college needs to understand that this gender disparity can impact the diversity of perspectives and experiences in our classrooms, potentially influencing the educational experience and outcomes. Our observation underlines the need to delve deeper into the reasons behind this imbalance and address them. Creating a gender-balanced environment is crucial for equity, enriching academic discussions, and fostering a more inclusive and comprehensive educational experience.

Action: What actions does your program plan to take in order to achieve your goals?

To address the gender imbalance in enrollment, the Psychology Department at Foothill College plans to implement several key actions. First, we will enhance our outreach and marketing strategies to target underrepresented genders, showcasing the relevance and opportunities in psychology for all. This includes collaborating with high schools and community organizations to raise awareness and interest. Second, we aim to review and revise our course materials and examples to ensure they are inclusive and resonate with a diverse student body. Additionally, we plan to give lectures highlighting psychologists' contributions from underrepresented genders, fostering a more inclusive department culture. By taking these steps, we aim to create an environment that attracts, supports, and retains students of all genders, contributing to a more balanced and diverse learning community.

Needs: What does your program need to execute this action plan?

To effectively execute our action plan for achieving gender balance in enrollment, the Psychology Department at Foothill College needs collaborative support from various college departments and external community organizations. We require partnerships with the college's marketing and outreach teams to develop targeted campaigns that appeal to underrepresented genders. Collaboration with local schools and community groups is also essential for organizing awareness events and outreach programs. We also need access to existing college resources for event hosting, such as guest lectures and workshops, to showcase the inclusivity and relevance of psychology. Furthermore, support from the college's administration in endorsing and promoting these initiatives is crucial.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

The goal of the Psychology Department at Foothill College with respect to enrollment by ethnicity is to cultivate a student body that reflects the rich diversity of our community. We aim to attract and support students from all ethnic backgrounds, recognizing the immense value that diverse cultural perspectives bring to the field of psychology. Our objective is not only to enhance ethnic representation within our student population but also to ensure that students from all ethnicities feel equally welcomed, supported, and valued in our program. This commitment to ethnic diversity fosters an inclusive academic environment and prepares students for a global and multicultural professional landscape. By achieving this goal, we aspire to enhance the educational experience for all students, enriching classroom discussions and broadening understanding across different cultural contexts.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

The enrollment data for the Psychology Department at Foothill College reveals noticeable disparities in ethnic representation. Certain ethnic groups are significantly underrepresented compared to their proportions in the local community and student body. For instance, the representation of Hispanic and African American students in our program is lower than their overall presence in the college. Conversely, other groups are overrepresented. This disparity indicates potential barriers to access or interest that may be specific to particular ethnic communities. The college must understand that these imbalances reflect on our department's inclusivity and potentially limit the richness of cross-cultural perspectives in our classrooms. Addressing these disparities is vital to creating an educational environment that genuinely values and incorporates diverse cultural insights, which is essential in the field of psychology.

Action: What actions does your program plan to take in order to achieve your goals?

To address ethnic disparities in enrollment, the Psychology Department at Foothill College plans to implement targeted actions. Firstly, we will increase outreach and engagement in underrepresented communities, partnering with local schools and community organizations to raise awareness about our program and the field of psychology. This may include offering workshops, informational sessions, and mentorship programs tailored to these communities. Secondly, we will review and adapt our curriculum to ensure it is culturally inclusive and resonant with a diverse student body, incorporating global and multicultural perspectives in psychology. These actions are designed to attract a more diverse student population and create an environment where students from all ethnic backgrounds feel supported, valued, and able to thrive.

Needs: What does your program need to execute this action plan?

To address ethnic disparities in enrollment and enhance equity outcomes, the Psychology Department at Foothill College requires targeted actions and funding. Our plan includes increasing outreach in underrepresented communities through partnerships for workshops and mentorship programs, necessitating additional funding. We also seek resources for curriculum review, focusing on cultural inclusivity. This includes professional development stipends for part-time faculty in culturally responsive teaching and online education techniques, acknowledging the ethnic differences in online education success. Further, we request funding for more office spaces for part-time faculty, enhancing their ability to meet with students. Additionally, increased support for Embedded Tutors is vital for closing the equity gap. These comprehensive efforts, encompassing outreach, curriculum adaptation, and educator training, aim to create a supportive, inclusive environment, addressing the specific needs of our diverse student body.

D. Overall Student Course Success

Student Population Areas of Focus

Limits: Course Credit Status Credit

Course Success
Business & Social Sciences - Psychology-FD

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	3,259	75%	3,363	78%	3,304	77%	2,398	74%	2,344	76%
Non Success	680	16%	540	13%	595	14%	489	15%	451	15%
Withdrew	394	9%	397	9%	418	10%	350	11%	282	9%
Total	4,333	100%	4,300	100%	4,317	100%	3,237	100%	3,077	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,234	67%	1,238	69%	1,221	68%	867	68%	838	71%
Non Success	414	22%	326	18%	358	20%	244	19%	212	18%
Withdrew	205	11%	219	12%	204	11%	157	12%	136	11%
Total	1,853	100%	1,783	100%	1,783	100%	1,268	100%	1,186	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	2,025	82%	2,125	84%	2,083	82%	1,531	78%	1,506	80%
Non Success	266	11%	214	9%	237	9%	245	12%	239	13%
Withdrew	189	8%	178	7%	214	8%	193	10%	146	8%
Total	2,480	100%	2,517	100%	2,534	100%	1,969	100%	1,891	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program’s goal with respect to student course success?

Our program strives to support students in achieving success by aiming to address several areas of student development. Aside from emphasizing academic excellence, the program supports students to develop critical thinking skills and encourage the practical application of knowledge to improve their lives. Students are expected to demonstrate a good understanding of psychological concepts and increased ability to communicate their knowledge effectively in writing and orally, critically evaluate studies and demonstrate ethical awareness in psychological research and practice. The goal is to cultivate well rounded individuals who are prepared for diverse career paths and can make contributions to the field.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

Based on the data the student success in the program remained generally stable, slight fluctuation in the success rate, non-success rates, and withdrawal rates. The data suggests that the majority of students in the program achieve success in their courses, indicating a consistent trend. However, an ethnic gap was identified, particularly in the success rates for Black, Latinx, and Filipinx students, which showed more fluctuations and were slightly lower than the overall population. Success rates for the overall population generally align with or slightly exceed those for Asian, Native American, Pacific Islander, White, and Decline to State students. Notably, non-success rates for the latter group are generally lower than those for Black, Latinx, and Filipinx students, although withdrawal rates show more variability. To address the observed gaps, targeted interventions and resources can be implemented to support equitable education for Black, Latinx, and Filipinx students and minimize disparities.

Action: What actions does your program plan to take in order to achieve your goals?

Our program implements several strategies to ensure an equitable course success such as:

- Regularly assess and adjust the curriculum to align with the advancements in the field
- Foster an inclusive learning environment that encourages diverse perspectives so that the students are exposed to a variety of viewpoints and experiences
- Collaborative initiatives with faculty, staff, and students to make sure everyone is committed to diversity, inclusion, and student success.

- Design coursework that integrates real-world applications, encouraging students to apply psychological concepts to practical scenarios
- Enhance ethical education by raising awareness in psychological research and clinical area
- Facilitate internships and mentorship programs, research opportunities, and other relevant experiences in the field of psychology (e.g. conferences, liaisons with professionals in the field etc.)
- Provide resources and facilitate access to services on the campus (e.g. tutoring center, EOPS, Umoja)
- Engage in collaborations with other departments and programs on the campus to ensure an equitable course success.

Needs: What does your program need to execute this action plan?

- Financial support is essential to develop and sustain support program's need
- Establish a stronger collaboration with academic departments and divisions as well as resources centers on the campus to establish a unified and equitable approach to course success
- Coordination efforts to establish and maintain internship programs, mentorship opportunities, and partnerships with professionals in the field
- Support for faculty to develop and implement coursework that aligns with current advancements
- Continued professional development resources accessible to all faculty

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

In 22-23, course success rates for face-to-face classes was 85% and in asynchronous online classes course success rates were 75%. Our goal is to raise the course success rate of online classes to eliminate the success rate gap between modalities, while simultaneously maintaining the quality and level of educational outcomes between modalities.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

Overall, the data indicate that we are moving in the right direction. From 2018 to 2022 success rates in asynchronous online classes has gone from 69% to 76%. Our success rates are commensurate with other departments in BSS.

Action: What actions does your program plan to take in order to achieve your goals?

Faculty members will continue to revise our pedagogical approach to incorporate evidence-based practices that lead to equitable outcomes in course success rates, including the incorporation of diverse voices, equitable grading practices, and universal design principles. We also will plan to engage in proactive communication in our classes with our students and to provide warm hand offs to student support services.

Needs: What does your program need to execute this action plan?

Funds to provide PT instructors stipends to attend departmental level professional development would be helpful toward scaling these pedagogical practices across the department. The majority of our classes are taught by part-time instructors. Having an incentive for them to attend professional development that is coordinated by the college or the department will help bring meaningful pedagogical changes to course design. The department will

also continue to work with Online Learning and our fantastic instructional designers to help us revise our online course materials.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

These are the groups who are experiencing a disproportionate impact:

Black students demonstrate a -16 percentage point gap (i.e., PPG). Additional successes needed to erase the PPG is 33.

Latinx students demonstrate a -11 percentage point gap (i.e., PPG). Additional successes needed to erase the PPG is 119.

Native American students demonstrate a -13 percentage point gap (i.e., PPG). Additional successes needed to erase the PPG is 2.

Pacific Islander students demonstrate a -17 percentage point gap (i.e., PPG). Additional successes needed to erase the PPG is 8.

Foster youth students demonstrate a -12 percentage point gap (i.e., PPG). Additional successes needed to erase the PPG is 2.

Low-income students demonstrate a -13 percentage point gap (i.e., PPG). Additional successes needed to erase the PPG is 174.

Goals: What is your program's goal with respect to disproportionate impact?

Our departmental goals are to ensure that our curriculum and pedagogical practices are racially and economically conscious; faculty need to continue to self-reflect, to have honest discussions in departmental and divisional meetings, and to actively participate in professional developmental workshops and conferences to gain a further understanding of historical and current social justice issues, and to incorporate culturally responsive pedagogy. Another goal is to strengthen our connections with the student support services & centers by inviting the staff to provide brief classroom presentations and/or taking our students to visit these centers. We plan to "humanize" our departmental website such as having faculty biographies and pictures, the mission statement, student services/resources (e.g., Umoja, Puente, Multicultural Center, Mental Health & Wellness Center), internship opportunities, and student testimonials. Due to the lower success rate in online classes, particularly in these student groups, we plan to offer more in-person and hybrid classes.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

The data highlight the need to continue our focus on mitigating the negative gaps of student success identified in these student groups (i.e., Black, Latinx, Indigenous, Pacific Islander, foster youth, low-income). The additional successes needed to erase the PPG were highest among the low-income, Latinx, and Black student communities. We want the college to understand that faculty in our department will continue to further address our pedagogical practices to be racially and socioeconomically conscious, to connect our students with student

services and resources, to encourage our students to participate in professional conferences and to provide monetary support, and to offer more in-person and hybrid classes to build a sense of belonging and community on our campus.

Action: What actions does your program plan to take in order to achieve your goals?

We are currently working to incorporate equity-minded theories, concepts, and practices into our curriculum (e.g., course outline of records, student learning outcomes). We created a new course, "Cultural Psychology " and it was taught for the first time last year. Currently the class is only taught once a year, and we hope to increase the number of times that it is offered. We will continue to connect students to services/resources such as Umoja, Puente, EOPS, Multicultural Center, Mental Health & Wellness Center, Financial Aid, Office of Retention Services/Foothill Connect, and to circle back to ensure that these connections were made. We will continue to share information about Heritage Month Activities/Events, and to encourage student attendance. As faculty members, we need to continue to be willing to acknowledge our own implicit biases, and to grow both individually and professionally by engaging in self-reflection and participating in professional development workshops and conferences.

Needs: What does your program need to execute this action plan?

The continued offerings of professional development workshops and conferences by our Office of Equity and Professional Development as well as presentations and discussions about equity during our departmental and division meetings. Monetary support for our part-time faculty members to engage in equity-minded professional development workshops and conferences. In addition, the replacement of college-wide Flex Day activities to time allotted for discussion of intradepartmental and inter-departmental issues including further development of student-focused curriculum, events, and internship opportunities.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

Faculty from the psychology department use a variety of methods to achieve regular and substantive interaction in asynchronous online classes offered in the department. Faculty utilize the following methods:

- Providing direction instruction via video lectures and written explanations of conceptual material.
- Assessing and providing feedback on student's coursework.
- Responding to student questions
- Posting weekly announcements with information about course material and deadlines
- Facilitating asynchronous group discussions.
- Holding regular office hours
- Personalized Zoom meetings with students when needed
- Sending pre-course communications to students via email.
- Monitor students' participation to the course and reach out via email to identify need
- Guide students directly to resources when I identify the struggles
- Create videos to reply to students' questions
- Provide optional meetings provided for students with specific topics (e.g. meet and greet; Presentation discussion and instruction etc.) . Students can attend to the zoom meetings to have more direct communication with the instructor to get preparation for assignments.
- Proactive by messaging students individually prior to major assignments.
- Message students who have not submitted assignments on time.
- Use Pronto for messaging students
- Individualized feedback on assignments with instructions for revisions
- Videos with descriptions and suggestions for completing the assignment
- Canvas message reminders if assignments are not completed by deadline but are in the grace period
- Canvas message and emails within the first 2 weeks if assignments are missing
- Canvas message and emails if students are missing consecutive assignments during weeks 3-8

- Week 8 messages with grade updates

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The psychology department also has the following goals:

- Develop a "careers in psychology class"
- Develop a resource (website or Canvas page) to help connect students to job opportunities
- Revise the psychology department website to make it more student friendly.
- Revise CORs and SLOs to include a more explicit equity angle.
- Support and expand the Research Experience Program and Social Science Internship Program with Stanford.
- Develop a class to train students in how to use SPSS or R-Studio
- Continue to have embedded tutors for our classes.
- Development of internships outside of Social Science RA Internship Program, particularly in mental health field.
- Develop a certificate program *Mental Health and Wellness Aide Certificate* (3-4 year goal).
- Collaborations with community organizations that can provide mentorship programs and internship for students
- Mentorship program for students who are interested to transfer to 4 year universities and apply for TA positions
- Continue to mentor and support student research and encourage presentations at professional conferences and symposiums

This form is not yet ready.