

# #15

**COMPLETE**

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## Page 1: I. Program Overview and Update

### Q1

1. Department(s) Reviewed:

Psychology

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### Q2

2. Lead Author:

Steve Weinert

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### Q3

3. Collaborator(s) - list of any person that participated in the preparation of this report:

Marissa Salazar

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### Q4

4. Dean/Manager(s):

Lauren Halsted

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### Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **11/13/2023**  
with your dean to discuss  
your program review using  
this format: MM/DD/YYYY

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**Q6**

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

Well first of all - We have added a lot since the 2021 program review. We have added Health Psychology to the curriculum as well as added a Behavioral Training Certificate. We are transitioned back to campus with solid numbers and a rebuilding of our program. We have updated our Student Learning outcomes so we need to reassess them in the current semester. The Center for Mind and behavioral research has started a very exciting project where students are working on their own time to do original primary research. We have done experiments in video gaming, attention and cognitive fatigue because of social media consumption. The student group is turning in an abstract for Western Psychological Association Dec 18th!!

We are working on creating accessible courses for all, and 90% of our classes are Low Cost or OER content. The department is also working on Un-grading, and growth mindset learning rather than exam based assessments.

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Page 2: II. Assessment and Student Achievement

**Q7**

**Yes**

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

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**Q8**

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

We have been implementing grading rubrics that assess SLO's in our classes through Canvas. It has been difficult to connect across the different faculty to connect with part time faculty to get their SLO's turned in. Most of the analysis has been done within the course level

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**Q9**

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

Well - lets just say that the document is rather blank. I am not sure why (and I did not reach out) but by changing the types of assessments we are working on developing ways to include SLOs into the mix.

We need more training..

Marissa and I are working on un-grading philosophies. We are trying to explore assessments that are more application based rather than knowledge base. We are changing assessments and having to retool our SLO measures.

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## Q10

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

[Assessment\\_%20SLO%20Four%20Column%20-%20Psychology.pdf \(233.8KB\)](#)

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Page 3: II. Assessment and Student Achievement

## Q11

9. Please discuss any equity gaps in access or success

The two biggest equity gaps that we have are in African American and Hispanic Latino. The main focus of our dialogs are currently focusing on working on making assessment more authentic. When talking to many of the students life stressors seem to be hitting students hard. Students who might have more struggles in their personal lives outside of college are less likely to finish. In my classes, many of these students ghost the class in the second half, survey results and conversations indicate that it mostly has to do with work and family lives. Working to explore ways to help with them stay in school and maybe do some preemptive counseling would be effective.

I have noticed in my campus classes this semestre (fall 2023) a large portion of the students faded out after about 5 weeks - so maybe exploring differences between 8 week vs 16 week classes (and other variations) might increase success for student who have tumultuous job / living experiences.

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## Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We are creating a survey to connect with students (maybe in multiple languages) to see the reasons that they were unable to complete the course.. We want to know which support structures would benefit students or if any pedagogical changes would be required to increase success.

We have been brainstorming ideas to try and keep students from dropping or ghosting the courses. Student seem to have more difficulty taking notes, and doing work outside of the class. We have had a lot of discussion during department meetings that it seems like the 16 week in person classes are becoming more difficult for students. We are talking about increasing the 8 week or shorter semester options for the introduction level courses. This way we can condition students in the beginning of their education on how to increase success in the more advanced courses. Online course seem to have higher retention for the shorter semester lengths – so maybe the flexibility of modality will increase success. As a department we have removed most of the cost barriers for the classes using 90% of our courses being OER – and soon to be 100%.

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## Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

The Latinx populations seems to have increased their success – so the gap seems to be improving. While almost all of our faculty have completed the EMTLI – we are all still working to implement the best practices for student success. I believe that more work must be done on “how to College” as we are working with students who have different college readiness.

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**Q14**

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

In the past two years our departments primary focus has been to support students. Marissa is now the chair of student success and equity, we have explored the development of our ACP, having events and working to get students to engage with their career paths. Having events, inviting students to meet and bringing in guests to help students explore their careers.

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**Q15**

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

he biggest problem right now is how to adjust teaching and assessments to reach the students where they are. We have noticed in the past years a lack of college preparedness, and we are seeing this trend seeming to accelerate. We must explore ways to bring students up to speed, and we all have to embrace the equity lens and find out where they are to get them to succeed. We are meeting each month to talk about success and how we can adapt our classes to help students.

We are working for students to find their tribe (pack) ACP – to motivate them on a path to their major. We need student leaders who represent the students who have the equity gaps.

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**Q16**

Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

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Page 4: II. Assessment and Student Achievement continued

**Q17**

Yes

11. Does your department offer classes that are approved distance education courses?

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Page 5: DE Course Success Rates

**Q18**

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

We are seeing across the board – students in the online classes are close to 65% success compared to 73% success. In 2023 spring we started to notice that the trend might be reversing itself – where a large amount of students are dropping from the campus classes. What I believe is that overall students are struggling with being able to stick to the rigors of college. We need more exploration into the causes of the student attrition.

I have noticed in my own classes that online students really know how to Online School...

While campus students seem to have lost that sit in class skill. Very few students take notes and will often take a picture of the screen as they go through...

SO once again WE (the collective Faculty) have to change what we do and teach the students to learn. They are super capable - but need to be taught.

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Page 6: III. Previous Goals: Update

**Q19**

Previous Goal 1:

Working within and outside our department to connect classes with other areas to build specialization in degrees

**Q20**

**In Progress - will carry this goal forward into next year**

Previous Goal 1:

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Page 7: III. Previous Goals: Update continued

**Q21**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

**Q22**

**Respondent skipped this question**

Do you have another goal to update?

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Page 8: III. Previous Goals: Update continued

**Q23**

**Increase equitable access (enrollment)**

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

**Q24**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

We have established a connection with MEBE a therapeutic facility for children with autism, where student in my Psy 220 class are able to get a working certificate in behavioral therapy. They are directly connecting to industry and connecting to a career pathway. We are also working on connections with animal training facilities to get students into the mix of things. This semester we have 16 students enrolled in the course – but we are hoping to expand it to more diverse offering in the Fall of 2024.

We are also developing with the guidance of Laura Rato, a Sports Psychology program housed in Exercise Science Department

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**Q25**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Other, please specify::

Paperwork and curriculum development.

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**Q26**

Do you have another goal to update?

Yes

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Page 9: III. Previous Goals: Update continued

**Q27**

1. Previous Goal 2:

Lab dedicated space for students' individual projects.

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**Q28**

3. Goal Status

In Progress-will carry this goal forward into next year

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Page 10: III. Previous Goals: Update continued

**Q29**

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

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**Q30**

Do you have another goal to update?

Respondent skipped this question

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Page 11: III. Previous Goals: Update (If Applicable) continued

**Q31**

**Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year)**

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q32**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

The Center for Mind and Behavioral research was founded in 2016 – we have assisted in two publications but they are external collaborations (Dr. Ken Merzac, and Dr. Lisa Taylor) of doctoral candidates who needed experimental help with their doctoral dissertations. This year we received IRB approval to collect data on an experiment involving attention, and social media usage. There is a second element to the experiment that we are exploring that we will submit a new approval for in the spring.

We have a group of students who are very interested in the project and are doing the majority of the work – with the intent to present their poster at WPA in the spring semester. The Abstract will be submitted on Dec 18th, 2023.

(and we found the results that we wanted!!)

In the spring of 2020 we moved into dedicated space F503. Two days after getting the keys – we were locked down due to Covid. We have been using the office since fall 2022, however due to the pending end of the F building, we don't have lab space at this moment. (sorry Marissa for the mess in the office). We have also written a mini grant to get a new EEG to do event related potential recordings using the students social media.

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**Q33**

**Technology,  
Facilities renovation**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q34**

**Yes**

Do you have another goal to update?

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Page 12: III. Previous Goals: Update continued

**Q35**

1. Previous Goal 3:

Increase enrollment in PSY courses that fulfill CSU GE Area D & E via promotion of academic road maps

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**Q36**

**In Progress-will carry this goal forward into next year**

3. Goal Status

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Page 13: III. Previous Goals: Update continued

**Q37** **Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q38** **Respondent skipped this question**

Do you have another goal to update?

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Page 14: III. Previous Goals: Update continued

**Q39** **Respondent skipped this question**

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q40**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

We have had multiple events, gatherings, emails, and zoom office hours to get more student involved with our ACP. We have a dedicated counselor who is amazing and really connecting students to our ACP.

We will continue to have events and engage more student to explore their major.

We need to have more time to spend at the High Schools to encourage students to explore their ACP.

There has to be a connection to the college in all of the local schools. We need student ambassadors who can relate to the incoming students. Students who understand the backgrounds and the needs of incoming students. Getting student to promote the programs would really authenticate message.

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**Q41** **Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q42** **No**

Do you have another goal to update?

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Page 15: III. Previous Goals: Update continued

**Q43** Respondent skipped this question

1. Previous Goal 4:

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**Q44** Respondent skipped this question

3. Goal Status

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Page 16: III. Previous Goals: Update continued

**Q45** Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

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Page 17: III. Previous Goals: Update continued

**Q46** Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q47** Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q48** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 18: IV. New Goals

**Q49** Yes

Would you like to propose any new goal(s)?

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Page 19: IV. New Goals continued

**Q50**

1. New Goal 1:

Increase equity minded teaching practices for all faculty in the department.

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**Q51**

**Increase equitable access (enrollment)**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q52**

3. Please describe how this goal advances the college strategic goal identified above.

We need to explore the implementation of EMTLI in all of our classes. So much of the material is supportive of good teaching in general, that we should all be using the strategies and techniques to foster students being a part of their classes.

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

I have noticed that my students are becoming more successful after using these practices. I would like to see more faculty use the training and modify their classes to reach more and include more perspective.

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**Q53**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

It has been informed by equity gaps and the amount of students who are not able to complete the semester.

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**Q54**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

We are trying to make sure all faculty are EMTLI trained and I am also taking the equity in assessment program in the Spring Semester.

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**Q55**

6. How will this goal be evaluated?

We are going to do a chi squared analysis of retention and success rates between semester paneled by teacher training.

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**Q56**

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Other, please specify::

Training

**Q57**

Do you have another New Goal?

No

Page 20: IV. New Goals continued

**Q58**

1. New Goal 2:

Respondent skipped this question

**Q59**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

**Q60**

3. Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

**Q61**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

**Q62**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Respondent skipped this question

**Q63**

6. How will this goal be evaluated?

Respondent skipped this question

**Q64** Respondent skipped this question

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q65** Respondent skipped this question

Do you have another New Goal?

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Page 21: IV. New Goals continued

**Q66** Respondent skipped this question

1. New Goal 3:

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**Q67** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q68** Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

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**Q69** Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q70** Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q71** Respondent skipped this question

6. How will this goal be evaluated?

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**Q72** Respondent skipped this question

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q73** Respondent skipped this question

Do you have another New Goal?

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Page 22: IV. New Goals continued

**Q74** Respondent skipped this question

1. New Goal 4:

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**Q75** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q76** Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

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**Q77** Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q78** Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q79** Respondent skipped this question

6. How will this goal be evaluated?

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**Q80**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 24: Final Check

**Q81**

**I am ready to submit my program review**

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."

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