

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Psychology**

**Term/Year of Review: Fall 2021**

**Summary of Program Review:**

### **A. Major Findings**

#### **1. Strengths:**

- The Psychology Program offers a wide range of courses that are very popular with Napa Valley College students, and a substantial number of students graduate from the college each year with degrees offered by the Psychology Program.
- The Psychology Program serves the needs of many different students at the college, from those majoring in the discipline and intending to transfer or graduate with an AA degree, to those wishing to fulfill general education requirements, to those pursuing personal educational interests.
- The Psychology Program has growing enrollment, while the institution is showing declining enrollment.
- Faculty members in the Psychology Program have expertise in a variety of areas within psychology, and this allows us to teach a diverse group of courses based in multiple subdisciplines within our program.

#### **2. Areas for Improvement:**

- Increasing the level of successful course completion within the program, program-wide and by equity group, by revising Course Outlines of Record to add prerequisites and moving forward with increased tutoring support for students
- Further supporting the transfer needs of our students by developing new courses within the program and creating a Psychology Lab on campus

#### **3. Projected Program Growth, Stability, or Viability:**

- The Psychology Program is currently in a state of modest growth, and this is likely to either continue or begin to plateau in the future.

- Over the past three years, student headcount in the Psychology Program has grown by 11.4%. Based on current trends, we may experience continuing growth over the next three years.

## **B. Program's Support of Institutional Mission and Goals**

### **1. Description of Alignment between Program and Institutional Mission:**

- The Institutional Mission states that Napa Valley College is a "degree- and certificate-granting institution," and a high percentage of the degrees conferred by the college annually are offered by the Psychology Program (over 20%).

- The Institutional Mission states that our programs should be "continuously evaluated and improved," and the Psychology Program very actively assesses student learning, dialogues about strategies for student success, and refines curriculum and course offerings as appropriate.

### **2. Assessment of Program's Recent Contributions to Institutional Mission:**

- Over 20% of the degrees conferred by the institution are degrees offered by the Psychology Program.

- Student learning outcomes are regularly assessed and evaluated within the program.

- The Psychology Program has recently revised and updated all Course Outlines of Record within the program.

### **3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- The Psychology Program has collaborated with MESA to help equip students across the institution with the skills needed for college success (Institutional Strategic Plan Goal 1).

- The Psychology Program has recently developed late start, 8-week, and online courses to engage and assist students in their progress toward their educational goals (Institutional Strategic Plan Goal 2).

- The Psychology Program has piloted the use of student tutoring to increase course completion levels (Institutional Strategic Plan Goal 3).

- Faculty members in the Psychology Program have actively participated in the Instructional Design Institute to work to increase student equity (Institutional Strategic Plan Goal 4).

- Recent discussions during Psychology Program department meetings have focused on current demographic trends within the district. These conversations have led to the development of ideas

about how to best serve the needs of Napa County's aging and lifelong learning population with our current course offerings to help ensure the fiscal stability of the campus as a community-supported district (Institutional Strategic Plan Goal 5).

**C. New Objectives/Goals:**

- Adding prerequisites to existing courses to increase the level of successful course completion within the program
- Developing new courses to continue to meet student needs
- Developing a more effective tutoring option for students within the program
- Creating a Psychology Lab on campus

**D. Description of Process Used to Ensure "Inclusive Program Review"**

This report was primarily authored by the Program Coordinator. The report was written with the active support of other faculty members within the program. Review and feedback were directly solicited to ensure that all program members continue to be heavily involved in the development and refining of the learning experience that we offer our students at Napa Valley College. The promotion of student success at the college is our primary goal in this process.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

| <b>Program</b>                  | <b>Psychology</b>                  |
|---------------------------------|------------------------------------|
| <b>Degree(s)/Certificate(s)</b> | Psychology: AA-T<br>Psychology: AA |
| <b>Courses</b>                  | PSYC 120                           |
|                                 | PSYC 123/SOCI 123                  |
|                                 | PSYC 124                           |
|                                 | PSYC 125                           |
|                                 | PSYC 126                           |
|                                 | PSYC 128                           |
|                                 | PSYC 135                           |
|                                 | PSYC 175                           |
|                                 | PSYC 220                           |

Taxonomy of Programs, June 2021

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

|                                     | 2018-2019 | 2019-2020 | 2020-2021 | Change over 3-Year Period |
|-------------------------------------|-----------|-----------|-----------|---------------------------|
| <b>Headcount</b>                    |           |           |           |                           |
| <b>Within the Program</b>           | 1,071     | 1,222     | 1,193     | 11.4%                     |
| <b>Across the Institution</b>       | 8,176     | 8,181     | 7,208     | -11.8%                    |
| <b>Enrollments</b>                  |           |           |           |                           |
| PSYC-120                            | 667       | 742       | 671       | 0.6%                      |
| PSYC-123/SOCI-123                   | 55        | 74        | 97        | 76.4%                     |
| PSYC-124                            | 52        | 43        | 145       | 179%                      |
| PSYC-125                            | 275       | 321       | 432       | 57.1%                     |
| PSYC-126                            | 50        | 40        | 48        | -4.0%                     |
| PSYC-128                            | --        | 48        | --        | --                        |
| PSYC-135                            | --        | 70        | --        | --                        |
| PSYC-175                            | 114       | 31        | --        | -100%                     |
| PSYC-220                            | 84        | 60        | 63        | -25.0%                    |
| <b>Within the Program</b>           | 1,297     | 1,429     | 1,456     | 12.3%                     |
| <b>Across the Institution</b>       | 32,545    | 33,102    | 30,409    | -6.6%                     |
| <i>Source: SQL Enrollment Files</i> |           |           |           |                           |

*RPIE Analysis: The number of students enrolled (headcount) in the Psychology Program increased by 11.4% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Psychology Program increased by 12.3%, while enrollment across the institution decreased by 6.6%*

*Enrollment in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020-2021:*

*Courses with enrollment increases:*

- PSYC-124 (179%)
- PSYC-123/SOCI-123 (76.4%)
- PSYC-125 (57.1%)

*Courses with enrollment decreases:*

- PSYC-175 (-100%)
- PSYC-220 (-25.0%)

**Program Reflection:**

The Psychology Program is growing at a time when the institution is losing students, as evidenced by our strong increases in headcount (+11.4%), while the institution experienced decreases of a similar magnitude (-11.8%). We are also experiencing increasing enrollment while the institution is experiencing a decline. It is encouraging

that student interest in psychology courses remains strong despite factors deterring enrollment in general, and the Psychology Program should be supported by the college as it continues to develop and grow in the future.

When examining our enrollment numbers by course, we see some decreased enrollment in courses that were severely affected by the pandemic. The reason for this is that our program has certain courses that we have determined are best suited to in-person environments and that are not approved for online instruction (PSYC 128, PSYC 135, and PSYC 175). We see strong enrollment for courses in our program that are included as requirements for various other degree programs on campus (such as PSYC 124 and PSYC 125, which supplement the education of students studying in NVC’s Psychiatric Technician and Nursing programs). We also have two courses that we are reluctantly offering online despite their difficulty level, and because these courses are an important part of our AA and AA-T degrees (PSYC 123 and PSYC 220). We are seeing strong enrollment for one of these and a mild decrease for the other.

## 2. Average Class Size

|                               | 2018-2019 |              | 2019-2020 |              | 2020-2021 |              | Three-Year           |        |
|-------------------------------|-----------|--------------|-----------|--------------|-----------|--------------|----------------------|--------|
|                               | Sections  | Average Size | Sections  | Average Size | Sections  | Average Size | Average Section Size | Trend  |
| PSYC-120                      | 13        | 51.3         | 15        | 49.5         | 16        | 41.9         | 47.3                 | -18.3% |
| PSYC-123/SOCI-123             | 1         | 55.0         | 2         | 37.0         | 2         | 48.5         | 45.2                 | -11.8% |
| PSYC-124                      | 2         | 26.0         | 2         | 21.5         | 4         | 36.3         | 30.0                 | 39.6%  |
| PSYC-125                      | 7         | 39.3         | 8         | 40.1         | 9         | 48.0         | 42.8                 | 22.1%  |
| PSYC-126                      | 1         | 50.0         | 2         | 20.0         | 1         | 48.0         | 34.5                 | -4.0%  |
| PSYC-128                      | --        | --           | 2         | 24.0         | --        | --           | 24.0                 | --     |
| PSYC-135                      | --        | --           | 1         | 70.0         | --        | --           | 70.0                 | --     |
| PSYC-175                      | 4         | 28.5         | 1         | 31.0         | --        | --           | 29.0                 | -100%  |
| PSYC-220                      | 4         | 21.0         | 4         | 15.0         | 3         | 21.0         | 18.8                 | 0.0%   |
| <b>Program Average*</b>       | 32        | 40.5         | 37        | 38.6         | 35        | 41.6         | 40.2                 | 2.7%   |
| <b>Institutional Average*</b> | 1,313     | 24.8         | 1,348     | 24.6         | 1,171     | 25.9         | 25.1                 | 4.4%   |

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Cross-listed courses are reported as one observation.

***RPIE Analysis:** Over the past three years, the Psychology Program has claimed an average of 40.2 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period. Average class size in the program increased by 2.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.*

Average class size in the following courses changed by more than 10% ( $\pm 10\%$ ) between 2018-2019 and 2020-2021:

Courses with increases in average class size:

- PSYC-124 (39.6%)
- PSYC-125 (22.2%)

Courses with decreases in average class size:

- PSYC-175 (-100%)
- PSYC-120 (-18.3%)
- PSYC-123/SOCI-123 (-11.8%)

**Program Reflection:**

Some of our class sizes have decreased as we moved courses online. Most notably, PSYC 175 is showing a severe decrease. As mentioned above, that course is not being taught online at all, so this decrease is to be expected. Other courses that are showing milder decreases in class size (such as PSYC 120) are likely experiencing these decreases because (a) we are offering more sections in a variety of formats (8-week, late start, regular 18-week) to be especially accommodating to students during the pandemic, and (b) average class size was already so high at the beginning of the reporting period (note that PSYC 120 and PSYC 123 have student capacities of 50 students, but at the beginning of the reporting period, they had average class sizes of 51.3 and 55.0, respectively). Offering a greater number of PSYC 120 and PSYC 123 sections has allowed faculty members to avoid over-enrolling their classes.

The class sizes for other courses in our program have shown strong increases. PSYC 124 and PSYC 125 have seen notable increases. This is consistent with the growth of the Psychology Program that is noted above, and it suggests that perhaps in the future we should consider offering more sections of those two courses to better meet the needs of our growing student body.

**3. Fill Rate and Productivity**

| Fill Rate*  |              |          |              |
|---|--------------|----------|--------------|
|   | Enrollments* | Capacity | Fill Rate    |
| 2018-2019   | 1,241        | 1,440    | 86.2%        |
| 2019-2020   | 1,423        | 2,135    | 66.7%        |
| 2020-2021   | 1,456        | 1,775    | 82.0%        |
| <b>Three-Year Program Total</b>                         | 4,120        | 5,350    | 77.0%        |
| <b>Institutional Level</b>                              | 83,156       | 101,258  | 82.1%        |
| Productivity*   |              |          |              |
|   | FTEs         | FTEF     | Productivity |
| 2018-2019   | 120.2        | 6.2      | 19.4         |
| 2019-2020   | 145.0        | 7.8      | 18.6         |
| 2020-2021   | 143.9        | 7.6      | 18.9         |
| <b>Three-Year Program Total</b>                         | 409.1        | 21.6     | 18.9         |
| <i>Source: SQL Enrollment and Course Sections Files</i> |              |          |              |

*RPIE Analysis: Fill rates within the Psychology Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 77.0% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity). Between 2019-2020 and 2020-2021, enrollment increased while capacity decreased, resulting in an increased fill rate.*

*Productivity remained relatively consistent over the three-year period, ranging from 18.6 to 19.4. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 18.9 is higher than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)*

*\*Note: Fill rates and productivity reported in the table do not include five Psychology section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

#### **Program Reflection:**

Fill rates in the Psychology Program may tend to be lower than the institution average because our class capacities are much larger than the institution average. As noted in the previous section, our three-year average section size in our program is 40.2, while the institution average is 25.1. Most of our courses have class capacities of 50 students. Much smaller class capacities are typical of other programs on campus.

Additionally, the data above show that fill rates in the Psychology Program approximated the institution level during 2018-2019 and 2020-2021, while our fill rates were lower during 2019-2020. Our fill rates may have been lower during 2019-2020 because it was the beginning of the pandemic, and the many changes that came along with that transitional time for students may have increased the likelihood of students dropping our classes. As things stabilize for higher education in the coming years, it is reasonable to expect fill rates in the Psychology Program at Napa Valley College to stabilize as well.

Our productivity rates are also higher than the institution target, and they have been reasonably consistent through the three-year period being examined. Our productivity rates were not dramatically affected by the changes to scheduling and course format that were necessitated by the pandemic.

#### **4. Labor Market Demand**

*This section does not apply to the Psychology Program, as it is not within the Career Technical Education Division.*

#### **B. Momentum**



## 1. Retention and Successful Course Completion Rates

|                            | Retention Rates<br>(Across Three Years) |                                 |          | Successful Course Completion Rates<br>(Across Three Years) |                                 |          |
|----------------------------|---|---------------------------------|----------|--|---------------------------------|----------|
| Level                      | Rate                                    | Course Rate vs.<br>Program Rate |          | Rate   | Course Rate vs.<br>Program Rate |          |
|                            |   | Above                           | Below    |  | Above                           | Below    |
| PSYC-120                   | 91.7%                                   | --                              | --       | <b>65.7%</b>   |                                 | <b>X</b> |
| PSYC-123/SOCI-123          | <b>87.9%</b>                            |                                 | <b>X</b> | <b>60.5%</b>   |                                 | <b>X</b> |
| PSYC-124                   | 93.3%                                   | --                              | --       | <b>85.4%</b>   | <b>X</b>                        |          |
| PSYC-125                   | 93.4%                                   | --                              | --       | 72.6%  | <b>X</b>                        |          |
| PSYC-126                   | <b>97.8%</b>                            | <b>X</b>                        |          | <b>94.9%</b>   | <b>X</b>                        |          |
| PSYC-128                   | <b>100%</b>                             | <b>X</b>                        |          | 81.3%  | X                               |          |
| PSYC-135                   | 90.0%                                   |                                 | X        | <b>68.6%</b>   |                                 | <b>X</b> |
| PSYC-175                   | 91.7%                                   | --                              | --       | <b>77.2%</b>   | <b>X</b>                        |          |
| PSYC-220                   | 93.2%                                   | --                              | --       | <b>77.8%</b>   | <b>X</b>                        |          |
| <b>Program Level</b>       | <b>92.2%</b>                            |                                 |          | <b>70.1%</b>   |                                 |          |
| <b>Institutional Level</b> | 90.3%                                   |                                 |          | 75.6%  |                                 |          |

*Source: SQL Enrollment Files*

-- Indicates a value that is within 1% of the program-level rate.

***Bold italics*** denote a statistically significant difference between the course-level rate and the program-level rate.

**Bold** denotes a statistically significant difference between the program-level rate and the institutional rate.

**Note:** Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:*** Over the past three years, the retention rate for the Psychology Program was significantly higher than the rate at the institutional level. The retention rate for PSYC-123/SOCI-123 was significantly lower than the program-level rate. The retention rates for PSYC-126 and PSYC-128 were significantly higher than the program-level rate. The retention rate for the Psychology Program falls in the 50<sup>th</sup> percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Psychology Program was significantly lower than the rate at the institutional level. The successful course completion rates for PSYC-120, PSYC-123/SOCI-123, and PSYC-135 were significantly lower than the program-level rate. Other Psychology Program courses (highlighted in the table) had successful course completion rates that were significantly

higher than the program-level rate. The successful course completion rate for the Psychology Program falls in the 14<sup>th</sup> percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (22.1%) was significantly higher than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Psychology courses claimed differences (between retention and successful course completion) that exceeded 10%:

- PSYC-123/SOCI-123 (27.4%)
- PSYC-120 (26.0%)
- PSYC-135 (21.4%)
- PSYC-125 (20.8%)
- PSYC-128 (18.7%)
- PSYC-220 (15.4%)
- PSYC-175 (14.5%)

**Program Reflection:**

The Psychology Program tends to have high retention and low successful course completion rates when compared to the institution. Our program is characterized by both high academic rigor and high levels of student enthusiasm. Consequently, students tend to want to sign up for our courses and stay in our courses, but not all of them are prepared for the difficulty of our curriculum. The courses offered by our program are all transfer-level, and we adhere to very high standards when developing our Course Outlines of Record.

Courses that students typically complete later in their academic careers and that have more prerequisites are producing successful course completion rates that are more like those of the institution. For example, course completion rates for PSYC 175 (77.2%) and PSYC 220 (77.8%) are comparable to the institution average of 75.6%. Similarly, these courses are producing levels of difference between retention and successful course completion that are similar to the level of the institution. See, as evidence, PSYC 175 (14.5%) and PSYC 220 (15.4%) in comparison to the institution (14.7%). These data suggest that the Psychology Program should consider adding appropriate prerequisites to more of our courses, beginning with PSYC 123, which shows the largest difference between retention and successful course completion at 27.4%.

Overall, the Psychology Program meets the institution-set standard for successful course completion rates of 70%, but narrowly, at 70.1%.

**2. Student Equity**

|                        | Retention Rates<br>(Across Three Years) |                   | Successful Course Completion Rates<br>(Across Three Years) |                   |
|------------------------|---|-------------------|--|-------------------|
|                        | Program Level                           | Institution Level | Program Level  | Institution Level |
| African American/Black | 90.4%                                   | 86.8%             | <b>58.9%</b>   | 65.0%             |
| Latinx/Hispanic        |   |                   | <b>65.7%</b>   | 72.6%             |

|                         |  |  |              |       |
|-------------------------|--|--|--------------|-------|
| <b>First Generation</b> |  |  | <b>67.2%</b> | 74.4% |
|-------------------------|--|--|--------------|-------|

*Source: SQL Enrollment Files*

***Bold italics*** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

**Note:** Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

*RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.*

*Within the Psychology Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)*

*Within the Psychology Program, the successful course completion rates were significantly lower than the rates at the institutional level among the following groups:*

- *African American/Black*
- *Latinx/Hispanic*
- *First generation*

*These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rate exceeded the institution-level rate for retention, and the institution-level rate exceeded the program-level rate for successful course completion. (See Section I.B.1 above).*

**Program Reflection:**

The successful course completion rates for African American/Black students, Latinx/Hispanic students, and first-generation students in the Psychology Program are significantly lower than at the institutional level. This is very concerning to the Psychology Program.

These differences are likely at least partially due to the way the content in our program builds upon skills that students typically acquire in their K-12 education and early college experience. Specifically, reading comprehension and writing skills may be the source of the discrepancies we are seeing. Because of structural inequities that exist in the quality of K-12 education and cultural capital differences that lead some students to be more likely to address recommended preparations before enrolling, the three equity groups of concern here may be disadvantaged in a way that results in the differences in successful course completion rates that we are seeing in our program.

Most courses in the Psychology Program have a college-level English course as a recommended preparation, and the data above suggest that we should consider changing that recommended preparation to a prerequisite

to ensure that all our students are effectively prepared in reading comprehension and writing skills when they begin our courses. This, in combination with the promising differences that we see in retention rates for African American/Black students in our program that are noted above, leads to the potential conclusion that perhaps some of our students are enthusiastic about our courses and want to do well, but, unfortunately, might not have the entry skills that are necessary to successfully complete our courses at the same level as other groups.

Again, we find the data above concerning. Consequently, we would like to continue to monitor these results in future years that are more traditional experiences for our students (i.e., years that do not include compulsory online education due to the pandemic).

Additionally, as noted in the previous section, successful course completion rates in the Psychology Program average 70.1% in comparison to the institution average of 75.6%. That approximately 5% difference likely accounts for some, but not all, of the differences we see with the three equity groups being examined here. Essentially, our successful course completion rates for all students are lower than the institution average due to the difficulty and academic rigor of the transfer-level courses we offer in our program, so it is not surprising that our successful course completion rates are lower for these specific equity groups as well.

**3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

*This section does not apply to the Psychology Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2018-2019 and 2020-2021.*

**C. Student Achievement**

**1. Program Completion**

|  | 2018-2019  | 2019-2020  | 2020-2021  |
|--|------------|------------|------------|
| <b>Degrees</b>                                       |            |            |            |
| Psychology: AA                                       | 15         | 19         | 18         |
| Psychology: AA-T                                     | 39         | 46         | 44         |
| <b>Institutional: AA Degrees</b>                     | <b>58</b>  | <b>47</b>  | <b>76</b>  |
| <b>Institutional: AA-T Degrees</b>                   | <b>144</b> | <b>151</b> | <b>158</b> |
| <b>Average Time to Degree (in Years)<sup>+</sup></b> |            |            |            |
| Psychology: AA                                       | 3          | 4          | 4          |
| Psychology: AA-T                                     | 3          | 3          | 4          |
| <b>Institutional: AA</b>                             | <b>4</b>   | <b>4</b>   | <b>4</b>   |
| <b>Institutional: AA-T</b>                           | <b>4</b>   | <b>3</b>   | <b>4</b>   |

*Source: SQL Award Files*

\*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

*RPIE Analysis: The number of AA degrees conferred by the Psychology Program increased by 20% between 2018-2019 and 2020-2021. Over the same period, the number of AA degrees conferred by the institution increased by 31.0%. The Psychology Program accounted for 25.9% of the AA degrees conferred by the institution in 2018-2019 and 23.7% of those conferred in 2020-2021. The average time to degree among Psychology AA recipients ranged from three to four years. The average time to degree among AA degree recipients across the institution was four years.*

*The number of AA-T degrees conferred by the Psychology Program increased by 12.8% between 2018-2019 and 2020-2021. Over the same period, the number of AA-T degrees conferred by the institution increased by 9.7%. The Psychology Program accounted for 27.1% of the AA-T degrees conferred by the institution in 2018-2019 and 27.8% of those conferred in 2020-2021. The average time to degree among Psychology AA-T recipients ranged from three to four years. The average time to degree among AA-T degree recipients across the institution also ranged from three to four years during this period.*

### **Program Reflection:**

The Psychology Program accounted for about one-quarter of the total AA and AA-T degrees conferred by Napa Valley College during the years being examined here, with a time to completion that is comparable to the institution. The number of degree recipients in our program has also been increasing over these years. We are proud of the number of students that have been credentialed through our program and have transferred to other colleges using our institution as a basis for further learning. With the support of the institution, we anticipate that we will continue to be the discipline of choice for many of our graduating students.

## **2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

*This section does not apply to the Psychology Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.*

## **II. CURRICULUM**

### **A. Courses**

| <b>Subject</b> | <b>Course Number</b> | <b>Date of Last Review</b><br><i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i> | <b>Has Prerequisite*</b><br>Yes/No &<br><b>Date of Last Review</b> | <b>In Need of Revision</b><br><i>Indicate Non-Substantive (NS) or Substantive (S) &amp; Academic Year</i> | <b>To Be Archived</b><br><i>(as Obsolete, Outdated, or Irrelevant)</i><br><b>&amp; Academic Year</b> | <b>No Change</b> |
|----------------|----------------------|---|--|---|--|------------------|
| PSYC           | 120                  | 8/13/2021   | N, 8/13/2021   |   |  | X                |
| PSYC           | 123                  | 8/13/2021   | N, 8/13/2021   |   |  | X                |
| PSYC           | 124                  | 8/13/2021   | N, 8/13/2021   |   |  | X                |
| PSYC           | 125                  | 8/13/2021   | N, 8/13/2021   |   |  | X                |
| PSYC           | 126                  | 8/13/2021   | Y, 8/13/2021   |   |  | X                |
| PSYC           | 128                  | 8/13/2021   | N, 8/13/2021   |   |  | X                |
| PSYC           | 135                  | 8/13/2021   | N, 8/13/2021   |   |  | X                |
| PSYC           | 175                  | 8/13/2021   | Y, 8/13/2021   |   |  | X                |
| PSYC           | 220                  | 8/13/2021   | Y, 8/13/2021   |   |  | X                |

\*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

### B. Degrees and Certificates<sup>+</sup>

| <b>Degree or Certificate &amp; Title</b> | <b>Implementation Date</b> | <b>Has Documentation</b><br>Yes/No | <b>In Need of Revision+ and/or Missing Documentation &amp; Academic Year</b> | <b>To Be Archived*</b><br><i>(as Obsolete, Outdated, or Irrelevant)</i><br><b>&amp; Academic Year</b> | <b>No Change</b> |
|--|----------------------------|------------------------------------|--|---|------------------|
| PSYC AA                                  | Fall 2018                  | Y                                  |  |   | X                |
| PSYC AA-T                                | Fall 2018                  | Y                                  |  |   | X                |

\*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

<sup>+</sup>Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

### Program Reflection:

The Course Outlines of Record for all courses in the Psychology Program have been recently updated.

The Psychology Program does not have plans to archive any courses or degrees.

There are several changes to Course Outlines of Record in the Psychology Program that are being considered:

1. We are considering adding prerequisites to many of our courses to address equity concerns and increase successful course completion. Specifically, we are considering adding a prerequisite of ENGL 120 (College Composition & Research) to PSYC 120 (General Psychology), and we are considering making PSYC 120 a prerequisite for all other courses in the Psychology Program.

2. We are considering changing PSYC 220 (Research Methods in Psychology) from a 3-unit course to a 4-unit course by adding a laboratory component. This change hinges on the development of a Psychology Lab on campus and the acquisition of a dedicated space on campus for this lab.
3. We are considering developing a Biopsychology course to address the needs of our transfer students. We have recently hired a new faculty member with expertise in this area, and we will likely focus on making the development of this course a priority post-pandemic.
4. We are considering developing a Cognitive Psychology course to add breadth to our course offerings. Our newly hired faculty member also has expertise in this area, and we are examining the transferability and need for this course at Napa Valley College.

### III. LEARNING OUTCOMES ASSESSMENT

#### A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

| Number of Courses | Number of Courses with Outcomes Assessed |                   | Proportion of Courses with Outcomes Assessed |                   |
|-------------------|--|-------------------|--|-------------------|
|                   | Over Last 4 Years                        | Over Last 6 Years | Over Last 4 Years                            | Over Last 6 Years |
| 9                 | 7  | 9                 | 78%  | 100%              |

Learning Outcomes Assessment at the Program/Degree/Certificate Level

| Degree/Certificate      | Number of Outcomes* | Number of Outcomes Assessed |                   | Proportion of Outcomes Assessed |                   |
|-------------------------|---------------------|-----------------------------|-------------------|---------------------------------|-------------------|
|                         |                     | Over Last 4 Years           | Over Last 6 Years | Over Last 4 Years               | Over Last 6 Years |
| Psychology: AA Degree   | 2                   | 2                           | 2                 | 100%                            | 100%              |
| Psychology: AA-T Degree | 2                   | 2                           | 2                 | 100%                            | 100%              |

#### Program Reflection:

The Psychology Program has assessed all our courses and degrees within the past six years, and most within the past four years. We are committed to measuring student performance in a variety of ways, including outcomes assessment, to best determine where our students are succeeding and where they might be struggling.

#### B. Summary of Learning Outcomes Assessment Findings and Actions

Outcomes assessment in the Psychology Program has resulted in our criteria for success consistently being met, and we are generally satisfied with the results of learning outcomes assessment over the years. However, dialogue about our results within the program over the years has led to one course-specific conclusion and two broad conclusions:

1. We believe that learning outcomes assessment results in PSYC 220 (Research Methods in Psychology) could perhaps be improved in the future if the course were redesigned as a 4-unit course with a laboratory component. This change requires the dedication of space on campus for a Psychology Lab.
2. We think that learning outcomes assessment in all our courses could be improved with greater access to tutoring resources for our students. We would like to have a specific psychology tutor position on campus, so a student assistant could be hired to help our students in this manner.



3. We are considering strengthening prerequisites in our courses to increase student preparation and potentially improve the results of learning outcomes assessment in the future.

Please see the section of this report above (II. Curriculum) for more information about Item #1 and Item #3.

**Program Reflection:**

Although the Psychology Program is pleased overall with the results of learning outcomes assessment in our program, we do see room for some improvement. We would like to make the three changes noted above in the long term, post-pandemic.

We specifically think Item #2 above (increasing access to tutoring resources) is the most achievable goal and immediate concern, and we would like to make this change during the next three years. The Psychology Program hired a tutor for our program during the academic year preceding the pandemic, and the effects we observed on student learning were promising. Consequently, we would like to see campus resources more fully committed to this improvement for our program.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

The Psychology Program is in a state of modest growth. Although many aspects of the program are currently stable, the growth of the program is evidenced primarily by the following two factors:

1. The Psychology Program is gaining students at a time when the institution is losing students (Section IA1). The institution has shown a decrease of 11.8% over the reporting period, while the Psychology Program has shown an increase of 11.4%.
2. The Psychology Program sees a need to modify existing courses and develop new courses to meet the transfer needs of our students (Section IIA).

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Psychology**

**Plan Years: 2022-2023 through 2024-2025**

| Strategic Initiatives Emerging from Program Review | Relevant Section(s) of Report | Implementation Timeline: Activity/Activities & Date(s)   | Measure(s) of Progress or Effectiveness  |
|--|-------------------------------|--|--|
| 1. Add prerequisites to existing courses           | IB1, IB2, IIB, IIIB           | - Begin by adding a prerequisite of PSYC 120 to PSYC 123 (2022/2023)<br><br>- Assess student performance in PSYC 123, and consider adding prerequisites to other courses (2022/2023) | Improved student performance in PSYC 123 and/or other courses after adding prerequisites |
| 2. Develop new courses                             | IIB                           | - Develop Biopsychology course (2024)  | Successful development of new Course Outlines of   |

|   |           |  |   |
|---|-----------|--|---|
|   |           | - Examine possibility of developing Cognitive Psychology course (2025)   | Record and approval through Curriculum Committee                            |
| 3. Increase access to tutoring for our students                 | IIIB      | - Hire a dedicated tutor for PSYC (upon return to in-person instruction)   | Improved student performance in course sections with a dedicated PSYC tutor |
| 4. Create a Psychology Lab                                      | IIB, IIIB | - Acquire lab space on campus (2025)   | Improved student performance in PSYC 220                                    |
| 5. Revise PSYC 220 curriculum to include a laboratory component | IIB, IIIB | - Revise PSYC 220 Course Outline of Record, expand course from 3 units to 4 units (following completion of Item 4 above) | Improved student performance in PSYC 220                                    |

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The Psychology Program currently has adequate staffing and budget for the plan outlined above, apart from:

- 3. Increase access to tutoring for our students
- 4. Create a Psychology Lab

Increasing access to tutoring for our students will require funding a tutor for the Psychology Program.

Creating a Psychology Lab will require acquiring physical space for a lab on campus. This space can potentially be repurposed from existing underutilized space on campus. The lab will also require learning materials, equipment, and library access to academic journals in the discipline.



## **V. PROGRAM HIGHLIGHTS**

### **A. Recent Improvements**

- Hired full-time faculty member with expertise in cognitive psychology, biopsychology, and developmental psychology to complement existing areas of faculty expertise
- Piloted the use of tutoring to improve student learning
- Revised all Course Outlines of Record in the program
- Developed courses using new formats (8-week, late start, online asynchronous, online synchronous, online synchronous/asynchronous combo)

### **B. Effective Practices**

- Offering a wide range of academically rigorous, transfer-level courses
- Conferring a high number of AA and AA-T degrees annually
- Continually refining course instruction and engaging in departmental dialogue regarding effective teaching strategies
- Attending discipline-specific conferences put on by scientific and professional organizations and participating in initiatives and trainings designed to improve student learning
- Regularly assessing student learning and updating curriculum within the program

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Senior Dean Maria L. Villagomez

**Date:**

11.14.2021

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Qualified/Expertise in Faculty:** The psychology department counts on faculty experts who are committed to student success and quality instruction.
  - **Innovation and Potential:** Members of the psychology department are engaged in innovative ways by which to meet student needs, particularly as it related to equity gaps.
  - **Student-Focused:** Through deep reflection and analysis, the psychology program remains focused on supporting students who can benefit from new ways of tutoring and new levels of support and assistance. Increasing access to reach equity through online tutoring will be tremendously successful.
- Bravo to the psychology department! I commend the psychology program coordinator for his outstanding diligence and his dedication to our students’ needs and quality instruction.

Areas of concern, if any:

None identified.

Recommendations for improvement:

- Seek the possibility of establishing a psychology lab for psychology students
  - Expand tutoring services for psychology students
- I look forward to supporting identified improvements to help our students reach their maximum potential and reach success.

Anticipated Resource Needs:

| Resource Type                 | Description of Need (Initial, Including Justification and Direct Linkage to State of the Program) |
|-------------------------------|---|
| Personnel: Faculty            | Continue to maintain quality faculty who can teach specialized topics.                            |
| Personnel: Classified         | None identified.  |
| Personnel: Admin/Confidential | None identified.  |

|                                    |   |
|------------------------------------|---|
| Instructional Equipment            | Psychology Lab  |
| Instructional Technology           | Psychology Lab and/or reconfigure existing lab with upgraded computers for student use, tutorial support, and data tracking terminal. |
| Facilities                         | Potentially reconfiguring an existing computer lab for the creation of Psychology Lab   |
| Operating Budget                   | Funds to maintain existing software to equitably tutor for the online student.  |
| Professional Development/ Training | Funds for professional development.   |
| Library & Learning Materials       | Ongoing and as needed per collaboration with Library Services.  |