

Program Review 2021-2022

Psychology

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

A. **2021/2022 Program Review (Form)**

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Psychology

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

Lead Writer: Dina Miyoshi

Dean: Pearl Ly

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

Based on data contained in the San Diego Mesa College Office of Institutional Effectiveness Data Dashboards, prior to the pandemic (i.e., Fall 2016 through Fall 2019 semesters), the overall success rates in our face-to-face courses ranged from 58% to 77% whereas during the pandemic (i.e., Spring 2020 through Spring 2021 semesters), the overall success rates ranged from 61% to 76%. In the online-asynchronous courses prior to the pandemic, the overall success rates ranged from 54% to 71% as compared to 59% to 78% during the pandemic. With so many factors to consider, it is not possible to draw conclusions based on such limited information.

The remote (synchronous) modality was used in the majority of our course sections in Fall 2020 and Spring 2021. Only one course (PSYC 101) included sections offered in an online-asynchronous format both semesters. In the Fall 2020 and Spring 2021 semesters, 888 students enrolled in online-asynchronous courses and 4170 students enrolled in online-synchronous courses. Course success rates were 65% and 72%, respectively. A departmental survey conducted in class sections during the Fall 2020 semester (n = 311) found the majority of students (66%) indicated a preference for the synchronous modality with students expressing the desire to engage in live discussions of the course material with the instructor and their peers.

Enrollments increased in Fall 2020/Spring 2021 in some courses where enrollment had declined prior to the pandemic. For example, enrollment in PSYC 112 (Interpersonal Communication) increased throughout this time frame. This was a course we only offered in the Fall prior to the pandemic but we decided to add a section in the Spring and it filled. PSYC 121 (Intro to Child Psychology) was another course where we saw consistent increases from Fall 2019 (n = 33) to Spring 2021 (n = 84), along with PSYC 133 (Psychology of Women), with this section filling in both Fall 2020 and Spring 2021.

The departmental survey conducted in our non-core class sections in Fall 2020 found that 121 students (out of 311 responses) indicated that personal interest was the reason for enrolling in the course. Another 63 students included personal interest as one of the reasons for their enrollment. This was reflected in the PSYC 112, 121, and 133. This was also reflected in other non-core courses (i.e., PSYC 125, 135, 137, 155, 161, and 245) that have historically been courses of

interest for our students but that had experienced some enrollment decline prior to Spring 2020. These enrollment changes indicate that discrepancies may exist between requirements and interests of our students. We must not assume that what students need to take is automatically synonymous with what they want to take. In this way, we must continue to work to ensure that our students are not so constrained by predetermined pathways that this hinders their learning and quest for new knowledge. Thus, we must work to ensure that these pathways include opportunities for students to satisfy their curiosity for learning, along with opportunities for growth, exploration, and expansion of their knowledge and understanding as members of our society.

We are continuously working to improve the learning environment for our students. We will continue to discuss strategies we can implement to help ensure our students have access to a rich learning environment in all of our courses. Our faculty are engaged both at the local and national levels in discussions and/or committee work pertaining to assessment and we are pleased to be able to apply some of these insights in the cross-campus strong workforce and pathways discussions.

In general, as we continue to bring our courses back to campus, our faculty engage in frequent discussions focused on maintaining balance between enrollment demands, academic rigor, and modes of delivery (face-to-face, online-synchronous, online-asynchronous, and hybrid). Our primary goal is to ensure that we continue to offer the highest quality courses to our students so that they are not only successful during their time with us at San Diego Mesa College, but that they are prepared for whatever lies ahead in their journey after they complete their time at our institution.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

Though the move to an online/remote environment presented numerous challenges, our faculty worked extremely hard to continue the plethora of opportunities for our students. Our Psi Beta faculty advisors moved our chapter to a virtual format and it has not merely survived through the pandemic but has grown and thrived during this time. Our chapter was the recipient of the 2021 national chapter award and one of our Psi Beta advisors was honored with the 2021 Psi Beta Virginia Staudt Sexton National Faculty Advisor Award. These awards represent the strength of our chapter and the work, energy and dedication to ensure the highest quality opportunities for our students. Examples of innovation within our chapter during this time include the creation of both a research group and a book club. The research group's projects were presented at various conferences and published in the new Psi Beta research journal. The book club engaged in reading and discussing various research in psychology, thus creating opportunities for our students to interact with our faculty and their peers during this challenging time. Our chapter is also continuing participation in the National Psi Beta Research Project, an opportunity that provides our students with hands-on research experience and collaboration. Opportunities for community engagement have also continued through the pandemic. Prior to the pandemic, Psi Beta regularly participated in EXPO Day at Petco Park. Though the in-person event was not possible during the pandemic, a virtual event was organized in 2021 and our students submitted a

video on emotion identification with masks. In this way, our chapter has experienced many areas of growth and development that we hope to continue as these all provide valuable opportunities for our students.

Our faculty also continue to play a central role in the Mesa College Research Conference (MCRC) with multiple faculty serving on its planning committee and one of our faculty serving as its co-chair. Unfortunately, the 2020 conference was canceled but the 2021 conference was revived as a virtual event. Our students continue to develop high quality research projects and we will endeavor to maintain a strong presence each year at MCRC.

The pandemic has also not deterred our faculty from engaging in research and these research endeavors have resulted in multiple publications in peer-reviewed journals. One of our faculty created and presented a four day (plus review) workshop series on R (a program used for statistics and other purposes) that was attended by students and faculty from across the community. We have increased our interactions with the psychology faculty at our sister colleges (City and Miramar) by increasing our meetings to twice a year (rather than just once a year). Although we talk informally throughout the year, we found it was helpful (in light of all the challenges over the past few semesters) to have a time where we could engage in discussion together. Our faculty also continue to participate in and/or present at various workshops and conferences both within our disciplines and also more broadly across the campus and community. Examples of this include our faculty involvement in Building with Buddies, Curriculum Equity and Excellence (CEER), NCORE, Catalyst, and the Mesa Online Success Team (MOST).

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

The online/remote modalities of the past year and a half impacted our students who did not have adequate access to technology. Inadequate equipment and/or internet connection resulted in increased stress and frustration, thus interfering with student participation and success. In addition, the online/remote modalities of the past year and a half highlighted the importance of a dedicated physical space where students can explore new ideas and perspectives without the interruptions of other aspects of their lives. So many of our students juggle multiple responsibilities with blurred boundaries such as attending a zoom lecture while at work or watching a lecture video while caregiving. While some are able to successfully navigate this, others need the physical boundary delineating the learning space. In this way, the classroom itself is a necessary tool where students can completely focus on thinking and learning with a subject matter expert guiding this process.

For these reasons, we are working to bring many of our class sections back to campus so our students have access to the technology and physical space they deserve for optimal learning and exploration.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

Through funding from the HSI STEM Grant, a remote SPSS license was provided to our students so that they would have access to this software through the pandemic. As we return to campus, it is important to note that our requests for BARC funding in the last program review cycle were not approved (despite ratings above the cut-off line on the priority list), nor was our budget increased to accommodate basic lab supplies and waste removal. These are fundamental to the proper and safe functioning of our courses and we owe it to our students and their safety to provide them with an environment that does not compromise their health and well-being. Furthermore, it would be advantageous to increase this budget allocation to accommodate our students' research posters and presentations. Multiple students each semester conduct research of high enough caliber to be accepted to present at various conferences, including the Mesa College Research Conference (MCRC) and the Western Psychological Association (WPA) conference. Both travel and conference funds would be extremely helpful for our students, along with funding for supplies related to these presentations (i.e., poster printing and lamination).

The Psychology program is focused on various campus initiatives aimed at providing our students with the highest quality education. These efforts include actively participating in guided pathways inquiry groups because our faculty believe that providing clear information pertaining to our courses and majors, along with information pertaining to career opportunities, are important components supporting our students' academic success. Our faculty have been awarded multiple pathways grants since the last program review cycle and we appreciate these opportunities to help our students achieve success in our program. We also continue to engage in discussions pertaining to faculty mentoring with our counseling liaison and also in the pathways inquiry groups. However, we still believe it may be advantageous for our students to have more structured contact with a discipline expert in order to obtain more information about a particular area of study, along with potential career opportunities.

It is also vitally important, as the College pursues current and future initiatives and grants, to listen to faculty because these individuals engage with students on a daily basis in the context of an instructional environment. Though the goals of early major and career exploration are laudable, it must not be at the expense of choice, and it is prudent to be mindful of the career options we place before students to be sure they are not too limited. Particularly in our department, our students may not find our programs (or even be fully aware they exist), until after their first semester of college. For this reason, we will continue to engage in extensive discussions within our program and our department about ways to address this, so that we can provide our students with clearer information about our different majors while at the same time, retain sensitivity to the importance of general exploration. We want to remain mindful of the fact that college presents opportunities for students to discover areas they may not have previously encountered. For many, this is their only opportunity to engage in this kind of exploration and it is this exposure that can serve as a catalyst for deeper thought and understanding of our society and our world.