SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Psychology (PSYC)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
SUCCESSES AND STRENGTHS

1. Breadth and depth of course offerings
All courses in our program are transferable to CSU and/or other colleges and universities and all (including our elective course offerings) serve a purpose and path for our students. In addition to transfer preparation for students pursuing degrees in psychology, many of our courses are required for students with other educational or professional goals. For example, our Abnormal Psychology (PSYC 245) course is a prerequisite for graduate level physical therapy and occupational therapy programs. Students pursuing undergraduate degrees in nursing need both our Introduction to Lifespan Development (PSYC 230) and Introduction to Psychological Research (PSYC 255) courses before they can apply to programs. PSYC 255 is also a required course for other majors (such as Sociology or Political Science) at some transfer institutions (such as UCLA). Other courses assist students pursuing more immediate career pathways, such as behavioral technicians working with children on the autism spectrum. These students must have some background as provided by our Introduction to Behavior Modification (PSYC 125) course. In this way, our courses serve multiple purposes and the breadth and depth of course offerings meet the educational, professional and/or lifelong learning goals of the diverse population of San Diego Mesa College students.

2. Strong focus on empirical research
Research is the foundation of our discipline. Students pursuing careers related to psychology are expected to not only have an understanding of, but also some direct experience with research. Because training in empirical research teaches the vital skill of critical thinking, research is a crucial component of our program. While all of our courses touch on the scientific method or topic-specific research, some courses provide opportunities for students to conduct semi-independent projects. For example, many students in our Introduction to Psychological Research (PSYC 255) course design and conduct research projects, with some of them going on to present their work (and win awards) at professional conferences. One of our full-time faculty continues to nurture a connection with the San Diego Zoo, thus providing students with the opportunity to conduct observational research. Another of our adjunct faculty members has provided internship opportunities for our students doing research and data analysis related to forensic psychology. Our active and award-winning chapter of Psi Beta, the Community College National Honor Society in Psychology, continues to be instrumental in arranging for researchers from the community to present their work to students on campus. In addition, our Psi Beta students annually participate in the Psi Beta National Research Project. Collaboration on this annual project regularly results in our students presenting their results at our local Mesa College Research Conference (MCRC) and also at other professional conferences. In addition to this involvement through Psi Beta, several of our faculty have been instrumental in organizing and participating in MCRC since its inception and many students from our courses have been selected to participate in this conference. Finally, our faculty continue to conduct their own independent research, many enlisting the help of students who benefit from this training and collaboration, with this research often culminating in conference presentations and/or publication opportunities.

3. Active engagement with the community
We offer courses that are dependent on building and maintaining relationships with community partners. For example, a central component of Careers in Psychology (PSYC 201) is presentations by professionals from the community who are working in fields related to psychology. This allows students to learn about, and network with, individuals working in the community. Our Field Work in Psychological Services (PSYC 276) course requires students to choose a community volunteer placement, thus enhancing connections with the community. Another example of our link to the community is through our relationships with the high schools. Each semester high school students enroll in our classes, and our faculty teach Psychology courses at the Kearny High School, Clairemont High School and High Tech High School. In addition to courses that provide opportunities for our program and/or our students to engage with the community, our chapter of Psi Beta actively pursues engagement with the community through outreach and service and is a regular exhibitor at the San Diego Science and Engineering Festival (i.e., EXPO Day).

Summary and Reflection

4. Faculty engagement and professional development
Our faculty continue to strengthen our program by conducting research, publishing, attending and presenting at conferences/seminars, engaging in college workshops/governance/committees, and participating in other professional growth activities. As specialists in our respective fields, our faculty stay active because maintaining currency in our discipline is advantageous in the classroom so that we are knowledgeable of the most current research and information to share with our students. Because our faculty members have expertise in distinct subject areas in psychology, our program is well-equipped and ready to offer a variety of courses that uniquely align with their areas of expertise. Below is a summary of recent contributions by our full-time faculty. In addition, our adjunct faculty also contribute immensely to our program with their knowledge and expertise in the field.

Professor Jaye Van Kirk recently co-authored an academic paper featured in the journal, Scholarship in Teaching and Learning in Psychology. She also secured funding from the Annual Biomedical Research Conference for Minoritized Students (ABRCMS) that provided funding for eleven Mesa students to attend the conference during the 22-23 academic year. In addition, Professor Van Kirk presented a symposium at the 2023 Western Psychological Association (WPA) conference held in Riverside, CA. There she discussed “Internships and Research” opportunities for undergraduate students. This past summer, she gave another symposium at the American Psychological Association (APA) conference held in Washington, D.C. Professor Van Kirk also serves as a Co-Chair of the MCRC committee, a member of the District IRB, a member of the APIA Committee, and is one of the advisors of Psi-Beta.

Dr. Inna Kanevsky attended the National Institute on the 2023 Teaching of Psychology (NITOP) conference held in St. Pete Beach, FL. At NITOP, Dr. Kanevsky was a guest speaker and gave a symposium on social media and its implications on misinformation. Dr. Kanevsky also attended the 2023 WPA conference where she gave another symposium on “Best Teaching Practices in Psychology” as an invited guest speaker. She is currently finishing up a book chapter focused on the work of early pioneers in psychology and the historical contribution of underrepresented groups to the field. She has been featured on multiple mainstream news outlets such as MSN, Yahoo, and CBS, covering her work in debunking mental health misinformation online. Dr. Kanevsky continues to mentor many Mesa psychology students each semester and many have gone on to present their work at the local Mesa College Research Conference (MCRC) and other professional conferences.

Dr. Helen Greenbergs was an invited panelist and gave a presentation on work-based learning for undergraduate students at the American Psychological Association (APA) conference held last year in Minneapolis, MN. Thus far in 2023, she attended the NITOP conference held in St. Pete Beach, FL., and the WPA conference where she coordinated the undergraduate poster session and the chapter exchange social between psychology Psi Beta and Psi Chi honor societies. To promote Mesa student conference attendance at WPA, she also secured travel funding from our local student retention and enrollment funds. Dr. Greenbergs is the current Western Regional Vice President of the Psi Beta Honor Society and one of the advisors of our Psi Beta chapter. Her work here includes coordinating guest speaker events for our local Psi Beta student chapter by hosting distinguished professors from multiple academic institutions. Dr. Greenbergs is also one of our department’s academic senators and was an assistant chair of our department through Spring 2023. She was promoted to Professor in Spring 2022.

Dr. Oscar V. Torres attended the annual Society for Neuroscience conference where he learned about the latest advancements in biopsychology. He is engaged in multiple research projects resulting in the publication of an academic paper featured in the journal, Genes, focused on epigenetic differences in addiction across genders. In addition, Dr. Torres collaborated with Professor Estep and faculty from Miramar College, with a second academic paper published in 2023. During the Spring 2023 semester, Dr. Torres was an invited guest speaker at the University of San Diego, Department of Psychology, where he gave a research talk featuring his academic work on addiction. He presented his work at the 2023 WPA conference poster session and has mentored several of our Mesa undergraduate students, resulting in their first place award at the 2023 MCRC. He also completed the Humanizing Online STEM Academy in the Spring 2023 semester, a 1-month long web-based professional development course for the expansion of science online curriculum. Dr. Torres was one of our department’s assistant chairs through Spring 2023 and earned tenure in Spring 2020.

Dr. Christina Crosby is the co-chair of Mesa's Online Success Team (MOST). This committee shares ideas with

Summary and Reflection

Mesa colleagues about online teaching and provides support for web-based curriculum. She is also a member of the Curriculum Equity and Excellence Review (CEER) workgroup and the Conference and Travel committee, which oversees budgetary funding for faculty conference attendance. Dr. Crosby regularly engages in professional development activities that include attending a virtual online seminar covering the latest statistical approaches for innovative teaching and learning methods, and a conference called “OTC: Online Teaching Conference”, held in Long Beach, CA, where she learned about the newest pedagogical approaches and skills for online-based teaching. Dr. Crosby earned tenure in Spring 2022.

Professor Justin Estep is the chair of our Curriculum Review Committee (CRC), where he oversees curriculum development and proposals, and ensures course offerings follow policies and guidelines. He is a member of the local Academic Senate Executive Committee, a member of the MCRC Committee, and one of the Psi Beta advisors. In addition, Professor Estep attended this year’s WPA Conference where he presented a symposium focused on creating research opportunities for undergraduate students. He also collaborated on research with Dr. Torres, resulting in a poster presentation at WPA and co-authorship of an academic paper. Professor Estep completed the institute for statistics and data science called “In Stats”, a 3-day online web-based professional development workshop. He has mentored several Mesa psychology students who have received national best research awards by the Psi Beta honor society, along with awards at MCRC (including a second place award at this year’s conference). Professor Estep was promoted to Professor in Spring 2022.

Dr. Dina Miyoshi is a member of the Academic Senate Executive Committee and Co-Chair of the Program Review Steering Committee. She is our program review lead writer and our program outcomes coordinator. She is also a member of the District IRB Committee and is the Faculty Evaluation Coordinator for our campus. She has mentored our students enrolled in Mesa’s honor’s program and was a New Faculty Institute (NFI) faculty mentor to one of the new faculty in Allied Heath in 2022. She attended the 2023 WPA conference where she supported our departments’ academic activities. Dr. Miyoshi collaborated with Dr. Kanevsky on her book chapter focused on early pioneers in psychology. She also supported the faculty at City College by participating in two faculty screening committees, thus helping to maintain the connections between our programs and faculty. Dr. Miyoshi is the Chair of the Behavioral Sciences Department.

CHALLENGES

1. Lack of funding support

Increased funding is necessary to provide high-quality education, including offering up-to-date technology, facilities and purchasing equipment as well as supplies. With expanding lab course offerings, there are ongoing costs for supplies, such as laboratory fluids, disposable gloves, electrode replacements, lab waste removal, detergent, etc. Another important challenge we have faced is the lack of waste disposal amenities. Resources for a waste disposal contract are required in order for our program to adhere to occupational safety regulations. Indeed, these services are needed as our program is expanding to include a dedicated Physiological Psychology laboratory course (PSYC 260L) and also an Introduction to Psychological Research Laboratory course (PSYC 255L). Taken together, our program requires an expansion of the baseline budget to accommodate our new lab course offerings in order to meet basic student needs.

Our program aims to serve the community by providing outreach programs, public lectures, and multiple educational opportunities for students. Increased funding is necessary to support these activities that can positively impact our students and our community.

Our program requires funding to sustain our academic professional development efforts, including support for our scholarly activities, travel expenses to attend conferences and presentations, journal subscriptions, publication fees, and support for our invited speakers. There are also costs directly related to student research, such as poster printing and conference travel. All of these scholarly endeavors promote student participation so that they have opportunities to develop a deeper understanding of a subject area most relevant to their interests and aspirations. By working closely with faculty on research, our students are engaged in activities that result in more personalized and meaningful learning experiences.

Summary and Reflection

2. Need for increased administrative and institutional support

Our program has engaged in numerous marketing strategies to promote our courses to potential students. This includes a strong online presence on social media platforms. In addition, our program is actively seeking ways to offer a variety of modalities, including hybrid courses, particularly for our PSYC 101 (General Psychology) and PSYC 258 (Behavioral Science Statistics) sections. This practice can increase access to psychology classes for students who need more flexibility in their schedules to balance their academic and personal obligations but still wish to have some face-to-face interaction. However, greater institutional support is needed for these efforts, especially in the current environment of enrollment decline.

Our faculty continue to advocate for a breadth of course offerings each semester to attract and serve a wider range of students interested in a variety of subjects. This can also help students who have not yet declared their majors and explore additional interests within our psychology program. 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.

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. Unfortunately, there have been limitations and difficulties throughout the last couple years pertaining to administrative-faculty relations. It is hoped that this issue will be remedied, as we believe a primary role of a dean is to know, understand, and advocate for their school and its programs, along with listening and collaborating with faculty in order to provide our students with the best opportunities for their success. In general, without institutional support and commitment to maintain a full, diverse schedule of class offerings each semester, our program will not be equipped to provide the best education possible for our students.

3. Not enough full-time, tenure-track faculty

While we truly value our adjunct instructors and the knowledge and expertise they bring to our program, it would be more advantageous to students, our program, and the college to expand the number of full-time faculty. Full-time faculty provide stability to the department, contribute to the development of curricular and extracurricular offerings, and are crucial for the completion of departmental efforts including curricular updates, program review, outcomes assessment and analysis, and faculty evaluations. Our full-time faculty also have more opportunity to serve the college and district on a variety of committees including (but not limited to) Academic Affairs, Academic Senate, Asian Pacific Islanders American Advisory, Conference and Travel, Curriculum, District Institutional Review Board, MCRC, MOST, and Program Review.

4. Limited lab spaces

Our program has limited access to lab spaces planned and built to facilitate our research-oriented efforts. As we onboard our new laboratory courses, our laboratory equipment will be used even more frequently and need to be positioned in the labs where there is sufficient space and supervision, particularly with equipment that is fragile and cannot be moved easily. Sturdy and fixed lab tables are also needed to accommodate our lab courses for increased stability and safety for our students. Access to the classroom spaces, furniture, technology and materials are crucial for our lab classes so our students' needs can be be met as they complete their lab assignments, research projects, and other educational goals. In this way, faculty can offer a comprehensive teaching platform in laboratory instruction and training on modernized technology, two fundamental objectives of our course curriculum.

5. Lack of discipline-specific advising

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Our students need consistent, accurate, easily-accessible, discipline-specific advising. The range and variability of programs our students are pursuing make it challenging, and differences in requirements from our local transfer institutions (UCSD, SDSU, CSU San Marcos) often confuse and frustrate students. While our local campus counselors work diligently to stay updated, and we have met several times with our counseling liaison to share information, it is quite difficult for students to get the specific and individualized support they need. After long discussions amongst our faculty, it is clear that the best solution would be the provision of some release time for full-time faculty to serve as discipline-specific advisors. These faculty could meet with individuals or groups of students, and create online materials which could be regularly updated to help our psychology students navigate decisions that will support efficient progress, persistence, and success through our program and beyond to transfer and employment.

6. “Initiative” fatigue

Our program has been centrally involved in the plethora of campus initiatives aimed at streamlining higher education. These efforts include our active participation in the various grants and guided pathways inquiry groups over the past many years. Our faculty have been awarded multiple pathways grants and appreciate these opportunities to help our students achieve success in our program because we 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.

However, it is also vitally important, as our college pursues current and future initiatives and grants, to listen to faculty because we engage with students on a daily basis in the context of an instructional environment. Though the goals of early major and streamlined career paths 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 and degrees 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.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

The Psychology program continues to adjust our curriculum to meet the needs of our students, transfer institutions, and the discipline itself. Our program also continues to carefully weigh our options in determining which courses are appropriate (or inappropriate) to offer in a distance education format. A few changes (summarized below) are underway at the course and degree levels. It should also be noted that our faculty discuss issues pertaining to curriculum regularly with the Psychology faculty at Miramar College and City College and we get together (most often via zoom) at least twice a year. Such contact has been immensely valuable to discuss the goals and challenges we face at each of our campuses, along with coming to a consensus about issues in which our curriculum must align.

The Psychology Program is in the process of updating our AA and ADT degrees, and deactivating our Liberal Arts and Sciences: Science Studies-Psychology Degree as it no longer serves its intended purpose and has not been awarded frequently. We are also still working to find options for the PSYC 211 (Learning) course that, although SDSU no longer requires it, the Psychology Program at Mesa thinks it is a very important course. There are employers that would like students with this background, so a certificate option is being explored.

Our program has three new lab courses coming on board in Fall 2024 (due to the phenomenal work and leadership of Professor Estep): Introduction to Psychological Research Laboratory (PSYC 255L), Introduction to Physiological Psychology Laboratory (PSYC 260L), and Statistics Laboratory using R (PSYC 259R). These three courses enhance our curriculum, better prepare our students, and meet articulation with other institutions (in particular, CSU San Marcos). These standalone lab courses complement our lecture courses, with PSYC 255L complementing

Summary and Reflection

PSYC 255 (Introduction to Psychological Research), PSYC 260L complementing PSYC 260 (Introduction to Physiological Psychology), and PSYC 259R complementing PSYC 258 (Behavioral Science Statistics).

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

The Psychology program continues to advocate for updates to our equipment and add to our resources in order to provide our students with the best learning experiences and hands?on research training. These resources align directly with the institutional goals of offering transferable skills and instruction in vocational technologies. These resources provide more opportunities for our students to understand the otherwise complex theories of science with hands-on experiences and better prepare our students for a modernized workforce.

Through HEERF funding, we have renewed access to the SPSS statistical software and though it is not yet available on most of our faculty office computers or in the STEM center for our students, it is now updated and available in both our SB216 computer lab and also in our SB215 enhanced classroom.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

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), overall success rates averaged 69% whereas during the pandemic (i.e., Spring 2020 through Spring 2021 semesters), overall success rates averaged 70%. In comparison, the Fall 2021 through the Fall 2022 semesters had overall success rates that averaged 69%, with success rates higher in our Face-to-Face sections (74%) than other modalities (68%). It should be noted that only PSYC 101, PSYC 137, and PSYC 245 are offered in an online-asynchronous format in our program. All other sections have at least some synchronous meeting pattern (either online-synchronous or face-to-face).

Our program has experienced some enrollment decline over the past few semesters, a trend that the college, state and country is also experiencing in higher education. In Fall 2021, our program’s overall enrollment was 2059, with an FTEF of 12.53. In Fall 2022, our program’s overall enrollment was 1871, with an FTEF of 11.95. Although our program has experienced some overall enrollment decline, some of our courses continue to have stronger enrollment than their prepandemic levels. For example, enrollment in PSYC 112 (Interpersonal Communication) increased throughout the pandemic and we are still able to offer this course each semester rather than once an academic year. In this way, we are working hard to retain our breadth and depth of course offerings and bring our classes back to campus, despite numerous challenges (related to the pandemic and other administrative issues).

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

Although the retention rates for our Black/African American and Latinx students are fairly consistent with our overall averages, success rates continue to be lower (61% and 65%, respectively). It is encouraging to note, though, that the success rates for both these groups are consistently higher in our 200 level courses (67% and 72%, respectively). It should also be noted that success rates are higher (83%) for these groups in those courses (PSYC 255, 259, 276) with cap sizes lower than 45, though the sample sizes are quite small. Data pertaining to our online-asynchronous classes indicate that we continue to experience challenges with this mode of delivery in that success rates are consistently lower in these classes (65%), with even lower numbers for our Latino and African American students (58% and 59%, respectively). In this way, we are continuing our discussions and implementation of strategies to best ensure the online courses we offer are of the highest quality and replicate a face-to-face environment as much as possible. We also are working to ensure that these classes hold to their class caps so that more individual interactions can be incorporated into these courses. Indeed, it would benefit these classes if an

even lower cap could be put in place because of the inherent challenge of these courses to replicate the face-to-face environment.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
In general, our assessments have yielded positive results, and we continue to discuss ways in which we can improve the learning experiences for our students. No major issues or problems were identified, though one of the challenges we continue to work on is how to effectively assess our courses with multiple sections and multiple instructors. Budget, facilities, and equipment needs were identified and it would be advantageous to increase the budget allocation for our program to accommodate our students' research posters and presentations. We have multiple students each semester conducting research of high enough caliber to be accepted to present at various conferences, including MCRC and WPA. 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). It would also be advantageous for our students to have access to SB216 outside of class time to work on assignments and research analyses. This need is highlighted by the fact that the computer program SPSS is installed onto each computer in this particular classroom. Thus, it would be immensely helpful for our students to have a computer lab interval (in addition to class time) so that they have additional time to use the lab for their class assignments and research analyses.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
Our program has focused on various on-campus initiatives aimed at providing our students with the highest quality education. These efforts include actively participation 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. Similarly, our program recognizes that the various grants obtained by the college have potential for providing opportunities for student success. We have devoted numerous hours to these endeavors over the past few years with the hope that our students would benefit from these resources. In addition, the Psychology program has focused on updating its course offerings in order to be aligned with the various transfer requirements that have come to pass.

In general, our program seeks to apply emerging best practices in the field to empower our students to develop a strong knowledge base and awareness of the sociocultural impact of our discipline, thus fostering our students to become psychologically literate members of society with a respect for diversity and ethical behavior. Since this focus is inherently intertwined into our discipline, it lies at the heart of our program and our courses. This also is a major focus of the other disciplines in our department (Anthropology and Sociology), and we continue to engage in discussions with each other about how to most effectively engage students and colleagues in informed discussions about equity, cultural competence and diversity. These continued discussions pertaining to how we incorporate the decades of knowledge and experience we have amassed in our department pertaining to diversity, cultural competence and learning theory will hopefully translate into more individualized opportunities for our students to engage in the subject matter through innovative class activities, projects, and presentations at professional conferences. Particularly in our underrepresented populations, this more hands-on and individualized environment allows for the mentoring that is most beneficial for our students and will hopefully translate into greater success.

We are continuously working to improve the learning environment for our students and our faculty continue to be 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, we are trying to maintain a balance between enrollment demands, different modes of delivery (on campus, online, hybrid), and academic rigor. We will continue to engage in frequent discussions of these issues to ensure that we continue to offer the highest quality courses to our students.

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What other factors (internal or external) might also impact the above data trends and equity gaps?
Changes in the California community college funding formula, along with other legislative changes impacting our courses and degrees (such as AB 1705 and AB 928) have presented challenges to our Psychology program. In general, these changes threaten our core commitment to open access and have the potential to weaken efforts related to equity.

The online/remote modalities of the past three years impacted our students who did not have adequate access to technology. In addition, the counseling department repeatedly requests that we schedule more face-to-face classes sections because some of our students are only able/eligible to enroll in face-to-face class offerings. 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, while still maintaining a variety of modalities, particularly in our PSYC 101 (General Psychology) course, to accommodate the various needs of the diverse population of students. Although maintaining our face-to-face offerings continue to be a challenge due to lower enrollments (with a greater risk of class cancellations), we believe that our students deserve and need access to this face-to-face modality.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
December 2023: A note about resources: we are in the process of obtaining the resources we requested last year and will provide updates once these requests have been processed/completed.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
none

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.
n/a

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
none

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
The equipment that we obtained last year is still in the process of being obtained and installed so that it can be used in Spring 2025 for our physiological psychology courses (lecture/lab) and our research methods courses.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
We have continued to meet our target benchmarks in our assessments. Although our benchmarks continue to be maintained/exceeded, we find that subsequent discussions still lead to ways in which we can improve the learning experiences for our students. One advantage of our assessment reporting is the additional line of direct communication about the needs of a particular course, resulting in the discussion and generation of ideas to meet these needs. In this way, equipment and facilities needs have been identified for our new PSYC 260 (physiological psychology) lab course.

Other needs that have resulted from discussions of our outcomes and program goals pertain to a funding allocation to accommodate our students' research posters and presentations. We have multiple students each semester conducting research of high enough caliber to be accepted to present at various conferences, including MCRC and

WPA. 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). It would also be advantageous for our students to have access to SB216 outside of class time to work on assignments and research analyses. This need is highlighted by the fact that the computer program SPSS is installed onto each computer in this particular classroom. Thus, it would be immensely helpful for our students to have a computer lab interval (in addition to class time) so that they have additional time to use the lab for their class assignments and research analyses.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Outcomes were assessed for PSYC 259 (Behavioral Science Statistics lab) and PSYC 283 (Cognitive Psychology). Target benchmarks were met for both courses. Outcomes were also assessed for PSYC 260 (Physiological Psychology) and target benchmarks were met. It is important for us to continue to maintain these target benchmarks (and/or exceed them). Thus, these outcomes directly relate to our program review goal 1 (develop research opportunities and experiences for students) because a primary objective for students in these courses is to develop the skills to understand and analyze research.

PSYC 112 (Interpersonal Relations), PSYC 121 (Intro to Child Psychology), PSYC 135 (Marriage and Family Relations), PSYC 155 (Intro to Personality), PSYC 276 (Field Work in Psychological Services) , and PSYC 201 (Academic and Career Opportunities in Psychology) course outcomes were also assessed and that assessment data was discussed and entered into Nuventive. These results directly relate to and impact three of our program review goals: goal 2 (develop applied opportunities and experiences for students), goal 4 (maintain and develop community links), and goal 5 (engage students in exploration of the opportunities and careers associated with psychology). We will continue to work on these goals in the upcoming semester(s).

The above outcomes assessment results have also resulted in the discussion and identification of six resource needs, and drafts of these resource requests are contained in this year's program review process.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

n/a

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

New course offerings:

Spring 2025 was the first semester our Physiological Psychology Laboratory course was offered. Equipment requested and procured for this course in prior BARC cycles was used in this course. Course Learning Outcomes were assessed for this course and target benchmarks were all exceeded.

Curriculum updates:

Our General Psychology (PSYC 101) course was one of the first courses to adopt Common Course Numbering and is now PSYC C1000. This change is official as of Fall 2025.

Executive Summary:

The Psychology program at San Diego Mesa College is an academic- and research-based program of study intended to immerse students and help them achieve educational goals. Our program provides enriching learning opportunities to all students who wish to engage with real-world scientific applications in psychology, particularly benefiting those pursuing transfer to top-tier universities. In addition, through hands-on experiences, our students develop science skills, understand real-world applications which better prepare them for competitive careers. Through our inclusive philosophy, our program continues to offer a variety of courses that represent transformative opportunities to advance our commitment with an equity-minded education whereby every student can reach their full potential. Indeed, these courses include: Academic and Career Opportunities, Field Experience, Introduction to Child Psychology, Marriage and Family Relations, Introduction to Counseling, and our new Physiological Psychology Laboratory course. Offering a variety of psychology courses allows students to explore diverse

Summary and Reflection

subfields of the discipline, helping them discover their specific interests and career paths while building a comprehensive understanding of human behavior. Our breadth of coursework also ensures that students develop versatile critical thinking and research skills applicable across multiple professions, while providing equitable access to specialized knowledge that prepares them for top-tier university studies.

In addition to offering a rich variety of courses, our faculty have also engaged in developing research opportunities and experiences for students. For instance, the Psychology faculty have successfully achieved its first goal of developing student research opportunities through multiple initiatives, including sponsoring students to attend national conferences (WPA and SFN), mentoring students for the Mesa College Research Conference where they won presentation awards, and facilitating honors program participation. Faculty mentorship has also resulted in impressive scholarly outcomes, with student research being published in the peer-reviewed journal Substance Use & Misuse and Psi Beta chapter members submitting manuscripts to the Psi Beta Research Journal.
Our program has also developed applied opportunities and experiences for students to learn about psychological science. This has been accomplished by offering course work directly linked to applied and clinical psychology, which have shown consistently high and increasing enrollment rates over the past three years. Our comprehensive curriculum aligns with Mesa's mission by providing equitable educational pathways that help students explore diverse career interests and professional opportunities in psychology.

Furthermore, the Psychology program has successfully engaged in maintaining and developing community links that directly benefit our students and provided knowledge about career options. For example, our faculty continue to cultivate important community links through strategic partnerships with local universities (hosting SDSU graduate students), leadership in the Mesa College Research Conference, participation in the San Diego Festival of Science & Engineering Expo Day, and hosting prominent leaders like APA President Dr. Debra Kawahara to discuss career pathway opportunities. Additionally, the program has expanded its community reach by establishing partnerships and offering our course work at local high schools.

While successful, our program has faced several challenges throughout the past academic year. First, we continue to experience a general lack of facilities and infrastructural support. Most recently, our new Physiological Psychology Laboratory has a water leak due to the excessive rain. The facilities order had been placed, yet despite many emails, nothing was done. Similarly, the same laboratory has repeatedly requested a 220V electrical outlet. This specialized outlet is needed to operate equipment the college has invested in, without the outlet we cannot use the equipment. This request has been ignored or denied for over a year. In addition, there are many tables and chairs that need to be removed from our storage place and classrooms. These surplus of chairs and tables represent multiple hazards. Again, many emails and facility requests were sent, and nothing has been done for a year now. Regarding health hazards, the classrooms where our faculty teach are disturbingly filthy because they are cleaned only twice a year. Keeping a clean, sanitized environment for students, removing water damage and potential mold, decluttering our areas, and providing faculty with proper electrical outlets are basic needs we require to fulfill our obligations. Second, our faculty have invested in their own software licenses, including SPSS, and in laboratory disposables to offer the best possible educational experience to their students. These self-funded practices are not sustainable. Our program needs annual budgetary funding. A program budget of $20,000 would be minimal to cover our expenses adequately. Increased funding for the psychology program is required in order to maintain high-quality, equitable educational experiences as our enrollment continues to grow. Without adequate funding, the department cannot sustain its successful programs, expand course offerings to meet student demand, maintain safe and functional learning environments, or provide the competitive hands-on experiences that prepare students for top-tier transfer universities or professional careers.

Lastly, our psychology program requires a laboratory technician to ensure the quality, safety, and effectiveness of laboratory-based instruction. As our enrollment trends increase, and our new laboratory course continues to be offered, a laboratory technician is needed. A shared laboratory technician between Psychology and Anthropology would handle essential tasks like documentation, maintenance, and organization while significantly improving student safety by preventing oversight of critical protocols that overworked faculty might miss. This position would enhance curriculum quality and foster a safer, more collaborative learning environment in alignment with Mesa's community-focused mission.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

We have continued to meet our target benchmarks in our assessments. Although our benchmarks continue to be maintained/exceeded, we find that subsequent discussions still lead to ways in which we can improve the learning experiences for our students. One advantage of our assessment reporting is the additional line of direct communication about the needs of a particular course, resulting in the discussion and generation of ideas to meet these needs. Instructional support, student support (such as tutoring), and professional development needs have all been identified in relation to our courses. Equipment, supplies, and facilities needs have been identified for our new PSYC 260 (physiological psychology) lab course. An increase in budget is also necessary to accommodate the regular PPE and other revolving supply needs for this course, as the need for it is expanding (from one course in Spring 2025 to two in Fall 2025). Funds for waste management for this course are also needed. In addition, hiring needs have been identified and we recently lost two full-time faculty due to retirement and other permanent assignment.

Other needs that have resulted from discussions of our outcomes and program goals pertain to a funding allocation to accommodate our students' research posters and presentations. We have multiple students each semester conducting research of high enough caliber to be accepted to present at various conferences, including MCRC and WPA. 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). It would also be advantageous for our students to have access to SB216 outside of class time to work on assignments and research analyses. This need is highlighted by the fact that the computer program SPSS is installed onto each computer in this particular classroom. Thus, it would be immensely helpful for our students to have a computer lab interval (in addition to class time) so that they have additional time to use the lab for their class assignments and research analyses.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Our program made substantial process in our outcomes assessment since our last program review update. Outcomes were assessed and entered for the following courses: PSYC C1000 (General Psychology), PSYC 255 (Psychological Research), PSYC 258 (Behavioral Science Statistics), and PSYC 260L (Physiological Psychology Lab). Target benchmarks were met/exceeded in each of these courses. It is important for us to continue to maintain these target benchmarks (and/or exceed them). Thus, these outcomes directly relate to our program review goal 1 (develop research opportunities and experiences for students) because a primary objective for students in these courses is to develop the skills to understand and analyze research.

PSYC 111 (Psychological/Social Aspects of Aging, Death, Dying), PSYC 125 (Behavioral Modification), PSYC 137 (Human Sexual Behavior), PSYC 161 (Counseling), PSYC 230 (Lifespan Development), and PSYC 245 (Abnormal Psychology) course outcomes were also assessed and that assessment data was discussed and entered into Nuventive. These results directly relate to and impact two of our program review goals: Goal 2 (develop applied opportunities and experiences for students), and Goal 4 (maintain and develop community links). We will continue to work on these goals in the upcoming semester(s).

The above outcomes assessment results have also resulted in the discussion and identification of resource needs, and drafts of these resource requests are contained in this year's program review process.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

n/a

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Summary and Reflection

Review Outcomes Report. Review the unit’s outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

GOAL 1: Develop research opportunities and experiences for students

Unit Goal: It is important to ensure that our students' research exposure is as extensive as possible so they gain the skills necessary for success as they continue their education, both at the undergraduate and graduate level. Examples of this exposure include access to research both in the classroom and also in the community, along with opportunities, if this research is of high enough caliber, to present at student conferences (such as MCRC) and/or scientific conferences.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Update and expand equipment and resources needed for laboratory/course activities and research **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 12/02/2024 **Action Plan Update**: In progress (Note: The PSYC 260L lab course is scheduled for Spring 2025). **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop speaker series so students gain exposure to research in the field **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: not yet started--other goals took priority over this one but this is still one the program hopes to focus on in the next year or so. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Increase student conference participation **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/07/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: The Psychology program at Mesa College has successfully engaged and fulfilled Goal # 1 of developing research opportunities and experiences for students. This has been accomplished in several ways. First, our psychology faculty mentored and sponsored a Mesa student who attended the annual Western Psychological Association (WPA) conference held in Las Vegas, NV. The offerors of our faculty reflect our program's commitment to providing equitable access to professional development opportunities for all students. In addition, our faculty sponsored and mentored students to the annual Society for Neuroscience conference (SFN) held in San Diego, CA, this year. Helping students attend research conferences allows psychology undergraduates to see cutting-edge work, network with potential graduate advisors, and gain insight into the professional culture of academia. Second, our psychology faculty actively mentored students in preparation for the annual Mesa College Research Conference (MCRC), where undergraduates proudly showcased their original research projects to our campus community. Through dedicated faculty guidance and support, students gained valuable experience in presenting their scholarly work. Third, across the diverse array of courses offered by our faculty, many students enrolled in Mesa's honors program by engaging in rigorous honors projects that integrate research with coursework. Our inclusive practices ensure that student scholars progress through their required curriculum and also gain meaningful research experience. These tremendous efforts by the psychology faculty ensure that students have advanced academic opportunities and equitable access to educational experiences. Indeed, our honors contracts directly benefit students by fostering critical thinking and analytical skills and by providing personalized mentorship from faculty members. Fourth, our faculty provided exceptional mentorship, enabling students to conduct research of such high quality that it was accepted for publication in the peer-reviewed journal Substance Use & Misuse by Taylor & Francis (see link). Co-authoring publications allows undergraduate students to develop professionally, gain firsthand experience with the scientific process, and produce tangible evidence of their scholarly capabilities. Lastly, students in our Psi Beta National chapter have authored and submitted a manuscript to the Psi Beta Research Journal (PBRJ), an independent and peer-reviewed research journal. Link: https://www.tandfonline.com/doi/full/10.1080/14659891.2025.2494541 **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: in progress **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Hire new full-time faculty **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 12/02/2024 **Action Plan Update**: After submission of a FHP request in the last Program review cycle, we are scheduled to begin the hiring process for a new psychology tenure-track hire in Spring 2025 for a Fall 2025 start. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

GOAL 2: Develop applied opportunities and experiences for students

Unit Goal: Our program houses multiple courses focused on a combination of research and applied curriculum, including courses pertaining to marriage/family therapy, child psychology, counseling, and psychological disorders/treatments. Our PSYC 276 course also provides our students with the opportunity to volunteer in an applied setting. These types of experiences are valuable in that students gain applied and/or hands-on experience to help them determine if this is a viable path to choose in psychology. Thus, it would be advantageous to maintain these opportunities, along with identifying and building other service learning and career development opportunities for our students.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Explore new agencies and service learning opportunities. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 12/07/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: The Psychology program at Mesa College has successfully engaged students and advanced our Goal #2 of developing applied opportunities and experiences for students. This has been accomplished in several ways. First, our faculty continue to cultivate innovation and excellence in an inclusive learning environment by offering a variety of psychology courses. These curricula include: Introduction to Child Psychology, Marriage and Family Relations, Introduction to Counseling, Academic and Career Opportunities in Psychology, Abnormal Psychology, and Field Work in Psychology. Offering a diverse range of psychology courses ensures that students find pathways that resonate with their career aspirations, making our field more welcoming and representative. Indeed, we have successfully offered our Introduction to Child Psychology course throughout each fall semester over the past 3 years with an increase in fill rate productivity (Figure 1 link). Similarly, our Marriage and Family Relations psychology course has seen an increase in fill rates over the past 3 years, with a 93% fill rate for fall 2025 (Figure 2 link). Notably, another important course, Academic and Career Opportunities in Psychology, has experienced increased enrollment and retentions, with a 100% fill rate in fall 2025 (Figure 3 link). Abnormal Psychology is another psychology course with high enrollment and increased fill rates over the past 3 years (Figure 4 link). In addition, our program continues to offer innovative educational experiences and high-quality access to psychology through two specialized courses: Field Work in Psychology and Introduction to Counseling. A broad course selection also democratizes access to specialized knowledge areas, giving every student an equal opportunity to understand their interests and gain an equitable education. Our psychology program offers a comprehensive curriculum and ensures that students have access to coursework that reflects diverse perspectives with multiple career development opportunities. These goals directly align with Mesa's mission statement of providing access, success, and equity in our education. Figure 1 link: https://docs.google.com/presentation/d/1LDCL-Cx5cg73WxHcataM2oYgYmX5XT_NVIucj3vUSzQ/edit?slide=id.p#slide=id.p Figure 2 link: https://docs.google.com/presentation/d/1Vq934NHIQNYCrclZax6H4AGuLTuZ7vfCC8F1efiM1HU/edit?slide=id.p#slide=id.p Figure 3 link: https://docs.google.com/presentation/d/1zSbJ4bnQ-6dYyXpNstLd6IV5G1y-xq3QTrl01SO5_p0/edit?slide=id.p#slide=id.p Figure 4 link: https://docs.google.com/presentation/d/1uGb2S4LTfMgz9O35C4vkw--W5rYgj_QwL7NtSwb5v5E/edit?slide=id.p#slide=id.p

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Update Year: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: in progress **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Hire new full-time faculty **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 12/02/2024 **Action Plan Update**: After submission of a FHP request in the last Program review cycle, we are scheduled to begin the hiring process for a new psychology tenure-track hire in Spring 2025 for a Fall 2025 start. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

GOAL 3: Engage in program-related data collection and analyses

Unit Goal: Our program would like to develop a method to track our students' accomplishments after they leave San Diego Mesa College (in terms of their subsequent degrees, awards, publications, etc). This may also encourage maintenance of current relationships with institutions and agencies, and also build new relationships, promoting discussions of the preparation necessary for success in these organizations. This will also allow our current students to gain more knowledge about what happens after transfer.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 12/07/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Develop alumni tracking program **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Action Plan Update**: Within our academic philosophy of promoting success and equality for all, we strive to enhance our pedagogical practices to serve the next generation of students best. Therefore, we continue to explore methodological approaches to gain insight into our program's success. While our program does examine measures such as graduation and retention rates, time to degree completion, overall grades, and course enrollment trends, we would also like to incorporate qualitative measures. These may include, but are not limited to, alum career trajectories, post-transfer successes, and performance trends at the university level. Through this blend of quantitative and qualitative measurements, we aim better to understand our program's strengths and areas for improvement. Moreover, keeping our program and curricula up to date with current academic standards and industry trends would further our efforts to better prepare our students for a competitive future. While pursuing this goal has been challenging, given the many commitments and responsibilities of our program, faculty nonetheless remain in contact with former students. Similarly, many former students contact faculty post-transfer to request recommendation letters or to update us on their current accomplishments. Although informal, this process has helped us reflect on the program's strengths, classroom practices, and equitable practices. In addition, faculty examine the Data Dashboards and related public records from transfer universities such as SDSU. While not specific, this data has allowed faculty to understand students' post-transfer success rates relative to other student populations from neighboring community colleges. Lastly, our faculty have continued to demonstrate exemplary academic performance and care for our students. Indeed, we have served as mentors across every semester, offered research experiences, published with students, chaperoned students at conferences, acquired modern equipment and statistical software to teach, and promoted career exploration in psychological science. Through our collective efforts, our psychology program fosters an educational environment of care and compassion for our students. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: not started (but still hoping to do this so will keep it as an active goal) **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Unit Goals, Action Plans, and Updates

GOAL 4: Maintain and develop community links

Unit Goal: The Psychology program has established many links with the community (such as the San Diego Zoo, along with a vast number of social service agencies). We continue to work to maintain and grow our strong connections with local colleges and universities so that we may provide the most effective and accurate guidance as to what is needed for successful transfer. Links have also been established with secondary school institutions (such as Kearny High School, Clairemont High School, and High Tech High School), and we will work to maintain these links.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Identify and develop opportunities with community agencies and secondary schools. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 12/07/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: The Psychology program at Mesa College has successfully engaged in our goal of maintaining and developing community links that directly benefit our students. This has been accomplished in several ways. First, our faculty continue to preserve and grow our strong connections with local universities. For example, our faculty hosted graduate students from SDSU in I/O Psychology who presented to students of our local Psi Beta chapter. During this open community session, SDSU graduate students discussed topics related to job opportunities in I/O Psychology and answered questions about graduate school in general. This was important because graduates discussed their work with our undergraduates and provided mentorship with accurate guidance as to what is needed for successful transfer. Second, our faculty continue to show leadership in the planning and implementation of the annual Mesa College Research Conference (MCRC). Our local conference is important because it strengthens community links by showcasing student research to residents, educators, and professionals; all which demonstrates Mesa's commitment to producing knowledgeable citizens and contributing to our regional academic profile. Third, faculty and students from our Psi Beta national psychology chapter are scheduled to participate in the annual San Diego Expo Day. This event is the leading showcase of the San Diego Festival of Science & Engineering, a large, free, public celebration of STEAM. By participating in Expo Day, our faculty demonstrate their commitment to community engagement, a cornerstone of our college's mission. Fourth psychology faculty invited and hosted Dr. Debra Kawahara, the president of the American Psychological Association (APA), who visited Mesa college and directly conversed with our undergraduate majors. This was significant because hosting prominent leaders from professional organizations exposes undergraduates to real-world career pathways, current industry standards and provides networking opportunities. Fifth, our senior faculty continue to nurture community links as they served the Diego Zoo Wildlife Alliance Asian Pacific Islander Team. Moreover, our senior faculty continue to impress and participate in national professional memberships, give educational talks, and publish national-recognized documents on the importance of teaching the next generation of psychologists. Lastly, while building meaningful connections within our professional community, our Psychology program has established important links with our local high schools and has offered six introduction to psychology courses at these secondary school institutions. Indeed, high schools in which our Mesa psychology courses have been taught include Clairemont High School, Kearney High School, High-Tech High Point Loma, and High-Tech High Mesa. These efforts collectively demonstrate our commitment to providing equitable education and educational excellence to our communities. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: in progress **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Hire new full-time faculty **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 12/02/2024 **Action Plan Update**: After submission of a FHP request in the last Program review cycle, we are scheduled to begin the hiring process for a new psychology tenure-track hire in Spring 2025 for a Fall 2025 start. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

GOAL 5: Engage students in exploration of the opportunities and careers associated with Psychology

Unit Goal: PSYC 201 serves as a course that provides our students with valuable career exploration experiences early in their academic development. Students acquire knowledge of skill sets obtained in their coursework that are of value to employers. Students gain knowledge and experiences about career options from interactive career exploration activities including: assessment of interests, job searches, informational interviews, guest speakers. The course is designed to enhance awareness of the breadth of career paths open to Psychology majors. Additionally, students sometimes gain employment after completion of PSYC 276 (Field Experience). In these ways, we would like to increase the career focus within our program in these classes and others, by educating students about opportunities and careers associated with Psychology, along with how to translate their skills to fields outside of Psychology.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Develop a list of career exploration assignments. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 12/07/2025 **Action Plan Update**: Our program's goal of engaging students in exploring career opportunities in psychology has been achieved and continues to be a focus. This is reflected in our diverse course offerings, particularly in PSYC 201 (Academic and Career Opportunities in Psychology) and PSYC 276 (Field Experience). Academic and Career Opportunities in Psychology is an important course because it is a career-focused psychological curriculum that helps students make informed decisions about their academic and professional futures. Indeed, PSYC 201 is a course that clarifies which specializations align with students' strengths, interests, and values before they invest significantly in time and resources. The course also demystifies post-baccalaureate pathways to clinical licensure or research positions, providing students with a realistic roadmap for the education, training, and required credentials. Early exposure to career options allows undergraduate students to choose coursework strategically, seek relevant experiences, and build competitive applications for various psychology careers. This course has been offered once per semester since fall 2023 and continues to show modest enrollment trends. Relating to the career exploration assignments, senior faculty members discuss undergraduate research fellowships, Curriculum Vitae development, and scholarship programs. PSYC 276 (Field Experience) is a supervised field experience course that provides invaluable hands-on learning, which transforms abstract psychological concepts into practical skills for our students. This course allows students to discover whether direct human health work genuinely matches their abilities and career aspirations before committing to these professional paths. Indeed, through this valuable course, students learn real-world community service, develop essential helping skills, active listening, and cultural competency. Relating to career exploration assignments, this course also allows student to make meaningful contributions to mental health organizations and discover paths into the healthcare profession. This course has been offered in two sections every fall semester since 2022, promoting initiative, professional maturity, and a genuine commitment to service among our students. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track --- **Submission Date**: 12/02/2024 **Action Plan Update**: in progress **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track