

PSYCHOLOGY

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. As noted in the Educational Master Plan, based on a ranking of programs by 2022-2023 degree completions, the Psychology Program ranked 4th in the number of AA degrees conferred and 2nd in the number of AA-T degrees conferred.
- 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.
- 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 investigating ways to offer increased tutoring support for students
- Further supporting the transfer needs of our students by developing new courses within the program and potentially creating a Psychology Lab and a Psychology Club on campus

3. Projected Program Growth, Stability, or Viability:

The Psychology Program is currently in a state of stability. However, our classes are extremely popular with students, and a high percentage of Napa Valley College students graduate with degrees in our discipline; we expect growth in the future if we offer more class sections and a wider range of classes in different modalities.

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 helps students achieve their goals "to transfer" or "to pursue a career," and a high percentage of the degrees conferred by the college

annually, both transfer and career-focused, are offered by the Psychology Program (approximately 30%).

- The Institutional Mission states that the college “provides excellent educational and professional opportunities that are student-centered,” and the Psychology Program offers high-quality education to our students that is focused on student needs. We also very actively assess student learning, dialogue about strategies for student success, and refine curriculum and course offerings as appropriate to ensure that we are evolving and continuing to maintain the centrality of our students in everything that we do.

2. Assessment of Program’s Recent Contributions to Institutional Mission:

- About 30% 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 to orient us toward the experiences of our students.

- The Psychology Program is currently revising and updating our Course Outlines of Record within the program, including aligning our Introduction to Psychology course with the Common Course Numbering template. We are also exploring the possibility of developing new courses to better meet the needs of our students.

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 offers late start, 8-week, online, and evening courses to engage and assist students in their progress toward their educational goals (Institutional Strategic Plan Goal 2).

- Faculty members in the Psychology Program are currently participating in the Diversity, Equity, and Inclusion Colloquia for STEM faculty to work to increase student equity. Faculty members in the program also completed training through the Instructional Design Institute (Institutional Strategic Plan Goal 4).

- Continuing discussions during Psychology Program department meetings have focused on current demographic trends within the district. We are considering future strategies that we might implement to better serve the needs of Napa County’s aging and lifelong learning population to help ensure the fiscal stability of the campus as a community supported district (Institutional Strategic Plan Goal 5).

C. New Objectives/Goals:

- Designing new courses to continue to meet student needs

- Exploring a more systematic and effective tutoring option for students within the program

- Potentially creating a Psychology Lab and Psychology Club on campus

D. Description of Process Used to Ensure “Inclusive Program Review”

The writing of this report was a collaborative process. The writing process was coordinated by the Program Coordinator, and portions of the report were written by other faculty members within the program or with their active support. Review and feedback were also directly solicited during the writing of the report to ensure that all program members continue to be directly 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 has always been 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):

Program	Psychology
Degrees/Certificates	Psychology: AA-T Psychology: AA
Courses	PSYC 120
	PSYC 123
	PSYC 124
	PSYC 125
	PSYC 126
	PSYC 128
	PSYC 135
	PSYC 175
	PSYC 220

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Headcount				
Within the Program	939	826	906	-3.5%
Across the Institution	6,653	6,161	6,473	-2.7%
Enrollment				
PSYC-120	501	431	442	-11.8%
PSYC-123	92	110	133	44.6%
PSYC-124	115	78	96	-16.5%
PSYC-125	319	303	356	11.6%
PSYC-126	65	51	61	-6.2%
PSYC-128	16	23	--	-100%
PSYC-135	--	--	--	N/A
PSYC-175	--	22	15	N/A
PSYC-220	72	71	48	-33.3%
Within the Program	1,180	1,089	1,151	-2.5%
Across the Institution	25,216	23,488	24,913	-1.2%
<i>Source: SQL Queries for Fall 2024 Program Review</i>				

RPIE Analysis: The number of students enrolled (headcount) in the Psychology Program decreased by 3.5% over the past three years, while headcount across the institution decreased by 2.7%. Enrollment within the Psychology Program decreased by 2.5%, while enrollment across the institution decreased by 1.2% over the same period.

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2021-2022 and 2023-2024:

Courses with enrollment increases:

- PSYC-123 (44.6%)
- PSYC-125 (11.6%)

Courses with enrollment decreases:

- PSYC-220 (-33.3%)
- PSYC-124 (-16.5%)
- PSYC-120 (-11.8%)

Program Reflection:

The headcount in the Psychology Program aligns closely with the overall trends of the institution. From the 2022-2023 academic year to the 2023-2024 academic year, the Psychology Program experienced an increase of 8.8% in enrollment, surpassing the institution's growth rate of 5.1%. This upward trend follows a period of pandemic-related disruptions that adversely affected prior enrollment figures.

Several factors contributed to these recent enrollment changes. Notably, the Social Sciences Division previously reduced class capacity from 50 to 40 students per class to enhance student success. This decision has since been revised, allowing for a new capacity of 45 students. Generally, increases in enrollment can be attributed to the offering of more sections in a semester, while decreases occur when fewer sections are available.

A particular challenge noted in retention for the course PSYC 220 may stem from students discovering a preference for on-campus instruction after initially enrolling in the online format, prompting some to withdraw and await future on-campus offerings.

It is also worth noting that enrollment in PSYC 128 increased by 50%. However, this increase is not reflected in the “change over 3-year period” data due to the course being offered in only two of the three academic years assessed.

Additionally, the data above may be impacted by one of our full-time faculty members being on maternity leave during Spring 2022. This faculty member also had 20% reassigned time in the 2023-2024 academic year, which may have influenced enrollment.

Overall, the enrollment landscape in the Psychology Program has evolved in recent years from pandemic-related declines to a plateau that was followed by growth. This highlights the impact of adjustments in class capacities and the importance of responsive program offerings. As we move forward with a class capacity of 45 students, we will closely monitor how these changes affect future enrollment and student success in the Psychology Program.

2. Average Class Size

	2021-2022		2022-2023		2023-2024		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
PSYC-120	13	38.5	12	35.9	13	34.0	36.2	-11.8%
PSYC-123	2	46.0	4	27.5	4	33.3	33.5	-27.7%
PSYC-124	4	28.8	2	39.0	3	32.0	32.1	11.3%
PSYC-125	7	45.6	10	30.3	10	35.6	36.2	-21.9%
PSYC-126	2	32.5	2	25.5	2	30.5	29.5	-6.2%
PSYC-128	1	16.0	1	23.0	--	--	19.5	N/A
PSYC-175	--	--	1	22.0	1	15.0	18.5	N/A
PSYC-220	5	14.4	4	17.8	2	24.0	17.4	66.7%
Program Average*	34	34.7	36	30.3	35	32.9	32.6	-5.2%
Institutional Average*	1,048	24.1	954	24.6	986	25.3	24.6	5.0%

Sources: SQL Queries for Fall 2024 Program Review for enrollment data and number of section offerings; Concurrent Section Reports to identify concurrent/cross-listed sections

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.

***RPIE Analysis:** Over the past three years, the Psychology Program has claimed an average of 32.6 students per section. The average class size in the program is higher than the average class size of 24.6 students per section across the institution during this period. Average class size in the program decreased by 5.2% between 2021-2022 and 2023-2024. Average class size at the institutional level increased by 5.0% over the same period.*

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2021-2022 and 2023-2024:

Courses with increases in average class size:

- PSYC-220 (66.7%)*
- PSYC-124 (11.3%)*

Courses with decreases in average class size:

- PSYC-123 (-27.7%)*
- PSYC-125 (-21.9%)*
- PSYC-120 (-11.8%)*

Program Reflection:

In the 2022-2023 academic year, the Psychology Program deliberately increased the number of on-campus courses we offer to encourage student in-person participation, despite the lower demand for this modality campuswide. This decision was part of our broader strategy to foster campus engagement. The decline in overall enrollment seen above can also partly be attributed to a reduction in class capacities during some of the semesters being examined. These class capacities were intentionally lowered to enhance the quality of instruction.

Although the Psychology Program added more sections to diversify the modalities available to students, this diversification can also lead to smaller class sizes. Interestingly, despite the reduction in average class size, we observed a net increase in overall enrollment. For example, enrollment in PSYC 123 rose from 92 students across two sections to 132 students across four sections. This indicates that diversifying course delivery enhances our ability to meet student needs effectively.

When examining the percentage changes in class sizes at the “Program Average” and “Institutional Average” above, a decrease of 5.2% for the Psychology Program corresponds to an average decline of about two students per section, while a 5% increase at the institutional level reflects a change of just one student. A consideration of the meaningfulness of these data should take into account the small number of students involved. Furthermore, the division-wide reduction in class capacities naturally affected courses with previously larger enrollments, such as PSYC 123 and PSYC 125, as their capacity was reduced to 40 students. The Psychology Program maintained a stable number

of sections to offer varied modalities, while the number of sections offered at NVC declined, contributing to the differing class size trends between our program and the institution overall.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
2021-2022	1,180	1,575	74.9%
2022-2023	1,089	1,525	71.4%
2023-2024	1,151	1,365	84.3%
Three-Year Program Total	3,420	4,465	76.6%
Productivity			
	FTES	FTEF	Productivity
2021-2022	123.9	6.8	18.2
2022-2023	113.9	7.2	15.8
2023-2024	119.5	7.0	17.1
Three-Year Program Total	357.3	21.0	17.0
<i>Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>			

RPIE Analysis: Between 2021-2022 and 2023-2024, the fill rate within the Psychology Program ranged from 71.4 to 84.3%. [The fill rate has not been calculated at the institutional level.] The program-level rate across the three-year period was 76.6%. Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2022-2023 and 2023-2024, enrollment increased and capacity decreased, resulting in an increase in fill rate.

Productivity within the Psychology Program ranged from 15.8 to 18.2 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year productivity of 17.0 is slightly lower 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.)

Program Reflection:

The Psychology Program has robust fill rates, indicating strong student engagement. The productivity standard of 17.5 seems to be predicated on an average class size of 35, which our program is more closely aligned with in comparison to the overall institutional average. Although the three-year productivity figure for the Psychology Program is slightly below the institutional goal, it remains close, reflecting our ongoing commitment to delivering quality education.

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

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
PSYC-120	96.6%	X		69.4%		X
PSYC-123	93.7%	--	--	63.8%		X
PSYC-124	90.6%		X	77.0%	X	
PSYC-125	93.7%	--	--	69.6%	--	--
PSYC-126	96.6%	X		85.7%	X	
PSYC-128	100%	X		94.9%	X	
PSYC-175	94.6%	--	--	81.1%	X	
PSYC-220	83.9%		X	64.0%		X
Program Level	94.3%			70.5%		
Institutional Level	90.9%			73.2%		

Source: SQL Queries for Fall 2024 Program Review

-- 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. The lower of the two rates is highlighted in bold.

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 retention rate at the institutional level. The retention rates for PSYC-124 and PSYC-220 were significantly lower than the program-level rate. The retention rate for PSYC-120 was significantly higher than the program-level rate. The retention rate for the Psychology Program falls within the third quartile (Q3) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Psychology is among the highest 50% of retention rates among NVC programs.

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-123 and PSYC-220 were significantly lower than the program-level rate. The successful course completion rates for PSYC-124, PSYC-126, and PSYC-158 were significantly higher than the program-level rate. The successful course completion rate for Psychology falls within the first quartile (Q1) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Psychology is among the lowest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (23.8%) was significantly higher than the difference at the institutional level (17.7%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Psychology courses claimed a difference (between retention and successful course completion) that exceeded the 23.8% difference at the program level:

- PSYC-123 (29.9%)
- PSYC-120 (27.2%)
- PSYC-125 (24.1%)

Program Reflection:

Students in the Psychology Program have a strong enthusiasm for our courses. This is evidenced by our high retention rates. Students often remain enrolled in our classes despite the challenges presented by our academically rigorous coursework, with some students acknowledging directly to faculty members in our program that they feel that they are unlikely to pass but are committed to completing the class through the end of the semester to better prepare for future attempts. This phenomenon can inadvertently lower our course completion rates, as students who do not pass contribute to these statistics. Unlike in some other disciplines where failing students may choose to withdraw, those in our program often remain, likely due to the engaging nature of psychology.

Furthermore, our proactive transition to a post-pandemic in-person modality has resulted in lower success rates, highlighting the complexities of student engagement in this evolving educational landscape. This increase in our on-campus course sections, where pass rates tend to be lower than those in online offerings, may further explain the decline in completion rates seen above. In summary, while we have observed concerning completion numbers, these may be influenced both by higher retention rates and the challenges of shifting back to in-person learning post-pandemic.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Unknown Gender			68.2%	69.3%
19 or Younger			69.3%	71.1%
African American/Black			65.5%	68.2%
Latinx/Hispanic			66.2%	69.4%
First-Generation			65.6%	69.4%
Not Disabled			70.5%	73.0%
Non-Veteran	94.3%	90.9%		

Source: SQL Queries for Fall 2024 Program Review

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***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

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.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the seven 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 seven groups listed above.

Within the Psychology Program, the retention rate among non-veterans was significantly higher than the rate at the institutional level.

Within the Psychology Program, the successful course completion rates of Latinx/Hispanic students, first-generation students, and students without a disability reported were significantly lower than the corresponding rates at the institutional level.

These findings regarding equity reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level retention rate was significantly higher than the institution-level rate and the program-level successful course completion rate was significantly lower than the institution-level rate. (See Section I.B.1 above.)

Program Reflection:

Lower course completion rates across equity groups in the Psychology Program reflect the academic rigor of our courses, and we observe consistent differences in completion rates across various equity groups noted above. The data above for Latinx and first-generation students are concerning. However, one important factor contributing to the statistically significant gap among Latinx and first-generation students when comparing our program to the institution level may be the high representation within the NVC student population of both of those groups, as indicated by the larger sample sizes in those categories. This trend also extends to retention rates for non-veteran students and successful course completion rates for non-disabled students, two groups that also comprise a substantial portion of our enrollment.

Another factor that concerns us is that some disproportionately impacted students may not be aware of the process for withdrawing from courses, and this may cause those students to remain enrolled and ultimately receive low grades. This issue may be especially prevalent among our first-generation students.

To help address these equity gaps, we believe that increasing our on-campus offerings in the future could be beneficial. Research indicates that fostering personal connections between students and instructors plays a

significant role in closing equity gaps. Strong student-faculty relationships can enhance student engagement and academic success, particularly for marginalized groups, and these connections can help create a more inclusive and supportive learning environment. We also hope that increasing access to student tutoring will help students who may be struggling initially to become successful.

It is worth noting that the disproportionate impact observed among various equity groups may stem in part from our program's overall higher retention rate, highlighting the complexities of student engagement and support in diverse populations. Although the Psychology Program sees lower course completion rates overall due to our academically rigorous curriculum, we also maintain high retention rates and have transitioned to an in-person modality whenever possible. This overall pattern is reflected in the successful course completion percentages seen above across equity groups.

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

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Online						
PSYC-120	99.3%	96.5%		61.1%	75.0%	
PSYC-123	96.7%	93.4%		64.1%	69.5%	
PSYC-220	90.7%	78.6%		60.5%	59.2%	
In-Person vs. Hybrid						
PSYC-120	99.1%		97.1%	57.9%		51.5%
Online vs. Hybrid						
PSYC-120		98.4%	97.1%		79.5%	51.5%
PSYC-125		94.4%	95.1%		69.0%	64.8%
Program Total						
In-Person vs. Online	97.1%	94.1%		62.0%	72.4%	
In-Person vs. Hybrid	99.1%		97.1%	57.9%		51.5%
Online vs. Hybrid		95.7%	95.8%		72.4%	60.0%

Source: SQL Queries for Fall 2024 Program Review

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

RPIE Analysis: Over the past three years, four courses within the Psychology Program were offered through multiple delivery modes within the same academic year. PSYC-120 was offered through online and in-person formats in 2022-2023 and through online, in-person, and hybrid formats in 2023-2024. PSYC-123 was offered through online and in-person formats in 2022-2023 and 2023-2024. PSYC-125 was offered through online and hybrid formats in 2022-2023 and 2023-2024. PSYC-220 was offered through online and in-person formats in 2021-2022 and 2022-2023. This analysis focuses on program-level rates. Details regarding retention and successful course completion rates within individual courses are reported in the table above.

Within the Psychology Program:

- In courses that were offered through in-person and online formats, the retention rate in online sections was significantly lower than the retention rate in in-person sections.

- *In courses that were offered through in-person and hybrid formats, the retention rate in hybrid sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.)*
- *In courses that were offered through online and hybrid formats, the retention rate in online sections reflected the retention rate in hybrid sections.*

Within the Psychology Program:

- *In courses that were offered through in-person and online formats, the successful course completion rate in in-person sections was significantly lower than the successful course completion rate in online sections.*
- *In courses that were offered through in-person and hybrid formats, the successful course completion rate in hybrid sections was lower than the successful course completion rate in in-person sections. (The difference was not statistically significant.)*
- *In courses that were offered through online and hybrid formats, the successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in online sections.*

Program Reflection:

We believe that students in the Psychology Program may face challenges when transitioning to our rigorous in-person courses during the three-year period being examined in this report. This belief stems from two main factors: (1) the cohorts examined in this report have primarily engaged with their high school coursework online during the pandemic, and (2) the nature of on-campus classes tends to be inherently more demanding than online offerings. Assessments in online classes differ fundamentally when compared to in-person classes. In online classes, students often have access to their notes, which allows them to rely less on memory and comprehension when compared to the requirements in on-campus settings. Additionally, assessments in online classes typically occur weekly, whereas the design of in-person classes typically necessitates retention of a greater volume of information across fewer exams. Moreover, as mentioned above, the lower course completion rates observed may be partially attributed to our program's high retention rates. Enthusiasm fostered during in-person classes can encourage students to remain enrolled even if they face challenges passing the class.

Some of the highlighted differences above may be statistically significant due to a larger sample size. When comparing absolute retention rate percentages, the difference between in-person and online sections of PSYC 120 is very similar to the difference seen for PSYC 123, with PSYC 120 exhibiting a difference of 2.8% and PSYC 123 showing a difference of 2.6%.

Overall, we believe that the retention statistics above are promising. While the differences in hybrid class retention are not statistically significant, hybrid classes have lower retention rates than in-person courses but higher retention rates than online classes. This aligns with our observations that stronger in-person components correlate with higher retention rates.

C. Student Achievement

1. Program Completion

	2021-2022	2022-2023	2023-2024
Degrees	61	64	52
AA Degrees	27	33	19
AA-T Degrees	34	31	33
Institutional: AA Degrees	83	84	79
Institutional: AA-T Degrees	133	96	107
<i>Source: SQL Queries for Fall 2024 Program Review</i>			

RPIE Analysis: The number of AA degrees conferred by the Psychology Program decreased by 29.6% between 2021-2022 and 2023-2024. Over the same period, the number of AA degrees conferred by the institution decreased by 4.8%. The Psychology Program accounted for 32.1% of the AA degrees conferred by NVC over the past three years.

The number of AA-T degrees conferred by the Psychology Program decreased by 2.9% between 2021-2022 and 2023-2024. Over the same period, the number of AA-T degrees conferred by the institution decreased by 19.5%. The Psychology Program accounted for 29.2% of the AA-T degrees conferred by NVC over the past three years.

Program Reflection:

The observed decrease in total degrees awarded appears to be primarily driven by a decline in Associate of Arts (AA) degrees. When comparing the changes in total degrees awarded by the Psychology Program to those of the institution over the past three years, the figures are strikingly similar. The Psychology Program experienced a total decrease of 14.8%, from 61 to 52 degrees awarded, while the institution saw a decrease of 13.9%, from 216 to 186 degrees. This trend may indicate a diminishing demand for AA degrees within the Psychology Program. However, it is also possible that this fluctuation is merely a reflection of variability and may not hold significant meaning. Therefore, we recommend revisiting this trend during our next program review.

It is also important to anticipate a decline in degrees awarded in the years following the pandemic, as students who attended NVC during the pandemic are now completing their degrees. Despite this, both in absolute numbers and as a percentage of the institution's total degrees awarded, the Psychology Program remains a significant contributor.

Approximately 30% of the degrees conferred by NVC are awarded through our program, which represents a crucial measurable outcome.

Notably, the Psychology Program also uses far fewer than 30% of the college's resources in terms of budget, facilities, faculty salaries, and other expenditures. This underscores the program's efficiency and its integral role within the college.

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

Subject	Course Number	Date of Last Review & Approval by the Curriculum Committee <i>(Courses with last review dates of six years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* <i>Yes/No</i> (Include Date of Last Review)	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> (Include Anticipated Academic Year)	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> (Include Anticipated Academic Year)	No Change
PSYC	120	02/05/2021	No			
PSYC	123	01/29/2021	No			
PSYC	124	02/05/2021	No			
PSYC	125	02/05/2021	No			
PSYC	126	02/05/2021	Yes			
PSYC	128	02/19/2021	No			
PSYC	135	01/29/2021	No			
PSYC	175	03/01/2024	Yes			
PSYC	220	02/19/2021	Yes			

*Note: Prerequisites need to be validated (in subsequent process) through the Curriculum Committee.

Program Reflection:

The Course Outlines of Record for all courses in the Psychology Program have been updated within the last three years, and we are currently in the process of updating our Course Outlines of Record once again. We have begun with aligning our PSYC 120 (General Psychology) course with the Common Course Numbering template, and, after approval, this course will become PSYC C1000 (Introduction to Psychology).

The Psychology Program is also exploring the possibility of 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. One of our full-time faculty members may be gathering data about the feasibility of this change as part of a sabbatical project in the future.

We are also working on developing a Biopsychology course and possibly a Cognitive Psychology course to add breadth to our course offerings. During the next couple of semesters, we plan to examine the transferability and demand for these two courses at Napa Valley College.

B. Degrees and Certificates⁺

Title of Degree or Certificate	Implementation Date	Required Documentation Complete ^{**} Yes/No	In Need of Revision and/or Missing Documentation (Include Anticipated Academic Year)	To Be Archived* (as Obsolete, Outdated, or Irrelevant) (Include Anticipated Academic Year)	No Change
Psychology (AA)	Fall 2008	No			
Psychology (AA-T)	Fall 2013	Yes			

*Note: Discontinuance or archival of degrees and certificates must go through the Program Discontinuance process or the Program Archival Task Force.

*Degrees and Certificates cannot be implemented until all included required courses in them are approved and active.

**Documentation includes Program Narrative and for CTE programs only: Advisory Committee Recommendation, Labor Market Information, and Regional Consortia meeting minutes.

Program Reflection:

The Psychology Program offers two very popular degrees at the college. We have been offering our Psychology AA for over 15 years and our AA-T for over 10 years. We have just learned that there is some incomplete documentation for our AA degree (noted above), and we will be addressing that soon.

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

General PLOs for Program	2	0	2	0%	100%
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Program Reflection:

The Psychology Program has assessed all our courses and degrees 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.

The assessment data noted in the two tables above as having just been completed within the past six years have been completed on schedule within the past four years. However, the college has undergone transitions with our SLO Coordinator position and software related to SLO reporting during this time. These transitions resulted in a reporting delay, with the current data for the Psychology Program not being summarized accurately in this Program Review Report above.

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 three years being examined in this Program Review Report.

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. This could be particularly helpful for our first-generation students, as noted in the section on equity above.

These two conclusions have resulted in ongoing dialogue within our program, beginning with our previous Program Review Report and continuing into the years examined in this one.

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 two changes noted above in the long term. We specifically think Item #2 above (increasing access to tutoring resources) could help close equity gaps for our first-generation students. The Psychology Program hired a tutor for our program during the academic year preceding the pandemic. The effects we observed on student learning at that time were promising, and we would like to explore this option further.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2021) included the following initiatives:

- Add prerequisites to existing courses
- Develop new courses
- Increase access to tutoring for our students
- Create a Psychology Lab
- Revise PSYC 220 curriculum to include a laboratory component

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

The priorities of our program-level plan shifted due to the pandemic and post-pandemic period, making the goals listed above a bit less feasible to achieve during the past three years than we had initially hoped. We are continuing to discuss adding prerequisites to our courses. However, we are weighing equity-based concerns that have moved that goal off our most urgent list of things to do for the time being. As noted elsewhere in this report, over the next three years we are planning on exploring the development of new courses, a laboratory component for PSYC 220, and a Psychology Club. We are also looking into ways to expand tutoring options for our students and are discussing a potential future goal of developing an Educational Travel Program in the Psychology Program.

B. Recent Improvements

- Developed courses using new formats (8-week, late start, evening, online asynchronous, online synchronous, online synchronous/asynchronous combo) while also transitioning back to in-person classes as much as student demand will allow post-pandemic.
- Aligned our PSYC 120 (General Psychology) course with the Common Course Numbering template to transition it into PSYC C1000 (Introduction to Psychology) for the Fall 2025 semester.

C. Effective Practices

- Offering a wide range of academically rigorous, transfer-level courses
- Conferring a high number of AA and AA-T degrees annually and a significant percentage of the overall degrees awarded by the college
- 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
- Assessing student learning on a four-year schedule and working to improve the learning experience of our students based on the results
- Regularly examining our curriculum and carefully considering future course additions and updates

V. PROGRAM PLAN

A. 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.

Explain why you selected that description of the state of the program.

The Psychology Program is currently in a state of stability following growth that we experienced during previous years. We have been responding to turbulent times as a program. The pandemic affected much of what we do, first resulting in a surge of online course offerings, and now, in the post-pandemic era, resulting in our active attempts to promote and expand our in-person offerings. During the years examined in this report, we also had a faculty member on leave and with reassigned time. Throughout, we have been trying new instructional modalities, and we have been working to expand the diversity of our course offerings. We have also been continuing to graduate a high percentage of NVC students with Psychology AA and Psychology AA-T degrees.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. 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.

Description of Current Program Resources Relative to Plan:

The plan outlined in the attached Excel file does not require significant resources. We are potentially requesting funding for a dedicated student tutor for the Psychology Program. Other initiatives planned for the next three years will be completed as part of typical faculty workload or as part of a one-semester sabbatical project (if approved).

B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses,

technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

A	B	C	D	E	F
PROGRAM:	<i>Psychology</i>				
PLANNING YEARS:	2025-2026 through 2027-2028				
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
PSYC	Design new courses to meet student needs (potentially including a Biopsychology and/or a Cognitive Psychology course)	2026-2027	The expected outcome if implemented is the completion of one or two new Course Outlines of Record that will be added to the PSYC curriculum.	None	
PSYC	Explore a more systematic and effective tutoring option for students within the PSYC program	2025-2026	If implemented, we anticipate an improvement in student success for students across equity groups, but particularly for our first-generation students.	Funding for hiring dedicated PSYC tutors	Other
PSYC	Explore the possibility of creating a Psychology Lab and Psychology Club on campus	2025-2026	snip	None, but this initiative will potentially be a partial focus of a Spring '25 sabbatical project for one of our faculty members (if approved)	

Completed by Supervising Administrator:

Jerry Dunlap

Date:

10.22.2024

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

- The Psychology Program at Napa Valley College offers a diverse array of courses that are highly popular among students. Each year, a significant number of graduates earn degrees through this program. According to the Educational Master Plan, for the 2022-2023 academic year, the program ranked 4th in the number of Associate of Arts (AA) degrees awarded and 2nd in the number of Associate Degrees for Transfer (AA-T) conferred.
- The program caters to a wide range of students, including those majoring in psychology and planning to transfer or graduate with an AA degree, as well as those fulfilling general education requirements or pursuing personal educational goals.
- The program's faculty bring expertise in various areas of psychology, enabling them to offer a diverse selection of courses spanning multiple subfields within the discipline.

Areas of concern, if any:

Recommendations for improvement:

Additional information regarding resources: