Psychology Department

Division of Social Sciences/Humanities

De Anza College

Program Review – Annual Update Form – Winter 2025

1. **Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).**

The feedback was minimal; however, it is noted that we should improve the SLO process, which I will commit to for the PSYC-001 course and PSYC-015.

Unfortunately, three pieces of feedback submitted to us by RAPP were confusing because they do not apply to the Psychology Department:
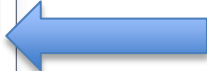
   a. For "CTE Programs Only", they commented: "They need to answer this." However, we are not a CTE program.
   b. For "Reflecting on Trends in Awards" they commented, "Inadequate answers. They need to look at the data and see how many awards were offered for each major within the department." This makes no sense, as we are one major with one degree.
   c. For our very positive enrollment, WSCH, and productivity trends, they commented, "The Pandemic has contributed to the 5-year decline in enrollment." **This was never stated in our document**, **as we have not had a decline**.

Due to these obvious errors, we are disappointed by the erroneous feedback provided and lack of sophistication in the feedback table overall.

Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

Enrollment is even better!

Enrollment Trends
FHDA District->De Anza College->Social Sciences and Humanities->Psychology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	6-yr %Inc
Unduplicated Headcount	4,282	4,335	4,368	4,211	4,226	4,391	2.5%
Enrollment	5,462	5,597	6,011	5,632	5,659	5,812	6.4%
Sections	125	117	133	133	134	144	15.2%
WSCH	7,390	7,610	8,313	7,790	7,919	8,129	10.0%
FTES (end of term)	499	514	561	526	528	549	10.0%
FTEF (end of term)	12.4	12.4	13.1	13.2	13.3	13.6	9.8%
Productivity (WSCH/FTEF)	598	616	634	592	598	599	0.2%

Low percentage of full-time contribution (despite all three of us doing full loads) continues to characterize PSYC. Part-time percentage is high compared to most other departments.

Faculty Workload

FHDA District->De Anza College->Social Sciences and Humanities->Psychology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	6-yr %Inc
Full Time Load	3.0	2.1	3.0	3.0	3.0	2.4	-20%
Full Time %	24.2%	17.0%	22.6%	22.6%	22.5%	17.6%	-27%
Overload	2.5	1.0	1.5	1.4	1.4	1.1	-54%
Overload %	20.0%	8.1%	11.3%	10.5%	10.3%	8.5%	-58%
Part Time Load	6.9	9.2	8.7	8.8	8.9	10.0	46%
Part Time %	55.7%	74.9%	66.1%	66.9%	67.3%	73.9%	33%
Total FTEF	12.4	12.4	13.1	13.2	13.3	13.6	10%

Targeted success rates are steady:

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,573	70%	1,800	75%	1,952	75%	1,671	73%	1,767	76%	1,746	76%
Non Success	442	20%	389	16%	387	15%	353	15%	338	15%	344	15%
Withdrew	232	10%	215	9%	249	10%	256	11%	206	9%	219	9%
Total	2,247	100%	2,404	100%	2,588	100%	2,280	100%	2,311	100%	2,309	100%

Overall success rates are lower, due to decline in non-targeted rates:

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	2,712	84%	2,782	87%	3,012	88%	2,909	87%	2,956	88%	2,907	83%
Non Success	268	8%	214	7%	198	6%	216	6%	218	7%	352	10%
Withdrew	232	7%	196	6%	213	6%	227	7%	174	5%	244	7%
Total	3,212	100%	3,192	100%	3,423	100%	3,352	100%	3,348	100%	3,503	100%

(Trivia: Targeted success rates are higher than Foothill College PSYC as well.)

2. **Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**
   a. Full OER – In process with delayed grant for full ZTC program. This is happening, just later! Thank you to Shagun Kaur and Susan Thomas for acquiring funding from ASCCC.
   b. PSYC-007 – will no longer be cross-cultural due to duplication with Foothill. Will likely be Introduction to Forensic Psychology.
   c. Still looking to hire a full-timer by Fall 2027.

3. **If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

A lot has gone on since the program review was submitted. The full ZTC program for the PSYC AD-T is on track and funded (!) but simply delayed along with all the other ZTC initiatives.

The change in new course reflects 1) strategy for no duplication in new courses; and 2) potential for a really awesome criminal lab on campus.

The goal of a new full-time faculty member is stronger, particularly as the Dean, in collaboration with RAPP, has been successfully addressing the more critical gaps in full-time staffing in other departments (e.g., SOC, ANTH, HIST.) So, we'll get our turn.

4. **Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?**

No resources requested.

5. **How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**

Again, no resources were requested.

6. **Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	SLO for PSYC-015: Students will be able to calculate measures of central tendency.
Method of Assessment of Learning Outcome (please elaborate)	Weekly quizzes – typical for a statistics course. Score should be at least 80%.
Summary of Assessment Results	82% of students scored at least 80%, and this is consistent with previous courses.
Reflection on Results	Always continuing to search for and apply resources that help students catch up with basic math.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Greater emphasis on assessing for basic math skills at beginning of course, greater array of learning resources.

Done? Please email this form to your dean/manager.

7. Dean Manager Comments:

The Psychology Department is one of the largest in our division and consistently generates significant enrollment. To meet the growing demand, faculty could benefit from engaging in strategic scheduling to offer courses in various modalities and at different times. Additionally, the department could collaborate with the forensic crime lab initiative, utilizing that space to enhance their course offerings. Given its potential for growth, the department could advocate for additional full-time faculty positions. It may also be worth reviewing the methods course to determine how it can effectively deliver instruction in an online environment, considering its lab-based structure. Overall, the Psychology Department is performing well and has strong potential for further development.