De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name**

PSYC

2. **Name of individual(s) completing the form:**

Mark Healy, Chair

3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

We really hate to have to say this, but it is unfortunate that the feedback received was not accurate, and consequently, not actionable. Moreover, the reply to the Chair's response (noting the inaccuracies) did not acknowledge, nor correct, their obvious mistakes and did not provide any useful feedback.

For reference, these are the errors noted last year:

"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."

Therefore, we cannot comment on this area of the review. We would also like to receive acknowledgement for our successful enrollment pattern and high productivity. Our part-timers especially maximize their class sizes and continue to support the large number of aspiring psychology majors in a variety of ways.

For future processes, we recommend that RAPP members offering feedback on program review documents affix their name(s) to the reviews they have conducted in order that there may be both transparency and direct communication on these details. We also recommend that RAPP reviewers develop and deploy a common rubric, as the feedback spreadsheets across departments reveal wildly different approaches, emphases, and quantity of text.

4. **Describe any changes or updates that have occurred since you last submitted program review (program review submissions).**

We have continued to track equity/success rates and use these to plan modalities and drive participation in UMOJA, CCAP and related programs. The Chair carefully analyzes enrollment trends relevant to in-person, zoom, and asynchronous modalities, and balances the schedule accordingly. This includes, for example, ensuring that few or no classes overlap in days/times offered. Moreover, the department has experimented with re-introducing evening courses (mostly 6:30pm), which has contributed to the increase in energy and participation on campus in later hours.

As we have always done, we maximize our enrollment in our (very) popular courses, and as a unit use very few campus resources. For example, nearly all our in-person classes are held in the oldest part of the campus (L quad buildings and a few in ADM) and require no special equipment or tools. Notwithstanding minor software subscriptions, we are cheap-to-keep!

In terms of specific trends, we continue to thrive, with enrollment and all other relevant stats slightly higher than in `23-`24.

Enrollment Trends

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

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr %Inc
Unduplicated Headcount	4,368	4,211	4,226	4,391	4,568	4.6%
Enrollment	6,011	5,632	5,659	5,812	5,965	-0.8%
Sections	133	133	134	144	143	7.5%
WSCH	8,313	7,790	7,919	8,129	8,326	0.2%
FTES	561	526	528	549	555	-1.1%
FTEF	13.1	13.2	13.3	13.6	13.8	5.5%
Productivity (WSCH/FTEF)	634	592	598	599	602	-5.1%

NOTE: The 2020-21 academic year was an anomaly in terms of campus-wide enrollment, as instruction was mostly asynchronous and resulted in a boost in productivity that was not sustainable with return-to-campus initiatives. The more relevant comparison is the 2023-24 school year.

Especially noteworthy trends include:
- Enrollment approaching 6,000, with 153 more students attending despite one fewer section.
- WSCH score surpassing the same metric representing the oddball 2020-21 academic year.
- Unduplicated headcount at its highest level since 2017, taking place during a decline in the college's overall population.
- Productivity maintained at about 600, much higher than the college overall (i.e., 500.)

As can be viewed in the table below, the PSYC department continues to survive and thrive with only three full time instructors, one of which cannot participate in on campus activities.

Faculty Workload

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

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr %Inc
Full Time Load	3.0	3.0	3.0	2.4	2.8	-6%
Full Time %	22.6%	22.6%	22.5%	17.6%	20.1%	-11%
Overload	1.5	1.4	1.4	1.1	1.7	15%
Overload %	11.3%	10.5%	10.3%	8.5%	12.3%	9%
Part Time Load	8.7	8.8	8.9	10.0	9.4	8%
Part Time %	66.1%	66.9%	67.3%	73.9%	67.6%	2%
Total FTEF	13.1	13.2	13.3	13.6	13.8	6%

Our full time % continues to be one of the lowest on campus and is barely sustainable considering all the initiatives and requirements in play during a typical academic year. For comparison, consider the following sample of common departments and the largest in Social Sciences/Humanities:

Department	2024-25 FULL TIME %
Biology	66.8%
Mathematics	56.8%
Accounting	56.2%
English Writing	54.3%
Economics	54%
Business	52.7%
Philosophy	51.9%
Nursing	49.8%
Physics	49.5%
De Anza College Overall	**49%**

Sociology (***New FT this year; not reflected)	46.4%
Foothill Psychology	44.9%
ESL	44.4%
Communications	41.8%
Chemistry (***One FT has full course release)	39.9%
Humanities (***Two new FT this year; not reflected)	36%
Psychology	**32.4%**
History	31%
Political Science (***New FT approved; not reflected)	29%

For the last five years, the psychology department has supportively refrained from requesting additional FT faculty while the Dean corrects inequities with several departments including HIST, POLI, HUMI, SOCI, and ANTH. But now, with two of three full time professors in PSYC exploring retirement within five years, it is fast becoming a tangible issue in our planning for the future and our ability to maintain our contributions to the Social Sciences/Humanities division and the campus at large.

In terms of course success, our rate is holding steady at 80%, as can be seen in the next table:

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

	2020-21		2021-22		2022-23		2023-24		2024-25	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	4,964	83%	4,580	81%	4,723	83%	4,653	80%	4,775	80%
Non Success	585	10%	569	10%	556	10%	696	12%	735	12%
Withdrew	462	8%	483	9%	380	7%	463	8%	455	8%
Total	6,011	100%	5,632	100%	5,659	100%	5,812	100%	5,965	100%

Perhaps most importantly, our course success rate for targeted groups improved to 79%, from 76% a year earlier, as can be seen below:

Course Success for Black, Latinx, and Filipinx Students

	2020-21		2021-22		2022-23		2023-24		2024-25	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,952	75%	1,671	73%	1,767	76%	1,746	76%	1,776	79%
Non Success	387	15%	353	15%	338	15%	344	15%	298	13%
Withdrew	249	10%	256	11%	206	9%	219	9%	180	8%
Total	2,588	100%	2,280	100%	2,311	100%	2,309	100%	2,254	100%

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

	2020-21		2021-22		2022-23		2023-24		2024-25	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	3,012	88%	2,909	87%	2,956	88%	2,907	83%	2,999	81%
Non Success	198	6%	216	6%	218	7%	352	10%	437	12%
Withdrew	213	6%	227	7%	174	5%	244	7%	275	7%
Total	3,423	100%	3,352	100%	3,348	100%	3,503	100%	3,711	100%

Overall, we're similar to the previous year, with slightly positive change in terms of enrollment **and remarkable change in the overall equity gap – only 2%!**

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

6. **If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.**

   NA

7. **Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your**

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Full OER – all courses tied to PSYC AD-T	In process with grant for full ZTC program. ZTC degree to be offered beginning Fall 2026!	Members of PSYC faculty	Office of Instruction, Dean of SS/H	Obs	Obs	NA
PSYC-007 – Will likely be Introduction to Forensic Psychology.	PSYC-007 – depends on deployment of Crime Lab, based on grant.	Chair, Dean	Dean, Curric.	Obs	Obs	Clearer timeline, based on Dean.
Still looking to hire a full-timer by Fall 2027.	Will be active in next RAPP cycle.	Chair	Dean, RAPP	Obs	Obs	NA – will happen in upcoming year.

program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

NONE/NA

8. **How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.**

NONE/NA. Will be requesting FT position. Based on design and deployment of Crime Lab, may request resources.

9. **Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. 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 on core calculations and/or concepts. Score should be at least 80%. Measures of central tendency (the "average") are widely used (obviously) and have been a hallmark of statistics courses forever. Therefore, a scaffold of in-class exercises, homework, a quiz, and inclusion on 1st midterm exam are critical and not optional.

Summary of Assessment Results	38/43 or 88% of students scored at least 80%, and this is consistent with previous courses.
Reflection on Results	The assignment/quiz may be labeled as "simple" by some, so I really want this to be 100%.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	I have implemented a greater emphasis on assessing for basic math skills at beginning of course, and a greater array of learning resources. For example, I have implemented a pre-test for central tendency concepts.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Psychology Department continues to demonstrate strong performance in terms of enrollment and remains one of the high-demand disciplines within the division. The department's courses play a critical role in supporting student learning, transfer preparation, and personal development, making psychology an essential component of the college's academic and student success infrastructure.

An important opportunity for growth lies in strengthening intentional connections between the Psychology Department and the college's campus mental health and wellness initiatives. Across community colleges, psychology programs have expanded their impact by collaborating closely with counseling services, basic needs centers, and student wellness programs. Common initiatives include mental health awareness campaigns, trauma-informed pedagogy workshops, peer mental health education programs, and co-curricular events tied to Mental Health Awareness Month and Suicide Prevention efforts. These collaborations help normalize help-seeking behavior while reinforcing the academic relevance of psychological science.

Many institutions have also enhanced psychology programs through applied and experiential learning opportunities, such as research methods labs, service-learning partnerships with community mental health agencies, internships, and certificates focused on behavioral health, human

services, or social-emotional learning. In addition, some colleges have developed noncredit courses and workforce-aligned pathways related to mental health first aid, peer support, and community health advocacy, further broadening access and enrollment.

To sustain current enrollment levels and pursue these opportunities, the department would benefit from the addition of another full-time faculty member. A new hire would provide capacity for curriculum development, coordination with campus mental health initiatives, student mentoring, program sustainability and noncredit exploration, while also supporting assessment and program planning responsibilities. Increased faculty capacity would allow the department to move beyond maintenance and toward innovation and expansion.

Overall, the Psychology Department is well positioned for continued success. With strong enrollment, enhanced collaboration with campus mental health initiatives, and strategic faculty investment, the program can further strengthen its role in supporting student success, wellness, and workforce preparation.

11. Vice President/Associate Vice President Comments:

The Psychology Department continues to demonstrate exceptional performance in enrollment, productivity, and student success while operating with one of the lowest full-time faculty ratios on campus. Enrollment is approaching 6,000 students, productivity remains well above the college average, and success rates for disproportionately impacted students continue to improve, with the equity gap now reduced to just two percent. Faculty have strategically balanced modalities, expanded evening offerings, and strengthened engagement with Umoja, CCAP, and related programs. The department's progress toward a zero-textbook-cost AD-T pathway further strengthens access and affordability.