**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: **Psychology**

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

**The Psychology Program, in accord with the Bakersfield College mission, supports our diverse student population in obtaining an Associate in Arts for Transfer degree, offers courses which are a valuable part of general education, provides support and ancillary skills for many professions that deal with both humans and animals, and offers studies which are meant to be applied to practical everyday living experiences.**

**As students evolve through the Psychology curriculum, they will acquire such workplace skills for effective functioning and communication in interpersonal and group settings, including problem solving, active listening, decision making, conflict management, professional report writing, and understanding and actively appreciating differences across development and culture: race, gender, ethnicity, sexual orientation, social class, and biopsychosocial functioning.**

**Furthermore, transfer students with an AA-T degree in Psychology will be able to make the successful transition in their continuing education as they apply critical thinking skills and demonstrate competency of empirical methods, ethical standards, and empirical analysis of social and psychological phenomena.**

**Finally, this degree from the Psychology Program at Bakersfield College provides students with the foundational knowledge and preparation for engaging productively in the community and the world within such areas as research, teaching, counseling, and mental health and a variety of other career fields and/or graduate programs, such as business administration and management, social work, communications, sales, advertising, marketing, and many others.**

Program Mission Statement:

**The mission of the Psychology Program is to provide our diverse student population with an introduction of the knowledge and skills necessary to effectively understand and interact with individuals and groups with a variety of backgrounds and in a variety of environments in our society. In particular, students will learn about the scientific study of thought, feeling, and behavior dedicated to critically thinking about and solving human problems. Upon completion of the program, graduates will have the competency to employ interpersonal and empirical methods necessary for the successful transition toward their academic, occupational, and personal career goals in psychology and/or in their future college area of emphasis.**

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. **Increase % of student success from 70-72%** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: 09/21/15­\_\_\_ (Date) | **\*Trend Data have not been updated for 2015-2016 year, though success consistently decreased 72%-70% from 2010-present, compared to collegewide increase from 64%-69% in same time frame.**  **\*To increase student success, faculty have been encouraged to email the students in their courses directly one week prior to the start of the semester to apprise them of important course information to increase their level of preparation for the first day.**  **\*More psychology faculty are integrating the Habits of the Mind information within the first day of their course and throughout the semester than previously.**  **\*More psychology faculty are utilizing rubrics and samples of expectancies for given assignments.**  **\*More psychology faculty are approaching students independently who have patterns of low scores, tardiness, or absences before important drop dates.**  **\*Psychology faculty are collaborating on course projects that serve as recommended or prerequisite courses. For example, journal critiques are integrated into PSYC B1A in preparation for the empirical analysis in PSYC B5 and methodology in PSYC B6.**  **\*More psychology faculty are emphasizing the use of APA formatting to increase the writing success of students majoring in psychology and taking additional psychology courses requiring the APA format for assessment and evaluation** |
| 2. **Increase % of degrees awarded from 9-11%** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: 09/21/15\_\_\_ (Date) | **Trend Data have not been updated for 2015-2016 year, though awarded degrees consistently increased from 16%-24% (57-84) of the total degrees awarded (347) in a 5-year period.**  **\*The recent revision of the PSYC B5 course as a prerequisite (not co-requisite) may have slowed the progression of the degree completion rate though students are more prepared for the PSYC B6 course as a result.**  **\*A plan for reaching this goal has included offering a diversity of courses at a diversity of scheduled times. For example, more required courses being offered at night, on the weekends, and online; however, we have a limited number of faculty available and a limited number of faculty with the experience and knowledge to teach the required courses or in various formats. As the number of students who are employed full-time has been rising, the ability of our program to meet this need with our limited resources has been declining.**  **\*Psychology faculty have regularly participated in SGA Go and Grow events to provide more information about our program and career opportunities.**  **\*Psychology faculty have further suggested the inclusion of a “Week 0” to serve as an orientation opportunity for incoming psychology or undecided majors considering a major in psychology. In addition, “Psychology as a Career” has been suggested to be offered as a 1 unit course, with an academic rather than the social emphasis of a psychology club. However, until our current faculty receive the support of another position, decreasing the overload courses currently taught by psychology faculty, this action plan is suspended.** |

1. List new or revised goals (if applicable)

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| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Increase the number of fulltime faculty.** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | **The ability to provide students with clear and timely pathways for the completion of Psychology and Sociology AD-T degrees. Courses critical to both of these degrees require specialized instruction with a limited enrollment. Our dependency on adjuncts and/or faculty overloads has created a very vulnerable situation.** |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

**In relation to age and ethnicity, the program data has remained remarkably consistent, however, in relation to gender there has been a 12% shift. While female students still outnumber male students the gap has decreased to only 8%.**

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

**In all categories addressed here, the psychology program has been trending upward and with figures significantly higher than the college average. As an example, students per section is 32% higher than the collegewide average and the productivity rate is 20.9 compared to the 17.3 collegewide.**

1. Success and retention for face-to-face, as well as online/distance courses.

**At present, the psychology program is working to increase online offerings. This current data, represents a limited number of those courses, however, the distance education success rate is 3% higher than the traditional mode of instruction (73% and 70% respectively) and this figure is 19% higher than the collegewide average.**

1. Changes in the achievement gap and disproportionate impact (Equity).

**As stated earlier, there has been very little change in data related to race and/or ethnicity, however, retention and success rates related to these categories either meets (two occasions) or exceed (all other occasions) the collegewide average.**

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond. **N/A**

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.
   * **PLO#3, “Exhibit an awareness of the ethical and professional factors related to the diversity of individuals and groups within the discipline, was assessed in spring 2014. Pre and post-tests analysis showed an average increase of +24% occurred in all post-tests across courses. Additionally, this result was reliable within sections of a particular course.**
   * **Examination of specific questions that had a high pre-test correct response rate will be reviewed in spring 2016.**
2. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
   * **In 2014-15 the assessment results were not relevant to resource requests.**
3. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
   * **The following courses develop critical thought and evaluation of sources and information: PYSC 1A, PSYC 1B, PSYC 5, PSYC 6, PSYC 30, PSYC 40. The ILO “Think” outcome is achieved through various assessment methods including research papers, empirical projects, and problem solving assignments.**
   * **The following courses contain pedagogical methods aimed at teaching effective communication skills: PSYC 1A, PSYC B2, PSYC 5, PSYC 6, PSYC 30 and PSYC 40. ILO “Communicate” is achieved through assigned research papers, group discussion, poster and oral presentations.**
   * **The following courses require students to apply knowledge within a particular field of study: PSYC 1A, PSYC B2, PSYC 5, PSYC 6, PSYC 30 ILO “Demonstrate” is achieved through assigned clinical diagnosis scenarios, problem solving exercises and empirical projects.**
4. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.

**An important change in the program is the addition of distance learning components to more of the courses in our AA-T. Specifically, the faculty are working to develop more online courses to meet the needs of our students.**

1. Describe *any significant changes* in your program’s weaknesses since last year.
2. If applicable, describe any unplanned events that affected your program.

**Between 2010-11 and 2014-15 courses taught by fulltime faculty have declined from 61% to 32%. In the same time period courses taught by adjunct faculty has risen from 21% to 43%. An 11% overload and summer session make up the rest. While we appreciate our talented adjunct personnel they are *adjunct*. Most are employed fulltime in other areas, most teach only at night, and their ability to participate on a larger scale to effectively engage those things (such as departmental meetings, assessment review, program planning, etc.) is very limited. This situation creates a vulnerability that had a very negative impact on our program’s ability to meet student needs. One week into classes, an adjunct faculty had to resign due to illness. He was teaching two courses, one of which was easily covered but the second was a more demanding course, requiring a significant degree of preparation, and no replacement could be found. As a result 24 students, who were either a psychology or sociology major, could not complete a course necessary to both degrees. This then delayed their graduation by one semester.**

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

**As stated above (IV G), between 2010-11 and 2014-15 courses taught by fulltime faculty have declined from 61% to 32%. In the same time period courses taught by adjunct faculty has risen from 21% to 43%. An 11% overload and summer session make up the rest. While we appreciate our talented adjunct personnel they are *adjunct*. Most are employed fulltime in other areas, most teach only at night, and their ability to participate on a larger scale to effectively engage those things (such as departmental meetings, assessment review, program planning, etc.) is very limited. Even with the contribution of our talented adjunct pool, three of our five current fulltime faculty are teaching overloads.**

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

**Psychology faculty (Billie Jo Rice) co-chair the Curriculum Committee and serve as the Articulation Chairperson. In both of these capacities professional development presentations, training sessions, and continuous updates are provided at various times and venues campus-wide. Weekly workshops are also provided as a means for faculty to remain current in matters related to curriculum, articulation, and assessment. In addition, workshops and conferences for professional development in areas of interest are attended by all faculty in order to remain current in their field.**

1. What professional development opportunities and contributions can your program make to the college in the future?

**In conjunction with other Behavioral Science faculty, Psychology participates in multiple campus-wide programs/workshops in an effort to stay abreast of professional development opportunities. Psychology and other Behavioral Science faculty contribute to professional development in areas related to ADTs, curriculum review, learning outcome assessment, and overall student success. In addition, the Behavioral Science Department continues to work on ways to promote the department’s various programs as well as reach out to first time students.**

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success? **N/A**
3. How will your Facilities Request for next year contribute to student success? **N/A**

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success? **N/A**
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? **N/A**
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

**In the Behavioral Science Department we purchased and currently use COWS (Carts on Wheels) that contain TVs and projectors. At the time of purchase these were quite an improvement over the carts with projectors and personal computers that we had to bring to class each time we met. It would be much more beneficial to have built in TV/Projectors overhead with Wifi/Internet access.**

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

**The psychology program is a viable and productive platform for student success with 84 AD-T degrees awarded in 2014-15. On almost all levels of accountability, the psychology program either meets or exceeds collegewide measures of productivity and success. That having been stated, the current level of fulltime faculty combined with teaching loads and collegewide obligations has created a demand on personnel that cannot be maintained. Without repeating what has been stated numerous times in this report already, there is a necessity for additional fulltime faculty within the psychology program. On two occasions in recent years, fulltime faculty have either resigned or retired without replacement. Of the remaining faculty, 60% are currently teaching an overload and the inability to cover some critical courses has had a negative impact on the provision of clear pathways for those students seeking either a psychology or sociology degree.**

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_