**Bakersfield College**

**Program Review – Annual Update 2016**

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | X Completed: 2015/2016    **X** Ongoing: 2017 | **\*Trend data show a the department goal was met (success rate 71% compared to college-wide 69%)**  **\*Faculty are encouraged to:**  **1. 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.**  **2. Integrate the Habits of the Mind information within the first day of their course and throughout the semester than previously.**  **3. Utilize rubrics and samples of expectancies for given assignments.**  **4. Identify and connect with students who show patterns of low scores, tardiness, or absences before important drop dates.**  **5. Continue to be collegial and communicate 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.** |
| 2. **Increase percentage of degrees awarded** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | X Completed: 2015-2016  Ongoing: 2017 | **Trend data show consistent increase in total degrees awarded from 62 (2014) to 82 (2015-16).**  **A plan for maintaining this trend continues to be increasing the number of faculty available and with qualified experience and knowledge.** |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **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.**

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 are higher than the college-wide average and the productivity rate is also higher compared to the college-wide statistics.**

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

**At present, the psychology program has increased online offerings. The 2015-2016 current data, represents a limited number of those courses, however, the distance education success rate is higher than the traditional mode of instruction and higher than the college-wide data.**

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. 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 continues to develop more online courses offerings to meet the needs of our students.**

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

**We have experienced an increase in PSYC B5 and PSYC B6 courses that are required for the major with the lack of SPSS software and computer labs to support them.**

**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.

**No resources/positions are being requested at this time.**

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.

**Our faculty participated in: the new faculty seminar workshop panel, mentoring incoming adjunct faculty, and maintaining currency in innovative classroom technology.**

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. **N/A**

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

**N/A**

**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 a consistent upward trend of those earning AD-T degrees. On almost all levels of accountability, the psychology program either meets or exceeds college-wide measures of productivity and success. That having been stated, the current level of fulltime faculty combined with teaching loads and college-wide obligations has created a demand on personnel that is not likely to be maintained. Without repeating what has been stated numerous times in these reports already, a majority of our faculty continue to teach overload and have an inability to adequately have representation on campus-wide commitments. Moreover coverage of critical courses is constantly strained due to limited full-time faculty and computer lab resources. This has a negative impact on the provision of clear pathways for those students seeking a degree in psychology.**