Barstow Community College

INSTRUCTIONAL

PROGRAM REVIEW

*(Refer to the **Program Review Handbook** when completing this form)*

PROGRAM: | Psychology

Academic Year: | 2014-2015 | FULL PROGRAM REVIEW | Date Submitted: | Oct. 19, 2015

Academic Year: | | ANNUAL UPDATE #1 | Date Submitted: |

Academic Year: | | ANNUAL UPDATE #2 | Date Submitted: |

By:

Faculty Lead: | Gustavo Bento

Members: |

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Annual Update #1
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1. Program Mission and Vision

A. Program Mission

The Psychology Department fosters critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning humanity, society, and human development through transferable courses in the field of Psychology.

In addition, the Psychology Department contributes to the General Education Program of Barstow Community College and thrives to develop and produce graduates who:

    I.   Understand and can apply fundamental concepts of psychology.
    II.   Communicate effectively, both orally and in writing.
    III.   Conduct sound research.
    IV.   Address issues critically and reflectively.
    V.   Create solutions to societal problems.
    VI.   Work well with others.
    VII.   Respect persons from diverse cultures and backgrounds.
    VIII.   Are committed to open-minded inquiry and lifelong learning.

B. Program Vision *(Where would you like the Program to be three years from now?)*

The vision of the Psychology Department is to provide quality education in the field of psychology for students to meet the expectations and guidelines of the State of California and other Community Colleges, as well as potential employers in our community, the State of California, and our country. Growth potential exists to expand the department as a greater number of students declare psychology as their major of study.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

The Psychology Mission Statement aligns with the BCC Mission Statement. Specifically, both are committed to student success by providing an AS degree and an AST certificate in "traditional and distance education courses, programs, and pathways."

The Psychology vision aligns with the College's vision of *Empowering Students to Achieve Their Personal Best Through Excellence in Education* by providing courses in a broad selection of fields of study in psychology including, research, child development, counseling and therapy as well as education.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

The psychology program at Barstow College is part of the Social Science Program and consists of one full time faculty member and twelve adjuncts. Psychology courses are facilitated during the day, in the evenings, online and hybrid at the main campus as well as at Fort Irwin.

B. Who do you service (including demographics)?

Barstow College serves a very diverse group of students – varying in age, gender, ethnicity, and experiences. We have a variety of students: some are first full-time students, some work full-time while taking courses in the evening or online, some are returning students who take a class for their professional growth and development, and others have returned to college in order to pursue a new career.

We have students that represent our community enrolling in our courses, or they are students from other areas within California, other states within the United States, and in some cases, other countries, as we serve many military families.

C. What kind of services does your unit provide?

The psychology program provides tutoring and career guidance services for students. These services are mainly provided to students during Instructor office hours. Instructors and students meet to discuss relevant issues to the student and is student driven.

D. How do you provide them?

The tutoring and guidance services are provided during instructor office hours.

E. Does the program have a degree or certificate?

The psychology program does offer students an A.A degree as well as an A.A.-T degree. Students that transfer to a CSU with an AS-T degree are guaranteed junior classman status which may be beneficial in securing classes at a CSU.

3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

1: 4.15

	TRADITIONAL	ONLINE
2) Course Completion Rate	PSYCH 1 FT .89 PT - PSYCH 2 FT .92 P T .97 PSYCH 4 FT .81 PT 1.0 PSYCH 5 FT - PT .96 PSYCH 11 FT .79 PT 1.0 PSYCH 12 FT - PT - PSYCH 13 FT .93 PT - PSYCH 14 FT - PT - PSYCH 15 FT - PT - PSYCH 33 FT 1.00 PT -	PSYCH 1 FT - PT .84 PSYCH 2 FT - PT .92 PSYCH 4 FT .90 PT .40 PSYCH 5 FT - PT .87 PSYCH 11 FT .92 PT .84 PSYCH 12 FT .75 PT 1.00 PSYCH 13 FT - PT - PSYCH 14 FT - PT .80 PSYCH 15 FT - PT 97 PSYCH 33 FT .84 PT .92
3) Course Success/Retention Rate	FT .69 PT .84	FT .69 PT .66

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
Full-time:	1.4	.6
Part-time:	2	6.3

	TRADITIONAL	ONLINE
5) Fill Rate	FT .60 PT.60	FT 0.37 PT .68

Reflect on the data above:

The course completion rates across the psychology courses appear to be high with rates in the 80th percentile and higher. Only one course seemed to have an unusually low completion rate of 40%. The course success rate appears at a proficient level at 70%.

Course retention is also solid with continuing efforts to keep the success rates increasing. These efforts include assessment revision, curriculum revision, encouraging tutoring for struggling students, and dropping students that stop attending before the first and last census date.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

1. Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design, data analysis, interpretation, and ethical guidelines.
3. Understand and apply psychological principles to personal, social, and organizational issues.

2) Summarize the progress you have made on Program Level Outcomes.

The addition of the AA-T Degree in Psychology in 2013 has created an opportunity to modify the previous Social Sciences PLOs to more program specific psychology PLOs. The Psychology Program PLOs were adapted from the Social Science PLOs and then modified to address specific areas in psychology. The Psychology Department has seen significant growth in the past three years regarding students declaring psychology as their major of study. The addition of the AAT Psychology degree in 2013 may be a significant factor in the increase in the number of students declaring a psychology major. Since 2013, students declaring psychology as their major of study has increased by 260%. The amount of students graduating with an AA-T Psychology certificate has increased by 266%.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

1. Students will be able to explain key concepts, principles, theories, and generalizations of psychology.
2. Students will be able to analyze and critically evaluate different ideas, arguments, and points of views associated with general psychology.
3. Students will be able to demonstrate the ability to articulate positions verbally and in writing.

The current SLOs were adopted in Fall 2013. These SLO's were used and assessed for the 2014-2015 year for PSYC 1, 2 and 11 which are the courses facilitated by the full time psychology professor.
Psych 1 SLO 1: Student success rate was 84%.
         SLO 2: Student success rate was 84%.
         SLO 3: Student success rate was 90%.
Psych 2 SLO 1:Student success rate was 74%
         SLO 2: Student success rate was 74%
         SLO 3: Student success rate was 72%
Psych 11 SLO 1: Student success rate was 75%
          SLO 2: Student success rate was 75%
          SLO 3: Student success rate was 75%
 Students that were successful in one SLO area tended to be successful in all three SLO areas.

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Continuing adjustment to the instruction method delivery is considered. An interactive Power point presentation for PSYCH 1 and PSYC 2 were adopted since the previous program review.

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

Growth potential exists in the psychology department to attract and support more students through graduation. Improving access to information to students regarding career options in psychology as well as the pathway to an AA-T Psychology certificate may contribute to achieve growth.

C. SUPPORTING ASSESSMENT DATA *(See Handbook for additional information)*

1) Provide a list of any additional measures *(not included in 3.A.)* **that you have chosen to gauge your program's effectiveness** *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).*

No additional materials used at this time.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

Not Apply

2) Summarize the results of the measures listed in #1 above:

Not Apply

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

Not Apply

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

Two Year Psychology Teaching Schedule:
Part of Social Sciences and Psychology AA-T
<u>FALL 2013</u>
PSYC 1
PSYC 2
PSYC 11/ BIOL 11
PSYC 11/BIOL 11
PSYC 3 OR PSYC 5
<u>SPRING 2014</u>
PSYC 11/ BIOL 11
PSYC 11/ BIOL 11
PSYC 1
PSYC 2
PSYC 13
<u>FALL 2014</u>

PSYC 12/ SOC 12
PSYC 4
PSYC 1
PSYC 2
PSYC 11 / BIOL 11
<u>SPRING 2015</u>
PSYC 11 / BIOL 11
PSYC 11/ BIOL 11
PSYC 13
PSYC 1
PSYC 3 OR 5

2) What changes, if any, have been made since the last Program Review?

No changes to the two year scheduling plan have been made since the last program review.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

From B2:

The Psychology Department has seen significant growth in the past three years regarding students declaring psychology as their major of study. The addition of the AA-T Psychology degree in 2013 may be a significant factor in the increase in the number of students declaring a psychology major. Since 2013, students declaring psychology as their major of study has increased by 260%. The amount of students graduating with an AA-T Psychology certificate has increased by 266%. One concern mentioned by students is the difficulty in taking PSYC 12 / SOC 12 as this course is offered once per year in the Fall semester. As more students declare psychology as a major, a second PSYC 12 / SOC 12 course may be useful during spring semester.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

The main goal is to grow the number of students declaring psychology as a major as well as supporting these students through graduation and beyond. A tentative goal is to reach 200 declared psychology majors at Barstow College by Fall 2016.

4. Curriculum

A. List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

No new course changes since the last program review.

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

Constant revisions are being made to the instruction delivery. For spring quarter, I incorporated interactive power point presentations that include video clips impeded into the presentations to enhance input and student understanding of the material.

1) *CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)*

> All transfer level courses are current and aligned for transfer.

2) *CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)*

> All textbooks for these courses have been updated.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. *(NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)*

> Not apply

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum *(including all modes of delivery)*?

> Continual assessment of student success rates afford the professors feedback regarding effectiveness of all delivery modes of instruction. Also, creativity and exploration are encouraged when based on sound education pedagogy.

5. Internal Factors *(see Handbook for additional information)*

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

> **Delivery:**
>   A. Courses are offered both online and through traditional methods of instruction
>   B. Convenient scheduling – mixture of morning, afternoon, evening and online course offerings
> **Instructional Design:**
>   A. Blended learning
>   B. Understanding of Learning Theories
>   C. Assessments
>   D. Innovative methods of instruction
> **Human Capital:**
>   A. Diversified Staff
>   B. Qualified Instructors
>   C. Skilled Instructor pool
>   D. Engaged Faculty
> Results:
>   A. The Psychology Department has seen significant growth in the past three years regarding students declaring psychology as their major of study. The addition of the AA-T Psychology degree in 2013 may be a significant factor in the increase in the number of students declaring a psychology major. Since 2013, students declaring psychology as their major of study has increased by 260%. The amount of students graduating with an AA-T Psychology certificate has increased by 266%. While these increases are positive, continued recruitment and graduation numbers could be increased.

B. **Weaknesses:** *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

A. Facilities/labs/equipment/tools need upgrades and improvement

Access to Blackboard, Moodle, Canvas or a similar web based program for all courses would enhance student success. Previous experience with Palomar College and Victor Valley College provide evidence that students benefit from accessing their grades and accessing materials online. Many high schools offer online support for students with programs like Que or Zangle. BCC online students have access to online materials yet the live courses do not provide online support.. Athletes and ACCESS students are required to fill out forms where professors provide grades and signatures. This process is archaic; students should have the ability to monitor their own progress. Attempts to use the mass email feature in Outlook via Banner resulted in delays of 7 weeks or more making that format useless. Barstow College students would benefit if all courses had online support. Perhaps Canvas will provide this support.

B. Communication between full-time and adjunct faculty is challenging .

Communication is often limited to emails.

C. Lack of funding for continued professional development in specific areas. The Western Psychology Association (WPA) offers conferences and seminars but are difficult to attend due to cost. The 2016 WPA conference in Long Beach may provide an opportunity for faculty to attend and share information with the rest of the department.

D. While student number increases are strong, the number of overall students that graduate with an A.A.-T in Psychology in two years could be stronger. This could be an area of improvement.

6. External Factors *(see Handbook for additional information)*

A. **Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

Continued economic hardship in the High Desert does afford a need for more family and marriage counselors and other providers in the field of psychology. This need may provide job opportunities or internships for students studying psychology as well as provide incentives for students to continue studying psychology to earn an advanced degree in counseling, research, or related fields.

B. **Threats:** *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

The same economic hardships may limit the budget for available course expansion to meet the growing demand for mental health services.

7. Continuing Education/Professional Development

A. **What continuing education and/or professional development activities have program/unit members attended during the current cycle?**

The full time professor does participate in the best Practice and All division workshops. This year I have joined the Program review Committee as well as lead a campus club as their academic advisor. I have participated in American Psychological Association (APA) conferences in the past and would like to continue should funding become available. APA membership provides reduced rates for conferences as well as subscriptions to professional journals.

B. **How did this benefit your department and the College?**

As a student club advisor, I get to work with students outside of instruction and allows me to get a different perspective as to student interests and concerns regarding their education. As a committee member, I have the opportunity to work with colleagues I may otherwise not met. These interactions help support a team mentality and fosters cooperation.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

I have participated in American Psychological Association (APA) conferences in the past and would like to continue should funding become available. APA membership provides reduced rates for conferences as well as subscriptions to professional journals.

8.   Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

Prior goals were part of a larger Social Sciences Department. Since then, an AA-T transfer degree has been added in Psychology. The program achieved 100% SLO participation and continues to address SLOs each semester. The main goal was to gain stability and continuity. Moving forward, the goal of the psychology program is to grow the number of students in the psychology program.

9.   Goals/Objectives/Actions (ACTION PLAN)

A.   **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B.   **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C.   **OBJECTIVES:** Define Objectives for reaching each Goal.

D.   **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E.   **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F.   **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN						
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Increase the number of students in the psychology program.	*List all that apply:* **Provide** Successful college learning experience **Promote** and support student engagement	#1	Increase awareness of careers available in psychology	Explore the broad field of psychology in courses and have students assess their interests.	Number of students declaring a psychology major.
			#2	Increase awareness of the pathway necessary to obtain an AA-T degree.	Provide information of the two year course offerings in psychology so students may make an informed decision regarding timely class selection.	Number of students that graduate with an AA-T psychology degree preferably in two years.
			#3			
	Additional Information:					
#2	Increase discussion and dialogue between full-time and part-time faculty of the Social Sciences.	*List all that apply:* **Attract/ develop** excellent employees **Foster** innovative learning environment	#1	Increase the number of planned and scheduled faculty conversations and interactions among faculty members.	Obtain a list of all part-time faculty teaching for the Social Sciences.	1. Documented faculty meetings. 2. Minutes from faculty meetings
			#2	Participate in the mentoring program to support adjunct faculty. This may increase adjunct participation and buy –in to current program and college wide objectives.	Annually give the Faculty Departmental Survey - Assessment to full-time and part-time faculty	
			#3			
	Additional Information:					
#3	Review current textbooks and evaluate for possible replacement	*List all that apply:* **Provide** Successful college learning experience **Promote** and support student engagement	#1	Review the Introduction to Psychology textbook selection.	Explore other textbooks that may be a better fit for BCC students.	Measure SLOs and retention rates as well as student survey results.
			#2			
			#3			

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	Foster innovative learning environment			
	Additional Information:			

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Funds to attend the WPA conference	TBD	No	Mr. Eaton
2	1	Same as above			

Annual Update #1	Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source